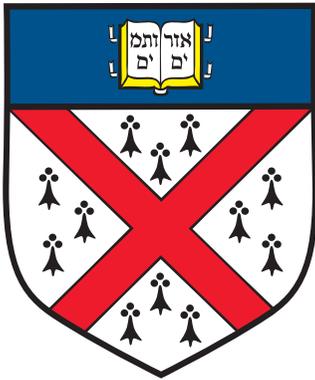


Yale College
Programs of Study
Fall and Spring Terms
2016–2017



BULLETIN OF YALE UNIVERSITY

Series 112 Number 9 August 1, 2016

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MISSION STATEMENT OF YALE COLLEGE The mission of Yale College is to seek exceptionally promising students of all backgrounds from across the nation and around the world and to educate them, through mental discipline and social experience, to develop their intellectual, moral, civic, and creative capacities to the fullest. The aim of this education is the cultivation of citizens with a rich awareness of our heritage to lead and serve in every sphere of human activity.

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KEY TO COURSE LISTINGS

AFAM	Course subjects are listed by three- or four-letter abbreviations in capitals. See the complete list of Subject Abbreviations.
MATH 112a or b	The letters “a” and “b” after a course number denote fall- and spring-term courses, respectively. A course designated “a or b” is the same course given in both terms.
Staff	Multiple course instructors are commonly listed as “Staff.” Refer to Online Course Information (http://students.yale.edu/oci) for individual section instructors.
Prerequisite: MATH 112	Prerequisites and recommendations are listed at the end of the course description.
L5, HU	Foreign language courses are designated L1 (first term of language study), L2 (second term), L3 (third term), L4 (fourth term), or L5 (beyond the fourth term). Other distributional designations are QR, WR, HU, SC, and SO, representing quantitative reasoning, writing, humanities and arts, science, and social science, respectively. See “Distributional Requirements” under “Requirements for the B.A. or B.S. Degree” (http://catalog.yale.edu/ycps/academic-regulations/requirements-for-ba-bs-degree/) in the Academic Regulations.
½ Course cr	Most courses earn one course credit per term; variations are noted.
RP	A course designated “RP” meets during the reading period. See “Reading Period and Final Examination Period” (http://catalog.yale.edu/ycps/academic-regulations/reading-period-final-examination-period/) in the Academic Regulations.
[ASTR 320]	Courses in brackets are not offered during the current year but are expected to be given in the succeeding academic year.
*HIST 012	A student must obtain the instructor’s permission before taking a course marked by a star. All seminars are starred.
ITAL 310/LITR 183	A course with multiple titles, i.e., with two or more departments in the title line, counts toward the major in each department where it appears.
TR	The abbreviation “TR” denotes a literature course with readings in translation.
English: Pre-1900 Lit	Courses with department-specific designations are applied toward the requirements of certain majors. See the program descriptions of the relevant majors.
HIST 130]b, MCDB 201Lb	A capital J or L following the course number denotes a History departmental seminar or a science laboratory, respectively.
Cognitive Science Courses: ECON 159	Related courses appear in departments other than their own (e.g., ECON 159 might be listed under Cognitive Science). Such courses may count toward the major of the relating department.

BUILDING ABBREVIATIONS

AKW	Arthur K. Watson Hall	LEPH	Laboratory of Epidemiology and Public Health
BASS	Bass Center for Molecular and Structural Biology	LFOF	Leitner Observatory and Planetarium
BASSLB	Bass Library	LGH	Abby and Mitch Leigh Hall
BCMM	Boyer Center for Molecular Medicine	LOM	Leet Oliver Memorial Hall
BCT	Becton Engineering and Applied Science Center	LORIA	Jeffrey H. Loria Center
BK	Berkeley College	LUCE	Henry R. Luce Hall
BM	Charles W. Bingham Hall	LWR	Lanman-Wright Memorial Hall
BML	Brady Memorial Laboratory	MC	Morse College
BR	Branford College	MEC	Malone Engineering Center
BRBL	Beinecke Rare Book and Manuscript Library	ML	Mason Laboratory
C	Connecticut Hall	OML	Osborn Memorial Laboratories
CC	Calhoun College	PC	Pierson College
CRB	Class of 1954 Chemistry Research Building	PH	Phelps Hall
CSC	Child Study Center	PM	Peabody Museum of Natural History
D	Durfee Hall	PWG	Payne Whitney Gymnasium
DAVIES	Davies Auditorium, Becton Center	RDH	Rudolph Hall
DC	Davenport College	RKZ	Rosenkranz Hall
DL	Dunham Laboratory	SB	Sage Hall
DOW	Dow Hall	SCL	Sterling Chemistry Laboratory
EAL	Electron Accelerator Laboratory	SDQ	Sterling Divinity Quadrangle
EM	Edwin McClellan Hall	SHM	Sterling Hall of Medicine
ES	Ezra Stiles College	SLB	Sterling Law Building
ESC	Class of 1954 Environmental Science Center	SM	Silliman College
EVANS	Edward P. Evans Hall	SMH	Sprague Memorial Hall
F	Farnam Hall	SML	Sterling Memorial Library
GML	Greeley Memorial Laboratory	SPL	Sloane Physics Laboratory
GRN	Holcombe T. Green, Jr., Hall	SSS	Sheffield-Sterling-Strathcona Hall
HGS	Hall of Graduate Studies	STOECK	Stoeckel Hall
JE	Jonathan Edwards College	SY	Saybrook College
JWG	Josiah Willard Gibbs Research Laboratories	TAC	The Anlyan Center
K	Kirtland Hall	TC	Trumbull College
KBT	Kline Biology Tower	TD	Timothy Dwight College
KCL	Kline Chemistry Laboratory	UT	University Theatre
KGL	Kline Geology Laboratory	V	Vanderbilt Hall
KRN	Kroon Hall	W	Welch Hall
L	Lawrance Hall	WL	Wright Laboratory
LC	Linsly-Chittenden Hall	WL-W	Wright Laboratory West
		WLH	William L. Harkness Hall
		WTS	Watson Center
		YCBA	Yale Center for British Art
		YUAG	Yale University Art Gallery

YALE COLLEGE CALENDAR WITH PERTINENT DEADLINES

This calendar includes a partial summary of deadlines given in the Academic Regulations (p. 34) and in the Yale College online publication *Undergraduate Regulations* (<http://yalecollege.yale.edu/campus-life/undergraduate-regulations>). Unless otherwise specified, references are to sections in the Academic Regulations, and deadlines fall at 5 p.m.

Fall Term 2016

Aug. 24	W	Residences open to upperclassmen, 9 a.m.
Aug. 26	F	Residences open to freshmen, 9 a.m. Required registration meetings for freshmen, 8 p.m.
Aug. 30	T	Required registration meetings for upperclassmen (Class of 2019, 9 a.m.; Class of 2018, 9:45 a.m.; Class of 2017, 10:30 a.m.).
Aug. 31	W	Fall-term classes begin, 8:20 a.m.
Sept. 1	TH	Deadline to complete applications for financial aid for the 2017 spring term, for students not enrolled in the 2016 fall term. See <i>Undergraduate Regulations</i> .
Sept. 2	F	Friday classes do not meet; Monday classes meet instead.
Sept. 5	M	Labor Day; classes do not meet.
Sept. 12	M	Final course schedules due for the Class of 2020.*
Sept. 13	T	Final course schedules due for the Classes of 2018 and 2019.*
Sept. 14	W	Final course schedules due for the Class of 2017.* All students planning to complete degree requirements at the end of the fall term must file a petition by this date. See Special Arrangements (p. 69). Final deadline to apply for a fall-term Leave of Absence. See Leave of Absence, Withdrawal, and Reinstatement (p. 61). Withdrawal from Yale College on or before this date entitles a student to a full rebate of fall-term tuition. See <i>Undergraduate Regulations</i> .
Sept. 23	F	Last day to withdraw from a course offered in the first half of the term without the course appearing on the transcript. See Withdrawal from Courses (p. 52) and Grades (p. 41).
Sept. 24	S	Withdrawal from Yale College on or before this date entitles a student to a rebate of one-half of fall-term tuition. See <i>Undergraduate Regulations</i> .
Sept. 30	F	Last day to convert from the Credit/D/Fail option to a letter grade in a course offered in the first half of the term. See Grades (p. 41).
Oct. 7	F	Last day to withdraw from a course offered in the first half of the term. See Withdrawal from Courses (p. 52) and Grades (p. 41).
Oct. 15	S	Deadline to apply for a spring-term 2017 Term Abroad. See Special Arrangements (p. 66).
Oct. 17	M	Classes begin for courses offered in the second half of the term.
Oct. 18	T	October recess begins, 11 p.m.
Oct. 24	M	Classes resume, 8:20 a.m.

Oct. 28	F	Midterm. Last day to withdraw from a full-term course without the course appearing on the transcript. See <i>Withdrawal from Courses</i> (p. 52) and <i>Grades</i> (p. 41). Deadline to apply for double credit in a single-credit course. See <i>Special Arrangements</i> (p. 70). Withdrawal from Yale College on or before this date entitles a student to a rebate of one-quarter of the term's tuition. See <i>Undergraduate Regulations</i> .
Nov. 11	F	Last day to convert from the Credit/D/Fail option to a letter grade in a full-term course. See <i>Grades</i> (p. 41). Last day to withdraw from a course offered in the second half of the term without the course appearing on the transcript. See <i>Withdrawal from Courses</i> (p. 52) and <i>Grades</i> (p. 41).
Nov. 18	F	November recess begins, 5:30 p.m.
Nov. 28	M	Classes resume, 8:20 a.m.
Nov. 30	W	Last day to relinquish on-campus housing for the spring term without charge. See <i>Undergraduate Regulations</i> .
Dec. 2	F	Last day to convert from the Credit/D/Fail option to a letter grade in a course offered in the second half of the term. See <i>Grades</i> (p. 41).
Dec. 9	F	Classes end, 5:30 p.m.; reading period begins. Last day to withdraw from a full-term course or a course offered in the second half of the term. See <i>Withdrawal from Courses</i> (p. 52) and <i>Grades</i> (p. 41).
Dec. 15	TH	Reading period ends, 5 p.m. Final examinations begin, 7 p.m. [†] Deadline for all course assignments, other than term papers and term projects. This deadline can be extended only by a Temporary Incomplete authorized by the student's residential college dean. Application for 2017 Yale Faculty-led Programs Abroad opens.
Dec. 21	W	Examinations end, 5:30 p.m.; winter recess begins. Deadline for all term papers and term projects. This deadline can be extended only by a Temporary Incomplete authorized by the student's residential college dean.
Dec. 22	TH	Residences close, 12 noon.
Spring Term 2017		
Jan. 11	W	Residences open, 9 a.m.
Jan. 16	M	Martin Luther King Jr. Day; classes do not meet. Required freshman registration meetings.
Jan. 17	T	Spring-term classes begin, 8:20 a.m. Upperclassmen pick up registration materials by 5 p.m. in their residential college dean's office.
Jan. 20	F	Friday classes do not meet; Monday classes meet instead.
Jan. 23	M	Application for 2017 New Haven and online Summer Session courses opens. Rolling admissions for New Haven and online courses.
Jan. 25	W	Final course schedules due for the Class of 2020.*
Jan. 26	TH	Final course schedules due for the Classes of 2018 and 2019.*
Jan. 27	F	Final course schedules due for the Class of 2017.* Last day for students in the Class of 2017 to petition for permission to compete the requirements of two majors.

Jan. 31	T	Final deadline to apply for a spring-term Leave of Absence. See Leave of Absence, Withdrawal, and Reinstatement (p. 61). Withdrawal from Yale College on or before this date entitles a student to a full rebate of spring-term tuition. See <i>Undergraduate Regulations</i> .
Feb. 3	F	Last day to withdraw from a course offered in the first half of the term without the course appearing on the transcript. See Withdrawal from Courses (p. 52) and Grades (p. 41).
Feb. 10	F	Withdrawal from Yale College on or before this date entitles a student to a rebate of one-half of spring-term tuition. See <i>Undergraduate Regulations</i> . Last day to convert from the Credit/D/Fail option to a letter grade in a course offered in the first half of the term. See Grades (p. 41).
Feb. 15	W	Deadline for applications for Yale Faculty-led Programs Abroad.
Feb. 24	F	Last day to withdraw from a course offered in the first half of the term. See Withdrawal from Courses (p. 52) and Grades (p. 41).
Mar. 1	W	Classes begin for courses offered in the second half of the term.
Mar. 5	SU	Deadline to apply for a fall-term 2017 Term Abroad or a 2017–2018 Year Abroad. See Special Arrangements (p. 66).
Mar. 10	F	Midterm. Spring recess begins, 5:30 p.m. Last day to withdraw from a full-term course without the course appearing on the transcript. See Withdrawal from Courses (p. 52) and Grades (p. 41). Deadline to apply for double credit in a single-credit course. See Special Arrangements (p. 70). Withdrawal from Yale College on or before this date entitles a student to a rebate of one-quarter of the term's tuition. See <i>Undergraduate Regulations</i> .
Mar. 27	M	Classes resume, 8:20 a.m.
Apr. 6	TH	Deadline to complete applications for financial aid for the fall and spring terms, 2017–2018. See <i>Undergraduate Regulations</i> .
Apr. 7	F	Last day to convert from the Credit/D/Fail option in a full-term course to a letter grade. See Grades (p. 41). Last day to withdraw from a course offered in the second half of the term without the course appearing on the transcript. See Withdrawal from Courses (p. 52) and Grades (p. 41).
Apr. 21	F	Last day to convert from the Credit/D/Fail option to a letter grade in a course offered in the second half of the term. See Grades (p. 41).
Apr. 28	F	Classes end, 5:30 p.m.; reading period begins. Last day to withdraw from a full-term course or a course offered in the second half of the term. See Withdrawal from Courses (p. 52) and Grades (p. 41).
May 1	M	Applications for fall-term Leaves of Absence due. See Leave of Absence, Withdrawal, and Reinstatement (p. 61).
May 4	TH	Reading period ends, 5 p.m. Final examinations begin, 7 p.m.† Deadline for all course assignments, other than term papers and term projects. This deadline can be extended only by a Temporary Incomplete authorized by the student's residential college dean.

May 10	W	Examinations end, 5:30 p.m. Deadline for all term papers and term projects. This deadline can be extended only by a Temporary Incomplete authorized by the student's residential college dean.
May 11	TH	Residences close for underclassmen, 12 noon.
May 22	M	University Commencement.
May 23	T	Residences close for seniors, 12 noon.

Summer Term 2017

Courses in summer term are offered through Yale Summer Session. Important application deadlines that occur during the spring and fall terms are also listed below. Further information is available from the Yale Summer Session office or on the Summer Session Web site (<http://summer.yale.edu>).

Dec. 15	TH	Application for 2017 Yale Faculty-led Programs Abroad opens.
Jan. 23	M	Application for 2017 New Haven and online Summer Session courses opens. Rolling admissions for New Haven and online courses.
Feb. 15	W	Deadline for applications for Yale Faculty-led Programs Abroad.
May 29	M	Session A classes begin, 9 a.m.
May 31	W	Last day to add a session A course.
Jun. 2	F	Withdrawal from session A on or before this date entitles a student to a full rebate of session A tuition. Withdrawal from housing on or before this date entitles a student to a partial room and board rebate. No housing refunds will be made after this date.
Jun. 9	F	Withdrawal from session A on or before this date entitles the student to a rebate of one-half of session A tuition.
Jun. 13	T	Last day to withdraw from a session A course without the course appearing on the transcript.
Jun. 30	F	Session A classes end. Deadline for all session A papers, projects, and exams. This deadline can be extended only by prior permission of the dean of Yale Summer Session. Residences close, 6 p.m.
Jul. 3	M	Session B classes begin, 9 a.m.
Jul. 5	W	Last day to add a session B course.
Jul. 7	F	Withdrawal from session B on or before this date entitles a student to a full rebate of session B tuition. Withdrawal from housing on or before this date entitles a student to a partial room and board rebate. No housing refunds will be made after this date.
Jul. 14	F	Withdrawal from session B on or before this date entitles the student to a rebate of one-half of session B tuition.
Jul. 18	T	Last day to withdraw from a session B course without the course appearing on the transcript.
Aug. 4	F	Session B classes end. Deadline for all session B papers, projects, and exams. This deadline can be extended only by prior permission of the dean of Yale Summer Session.
Aug. 5	S	Residences close, 9 a.m.

- * Late schedules from all classes are fined and may not include the Credit/D/Fail option. See Grades and Registration and Enrollment in Courses (p. 48).
- † Please note that examinations will be held on Saturdays and Sundays, December 17 and 18 and May 6 and 7.

YALE COLLEGE ADMINISTRATIVE OFFICERS

ADMINISTRATIVE OFFICERS

Peter Salovey, Ph.D., President of the University
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Tamar S. Gendler, Ph.D., Dean of the Faculty of Arts and Sciences
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Melanie Boyd, Ph.D., Assistant Dean of Student Affairs; Special Adviser to the Dean on Gender Issues
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Saveena Dhall, Ed.M., Assistant Dean; Director of the Asian American Cultural Center
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Hannah Peck, M.Div., Assistant Dean of Student Affairs
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Angela Gleason, Ph.D., Title IX Coordinator
Gabriel G. Olszewski, M.A., Executive Director, Student Financial and Administrative Services and University Registrar
David P. Zupko, M.Ed., Deputy University Registrar

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Branford College, Sarah E. Insley, Ph.D.
Calhoun College, April M. Ruiz, Ph.D.
Davenport College, Ryan A. Brasseaux, Ph.D.
Timothy Dwight College, Sarah Mahurin, Ph.D.
Jonathan Edwards College, TBA
Morse College, Joel Silverman, Ph.D.
Pierson College, June Y. Chu, Ph.D.
Saybrook College, Christine M. Muller, Ph.D.
Silliman College, Jessie Royce Hill, M.S.
Ezra Stiles College, Nilakshi Parndigamage, J.D.
Trumbull College, Surjit Chandhoke, Ph.D.

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Margit A. Dahl, B.A., Director of Undergraduate Admissions
Caesar Storlazzi, M.M., University Director of Financial Aid
Jennifer Farkas, B.A., Director of Student Financial Services
Kerry Worsencroft, B.S., Director of Student Financial Services Operations

FINAL EXAMINATION SCHEDULES

Rules governing the conduct of final examinations are given under Reading Period and Final Examination Period (p. 53).

An examination group number is assigned to every course. Examination group assignments are based on course meeting times, according to the following scheme. Hours shown are the times at which courses begin:

- | | | | |
|------|----------------------------|------|-------------------------|
| (31) | M, W, or F, 8:20 a.m. | | |
| (32) | M, W, or F, 9 or 9:25 a.m. | (22) | T or Th, 9 or 9:25 a.m. |
| (33) | M, W, or F, 10:30 a.m. | (23) | T or Th, 10:30 a.m. |
| (34) | M, W, or F, 11:35 a.m. | (24) | T or Th, 11:35 a.m. |
| (36) | M, W, or F, 1 or 1:30 p.m. | (26) | T or Th, 1 or 1:30 p.m. |
| (37) | M, W, or F, after 2 p.m. | (27) | T or Th, after 2 p.m. |

Note: With the exception of courses assigned to common examination groups, a change in class meeting time will alter the examination time.

Courses with multiple sections but a common examination are assigned to an examination group from (61) to (69). Typical assignments include (but are not limited to): (61) foreign languages; (63) introductory-level English; (64) introductory economics; (65) physics; (69) introductory mathematics.

The examination group (50) is assigned to courses whose times are published HTBA, or whose times belong to more than one of the groups listed above.

Courses in group (o) usually have no regular final examination, concluding instead with a term essay or other final exercise. Instructors of such courses may schedule a regular final examination based on the course starting time.

Final examination dates and times for 2016-2017 are:

2016	9 a.m.	2 p.m.	7 p.m.	2017	9 a.m.	2 p.m.	7 p.m.
15 Dec. Th			(65)	4 May Th			(65)
16 Dec. F	(61)	(24)		5 May F	(26)	(34)	
17 Dec. Sa	(64)	(26)	(37)	6 May Sa	(22)	(36)	(64)
18 Dec. Su		(34)	(69)	7 May Su		(23)	(37)
19 Dec. M	(22)	(32)	(63)	8 May M	(61)	(24)	(32)
20 Dec. Tu	(36)	(33)	(31)	9 May Tu	(63)	(33)	(27)
21 Dec. W	(23)	(27)		10 May W	(69)	(31)	

A student who in a given term elects two courses with the same examination group number will be charged \$35 for a makeup examination. (See "Postponement of Final Examinations" under Completion of Course Work.)

SUBJECT ABBREVIATIONS

ACCT	Accounting	G&G	Geology and Geophysics
AFAM	African American Studies	GLBL	Global Affairs
AFST	African Studies	GMAN	Germanic Languages and Literatures
AKKD	Akkadian	GREK	Ancient Greek
AMST	American Studies	HEBR	Hebrew
AMTH	Applied Mathematics	HGRN	Hungarian
ANTH	Anthropology	HIST	History
APHY	Applied Physics	HLTH	Global Health Studies
ARBC	Arabic	HMRT	Human Rights
ARCG	Archaeological Studies	HNDI	Hindi
ARCH	Architecture	HSAR	History of Art
ART	Art	HSHM	History of Science, Medicine, and Public Health
ASTR	Astronomy	HUMS	Humanities
BENG	Biomedical Engineering	INDN	Indonesian
BIOL	Biology	ITAL	Italian
BNGL	Bengali	JAPN	Japanese
BRST	British Studies	JDST	Judaic Studies
CENG	Chemical Engineering	KHMR	Khmer
CGSC	Cognitive Science	KREN	Korean
CHEM	Chemistry	LAST	Latin American Studies
CHLD	Child Study Center	LATN	Latin
CHNS	Chinese	LING	Linguistics
CLCV	Classical Civilization	LITR	Literature
CLSS	Classics	MATH	Mathematics
CPAR	Computing and the Arts	MB&B	Molecular Biophysics and Biochemistry
CPSC	Computer Science	MCDB	Molecular, Cellular, and Developmental Biology
CZEC	Czech	MENG	Mechanical Engineering
DEVN	DeVane Lecture Course	MGRK	Modern Greek
DRST	Directed Studies	MMES	Modern Middle East Studies
DUTC	Dutch	MTBT	Modern Tibetan
EALL	East Asian Languages and Literatures	MUSI	Music
EAST	East Asian Studies	NAVY	Naval Science
ECON	Economics	NELC	Near Eastern Languages and Civilizations
EDST	Education Studies	PERS	Persian
E&EB	Ecology and Evolutionary Biology	PHIL	Philosophy
EENG	Electrical Engineering	PHYS	Physics
EGYP	Egyptian	PLSC	Political Science
ENAS	Engineering and Applied Science	PLSH	Polish
ENGL	English Language and Literature	PNJB	Punjabi
ENVE	Environmental Engineering	PORT	Portuguese
EP&E	Ethics, Politics, and Economics	PSYC	Psychology
ER&M	Ethnicity, Race, and Migration	RLST	Religious Studies
EVST	Environmental Studies		
F&ES	Forestry & Environmental Studies		
FILM	Film and Media Studies		
FREN	French		

ROMN	Romanian
RSEE	Russian and East European Studies
RUSS	Russian
SAST	South Asian Studies
SBCR	Bosnian-Croatian-Serbian
SCIE	Science
SKRT	Sanskrit
SLAV	Slavic Languages and Literatures
SNHL	Sinhala
SOCY	Sociology
SPAN	Spanish
SPEC	Special Divisional Major
STAT	Statistics
STCY	Study of the City
SWAH	Kiswahili
TAML	Tamil
TBTN	Classical Tibetan
THST	Theater Studies
TKSH	Turkish
UKRN	Ukrainian
USAF	Aerospace Studies
VIET	Vietnamese
WGSS	Women's, Gender, and Sexuality Studies
WLOF	Wolof
YORU	Yorùbá
ZULU	isiZulu

A MESSAGE FROM THE DEAN OF YALE COLLEGE

We officially call this publication *Yale College Programs of Study*, but generations of students and faculty have known it simply as the Blue Book. A compendium of roughly 2,000 courses to be offered in Yale College in 2016–2017, the Blue Book is a resource to use. Bookmark pages you wish to return to; browse the subjects that you find yourself called to. Let the Blue Book be your key to the renowned faculty at Yale, through whose courses you will develop the intellectual knowledge, skills, and sense of citizenship that will serve you all the days of your lives.

Of course, a listing of individual courses does not constitute an education. To help shape that education, we offer you the counsel of faculty and deans and the guiding principles of our distributional requirements, but in the end we are counting on you to explore your old passions and new interests in ways that will lead you to become cultivated citizens of the world. Our expectation is that when you leave Yale, you will not only have acquired a trained mind, broadened knowledge, and a greater sense of citizenship; you also will have come to a deeper understanding of the continuing joy of disciplined learning.

We hope that perusing the pages of this catalog will stir you to consider courses of study that you had never before imagined and lead you deeper into intellectual worlds you already have explored. The Blue Book represents the heart and soul of what the Yale faculty holds in promise for you. It comes to you with our best wishes for a successful year.

Jonathan Holloway

Dean of Yale College

Edmund S. Morgan Professor of African American Studies, History, and American Studies

I. YALE COLLEGE

The Undergraduate Curriculum

Yale College, founded in 1701, is a coeducational undergraduate institution offering instruction in the liberal arts and sciences to about 5,200 students. The College is the oldest and the largest school of the University, which also comprises the Graduate School of Arts and Sciences and ten professional schools.

Yale College offers a liberal arts education, one that aims to cultivate a broadly informed, highly disciplined intellect without specifying in advance how that intellect will be used. Such an approach to learning regards college as a phase of exploration, a place for the exercise of curiosity, and an opportunity for the discovery of new interests and abilities. The College does not seek primarily to train students in the particulars of a given career, although some students may elect to receive more of that preparation than others. Instead, its main goal is to instill knowledge and skills that students can bring to bear in whatever work they eventually choose. This philosophy of education corresponds with that expressed in the Yale Report of 1828, which draws a distinction between “expanding [the mind’s] powers, and storing it with knowledge.” Acquiring facts is important, but learning how to think critically and creatively in a variety of ways takes precedence.

To ensure that study is neither too narrowly focused nor too diffuse, the College stands behind the principle of distribution of studies as strongly as it supports the principle of concentration. It requires that study be characterized, particularly in the earlier years, by a reasonable diversity of subject matter and approach, and in the later years, by concentration in one of the major programs or departments. In addition, the College requires that all students take courses in certain foundational skills—writing, quantitative reasoning, and foreign language—that hold the key to opportunities in later study and later life. People who fail to develop these skills at an early stage unknowingly limit their futures. In each skill, students are required to travel some further distance from where they were in high school for the purpose that these competences mature and deepen. The best high school writer is still not the writer he or she could be; students who do not use their mathematics or foreign language skills in college commonly lose abilities they once had, and can graduate knowing less than when they arrived.

In a time of increasing globalization, both academic study of the international world and firsthand experience of foreign cultures are crucial. No Yale College student can afford to remain ignorant of the forces that shape our world. Yale College urges all of its students to consider a summer, a term, or a year abroad sometime during their college careers.

A student working toward a bachelor’s degree takes four or five courses each term, and normally receives the B.A. or B.S. degree after completing thirty-six term courses or their equivalent in eight terms of enrollment. To balance structure with latitude and to achieve a balance of breadth and depth, a candidate for the bachelor’s degree

is required, in completing the thirty-six term courses, to fulfill the distributional requirements described in this bulletin as well as the requirements of a major program.

ADVISING

What students ultimately take away from their four years at Yale largely depends on the careful planning they apply to their programs of study. It would be premature—and unrealistic—for beginning students to map out a fixed schedule of courses for the subsequent four years, yet it is advisable that they think ahead and make plans for the terms to come. There will be time and opportunity for students to revise such plans as their academic ideas develop.

Yale College does not prescribe a set program of study, in the belief that students who select their own courses are inevitably more engaged with them. As students shape their educational goals, it is important that they seek informed advice, and the best advising happens when students and advisers share a foundation of common intellectual interests.

For incoming students, who have not yet developed relationships with academic advisers, Yale College furnishes a unique constellation of advising linked to the residential colleges. Parts of this constellation include the residential college deans, freshman advisers, and freshman (peer) counselors. It is not any one adviser's job to mandate a particular set of courses but, rather, to help students gather information in order to craft an effective program of study.

After freshman year, the selection of academic advisers is contingent on the student's intended major field. Sophomores who plan to major in the humanities or the social sciences select a sophomore adviser from among the Yale College faculty; those who plan to major in the sciences, engineering, or mathematics select as their adviser the designated representative in their potential major, often the director of undergraduate studies. The academic adviser for juniors and seniors in most majors is the director of undergraduate studies or a designated departmental representative. Moreover, seniors in most majors have the opportunity to select a senior essay or senior project adviser from among the faculty members in their major department or program.

In addition to these advisers, students often seek advice about academics, internship and research opportunities, student life, study abroad, and post-graduation options from other offices on campus, including the Center for International and Professional Experience (<http://www.yale.edu/yalecollege/international>), the Health Professions Advisory Program (<http://ocs.yale.edu/content/health-professions-advising>), the Office of Career Strategy (<http://ocs.yale.edu>), the University Libraries (<http://web.library.yale.edu>), the Yale College Dean's Office, and the cultural centers.

Distributional Requirements

The distributional requirements, described below, are intended to assure that all graduates of Yale College have an acquaintance with a broad variety of fields of inquiry and approaches to knowledge. These requirements are the only specific rules limiting the selection of courses outside a student's major program. By themselves, the distributional requirements constitute a minimal education, not a complete one,

and represent the least that an educated person should seek to know. They are to be embraced as starting points, not goals.

DISTRIBUTIONAL REQUIREMENTS FOR THE BACHELOR'S DEGREE

Students must fulfill disciplinary area requirements by taking no fewer than two course credits in the humanities and arts, two in the sciences, and two in the social sciences. Students must also fulfill skills requirements by taking at least two course credits in quantitative reasoning, two course credits in writing, and courses to further their foreign language proficiency. Depending on their level of accomplishment in foreign languages at matriculation, students may fulfill this last requirement with one, two, or three courses or by certain combinations of course work and approved study abroad.

Area requirement in the humanities and arts (two course credits) Study of the humanities and arts—those subjects that explore the broad range of human thought, expression, and endeavor—cultivates an educated recognition of the greatest accomplishments of the past and enriches the capacity to participate fully in the life of our time. Exploration of other civilizations, ancient and modern, gives students insight into the experiences of others and informs critical examination of their own culture. Those who create or perform works of art experience firsthand the joy and discipline of artistic expression. By rigorously and systematically examining the value and purpose of all that surrounds them, students of the humanities and arts can acquire essential preparation for many different kinds of careers. But independently of any particular application, study of these subjects fosters understanding of, and delight in, the reach and sweep of the human spirit.

Area requirement in the sciences (two course credits) Acquiring a broad view of what science is, what it has achieved, and what it might continue to achieve is an essential component of a college education. Close study of a science develops critical faculties that educated citizens need. These include an ability to evaluate the opinions of experts, to distinguish special pleading and demagoguery from responsible science, and to realize which things are known and which unknown—which are knowable and which unknowable—to science. The theoretical inquiry, experimental analysis, and firsthand problem solving inseparable from studying a science give rise to new modes of thought. To know science is to appreciate a thousand intricacies in nature and the universe, which are hidden from casual observation but which, once revealed, lend richness to everyday life.

Area requirement in the social sciences (two course credits) Insights gained through the study of the social sciences take on a critical significance at a time when the world's population is increasing rapidly and diverse cultures are coming into closer contact and even conflict. Among the major subjects of inquiry in the social sciences are international and area studies. Those who have been educated in the United States ought especially to acquire knowledge of the societies of Africa, Latin America, Asia, the Middle East, and eastern and western Europe, as well as broaden their familiarity with the range of cultures in North America. Questions of class, gender, public health, justice, and identity are also central to work in the social sciences. Methods in the social sciences test for connections between the familiar and the exotic, the traditional and the contemporary, the individual and the group, the predicted result and the anomalous outcome. Social science theories propose explanations for the entire range of human

phenomena: from governments and economies to social organizations, communicative systems, cultural practices, and the psychology of individuals.

Skills requirement in foreign language (at least one course, depending on preparation) The study of languages has long been one of the distinctive and defining features of a liberal arts education, and in the world of the twenty-first century, knowledge of more than one language is increasingly important. The benefits of language study include enhanced understanding of how languages work, often resulting in heightened sophistication in the use of one's own language; unmediated access to texts otherwise available only in translation, or not at all; and the ability to recognize and cross cultural barriers.

All Yale College students are required to engage in study of a foreign language, regardless of the level of proficiency at the time of matriculation. Depending on their preparation, students take one, two, or three terms of foreign language study to fulfill the distributional requirement. Students may complete an approved study abroad program in lieu of intermediate or advanced language study at Yale. Details of the foreign language distributional requirement are listed under Distributional Requirements (p. 34) in the Academic Regulations (p. 34).

Skills requirement in quantitative reasoning (two course credits) The mental rigor resulting from quantitative study has been celebrated since ancient times, and applications of quantitative methods have proven critical to many different disciplines. Mathematics and statistics are basic tools for the natural and the social sciences, and they have become useful in many of the humanities as well. Information technology and the rigorous dissection of logical arguments in any discipline depend on algorithms and formal logical constructs. An educated person must be able to use quantitative information to make, understand, and evaluate arguments.

Many quantitative reasoning courses are taught through the departments of Mathematics, Statistics, and Computer Science. Such courses may also be found in Astronomy (p. 165); Chemistry (p. 182); Economics (p. 256); Engineering (p. 284); Environmental Studies (p. 312); Geology and Geophysics (p. 371); Global Affairs (p. 390); Linguistics (p. 477); Molecular, Cellular, and Developmental Biology (p. 532); Philosophy (p. 571); Physics (p. 578); Political Science (p. 588); Psychology (p. 608); and Sociology (p. 640).

Skills requirement in writing (two course credits) The ability to write well is one of the hallmarks of a liberal education and is indispensable to advanced research in most disciplines. As students strengthen their writing skills, they develop intellectual practices that distinguish active from passive learners.

The English department in particular offers many courses that focus on writing clearly and cogently, and courses in other departments stress writing skills within the context of their disciplines. Over 130 courses, spanning approximately 40 different academic programs, give special attention to writing. Such courses, designated WR in the course listings, do not necessarily require more writing than other courses; rather, they provide more help with writing assignments. Some characteristics of WR courses include writing to discover ideas, learning from model essays, detailed feedback, and reviewing writing in small groups. Note that credit toward the writing requirement cannot be

earned in courses in creative writing (specifically poetry, fiction, and playwriting) nor in courses conducted in a language other than English.

Major Programs

All candidates for a bachelor's degree in Yale College must elect a major program. The requirements for a major are described in general terms in the sections below, and in more detail under Subjects of Instruction (<http://catalog.yale.edu/ycps/subjects-of-instruction>). Students plan a schedule of courses in their major in consultation with a representative of the department or program concerned, and must secure the consultant's written approval. Students should acquaint themselves fully with all the requirements of the major they plan to enter, considering not only the choice of courses in the current term but also the plan of their entire work in the last two or three years in college.

Students seeking the B.S. or the B.A. degree with a major in science are expected to declare their majors at the beginning of sophomore year, although a student who has completed the prerequisites may elect a science major later. Sophomores interested in majoring in science should have their schedules approved by the director of undergraduate studies or the adviser designated by the department. Students seeking the B.A. degree with a major in a field other than a science typically declare their major at the beginning of the junior year. In the sophomore year, these students' schedules are signed by a sophomore adviser, chosen by the student, with whom the program has been discussed.

SELECTION OF A MAJOR

In designing a program of study, the student ought to plan for depth of concentration as well as breadth of scope. To study a subject in depth can be one of the most rewarding and energizing of human experiences and can form the basis of the interests and occupations of a lifetime. Knowledge advances by specialization, and one can gain some of the excitement of discovery by pressing toward the outer limits of what is known in a particular field. Intense study of a seemingly narrow area of investigation may disclose ramifications and connections that alter perspectives on other subjects. Such study also sharpens judgment and acquaints a person with processes by which new truths can be found.

In order to gain exposure to this kind of experience, students must elect and complete a major, that is, the subject in which they will work more intensively than in any other. Yale College offers more than seventy possible majors (p. 91). The department or program concerned sets the requirements for each major, which are detailed under Subjects of Instruction.

Some students will have made a tentative choice of a major before entering college. Others will have settled on a general area—for example, the natural sciences or the humanities—without being certain of the specific department or program of their major. Still others will be completely undecided. Many students who arrive with their minds made up change them after a year or two. Even students who feel certain of their choices should keep open the possibility of a change. In selecting courses during their

first two years, students should bear in mind not only the distributional requirements, but also the need for some exploration of the subjects to which they feel drawn.

THE MAJOR (B.A. OR B.S.)

A major program usually includes twelve term courses in the same area, progressing from introductory to advanced work, which become the focus of a student's program in the junior and senior years. Majors are offered by departments, interdepartmental programs, or interdisciplinary programs. In many departments and programs, a limited number of courses in related fields may be offered in fulfillment of the requirements for the major. Many majors have prerequisites of two or more term courses taken in the freshman and sophomore years.

In all majors, the student must satisfy a senior requirement, usually a senior essay, senior project, or senior departmental examination. In an intensive major, the student must fulfill additional requirements, such as taking a prescribed seminar, tutorial, or graduate course, or completing some other project in the senior year.

SPECIAL DIVISIONAL MAJORS

A Special Divisional Major affords an alternative for the student whose academic interests cannot be met within one of the existing major programs. Such students may, with the approval of the Committee on Honors and Academic Standing, design special majors of their own in consultation with members of the faculty and in accordance with the procedures (p. 663) outlined under Subjects of Instruction. A Special Divisional Major may not be offered as one of two majors.

The Residential Colleges

The most conspicuous advantage of a university is that it presents students with a great breadth of learning and gives them access to scholars who are engaged not only in communicating knowledge but also in discovering it. But the potential disadvantages of a large university are that its size and complexity may discourage communication, and that teachers and students may become less of a challenge to each other. In such an event, the discovery of new knowledge suffers as much as do teaching and learning.

In order to mitigate such disadvantages as it grew from a small college into a modern research university, Yale established residential colleges. Initially made possible through gifts from Edward Stephen Harkness, B.A. 1897, the colleges are more than living quarters; they are small communities of men and women whose members know one another well and learn from one another. Each college has its own dining hall, library, common rooms, extracurricular activity spaces, and intramural athletic teams, and each college celebrates the progress of the academic year with various festivities, concerts, and dramatic presentations.

There are twelve colleges: Berkeley, Branford, Calhoun, Davenport, Timothy Dwight, Jonathan Edwards, Morse, Pierson, Saybrook, Silliman, Ezra Stiles, and Trumbull. Leading each one is a resident head of college; and in each college a resident dean advises students on both academic and nonacademic matters. Associated with the head and the dean as fellows are about fifty additional members of the University drawn from different departments and schools. A few fellows reside in the college; others have offices there.

In the summer before arrival, each freshman is assigned to one of the twelve residential colleges. Most freshmen reside in a quadrangle known as the Old Campus. Whether freshmen live there or elsewhere on campus, they participate fully in the life of their residential college. All freshmen and sophomores are required to live on campus, and most juniors and seniors choose to do so. Whether they live on campus or off, students normally remain members of the same college throughout their undergraduate careers.

International Experience

While students can be introduced to the dynamics of a globalizing world through the course offerings at Yale, experience abroad is an invaluable complement to academic training. Such experience may include course work at foreign universities, intensive language training, directed research, independent projects, internships, laboratory work, and volunteer service. Yale College provides a variety of international opportunities during term time, summers, and postgraduation, as well as a large and growing number of fellowships to support students abroad.

Students can visit the Center for International and Professional Experience (<http://cipe.yalecollege.yale.edu>) to explore options for study abroad, search for international internships and careers, and seek funding for study, research, and work experiences off campus. Summer courses abroad are offered by Yale Summer Session (<http://summer.yale.edu>) and by eligible outside programs through Summer Abroad (<http://www.yale.edu/studyabroad>). Students on financial aid may be eligible for summer funding through the International Summer Award program (<http://www.yale.edu/yalecollege/international/funding/isa>).

YEAR OR TERM ABROAD

In recognition of the special value of formal study abroad, Yale College allows juniors and second-term sophomores to earn a full year or term of credit toward the bachelor's degree through the Year or Term Abroad program. Participation in the program provides students the opportunity to approach academic study through a different cultural perspective and, most significantly, to speak, write, and learn in a foreign language. Students apply to the Yale College Committee on the Year or Term Abroad for approval of a program of study abroad. The pertinent application procedures and regulations are listed under Special Arrangements (p. 66) in the Academic Regulations. Additional information is available from the Study Abroad office in the Center for International and Professional Experience (<http://www.yale.edu/studyabroad>).

YALE-IN-LONDON

The Yale-in-London program offers spring-term courses in British culture and society at the Paul Mellon Centre for Studies in British Art, located in central London. The program is open to undergraduates, carries full Yale course credit, and counts as a term of enrollment. Instruction is designed to take advantage of the cultural resources of London and its environs, with regular field trips (including overnight stays) to museums, historic houses, and other sites of interest. Accommodations are provided for students in shared apartments. Further information is available on the program's Web site (<http://britishart.yale.edu/education/yale-college-students/yale-in-london>),

or from the Yale-in-London office at the Yale Center for British Art, or by e-mail to yaleinlondon@yale.edu.

YALE-IN-LONDON SUMMER PROGRAM

Yale-in-London offers two overlapping summer sessions at the Paul Mellon Centre for Studies in British Art, each lasting six weeks. There are two courses in each session, with topics in history, history of art, architecture, literature, and drama. The courses are open to undergraduates and carry full Yale course credit, although enrollment in Yale-in-London summer session does not count as a term of enrollment in Yale College. Overnight field trips may be included. Accommodations are provided. Course descriptions and further information are available on the program's Web site (<http://britishart.yale.edu/education/yale-college-students/yale-in-london>), or from the Yale-in-London office at the Yale Center for British Art, or by e-mail to yaleinlondon@yale.edu.

THE MACMILLAN CENTER

The Whitney and Betty MacMillan Center for International and Area Studies at Yale is the University's focal point for promoting teaching and research on all aspects of international affairs, societies, and cultures around the world. It brings together scholars from relevant schools and departments to provide comparative and problem-oriented teaching and research on regional, international, and global issues. The MacMillan Center oversees six undergraduate majors: African Studies, East Asian Studies, Latin American Studies, Modern Middle East Studies, Russian and East European Studies, and South Asian Studies. Language training is integral to each of the majors.

The MacMillan Center invites visiting scholars to Yale each year from a range of disciplines and countries; awards financial support to Yale students studying languages or traveling abroad; and sponsors lectures, conferences, workshops, symposia, films, and art events. The Center also produces *The MacMillan Report*, an Internet show that features Yale faculty in international and area studies. Further information about the MacMillan Center is available on the Center's Web site (<http://www.yale.edu/macmillan>).

JACKSON INSTITUTE FOR GLOBAL AFFAIRS

The Jackson Institute's mission is to inspire and prepare Yale students for global citizenship and leadership. The Institute administers the undergraduate major in Global Affairs, with tracks in international development and international security. In addition, the Institute offers a number of courses that are open to students in Yale College, including GLBL 101, Gateway to Global Affairs.

Each year the Jackson Institute hosts Senior Fellows, leading practitioners and experts in global affairs who teach courses, give public lectures, and are available to consult with students on their career plans. The Jackson Institute's career services office serves as a resource for Yale College students contemplating careers in public service and other areas of global affairs. For further information, consult the Institute's Web site (<http://jackson.yale.edu>).

Yale Summer Session

Yale Summer Session offers courses in the humanities, social sciences, and sciences. Several summer courses, including language courses, are taught abroad, and some courses are taught on line. Courses in the Summer Session are in most cases similar to courses offered during the regular academic year, but in a more concentrated and intensive form. Yale College students may, if they wish, receive credit in Yale College for work successfully completed in Yale Summer Session. There are no auditing privileges in Yale Summer Session. Further information is available from the Yale Summer Session office or on the Summer Session Web site (<http://summer.yale.edu>).

Academic Resources

CENTER FOR TEACHING AND LEARNING

The Yale Center for Teaching and Learning (CTL) provides an array of teaching, tutoring, writing, and technology-enabled learning programs distributed across the University. The Center supports effective course design and promotes evidence-based teaching methods for University instructors, including faculty and teaching assistants. The Center also supports student learning and provides opportunities for students to develop as teachers, mentors, and leaders. More information is available on the Web site of the Center for Teaching and Learning. (<http://ctl.yale.edu>)

CENTER FOR LANGUAGE STUDY

The Center for Language Study (CLS), provides resources for students of foreign languages and for language courses. The CLS also provides support for nonnative speakers of English through its English Language Program. For undergraduates enrolled in a foreign language course, the CLS offers peer tutoring in the target language. For students in Yale College and in the graduate and professional schools, the CLS offers specialized language programs such as Directed Independent Language Study (DILS) (<http://cls.yale.edu/dils>) for the study of languages not taught at Yale, and the Fields (<http://cls.yale.edu/fields>) program for discipline-specific and advanced language study. For professional school students, the CLS offers courses in language for special purposes, such as Spanish or Chinese for medical professionals. All language learners at Yale have access to CLS facilities, including its study rooms and multimedia labs. For more information, including hours, a list of resources, and information about Yale's foreign language requirement and placement testing, see the Center's Web site (<http://cls.yale.edu>).

EXPOSITORY WRITING

The English department offers several courses specifically designed to prepare students for writing throughout the University, and other departments in the humanities, social sciences, and sciences complement this offering with courses (designated WR in the course listings) that give special attention to the conventions and expectations of writing in particular disciplines.

Beyond the regular departmental offerings, the Yale College Writing Center (<http://writing.yalecollege.yale.edu>), a unit of the Yale Center for Teaching and Learning, provides several ways for students to get help with writing. The most important of these is the presence of a Writing Tutor in each residential college. Tutors meet with

students on a one-to-one basis to discuss rough drafts of work in progress, research techniques, revision strategies, or other matters relevant to effective writing. Tutors can help with any writing project: senior essays, course papers, graduate school and fellowship applications, or anything intended for publication. The Writing Partners (<http://ctl.yale.edu/tutoring/writing/drop-writing-partners>), another resource, are undergraduate and graduate students who offer drop-in help to students at any stage of writing. Finally, the Writing Center Web site (<http://writing.yalecollege.yale.edu/using-sources>) offers information on using sources effectively and avoiding plagiarism.

The Yale College Writing Center is maintained through the continuing support of the Bass family, the Newhouse Foundation, and other foundations. Its mission is to encourage excellence in writing and the use of writing for learning throughout the College. More detailed information is available on the Writing Center Web site.

SCIENCE AND QUANTITATIVE REASONING TUTORS

Tutoring programs for science and quantitative reasoning courses are offered through the Yale Center for Teaching and Learning. The Residential College Math and Science Tutoring program offers tutoring in the residential colleges to all Yale College students. Tutoring is available at scheduled times and on a walk-in basis, and is provided in all areas of math and science as well as in economics. Information about tutoring can be found at each residential college dean's office and on the Residential College Math and Science Tutoring Web site (<http://ctl.yale.edu/tutoring/quantitative-reasoning-science>).

To assist students who require more personalized or longer-term support, the Center for Teaching and Learning also administers a Science and QR Tutoring program. This program provides small-group tutoring to undergraduates in the full range of science and quantitative disciplines, including economics. Any student enrolled in Yale College who is experiencing academic difficulty in a course, as confirmed by the instructor, is eligible for up to ten hours of tutoring per course each term free of charge. Further information is available at each residential college dean's office and on the CTL Web site (<http://ctl.yale.edu>).

RESOURCE OFFICE ON DISABILITIES

To ensure that all students have an equal opportunity to make the most of their Yale education, the Resource Office on Disabilities facilitates individual accommodations for students with disabilities, and works to remove physical and attitudinal barriers to their full participation in the University community. The office provides technical assistance, information, and disability awareness training to any member of the Yale community.

Current and prospective students with disabilities are encouraged to contact the Resource Office on Disabilities to schedule a meeting with staff at 35 Broadway (rear entrance), room 222. Inquiries can be made by mail to Resource Office on Disabilities, Yale University, P.O. Box 208305, New Haven, CT 06520-8305, or by phone at (203) 432-2324. Additional information is available on the Resource Office Web site (<http://www.yale.edu/rod>).

Multidisciplinary Academic Programs

EDUCATION STUDIES

The Education Studies program establishes an interdisciplinary cohort of scholars who are interested in education practice, policy, and/or research. Each scholar completes electives within the Education Studies curriculum, a summer or academic-year field experience, and a senior capstone seminar and thesis-equivalent project. Education Studies Scholars also explore educational topics through symposia led by Yale faculty and advising relationships with mentors. Students may apply to the Education Studies Undergraduate Scholars program in their sophomore year. The prerequisite for applying is EDST 110, Foundations in Education Studies. For more information, see the program's Web site (<http://yalecollege.yale.edu/content/education-studies>).

ENERGY STUDIES

Energy Studies is a multidisciplinary academic program in Yale College. The curriculum is designed to provide select undergraduates the broad knowledge and skills needed for advanced studies, leadership, and success in energy-related fields, at a time when the world faces enormous challenges in moving its energy systems towards greener, more sustainable sources, while eliminating energy poverty and providing affordable access to modern energy for all. The curriculum is divided in three tracks, Energy Science and Technology; Energy and the Environment; and Energy and Society; and requires the completion of six courses plus a senior capstone project. Further information is available on the program's Web site (<http://climate.yale.edu/prog-init/energy-studies>).

HUMAN RIGHTS

The Human Rights program seeks to equip students with an academic foundation from which to engage meaningfully with human rights scholarship and practice. The program is based on an understanding that human rights constitutes a rich and interdisciplinary field of study, drawing on bodies of work in history, literature, economics, political science, philosophy, anthropology, law, and area studies. The program provides students with relevant analytical, conceptual, and practical skills; connects students to affiliated faculty and peers; supports student research projects and internship opportunities; and offers career guidance in the field. For more information see the Human Rights program Web site (<http://humanrights.yale.edu>).

GLOBAL HEALTH STUDIES

The Global Health Studies program is designed for students interested in understanding and addressing pressing global health challenges. Although courses in global health are open to all undergraduates, students desiring greater depth in the field are encouraged to apply to become a Global Health Fellow (GHF). Fellows are typically selected in the fall of their sophomore year although, in exceptional cases, juniors may also be accepted. GHFs complete an interdisciplinary course of study that includes required and elective courses and fieldwork (e.g., internships with NGOs, or field-based research either with faculty or independently with faculty guidance). In the summer after junior year, GHFs conduct their own independent global health fieldwork, for which they receive support in the form of course work, designated funding, and mentorship from an assigned global health faculty adviser. During

their senior year, GHFs are expected to incorporate their fieldwork and classroom experiences into their senior requirement and to develop a publication-worthy written product. Additional information can be found on the program's Web site (<http://ghi.yale.edu>).

YALE JOURNALISM INITIATIVE

The Yale Journalism Initiative brings a distinguished writer to campus to teach an advanced journalism seminar, ENGL 467. The seminar is open to undergraduates and select graduate and professional students; application is required through the English department's (<http://english.yale.edu/undergraduate/applications-and-deadlines>) selection process for creative writing classes. Students who complete the seminar may apply to become Yale Journalism Scholars, a distinction that provides access to summer support for internships, career counseling with a journalism specialist in the Writing Center, and invitations to meet professional journalists at events both on and off campus. For more information on the initiative or on becoming a Journalism Scholar, see the Journalism Initiative Web site (<http://writing.yalecollege.yale.edu/yale-journalism-initiative>).

Special Programs

DIRECTED STUDIES

Directed Studies is a selective freshman interdisciplinary program in Western civilization. One hundred twenty-five freshmen are admitted to the program each fall. The Literature, Philosophy, and History and Politics tracks of Directed Studies together comprise one coherent program of study, and students must enroll in all three tracks simultaneously. Successful completion of the fall-term Directed Studies courses is a prerequisite to enrolling in the spring-term courses.

The Freshman Web site (<http://yalecollege.yale.edu/content/directed-studies-ds>) describes the program and explains the application procedure. Additional information is available on the program's Web site (<http://directedstudies.yale.edu>).

FRESHMAN SEMINAR PROGRAM

The Freshman Seminar program offers first-year students the opportunity to enroll in small classes with some of Yale's most eminent faculty members. Roughly fifty freshman seminars across a wide range of subjects are offered every year, in both fall and spring terms. Some seminars provide an introduction to a particular field of study; others take an interdisciplinary approach to a variety of topics. Whatever the subject and method of instruction, all seminars are designed with freshmen in mind and provide a context for developing relationships with faculty members and peers.

A description of the program and application procedures can be viewed on the program's Web site (p. 361).

RESIDENTIAL COLLEGE SEMINARS

The Residential College Seminar program, instituted in 1968, is devoted to the development of innovative courses that fall outside traditional departmental structures. The instructors for the seminar program are drawn from the University community and from the region, including individuals outside academic life such as writers, artists,

participants in government and the public sector, and experts from the arts and the media. The college seminar program encourages innovative courses, and student committees in the residential colleges play a significant role in selecting seminars, but all courses in the program must satisfy standard requirements for academic credit in Yale College and must be approved by the relevant faculty committees that oversee the curriculum.

Each residential college sponsors at least one seminar each term. Additional seminars are occasionally sponsored directly by the program and are equally open to students from all residential colleges. Descriptions of the seminars are found on the program's Web site (<http://yalecollege.yale.edu/academics/special-academic-programs/residential-college-seminar-program>).

THE DEVANE LECTURES

The DeVane Lectures are a special series of lectures that are open to the general public as well as to students and to other members of the Yale community. They were established in 1969 in honor of William Clyde DeVane, Dean of Yale College from 1939 to 1963. Details of the course are listed under DeVane Lecture Course (p. 229) in Subjects of Instruction. Supplementary meetings will be held for those students taking the lectures for credit.

RESERVE OFFICERS TRAINING CORPS (ROTC)

Yale hosts both Naval and Air Force ROTC units, which offer qualified Yale College students an opportunity to pursue their regular Yale degrees while also preparing for leadership positions in the United States Air Force, Navy, or Marine Corps. Regardless of financial need, participating students may receive significant help in meeting the costs of a Yale education. Further information about the Air Force ROTC program can be found on the Yale AFROTC Web site (<http://afrotc.yalecollege.yale.edu>) or under Aerospace Studies (p. 93) in Subjects of Instruction. Further information about the Naval ROTC program (including the Marine Corps program) can be found on the Yale NROTC Web site (<http://nrotc.yalecollege.yale.edu>) or under Naval Science (p. 558) in Subjects of Instruction. Students not matriculated at Yale who are participating in the Air Force ROTC program as part of a cross-town arrangement are subject to Yale College's *Undergraduate Regulations* (<http://yalecollege.yale.edu/campus-life/undergraduate-regulations>).

FRANCIS WRITER-IN-RESIDENCE

The Francis Writer-in-Residence in Yale College is a distinguished writer of nonfiction who teaches either one or two courses each academic year. He or she is actively engaged with undergraduate life and serves as an academic mentor through seminars, readings, meetings with students, and other activities. The Francis Writer-in-Residence for 2016–2017 is Anne Fadiman.

ROSENKRANZ WRITER-IN-RESIDENCE

The Rosenkranz Writer-in-Residence in Yale College is a distinguished professional writer, chosen from fiction writers, playwrights, critics, journalists, screenwriters, essayists, poets, and social commentators. Both as a fellow of a residential college and as an instructor of one or two courses in each academic year, the Rosenkranz Writer-in-Residence meets formally and informally with students through classes and through

readings and extracurricular activities. The Rosenkranz Writer-in-Residence for 2016–2017 is Louise Glück.

Honors

GENERAL HONORS

The bachelor's degree *cum laude*, *magna cum laude*, or *summa cum laude* is awarded at graduation on the basis of a student's general performance in courses taken at Yale. At Commencement, General Honors are awarded to no more than 30 percent of the class. The bachelor's degree is awarded *summa cum laude* to no more than the top 5 percent of the graduating class, *magna cum laude* to no more than the next 10 percent of the graduating class, *cum laude* to no more than the next 15 percent of the graduating class. Eligibility for General Honors is based on the grade point average (GPA) earned in courses taken only at Yale, with letter grades carrying the following values:

A	4.00	B–	2.67	D+	1.33
A–	3.67	C+	2.33	D	1.00
B+	3.33	C	2.00	D–	0.67
B	3.00	C–	1.67	F	0.00

Marks of CR in courses taken on a Credit/D/Fail basis are not included in the calculation of grade point averages. Marks of W, for Withdrawal, carry no course credit, and do not figure in a grade point average.

DISTINCTION IN THE MAJOR

Distinction in the Major is conferred at graduation on any senior who, on nomination by the student's department or program, and with the concurrence of the Committee on Honors and Academic Standing, merits such an award for the quality of work completed in the major subject.

Distinction is awarded to students who have earned grades of A or A– in three-quarters of the credits in the major subject or program and who have earned a grade of A or A– on the senior departmental examination, senior essay, or senior project. All courses taken for the major are included in these calculations for Distinction in the Major. Grades of F and marks of CR in courses taken Credit/D/Fail are included as non-A grades. Marks of W, for Withdrawal, which carry no course credit, and marks of P, for Pass, do not figure in the calculation for Distinction.

PHI BETA KAPPA

Election to Phi Beta Kappa is based on the percentage of grades of A earned at Yale. The grade point average (GPA) is not a factor. Marks of CR in courses taken Credit/D/Fail are counted as non-A grades. Marks of W, for Withdrawal, carry no course credit, and do not figure in the calculation for Phi Beta Kappa. Grades earned outside Yale, including those earned during study abroad other than at Yale-in-London, are also not included in the calculation. Further information about the criteria for election and about the Yale chapter can be found on the Yale Phi Beta Kappa Web site (<http://www.yale.edu/pbk/home>).

PRIZES

For a list of the numerous prizes open annually to students in Yale College, consult the Yale Prizes Web site (<http://secretary.yale.edu/services-resources/lectureships-fellowships-and-prizes>).

Miscellaneous

Expenses and expected patterns of payment are described in the *Undergraduate Regulations* (<http://yalecollege.yale.edu/campus-life/undergraduate-regulations>), published on line by the Yale College Dean's Office. The *Undergraduate Regulations* also provides details of student coverage in the Yale Health medical plan. Information about financing a Yale education can be found on the Web site of Student Financial Services (<http://finaid.yale.edu>).

II. ACADEMIC REGULATIONS

Academic Regulations

As a condition of enrollment in Yale College, every student is required to comply with the academic regulations. Students are expected to familiarize themselves with these regulations, and an assertion of ignorance of their provisions cannot be accepted as a basis for an exception to them. No student or group of students should expect to be warned individually to conform to any of the regulations contained in this publication. Students are advised to pay special attention to all deadlines given in the academic regulations. Students who have questions or concerns about these regulations should consult with their residential college dean.

A. Requirements for the B.A. or B.S. Degree

To qualify for the bachelor's degree, B.A. or B.S., a student must successfully complete thirty-six term courses in Yale College or their equivalent. In doing so, the student must fulfill the distributional requirements of Yale College and the requirements of a major program. A student may normally complete no more than eight terms of enrollment in order to fulfill these requirements.

During the terms that students are enrolled and in residence in Yale College, they cannot be simultaneously enrolled, neither full-time nor part-time, in any other school or college at any other institution, with the exception of other Yale University schools that permit currently enrolled undergraduates to be admitted to programs that have been established within Yale College. Examples of such programs include the simultaneous award of the bachelor's and master's degree and the five-year B.A.-B.S./M.P.H. degree program in Public Health. Exceptions will also be made for Yale College students whose participation in the Reserve Officers Training Corps program requires enrollment in courses offered outside of Yale.

Students enrolled in the Eli Whitney Students program should consult section M, Eli Whitney Students Program (p. 78).

Students who have already earned a bachelor's degree, at Yale or at another institution, are not eligible for degree enrollment in Yale College.

DISTRIBUTIONAL REQUIREMENTS

All students in Yale College must fulfill distributional requirements in order to qualify for the bachelor's degree. For a general introduction to the distributional requirements and a definition of the disciplinary areas and skills categories, refer to the Undergraduate Curriculum (p. 19) section.

1. **Distributional requirements for the freshman, sophomore, and junior years**

Students must partially fulfill the distributional requirements during the freshman, sophomore, and junior years in order to be eligible for promotion.

Distributional requirements for the freshman year Students must have enrolled for at least one course credit in two skills categories by the end of the second term of enrollment in order to be eligible for promotion to sophomore standing. They may elect no more than four course credits in a single department, and no more than six

course credits in a single disciplinary area, except that a student taking a laboratory course may elect as many as seven course credits in the sciences.

Note that credit from outside Yale may not be applied toward the distributional requirements for the freshman year; accordingly, students who are permitted by the Committee on Honors and Academic Standing to repair a deficiency in these requirements over the summer following freshman year must do so by means of enrollment in Yale Summer Session.

Distributional requirements for the sophomore year Students must have enrolled for at least one course credit in each of the three disciplinary areas and for at least one course credit in each of the three skills categories by the end of the fourth term of enrollment in order to be eligible for promotion to junior standing.

Distributional requirements for the junior year Students must have completed all of their skills requirements by the end of the sixth term of enrollment in order to be eligible for promotion to senior standing.

2. **Multiple distributional designations** Although some courses may carry more than one distributional designation, a single course may be applied to only one distributional requirement. For example, if a course is designated both HU and SO it may be applied toward either the humanities and arts requirement or the social science requirement, but not both. Similarly, if a course is designated QR and SC, it may be applied toward either the quantitative reasoning requirement or the science requirement, but not both.

A course with multiple distributional designations, once applied toward one distributional requirement, may subsequently be applied toward a different distributional requirement. During the summer after each academic year, the University Registrar's Office optimizes the use of each student's completed courses toward fulfillment of the distributional requirements.

3. **Foreign language distributional requirement** All students are required to engage in the study of a foreign language while enrolled in Yale College. The most common paths to fulfillment of the foreign language distributional requirement are illustrated in the chart at the end of this section.

Students who matriculate at Yale with no previous foreign language training must complete three terms of instruction in a single foreign language. This requirement is fulfilled by the completion of courses designated L1, L2, and L3.

Students who have taken the Advanced Placement examination in French, German, Italian, Latin, or Spanish and who present scores of 5, are recognized as having completed the intermediate level of study. Scores of 6 or 7 on the International Baccalaureate Advanced-Level examination are also accepted as evidence of intermediate-level accomplishment. Students at this level fulfill the language distributional requirement by completing one course designated L5. Alternatively, they may successfully complete one or more courses in a different foreign language at least through the level designated L2.

Students who have studied a foreign language before matriculating at Yale but who have not achieved a score of 5 on the Advanced Placement test in French, German, Italian, Latin, or Spanish must take a placement test offered by the appropriate language department or, for languages in which no departmental placement test

is offered, consult the appropriate director of undergraduate studies. Dates and times of placement tests are given in the *Calendar for the Opening Days of College* and on the Web site of the Center for Language Study (<http://cls.yale.edu>). The departmental test determines whether students place into the first, second, third, or fourth term of language study (courses designated L1, L2, L3, or L4), or whether they qualify for language courses beyond the fourth term of study (L5).

Students who place into the first term of a foreign language must successfully complete three courses in that language, designated L1, L2, and L3.

Students who matriculate at Yale able to place into the second term of a foreign language must successfully complete three courses in that language, designated L2, L3, and L4. Alternatively, they may successfully complete three courses in a different foreign language at least through the level designated L3.

Students who matriculate at Yale able to place into the third term of a foreign language must successfully complete two courses in that language, designated L3 and L4. Alternatively, they may successfully complete two or more courses in a different foreign language at least through the level designated L3.

Students who matriculate at Yale able to place into the fourth term of a foreign language must successfully complete one course in that language, designated L4. Alternatively, they may successfully complete one or more courses in a different foreign language at least through the level designated L3.

Students who matriculate at Yale able to place into the fifth term of a foreign language must successfully complete one course in that language, designated L5. Alternatively, they may successfully complete one or more courses in a different foreign language at least through the level designated L2.

Students whose secondary school transcript shows that the language of instruction was other than English may fulfill the foreign language requirement by successfully completing ENGL 114, 115, 120, 121, or 450. Alternatively, students in this category may fulfill the requirement by successfully completing one or more courses in a third language, neither English nor the language of their secondary school instruction, at least through the level designated L2.

In order to promote firsthand experience in foreign cultures and the learning of language in real-world settings, students are permitted to apply toward the satisfaction of the foreign language requirement the completion of an approved study abroad program in a foreign-language-speaking setting if they have first completed or placed out of a language course designated L2. Students seeking to undertake study at another institution or program for this purpose must consult the relevant director of undergraduate studies in advance of their proposed study for advice about appropriate programs and courses, and for information about the approval process. See section P, Credit from Other Universities (p. 82). Study abroad may be used in place of L1 and L2 courses only if it is part of a Yale College program, such as Yale Summer Session. Study abroad opportunities are described in the Yale Curriculum section under the heading International Experience (p. 25).

Intensive language courses provide the equivalent of a full year of instruction in a single term. A course designated L1–L2 fulfills both the L1 and the L2 levels of the

foreign language distributional requirement. Similarly, a course designated L3–L4 satisfies both the L3 and the L4 levels.

Not all of the languages offered in Yale College are offered at all levels, and it may not be possible to fulfill the language requirement in some of them. Languages currently offered in Yale College are Akkadian, Arabic, Bengali, Bosnian-Croatian-Serbian, Chinese, Czech, Dutch, hieroglyphic Egyptian, French, German, ancient Greek, modern Greek, biblical Hebrew, modern Hebrew, Hindi, Hungarian, Indonesian, isiZulu, Italian, Japanese, Khmer, Kiswahili, Korean, Latin, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Sanskrit, Sinhala, Spanish, Tamil, classical Tibetan, modern Tibetan, Turkish, Ukrainian, Vietnamese, Wolof, and Yorùbá. Students wishing to fulfill the foreign language requirement in a less commonly taught language should consult the director of undergraduate studies in the relevant department to verify that the appropriate level of study will be offered. Students who have intermediate- or higher-level proficiency in a language other than those listed here (including American Sign Language) should consult the appropriate director of undergraduate studies or the director of the Center for Language Study to arrange for a placement examination.

Students who, for medical reasons, are not able to complete the language requirement may petition the Committee on Honors and Academic Standing for a partial waiver of the requirement. In granting such a waiver, the committee will normally require that a student complete four course credits in the study of a specific non-English-speaking culture.

4. **Courses taken on the Credit/D/Fail basis** A student may not apply any course credit earned on the Credit/D/Fail basis toward satisfaction of the distributional requirements for the junior year nor for the distributional requirements for the bachelor's degree.
5. **Independent study courses** A student may not apply any course credit earned through independent study courses toward satisfaction of any of the distributional requirements.
6. **Acceleration credits** Acceleration credits may not be employed to satisfy the distributional requirements for the bachelor's degree, nor may they be employed to meet the distributional requirements for the freshman, sophomore, or junior years.
7. **Course credit earned at Yale before matriculation** Course credit earned at Yale before a student's matriculation, either at Yale Summer Session or in the Non-degree Students program while the student was enrolled as a secondary school student in the New Haven area, may be applied to the distributional requirements for the bachelor's degree and to those for the sophomore and junior years, but it may not be applied to the distributional requirements for the freshman year.
8. **Courses in the graduate and professional schools** It is the expectation that Yale College students, including candidates for the simultaneous award of the bachelor's and master's degrees, will fulfill their distributional requirements in courses taken in Yale College. Credit earned in a course offered in the Graduate School of Arts and Sciences or in one of the professional schools of the University may be applied toward the distributional requirements only if the course instructor has secured, in advance of the term in which the course will be given, approval from Yale College.

Instructors interested in making such an advance arrangement can contact the Dean of Academic Affairs to be directed to the appropriate authority for such approval.

9. **Course credit from outside Yale** Course credit earned at another university may be applied toward the distributional requirements for the bachelor's degree and to those for the sophomore and junior years whether or not it is counted toward the 36-course-credit requirement for graduation. Credit from outside Yale may not be applied toward the distributional requirements for the freshman year. See section P, Credit from Other Universities (p. 82). Note particularly that Yale does not award course credit or distributional credit for courses completed at another college or university before the student graduated from secondary school.
10. **Major programs** Courses taken in fulfillment of a student's major requirements may be applied toward satisfaction of the distributional requirements for the freshman, sophomore, and junior years and toward the distributional requirements for the bachelor's degree.
11. **Permission for a partial waiver of the distributional requirements for the freshman year** If, with the permission of the residential college dean, a freshman enrolls in a program of study for the first two terms of enrollment worth more than nine course credits, the dean may waive the year limit on the number of course credits that a student may elect in a single department or disciplinary area. Under no circumstances may a student be promoted to sophomore standing without having enrolled for at least one course credit in two skills categories (foreign language, quantitative reasoning, writing).
12. **Permission to postpone fulfillment of the distributional requirements for the sophomore year** A student may petition the Committee on Honors and Academic Standing for permission to fulfill the distributional requirements for the sophomore year in the fifth term of enrollment. Such a petition must be filed no later than the date of midterm of the fourth term of enrollment; it should explain the sound academic reasons why these requirements cannot be satisfied within four terms of enrollment and give an exact description of how they shall be fulfilled in the fifth term. Students who have not fulfilled the distributional requirements for the sophomore year by the end of the fourth term of enrollment and who have not been granted permission by the Committee on Honors and Academic Standing to postpone their fulfillment will normally not be promoted to junior standing.
13. **Permission to postpone fulfillment of the distributional requirements for the junior year** In exceptional circumstances, a student may petition the Committee on Honors and Academic Standing for permission to fulfill the distributional requirements for the junior year in the seventh term of enrollment. Such a petition, which must include the written support of the residential college dean and, where applicable, that of the director of undergraduate studies in the student's major, should be filed no later than the date on which the student's course schedule is due in the sixth term of enrollment; in no case will a petition be accepted later than the date of midterm in the sixth term of enrollment. It should explain the sound academic reasons why these requirements cannot be satisfied within six terms of enrollment and give an exact description of how they shall be fulfilled in the seventh term. Students who have not fulfilled the distributional requirements for the junior year by the end of the sixth term of enrollment and who have not

been granted permission by the Committee on Honors and Academic Standing to postpone their fulfillment will normally not be promoted to senior standing.

MAJOR REQUIREMENTS

The requirements of the various major programs are given under the heading for each department or program. Every major program includes a senior requirement, which may take the form of a senior essay, a senior project, or a senior departmental examination.

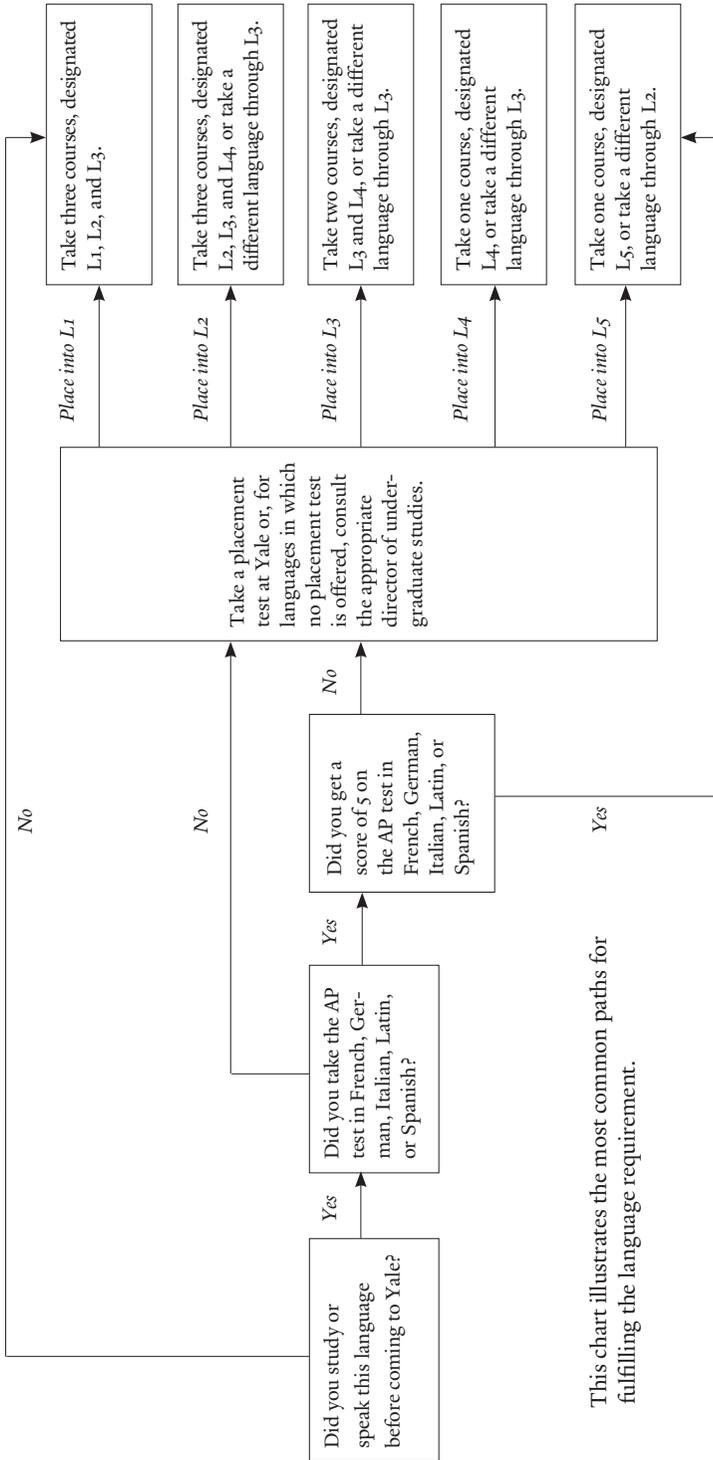
EIGHT TERMS OF ENROLLMENT

A student must complete the requirements for the bachelor's degree in no more than eight terms of enrollment. Terms spent on a Year or Term Abroad, or in the Yale College program at the Paul Mellon Centre in London during a spring term, are considered the equivalent of terms of enrollment in Yale College. Note, however, that course credits earned in terms spent on a Year or Term Abroad may not be applied to acceleration by the early accumulation of thirty-six course credits all earned at Yale. See section Q, Acceleration Policies (p. 86). (Attendance at the summer program at the Paul Mellon Centre in London or Yale Summer Session does not constitute a term of enrollment in Yale College.)

In exceptional circumstances, a student may petition the Yale College Committee on Honors and Academic Standing for permission to enroll for an additional term. Such a petition should be made no later than the beginning of a student's seventh term of enrollment; it should describe precisely, giving detailed information on specific courses, why it is impossible for the student to complete the requirements for a bachelor's degree within eight terms; and it should be accompanied by detailed, informative letters of endorsement from the student's director of undergraduate studies and residential college dean. The Committee on Honors and Academic Standing cannot grant permission for a ninth term in order for a student to undertake an optional arrangement not necessary for the acquisition of a bachelor's degree, such as, for example, the completion of two majors, or enrollment in the Program for the Simultaneous Award of the Bachelor's and Master's Degrees, or completion of the entrance requirements for graduate or professional school. A student given permission to enroll for a ninth term is not eligible for scholarship assistance from Yale, although other forms of financial aid may be available. See "Financial Aid" under "Regulations" in the Yale College online publication *Undergraduate Regulations* (<http://yalecollege.yale.edu/campus-life/undergraduate-regulations>).

Graduation in fewer than eight terms of enrollment is possible: see section Q, Acceleration Policies (p. 86). Under no circumstances may a student graduate in fewer than six terms of enrollment, unless the student was admitted by transfer from another college or university. Transfer students should consult section L, Transfer Students (p. 77).

COMMON PATHS TOWARD FULFILLMENT OF THE LANGUAGE REQUIREMENT



This chart illustrates the most common paths for fulfilling the language requirement.

B. Grades

LETTER GRADES

The letter grades in Yale College are as follows:

A	Excellent	B+		C+		D+		F	Fail
A-		B	Good	C	Satisfactory	D	Passing		
		B-		C-		D-			

CREDIT/D/FAIL OPTION

The opportunity to elect courses on a Credit/D/Fail basis has been provided by the Yale College Faculty in order to encourage academic exploration and to promote diversity in students' programs.

1. **Reporting of grades** In all courses (except for a few professional school courses), instructors report letter grades for all students. If the student has chosen the Credit/D/Fail option in a course, the registrar converts grades of A, A-, B+, B, B-, C+, C, and C- into the notation CR, which is entered on the student's transcript. Grades of D+, D, D-, and F are entered on the transcript as reported. A student may not be required to disclose to the instructor of a course whether the student has enrolled in the course for a letter grade or under the Credit/D/Fail option.
2. **Eligibility** All courses offered in Yale College during the fall and spring terms are available for election under the Credit/D/Fail option. Courses in Yale Summer Session may not be taken under the Credit/D/Fail option.
3. **Total number of course credits** A student may offer as many as four course credits earned on the Credit/D/Fail basis toward the bachelor's degree.
4. **Number of courses and course credits in a term** As many as two credits may be elected under the Credit/D/Fail option in a term; thus in an academic year a student may earn as many as four credits on the Credit/D/Fail option. In each term, a student must elect at least two courses, representing at least two course credits, for letter grades or the mark of Pass, in any combination.

For students enrolled in the Eli Whitney Students Program, who are permitted to enroll in as few as three course credits in a calendar year and thus sometimes enroll in only one course credit in a term, different limits apply. An Eli Whitney student who is enrolled in fewer than two course credits in a term, may elect no course credits that term under the Credit/D/Fail option. An Eli Whitney student who is enrolled in two or more but fewer than four course credits in a term, may elect no more than one course credit that term under the Credit/D/Fail option. An Eli Whitney student who is enrolled in four or more course credits in a term is bound by the limits given in the paragraph immediately above.

5. **Distributional requirements** A student may not apply any course credit earned on the Credit/D/Fail basis toward satisfaction of the distributional requirements for the junior year nor toward satisfaction of the distributional requirements for the bachelor's degree.
6. **Requirements of the major** The program description of each major specifies whether or not courses taken on the Credit/D/Fail basis count toward the requirements of that major.

7. **Credit/year course sequences** A credit/year course sequence may be taken under the Credit/D/Fail option for one term while the other term of the yearlong sequence is taken for a letter grade. For credit/year course sequences in which a student receives a separate letter grade for each of the two terms, each term will be governed by the enrollment option the student elected for that term. For credit/year course sequences in which a student receives the mark of SAT or NSAT for the first term and a letter grade for the second, the enrollment option that the student elects for the second term governs both terms of the course sequence; that is, students will receive either the mark of CR for both terms or a letter grade for both terms, depending on the option elected for the second term.
8. **Course schedules** Students must indicate on their course schedules at the beginning of a term the use they wish to make during that term of the Credit/D/Fail option. As indicated above, in a given term a student may elect as many as (but no more than) two course credits on the Credit/D/Fail basis; and a student must elect at least two courses, representing at least two course credits, for letter grades. If a student indicates on the course schedule more than two course credits being taken on the Credit/D/Fail option, the registrar will record only the first two of them, in the order in which they are listed, as being taken on that basis, and the student will not be permitted to take the others on the Credit/D/Fail option.
9. **Late course schedules** Because a decision to employ the Credit/D/Fail option in a course must be declared at the beginning of the term on the student's course schedule, and because conversion from a letter grade to the Credit/D/Fail option is not possible for students who submit their schedules on time, a student who submits the schedule after the date on which it is due may not employ the Credit/D/Fail option in any course during that term. See "Enrollment in Courses" in section E (p. 48). The only exception to this rule may be in the case of a student who for some valid and extraordinary reason cannot submit the course schedule on time and who has the permission of the residential college dean and the registrar to submit it late. If the college dean approves, such a student may employ the Credit/D/Fail option only by submitting to the college dean by the date on which the course schedule is due—as published in the Yale College Calendar with Pertinent Deadlines (p. 8)—a written statement specifying the course (or courses) that the student wishes to take on the Credit/D/Fail basis.
10. **Registration withheld** In order to employ the Credit/D/Fail option, students whose registration is being withheld by the Office of Student Financial Services or any other administrative office of the University must submit their schedules on time, before the deadline indicated on the student's course schedule and listed in the Yale College Calendar with Pertinent Deadlines (p. 8).
11. **Conversion to a letter grade** Until the deadline published in the Yale College Calendar with Pertinent Deadlines (p. 8), a student who has elected a course on the Credit/D/Fail basis may choose to receive a letter grade in that course by converting enrollment to a letter grade online by means of the Yale Student Information System (SIS) or by filing the appropriate form in the office of the residential college dean. After the deadline such conversion is not possible. If a student converts from the Credit/D/Fail option to a letter grade before the deadline, the option may not again be resumed even if the student desires to do so before the deadline.

12. **Conversion from a letter grade to Credit/D/Fail** A course once elected for a letter grade may not subsequently be converted to a course taken on the Credit/D/Fail basis.
13. **Courses selected after the deadline** A student who for any reason has been granted extraordinary permission by the Committee on Honors and Academic Standing to elect a new course after the deadline for submitting a course schedule may not employ the Credit/D/Fail option in that course. A change of level in courses in which the subject is taught in an ordered progression is not considered the election of a new course.
14. **Acceleration credit** Work completed under the Credit/D/Fail option cannot yield acceleration credit.
15. **Prizes and honors** Marks of CR are included in the calculations for some prizes, for Distinction in the Major, and for election to Phi Beta Kappa as non-A grades, but marks of CR are not included in the calculation for General Honors. See under Honors (p. 32) in the Yale Curriculum section.
16. **Courses in the graduate and professional schools** Courses in the Graduate School of Arts and Sciences and in the professional schools of the University are not available on the Yale College Credit/D/Fail option. Some courses in certain professional schools of the University are, however, graded on a Pass/Fail basis only, and grades for undergraduates in these courses are recorded as CR or F. Such credits are counted in the total earned on the Credit/D/Fail basis that a student is permitted to offer in a term as well as the total offered toward the requirements of a bachelor's degree. Marks of CR in professional school courses are included in the calculations for Distinction in the Major as non-A grades. Marks of CR in professional school courses are not included in the calculation for General Honors. See "General Honors" and "Distinction in the Major" under Honors (p. 32) in the Yale Curriculum section.

INDEPENDENT STUDY COURSES

Independent study courses, other than senior essays or projects and other exempted courses as explained below, are graded on a Pass ("P")/Fail ("F") basis with the additional requirement that the instructor of record submit a substantive report that both describes the nature of the independent study and evaluates the student's performance in it. These reports will be shared with the student and the director of undergraduate studies in the department or program in which the course is offered, and kept in the office of the student's residential college dean.

Senior projects and courses deemed by a department or program to be a constituent of the senior requirement are evaluated with a letter grade. Additionally, the department or program offering a particular independent study course may deem that such a course should be exempted from Pass/Fail grading for a particular student because the course meets an important requirement in the major. In such a case, the director of undergraduate studies in the department or program that is offering the course may petition the Committee on Honors and Academic Standing to permit the student's work in the course to be evaluated with a letter grade. Such a petition should be filed by the date on which the student's schedule is due in the term in which the student is enrolling in the course and should provide sound academic reasons for the exception.

In no case will such a petition be accepted later than the date of midterm in the term in which the course is being taken.

GENERAL REGULATIONS CONCERNING GRADES AND TRANSCRIPTS

1. **Record of courses** A transcript is the record of courses in which a student has enrolled during the student's progress in completing the requirements of the bachelor's degree. All grades, passing and failing, thus appear on the transcript and are counted in the calculation of grade point average (GPA). These include passing grades earned in the first term of a credit/year course sequence in which the second term is not completed, even though such grades do not count toward the 36-course-credit requirement for graduation. If a student remains in a course after the date of midterm, the student is considered to have been enrolled in that course; therefore, if a student withdraws from the course after midterm and before the first day of the reading period, the mark W (for Withdrew) appears on the transcript in association with the course. See paragraph 4 below.
2. **Equal value of courses** Passing grades contribute equally, to the extent to which they carry course credit, toward the 36-course-credit requirement for graduation. A grade of D in a course, for example, does not need to be balanced with a higher grade in some other course.
3. **Change of a grade** A grade, once submitted by the instructor of a course to the registrar, may not be changed except by vote of the Yale College Committee on Honors and Academic Standing on petition of the instructor, unless it is the result of a clerical error made in the instructor's computation or in transcription of a grade.
4. **Deadlines for withdrawal from courses** If a student has elected a full-term course on the course schedule but formally withdraws from it before midterm, as published in the Yale College Calendar with Pertinent Deadlines (p. 8), the student's transcript will contain no indication of that course after the withdrawal has been recorded by the registrar. If a student has elected a half-term course on the course schedule but formally withdraws from it by the relevant deadline published in the Yale College Calendar with Pertinent Deadlines (p. 8), the student's transcript will contain no indication of that course after the withdrawal has been recorded by the registrar. See section F, Withdrawal from Courses (p. 52).

If a student enrolled in a full-term course formally withdraws from it after midterm but before the first day of the reading period, the student's transcript will record the designation W (Withdrew) for the course. In credit/year course sequences in which a student receives the mark of SAT or NSAT for the first term and a letter grade for the second, a student who completes the first term but does not subsequently enroll in the second term, or who subsequently withdraws from the second term before the second term is completed, will have the designation W (Withdrew) recorded for the first term of the sequence.

If a student enrolled in a half-term course formally withdraws from it after the deadline for the course to be removed from the transcript, but by the last date a withdrawal is permitted from the course, the student's transcript will record the neutral designation W (Withdrew) for the course. See the Yale College Calendar with Pertinent Deadlines (p. 8) for both dates in each term.

The mark of W is a neutral designation indicating simply that the student has been enrolled in, but has withdrawn from, a course; while the course obviously carries no credit toward the degree, the W implies no evaluation of a student's work and carries no implication whatsoever of failure. Withdrawal from a course after the last day of classes, as published in the Yale College Calendar with Pertinent Deadlines (p. 8), is not possible. See section F, Withdrawal from Courses (p. 52).

5. **Incomplete work and postponed final examinations** A student who has received permission for a mark of Temporary Incomplete in a course, or who has been authorized to take a makeup final examination in a course, is allowed the specified period of time to repair the deficiency in the course. If the deficiency is not repaired by a satisfactory performance within the stipulated time, then the designation TI (Authorized Temporary Incomplete) or ABX (Authorized Absence from Final Examination) is automatically converted by the registrar to the grade of F. See "Postponement of Final Examinations" and "Work Incomplete at the End of Term" in section H (p. 56).
6. **Withdrawal from Yale College** Whether a student withdraws from Yale College for personal, medical, academic, or disciplinary reasons, the entry placed in each case on the student's transcript is the word "Withdrew" together with the date of the withdrawal. When a student is withdrawn for disciplinary reasons, the entry placed on the student's transcript is the word "Suspended" together with the date of the suspension.
7. **Tracks and programs within majors** A transcript may show as a student's major subject only a designation approved for that purpose by the Yale College Faculty; "tracks" or programs within majors may not appear on transcripts. The majors approved by the faculty are listed under Majors in Yale College (p. 91).
8. **Distribution of grade reports** At registration each year, a student is given the opportunity to declare whether his or her grades may be released to certain other parties. If the student gives permission for grades to be released to a guardian or to parents, after each term of that year the University Registrar's Office will send a grade report to them. If a student gives permission for grades to be released to a secondary school or Alumni Schools Committee, grade reports will be furnished to them only upon specific request of the school or the committee. Upon written request of the student, the University Registrar's Office will also send a copy of the grade report to any additional person or agency designated by the student.
9. **Early access to grade report** Early access to recorded grades is available online to students in any Yale College course for which they have completed or actively declined to complete the online course evaluation form through the Yale Student Information System (SIS).
10. **Transcript orders** Transcripts may be ordered either at Student Financial Services, 246 Church Street, or through the Web site of the University Registrar's Office (<http://registrar.yale.edu/students/transcript-requests>). The charge is \$7 per transcript.

C. Course Credits and Course Loads

CREDIT VALUE OF COURSES

Most courses in Yale College are term courses that carry one course credit if completed with a passing grade. There are, however, some variations:

1. **Double-credit courses** A few courses in Yale College, including intensive language or research courses, award two course credits for a single term's work.
2. **Yearlong course sequences** There are a few yearlong course sequences in which two course credits are awarded upon the satisfactory completion of both terms of the sequence; other course sequences, including some research and laboratory courses, give one or four course credits for the successful completion of the full year's work. A student who fails the first term of a yearlong course sequence may continue the sequence only with the instructor's written permission, and will receive course credit only for the successful completion of the second term's work. A student who satisfactorily completes the first term of a yearlong course sequence may receive course credit routinely for that term's work, except where noted otherwise in the course listing.

Note that completion of a modern foreign language course numbered 110 does not award credit unless and until the subsequent term, numbered 120, is also successfully completed. Except in intensive, double-credit courses in which the equivalent of one year of language study is covered in one term, credit may not be given in any circumstance for the first term only of an introductory modern foreign language; neither instructors nor departments have the authority to make an exception to this rule. With some exceptions, credit will be given for successful completion of the second term only of an introductory modern foreign language, or for the first term only or the second term only of an intermediate modern foreign language.

3. **Laboratory courses** Some laboratory courses carry no separate credit toward the degree; others carry a full course credit for a term's work; and still others carry one-half course credit.
4. **Half-credit courses** All courses that carry 0.5 or 1.5 course credits and that are not bound by the credit/year restriction count toward the 36-course-credit requirement for the bachelor's degree.

NORMAL PROGRAM OF STUDY

A student in Yale College normally takes four or five term courses, or their equivalent, for each of eight terms.

1. **Minimum course load** A student may not enroll in a program of study worth fewer than three course credits in one term. A student enrolled for three course credits may withdraw from one course credit between midterm and the first day of the reading period, receiving the neutral designation W (Withdrawn) in that course. Similarly, a student enrolled for four or more course credits may withdraw from one or more courses as described above, but at no time may any student carry a schedule of courses that will earn fewer than two course credits in a term.
2. **Course loads requiring permission** A three-course-credit program of study or a six-course-credit program of study requires the permission of the residential college

dean. It is assumed that any student who requests permission to carry more than five course credits does not intend to drop any of them. Permission for a program of six course credits will normally not be given to a student who is not in academic good standing.

3. **Seven course credits in a term** A student must petition the Yale College Committee on Honors and Academic Standing for permission to take a program worth seven credits in a term. In the petition the student must explicitly state an intention to complete all the courses proposed.
4. **Independent study** Opportunities for independent study exist in many programs and departments under various designations: directed reading or research, individual reading or research, independent research or study, independent or special projects, individual instruction in music performance, independent, individual, or special tutorials, and the senior essay or project, among others. Note that course credit earned in such study may not be used toward fulfillment of the distributional requirements. Approval for any such particular course is given by the department or program; however, approval for an independent study course is also required from the Yale College Committee on Honors and Academic Standing if certain limits are exceeded. A student must petition the committee for permission to enroll in more than one such course credit in any one term before the senior year or in more than two such course credits in any one term during the senior year. Permission is also required for a student to enroll in more than three such course credits in the first six terms of enrollment; included in this total are any independent study courses completed in Yale Summer Session that are applied to the Yale College transcript. In the petition the student must give sound academic reasons for exceeding these limits and provide evidence that the additional work in independent study will not be done at the expense of the breadth and depth of study being pursued in regular Yale College courses.

D. Promotion and Good Standing

REQUIREMENTS FOR PROMOTION

1. To be promoted to sophomore standing after two terms of enrollment, a student must have earned at least eight course credits or the equivalent and have fulfilled the distributional requirements for the freshman year.
2. To be promoted to junior standing after four terms of enrollment, a student must have earned at least sixteen course credits or the equivalent and is expected to have fulfilled the distributional requirements for the sophomore year.
3. To be promoted to senior standing after six terms of enrollment, a student must have earned at least twenty-six course credits or the equivalent and is expected to have fulfilled the distributional requirements for the junior year.

REQUIREMENTS FOR ACADEMIC GOOD STANDING

At the conclusion of each term of enrollment, a student must have earned enough course credits to be in academic good standing.

1. At the end of the first term at Yale, a student must have earned at least four course credits.

2. At the end of the second term, a student must have earned at least eight course credits.
3. At the end of the third term, a student must have earned at least twelve course credits.
4. At the end of the fourth term, a student must have earned at least sixteen course credits.
5. At the end of the fifth term, a student must have earned at least twenty-one course credits.
6. At the end of the sixth term, a student must have earned at least twenty-six course credits.
7. At the end of the seventh term, a student must have earned at least thirty-one course credits.

Regardless of the number of credits accumulated, a student is not in academic good standing if the student's record shows three grades of F in a term or over two or three successive terms. "Successive terms" means successive terms in which the student enrolls, whether or not broken by a withdrawal or by a leave of absence. See "Dismissal for Academic Reasons" and "Makeup of Course Deficiencies for Promotion or Academic Good Standing" in section I, Academic Penalties and Restrictions (p. 59).

E. Registration and Enrollment in Courses

REGISTRATION

Every student is required to register, and to create a preliminary online course schedule as described below under "Enrollment in Courses," at the beginning of each term in which he or she is to be enrolled in courses at Yale College.

1. **Fall-term registration** To register for the fall term, all freshmen must attend a registration meeting with their residential college dean and freshman counselor on the Friday before classes begin, as published in the Yale College Calendar with Pertinent Deadlines (p. 8). Upperclassmen must attend the registration meeting conducted by the office of the residential college dean on the day before classes begin, as published in the Yale College Calendar with Pertinent Deadlines (p. 8). Students whose registration is being temporarily withheld by the Office of Student Financial Services or by any other administrative office of the University are nonetheless required to attend the appropriate registration meeting.
2. **Spring-term registration** To register for the spring term, freshmen are required to attend a registration meeting in their residential college on the day before classes begin, as specified in the Yale College Calendar with Pertinent Deadlines (p. 8). Sophomores, juniors, and seniors are required to pick up registration materials from the office of the residential college dean on the first day of classes, as specified in the Yale College Calendar with Pertinent Deadlines (p. 8). Students whose registration is being temporarily withheld by an administrative office of the University are nonetheless required to report for spring-term registration as indicated immediately above.
3. **Late registration** A student who, for reasons other than incapacitating illness, the death of a family member, or a comparable emergency, fails to follow the registration procedures in paragraph 1 or 2 above may register for the term only by

exceptional action of the Committee on Honors and Academic Standing and will be liable for a fine of \$50.

ENROLLMENT IN COURSES

Enrollment in courses can be accomplished only by the submission of an approved course schedule or, in amendment of the course schedule, by the submission of an approved course change notice. Attendance at a class does not constitute enrollment. The course schedule is an important document. A student is responsible for the timely submission of the course schedule and for the accuracy of all the information that the student enters upon it. The course elections that a student indicates on a course schedule or course change notice shall appear on the student's transcript unless a student formally withdraws from a course before the relevant deadline, as listed in the Yale College Calendar with Pertinent Deadlines (p. 8). See section F, Withdrawal from Courses (p. 52).

The following rules govern students' enrollment in courses during the fall and spring terms of the academic year:

1. **Preliminary online course schedule** In both fall and spring terms, all students must create a preliminary course schedule in Online Course Selection (OCS) by 11:59 p.m. on the day before classes begin. Students who fail to submit a preliminary schedule by the deadline will be charged a fine of \$50. The preliminary course schedule must contain at least three course credits. Students are expected to edit their online course schedules regularly during the course selection period, retaining courses they are actively considering and removing courses in which they do not plan to enroll.
2. **Deadline for submitting final schedules** Every student must submit a final course schedule for each term at the office of the residential college dean by 5 p.m. on the deadline indicated on the student's course schedule and listed in the Yale College Calendar with Pertinent Deadlines (p. 8). Students whose registration has been withheld by the Office of Student Financial Services or any other administrative office of the University must nonetheless submit their course schedules by these same deadlines.

It is the student's responsibility to obtain all necessary signatures, except that of the residential college dean, before the schedule is due. In the rare instance that the student's adviser is unavailable before the deadline, the student should nonetheless submit the schedule on time, and take a copy to be signed by the adviser and submitted to the dean as soon as possible. If the student does not submit a copy of the schedule signed by the adviser within one week of the deadline, the student will be subject to the fines and restrictions described under paragraphs 4 and 6 below.

3. **Addition of a new course after the deadline** The election of a new course after the deadline for submitting a course schedule will not be permitted save by exceptional action of the Committee on Honors and Academic Standing. Students who seek such an exception should consult immediately with the residential college dean. Permission to elect a new course must be requested by a petition that is accompanied by the written approval of the course instructor and the submission of a course change notice at the office of the residential college dean. The petition should explain in detail why the course is necessary to the student's schedule

and why the student was unable to elect the course during the course selection period. Timeliness is an essential feature of any request to add a course to the course schedule; a delay in consulting with the dean or in submitting a complete petition will normally be grounds for denial. A fee of \$20 will be charged for the processing of an approved course change notice on which the election of a new course is requested. A student may not elect a new course after midterm, as published in the Yale College Calendar with Pertinent Deadlines (p. 8), unless such election is made to correct a clerical error on the course schedule. A change of level in courses in which the subject is taught in an ordered progression, as for example in languages or in mathematics, is not considered the addition of a new course. Such a change may be made with the approval of the instructors involved (and, if necessary, with the added permission of the director of undergraduate studies in the subject). Similarly, a change of section in the same course is not considered the addition of a new course.

4. **Fines for late schedules** Students who submit their schedules after the deadlines will be fined at least \$50. Additional fines, increased \$5 daily according to lateness, will be imposed for schedules submitted more than one week after the deadlines. A schedule received more than two weeks after it is due will be accepted only by exceptional action of the Committee on Honors and Academic Standing and will be subject to an increased fine or other penalty.
5. **Credit/D/Fail option** A student who submits a course schedule after the date on which it is due may not employ the Credit/D/Fail option in any course during that term. See “Credit/D/Fail Option” in section B (p. 41), paragraph 9.
6. **Fines for clerical errors** A student who submits a course schedule or course change notice with clerical errors or omissions of data is liable to a fine of \$50.
7. **Overlapping meeting times** A student may not elect courses with meeting times that overlap. If, for good cause, a student is obliged to elect two courses with a small and insignificant overlap in meeting times, the student must supply the residential college dean with the written permission of both instructors at the beginning of the term and must petition the Committee on Honors and Academic Standing, explaining why the student must enroll in both courses in the current term and how the student will meet all the requirements for both courses. Failure to file a complete and timely petition may result in the loss of credit for both courses.
8. **Courses requiring permission** Some courses require permission of the instructor to enroll; others require permission of the director of undergraduate studies. It is the responsibility of the student to secure the appropriate permission before enrolling in a course.
9. **Courses that do not require permission** Courses that do not require permission for enrollment may nevertheless be limited in their enrollment (i.e., “capped”) at the beginning of the term, depending upon, for example, the number of teaching assistants available, the size of the appropriate meeting space, or other instructional needs.
10. **Prerequisites** Students are expected to have met the prerequisites published in course descriptions. If a student wishes to elect a course for which prerequisites are indicated but has not met those prerequisites, it is the student’s responsibility to secure the permission of the instructor and, where appropriate, the director of

undergraduate studies before enrolling. The registrar may drop the student from the class if the student has not met the prerequisites for enrollment.

11. **Teaching evaluations** For the advancement of teaching in Yale College, anonymous teaching evaluations are made available through the Yale Student Information System (SIS). Students are expected to participate in this evaluation process for any Yale College course in which they are enrolled. Students who withdraw from a course after midterm are invited but not required to participate.
12. **Selection of a less advanced course in the same subject** In certain subjects, such as mathematics, foreign languages, and the sciences, knowledge of the subject is acquired in an ordered progression. That is, the concepts and skills introduced in one course are necessary, or prerequisite, for mastery of the material in subsequent courses in that field. Occasionally a student, having completed an intermediate or advanced course in a subject, may take a less advanced one in that same subject. In such a case, although the student obviously cannot receive course credit for both courses, each course will appear on the student's transcript with the grades earned; however, the student will receive course credit only for the more advanced course. A student may sometimes be permitted to complete an intermediate or advanced course without having first completed a less advanced course in a subject; in such a case, the student does not receive course credit for the less advanced course by virtue of having completed the more advanced course.
13. **Repeated enrollment in the same course** Courses may not be repeated for credit, except for courses marked "May be taken more than once" or "May be repeated for credit." In such cases, the repeated course earns no additional distributional credit. On some rare occasions, a student may take the same course over again, or may take a course with the same content as another course the student has already passed. In such cases, the student receives credit for the course only once. Should a student take the same or an equivalent course twice, each course with its grade appears on the transcript. The student receives course credit for the higher grade if one is earned; in such an event, course credit is not given for the lower grade. Note, however, that both grades are included in the calculation of a student's grade point average (GPA) and in the calculation for General Honors.
14. **Placement in foreign language courses** Students placed by a language program or by their score on the Advanced Placement examination into a particular level of a foreign language may not earn course credit for the completion of a course in that language at a level lower than the placement. For example, a student placed into the third term (L3) of a foreign language earns no course credit for the completion of an L1 or L2 course in that language. Should a student complete a foreign language course at a level lower than the placement, the lower-level course with its grade appears on the transcript but earns no credit toward graduation.
15. **Use of vertebrate animals** If the satisfactory completion of a course will require the use of vertebrate animals in experiments, the student must be notified of that requirement at the first meeting of the course. If a student objects on ethical grounds to participating in the animal usage in question, it is the student's responsibility to discuss the matter with the faculty member in charge and not to enroll in the course if no alternative acceptable to the faculty member can be arranged.

- Field trips** If the satisfactory completion of a course will require participation in a field trip, students should understand that there are inherent risks, including the risks of travel, involved in such an activity. If a student objects to assuming these risks, it is the student's responsibility to discuss the matter with the faculty member in charge and not to enroll in the course if no alternative acceptable to the faculty member can be arranged. Yale College's policies regarding field trips can be found at the Yale College Academic Field Trip Policies Web site (<http://yalecollege.yale.edu/deans-office/policies-reports/academic-field-trip-policies>).

F. Withdrawal from Courses

Students are permitted to withdraw from courses for which they have enrolled in a term until 5 p.m. on the last day of classes before the reading period in that term. Withdrawal from a course can be accomplished only by the submission of a course change notice at the office of the residential college dean. A fee of \$20 will be charged for the processing of an approved course change notice on which withdrawal from a course is requested. Formal withdrawal is important, because failure to receive credit for courses in which students are enrolled will be recorded as F on their transcripts and may open them to the penalties described under "Academic Warning" and "Dismissal for Academic Reasons" in section I (p. 59).

- Transcripts** Each course listed on a student's course schedule appears on the student's transcript unless the student withdraws from the course by midterm. See paragraph 3 below.
- Permission** All course withdrawals require the permission of the residential college dean.
- Deadlines for withdrawal from courses** If a student formally withdraws from a full-term course by midterm, as published in the Yale College Calendar with Pertinent Deadlines (p. 8), then after the registrar has recorded the withdrawal, the transcript will contain no indication of that course. If a student formally withdraws from a half-term course by the relevant deadline published in the Yale College Calendar with Pertinent Deadlines (p. 8), then after the registrar has recorded the withdrawal, the transcript will contain no indication of that course.

If a student formally withdraws from a full-term course after midterm but before 5 p.m. on the last day of classes before the reading period, the transcript will record the course and show the neutral designation W (Withdrew) for the course. If a student enrolled in a half-term course formally withdraws from it after the deadline for the course to be removed from the transcript, but by the last date a withdrawal is permitted from the course, the student's transcript will record the neutral designation W (Withdrew) for the course. See the Yale College Calendar with Pertinent Deadlines (p. 8) for both dates in each term. The deadlines apply to all courses, whether or not a particular course observes the reading period.

A change of level in courses in which the subject is taught in an ordered progression, as, for example, in foreign languages or in mathematics, is not considered a course withdrawal and does not result in the recording of a W.

After these deadlines, withdrawal from a course is not permitted. An exception will be made only for a student who withdraws from Yale College for medical reasons as certified by Yale Health after the beginning of the reading period but by the last

day of the final examination period; in such a case the student will be permitted to withdraw from a course with a mark of W.

4. **Withdrawal from a credit/year sequence** For those credit/year course sequences in which a student receives the mark of SAT or NSAT for the first term and a letter grade for the second, withdrawal from the sequence after the first term is completed but before the second term is completed will result in the recording of a mark of W for the first term.
5. **Lack of formal withdrawal** If, when grades are due, the instructor of a course notifies the registrar that a student has not successfully completed a course from which the student has not formally withdrawn, then a grade of F will be recorded for that course on the student's transcript. See "General Regulations Concerning Grades and Transcripts" in section B (p. 41). See also "Work Incomplete at the End of Term" and "Postponement of Final Examinations" in section H (p. 56).
6. **Withdrawal from Yale College** A student who has withdrawn from Yale College for any reason, including medical, is no longer enrolled. Consequently, as of the date of the withdrawal, such a student cannot continue to attend classes or complete work that was assigned in the term in which the withdrawal occurred, even if the deadline for such assignments was previously extended by the instructor or by the residential college dean.
7. **Transcripts of students withdrawn from Yale College** It follows that if a student withdraws from Yale College by midterm, the transcript will not show that the student has been enrolled in any course during that term. If a student withdraws from Yale College after midterm, but before 5 p.m. on the last day of classes before the reading period, the transcript will record the student's courses with the designation W (Withdraw). If a student withdraws from Yale College after the beginning of the reading period, the transcript will show the student's courses with grades of F unless an instructor reports a passing grade for the student in any of the courses. The only exception is for a student who withdraws from Yale College for medical reasons after the beginning of the reading period but before the end of the term; see paragraph 3 above.

G. Reading Period and Final Examination Period

1. **Due dates for course work** It is expected that instructors will require all course assignments, other than term papers and term projects, to be submitted at the latest by the last day of reading period. Term papers and term projects are to be submitted at the latest by the last day of the final examination period. For the dates of the reading period and final examination period, consult the Yale College Calendar with Pertinent Deadlines (p. 8). Instructors do not have the authority to give permission for these deadlines to be extended; only the residential college dean has this authority. See "Work Incomplete at the End of Term" in section H (p. 56). Even if an extended deadline should be announced by the instructor, a grade reflecting work submitted after the end of the term cannot be accepted unless a Temporary Incomplete was authorized by the student's residential college dean.
2. **Reading period** The Yale College Faculty established the reading period between the end of classes and the beginning of final examinations in order to provide a period of about a week during which students might conclude their course work and prepare for final examinations. The instructor of each course determines

whether or not that course observes the reading period. A course that does not observe the reading period is identified in the course listings by the abbreviation “RP” at the end of the course description or by a phrase such as “Meets RP” or “Meets during reading period.”

The assumption underlying the faculty’s institution of the reading period was that no additional assignments would be required during the reading period in a course observing it, but that students would use the reading period in their own way to consolidate and augment the work of the course. Such being the case, no final examination may be administered during the reading period. A final examination in a course, whether or not the course observes the reading period, must be administered during the final examination period. No take-home final examination may be due during the reading period. An instructor may, however, set the due date for a term paper or project during the reading period.

3. **Final examinations** Yale College expects every course to conclude with a regular final examination or with a substitute for such an examination. The substitute should be in the nature of a final examination in that it requires the student to demonstrate proficiency in the discipline and subject matter of the course. Substitutes may include, for example, an oral presentation or examination, a term essay, or the last of a series of hour tests administered during the last week of classes. Final examinations normally last either two or three hours but, in either case, students are permitted to take an additional half-hour before being required to turn in their answers. This additional time is given for improving what has already been written, rather than for breaking new ground.
4. **Scheduling of final examinations** The University Registrar’s Office has assigned a specific time and date for the administration of final examinations in most courses in Yale College. The time of the final examination is determined by the meeting time of a course during the term. If the meeting time of a course is changed from that originally published, the time of the examination is defined by the new meeting time. If a course is published with no scheduled examination but the instructor subsequently decides to offer a final examination, it must be administered at the time defined by the meeting time of the course. A schedule of final examinations may be found on the page Final Examination Schedules (p. 15).
5. **Date of administering final examinations** Since the final examination schedule has been carefully designed to make efficient use of the entire final examination period and to minimize overcrowding of students’ schedules, a final examination must be administered on the date and at the time specified. On occasion instructors have administered final examinations at times different from those assigned. Such an arrangement is allowed under the following conditions: (a) that two different and distinct final examinations be administered; (b) that one of these examinations be administered at the regularly specified time within the final examination period; (c) that the alternative examination be administered at a regular examination starting time during the final examination period; and (d) that no student be required to obtain permission to take the alternative examination.
6. **Take-home final examinations** Take-home final examinations are sometimes substituted for regular final examinations. If a course has been assigned a final examination date, a take-home examination for that course is due on the scheduled examination day. If a course has not been assigned a final examination date, a

take-home examination for the course is due on the day specified in the final examination schedule by the meeting time of the course. See Final Examination Schedules (p. 15). If a course does not meet at a time covered by the final examination schedule, a take-home examination may not be due during the first three days of the final examination period. No take-home examination may be due during the reading period.

7. **Due dates for term grades** An instructor is required to submit term grades promptly after the completion of a course. Fall-term grades are due by 5 p.m. on January 4, 2017; spring-term grades are due within one week of the end of the final examination period; grades for seniors in the spring term are due within forty-eight hours of the end of the final examination period.

In submitting term grades, the instructor is expected to apply appropriate penalties for missed or incomplete work unless the late submission of the work has been authorized by the student's residential college dean or by the Committee on Honors and Academic Standing. If an instructor reports a mark of Incomplete for which there has been no authorization by the college dean, the Incomplete will be recorded by the University Registrar's Office as a grade of F.

8. **An hour test at the end of term instead of a final examination** Some instructors do not give final examinations of the usual two-and-one-half-hour or three-and-one-half-hour length, but instead terminate their courses with an hour test that is the last in a succession of hour tests administered during the term.

For courses that do not observe the reading period, this hour test may be administered during the reading period, since, in such courses, regular class meetings are scheduled to extend through the reading period. A course that does not observe the reading period may also administer the hour test during the final examination period at the time specified in the final examination schedule.

For courses that do observe the reading period, the hour test may not be administered during the reading period, but may be administered only during the last week of classes or during the final examination period at the time specified in the final examination schedule.

9. **Senior departmental examinations** In those major programs requiring a senior departmental examination, that examination is scheduled on the two weekdays preceding the final examination period in the fall and spring terms. In a department or program in which a two-day written senior departmental examination is administered on those days, a senior may, with the written consent of the appropriate instructors, be excused from final examinations in as many as two courses in the major in the term in which he or she takes the departmental examination. In a department or program in which the senior departmental examination takes place on only one of the two scheduled days, a senior may, with the written consent of the instructor, be excused from the final examination in one course in the major in the term in which the departmental examination is taken. If the senior departmental examination takes place before the scheduled days, or if a senior essay or senior project takes the place of the examination, a student may not omit a final examination.

H. Completion of Course Work

SUBMISSION OF COURSE WORK TO INSTRUCTORS

Students in Yale College are expected to take personal responsibility for the timely delivery to their instructors of all course work, including examinations, in the manner and format prescribed by the instructors. In person submission, either to the instructor or to someone explicitly designated by the instructor, such as a teaching fellow or an administrative assistant is always the best way to ensure that the work has been received. Students who submit course work in a manner other than in person and directly to an appropriate individual (e.g., place it under a door or in a box in a hallway or send it via electronic means), should—even when that is the method directed by the course instructor—confirm as soon as possible after the submission that the work has been received. Students who must use postal services to submit a course assignment, because they will be unavoidably absent from campus at the time an assignment is due, should ascertain in advance from the instructor the correct mailing address and use receipted mail services to establish the date of mailing.

Instructors are not required to accept course work sent over a computer network to their computer, printer, or e-mail account unless they have explicitly authorized such electronic submission in the syllabus for the course or have made a special arrangement with the student. Instructors may establish a deadline for electronic submission of a particular assignment different from the deadline for submission of the same assignment on paper.

LATE OR POSTPONED WORK

There are three kinds of late or postponed work: (1) work late during term time; (2) work incomplete at the end of term; and (3) postponed final examinations. Instructors of courses may, during term time, give permission to make up late or missed work, provided that such work is submitted before the end of term. Only the residential college dean, however, may authorize the late submission of work still incomplete at the end of term, or the postponement of a final examination.

When students know in advance that they must miss or postpone work for a legitimate reason, as described below in “Work Missed During the Term” and in “Postponement of Final Examinations,” they should inform the instructor and the residential college dean as soon as possible.

WORK MISSED DURING THE TERM

The basic responsibility for permitting postponement of work during the term is the instructor’s. However, the residential college dean may give permission for a student to make up work missed or delayed during the term because of an incapacitating illness, the death of a family member, or a comparable emergency. The residential college dean also has authority to give permission to make up work missed because of the observance of religious holy days and because of participation required in intercollegiate varsity athletic events. Only in these cases does a residential college dean have authority to give permission to make up late work during term time. This permission is conveyed by means of a special form from the college dean that the student delivers to the instructor. Students participating in events of intramural or club

sports, as differentiated from varsity events sponsored by the Department of Athletics, are not eligible for a postponement of work by the dean on account of those events.

In all other cases of work missed during the term, permission to make up course work must be secured directly from the instructor of the course, since the instructor is the only person who can decide, in the context of the nature and requirements of the course, whether such permission is appropriate. This permission may not, however, extend beyond the end of the term. Permission to submit work still incomplete at the end of term may be granted only by a student's residential college dean. See "Work Incomplete at the End of Term."

WORK INCOMPLETE AT THE END OF TERM

Only the residential college dean has authority to give permission to a student to submit work in a course after the end of term. The college dean may give such permission because of an incapacitating illness, because of a serious family emergency, or because of another matter of comparable moment. In such cases the college dean may authorize a mark of Temporary Incomplete for a period not to exceed one month from the beginning of the final examination period. Note that the mark of Temporary Incomplete refers to unfinished course work, not to a final examination missed for any reason; see "Postponement of Final Examinations."

The residential college dean, in authorizing a mark of Temporary Incomplete, will stipulate the date on which the student's late work will be due and the date on which the instructor is expected to submit a course grade to the registrar. The college dean may not set this second date later than one month after the beginning of the final examination period. If the student's work has not been completed in time for the instructor to report a grade to the registrar by the deadline stipulated, then the instructor will submit a grade for the student that reflects the absence of the missing work, or the registrar will convert the mark of Temporary Incomplete to a grade of F. See "General Regulations Concerning Grades and Transcripts" in section B, Grades, (p. 41) and section F, Withdrawal from Courses (p. 52).

Permission for a mark of Temporary Incomplete to last beyond one month from the beginning of the final examination period can be granted only by the Yale College Committee on Honors and Academic Standing. Such an extension may be given only for a brief period of time, usually one to two weeks, and only in response to extraordinary circumstances, usually of a medical nature. A petition for such permission must be submitted at the earliest possible date. In considering such requests, the Committee on Honors and Academic Standing takes into account the original deadline for submission of the work and the date on which a petition is delivered to the committee.

USE OF COMPUTERS AND POSTPONEMENT OF WORK

Problems that may arise from the use of computers, software, and printers normally are not considered legitimate reasons for the postponement of work. A student who uses computers is responsible for operating them properly and completing work on time. (It is expected that a student will exercise reasonable prudence to safeguard materials, including saving data on removable disks at frequent intervals and making duplicate copies of work files.) Any computer work should be completed well in advance of the

deadline in order to avoid last-minute technical problems as well as delays caused by heavy demand on shared computer resources in Yale College.

POSTPONEMENT OF FINAL EXAMINATIONS

Only the residential college dean may authorize postponement of a final examination. The residential college dean may give such permission because of an incapacitating illness, because of a family emergency requiring the student's absence from New Haven, or because of another matter of comparable moment. The residential college dean may also authorize such a postponement because of the observance of religious holy days, or because of participation required in an intercollegiate varsity athletic event. Students participating in events of intramural or club sports, as differentiated from varsity events sponsored by the Department of Athletics, are not eligible for a postponement of final examinations on account of those events. Finally, the college dean may authorize postponement of a final examination if a student has three examinations scheduled during the first two days of the final examination period, or three examinations scheduled consecutively in the final examination schedules.* The postponement of a final examination for any other reason requires the permission of the Committee on Honors and Academic Standing. A student's end-of-term travel plans are not a basis for the postponement of a final examination. See Final Examination Schedules (p. 15) and paragraph 4 in section G, Reading Period and Final Examination Period (p. 53).

- * The final examination schedules indicate three examination sessions, or time slots, per day: one in the morning, one in the afternoon, and one in the evening. Some of these time slots contain examinations; others do not. A college dean may postpone an examination if a student has three examinations scheduled within any four consecutive time slots, whether or not each of those time slots has an examination assigned to it. See Final Examination Schedules (p. 15). Occasionally an instructor may arrange an option for an alternative final examination in addition to the regularly scheduled examination. See paragraph 5 in section G, Reading Period and Final Examination Period (p. 53). Such an optional arrangement cannot be the basis for a postponement of an examination if three of a student's final examinations would thereby acquire "consecutive" status.

It is normally the expectation that when a student begins a final examination but does not complete it, the student will receive credit only for the work completed on the examination. If, however, a student becomes unable to complete an examination because of a sudden and serious illness or other emergency during the examination, the student may request authorization from the residential college dean to take a makeup final examination. In such a case, the student must explain his or her departure to the instructor, or to some other person proctoring the examination, before leaving the room, and must contact Yale Health or the residential college dean as soon as possible thereafter.

Makeup examinations for the fall term are scheduled to take place at the end of the second week of classes in the spring term. Makeup examinations for underclassmen who miss final examinations in the spring term are scheduled at the end of the second week of classes in the following fall term. Makeup final examinations are administered by the University Registrar's Office only at these times. Students who will not be

enrolled at these times—whether because they are on leave of absence or on a Year or Term Abroad, or because they have withdrawn from Yale—must make alternative arrangements with the University Registrar’s Office in advance of the dates on which makeup final examinations are administered by that office. The registrar automatically records a grade of F in a course for a student who fails to take an officially scheduled makeup examination in that course at the appointed time. If an examination is not administered by the registrar, it is the student’s responsibility to make arrangements with the instructor to take the makeup examination. In such cases, if a grade is not received by the midterm following the original examination date, the registrar automatically records a grade of F in the course.

No fee will be charged for a makeup examination necessitated by illness, family emergency, the observance of a religious holy day, or participation required in an intercollegiate varsity athletic event. A charge of \$35 will be made for the administration of a makeup examination occasioned by a conflict between two final examinations scheduled at the same time, or three examinations scheduled in the first two days of the examination period, or three final examinations scheduled in consecutive examination periods. Ordinarily there will be a charge of \$35 for makeup examinations authorized for special reasons approved by the Committee on Honors and Academic Standing.

Permission to postpone a final examination does not also carry authorization for a student to submit other work late in that course. See “Work Incomplete at the End of Term.”

I. Academic Penalties and Restrictions

CUT RESTRICTION

Regular classroom attendance is expected of all students. While Yale College enforces no general regulation concerning attendance, instructors of individual courses may require it of all students. This is particularly the case in discussion groups, seminars, laboratories, and courses in foreign languages.

A student who, in the opinion of the instructor and of the residential college dean, has been absent from a course to an excessive degree and without excuse may at any time be placed on Cut Restriction in that course or in all courses. A student on Cut Restriction who continues to be absent from a course may, with the concurrence of the college dean and the Committee on Honors and Academic Standing, be excluded from it without credit. See “Exclusion from Courses.”

EXCLUSION FROM COURSES

Any student may, because of excessive absences or unsatisfactory work, be excluded from a course without credit at any time upon recommendation, made by the instructor or department concerned, to the residential college dean and the Committee on Honors and Academic Standing. If the exclusion occurs after midterm and before the first day of the reading period, the student’s record will show a mark of W for the course.

ACADEMIC WARNING

Academic Warning is an indication that a student’s scholastic record is unsatisfactory. Students on Academic Warning who do not pass all of their courses in the term in which they are on Academic Warning will be dismissed for academic reasons. No

matter how many course credits a student has earned, Academic Warning is automatic in the following cases: (a) failure in one term to earn more than two course credits; (b) a record that shows two grades of F in one term; (c) in two successive terms, a record that shows a grade of F for any course. The college deans attempt to give written notification of Academic Warning to students whose records show these deficiencies, but such students should regard themselves as being on warning even in the absence of written notification. A student permitted to continue in Yale College with fewer than the number of course credits ordinarily required for academic good standing may be placed on Academic Warning, and in such a case the student will be notified that he or she has been placed on warning. See “Requirements for Academic Good Standing” in section D, Promotion and Good Standing (p. 47). The Committee on Honors and Academic Standing may at its discretion disqualify a student on Academic Warning from participation in recognized University organizations.

DISMISSAL FOR ACADEMIC REASONS

1. **Failure in three classes** A record that shows three grades of F in a term or over two or three successive terms will normally result in the student’s dismissal from Yale College. “Successive terms” means successive terms in which the student enrolls, whether or not broken by a withdrawal or by a leave of absence.
2. **Failure to meet requirements for good standing or promotion** A student who has not, at the end of a term, met the minimum requirements for academic good standing, or a student who has failed to meet the minimum standards for promotion, may be dismissed unless permitted by the Committee on Honors and Academic Standing to repair the deficiency. See “Makeup of Course Deficiencies for Promotion or Academic Good Standing” below and section D, Promotion and Good Standing. (p. 47) A student who is short by more than two credits of the minimum requirements for academic good standing or promotion, even if the student has no grades of F, will be dismissed.
3. **Students on Academic Warning** A record that shows a grade of F for a student who is on Academic Warning in that term will result in that student’s dismissal for academic reasons. See “Academic Warning.”
4. **Reinstated students** A student reinstated to Yale College who does not, in the first or second term following reinstatement, pass all the courses completed in that term will be dismissed for academic reasons. See “Reinstatement” in section J (p. 61).

In addition, at any point during the year a student may be dismissed from Yale College if in the judgment of the Yale College Committee on Honors and Academic Standing the student’s academic record is unsatisfactory.

MAKEUP OF COURSE DEFICIENCIES FOR PROMOTION OR ACADEMIC GOOD STANDING

A student who has failed to satisfy the requirements for promotion or for academic good standing, if permitted to continue by the Committee on Honors and Academic Standing, must repair the deficiency promptly. Such deficiencies are to be repaired before the opening of the next fall term by work in summer school. The institution to be attended and the courses to be taken require the approval of the residential college dean. See section P, Credit from Other Universities (p. 82). Only in extraordinary

circumstances will a student be allowed to repair a deficiency by carrying an additional course during the following academic year. Course deficiencies may not be repaired under any circumstances by the application of acceleration credits.

J. Leave of Absence, Withdrawal, and Reinstatement

LEAVE OF ABSENCE

Any student in Yale College who is in academic good standing will normally receive permission, upon petition to the Committee on Honors and Academic Standing through the residential college dean, to take one or two terms of leave of absence, provided that the student departs in academic good standing at the end of a term and returns at the beginning of a term. See “Requirements for Academic Good Standing” in section D (p. 47). In order that the University may make plans to maintain enrollment at the established level, students desiring leaves of absence are requested to make their intentions known to their residential college deans as soon as possible. Yale College assumes that students who take leaves of absence will inform their parents or guardians in good time that they intend to do so. Ordinarily, residential college deans do not notify parents or guardians that a student has taken a leave of absence, though they may do so if they believe that such notification is appropriate.

1. **Petition for a fall-term leave** For a fall-term leave of absence, a student is requested to submit a petition by May 1. Since a student’s plans often change during the summer, however, the Committee on Honors and Academic Standing will ordinarily grant a petition for a leave that is received on or before the fifteenth day of the term in the fall.
2. **Petition for a spring-term leave** For a spring-term leave of absence, a student’s petition must be received on or before the fifteenth day of the term in the spring.
3. **Relinquishing housing** Students considering a leave of absence should be aware that there is a substantial financial penalty for relinquishing on-campus housing after the relevant deadlines for relinquishing such housing. See “Rebates of Undergraduate Charges” in the section “Financial Services” in the Yale College online publication *Undergraduate Regulations* (<http://yalecollege.yale.edu/campus-life/undergraduate-regulations>).
4. **Canceling a leave** A student may cancel a leave of absence for either term as late as the first day of classes in the term for which the leave has been requested. However, the deadlines for payment of the term bill and the penalties for late payment apply in such cases. See “Payment of Bills” in the section “Financial Services” in the *Undergraduate Regulations*.
5. **Total terms of leave** A student is eligible for a total of two terms of leave of absence. These two terms need not be taken consecutively.
6. **Accelerated students** A student taking an accelerated degree by use of acceleration credits who has had two terms of leave of absence may receive a third term of leave if the third term of leave is needed to bring the student’s pattern of attendance into conformity with the pattern of attendance stipulated for an accelerated degree. See section Q, Acceleration Policies (p. 86).

7. **Returning from a leave** Permission to take a leave of absence normally includes the right to return, with prior notification to the residential college dean but without further application, at the beginning of the term specified in the student's petition to the Committee on Honors and Academic Standing. In the case, however, in which a student achieved eligibility for a leave of absence because of a postponement of a deadline for course work as a result of an identified medical problem, the Yale College Dean's Office may require medical clearance from Yale Health before the student's return from the leave of absence. Such clearance may also be required for a student who had sought and had been granted, on medical grounds, a waiver of the fee for the late relinquishment of housing at the time the leave of absence was requested.
8. **Financial aid** Students taking leaves of absence who have received long-term loans will be sent information about their loan repayment obligations, which in most cases begin six months after the last day of formal enrollment at Yale. A student taking a leave of absence who is receiving financial aid through Yale must consult with a counselor in the Student Financial Services Center before leaving Yale; see "Rebates of Undergraduate Charges" in the section "Financial Services" in the *Undergraduate Regulations*.
9. **Health coverage** A student on a leave of absence is eligible to retain coverage by Yale Health during the time of the leave, but the student must take the initiative to apply for continued membership in Yale Health by completing an application form and paying the fee for membership. See "Leave of Absence" in the section "Health Services" in the *Undergraduate Regulations*. Application forms and details about medical coverage while on leave of absence may be obtained from the Member Services Department of Yale Health.

MEDICAL WITHDRAWAL

A withdrawal for medical reasons must be authorized by the director of Yale Health or the chief of the Mental Health and Counseling department, or by their official designees within the Health Center. If a student under the care of a non-Yale Health physician wishes to withdraw for medical reasons, that physician should submit sufficient medical history to the director of Yale Health for a final decision on the recommendation. A student planning to return to Yale should discuss the requirements for reinstatement with the residential college dean or the chair of the Committee on Reinstatement, (203) 432-2914.

Yale College reserves the right to require a student to withdraw for medical reasons when, on recommendation of the director of Yale Health or the chief of the Mental Health and Counseling department, the dean of Yale College determines that the student is a danger to self or others because of a serious medical problem, or that the student has refused to cooperate with efforts deemed necessary by Yale Health to determine if the student is such a danger. An appeal of such a withdrawal must be made in writing to the dean of Yale College no later than seven days from the date of withdrawal.

WITHDRAWAL FOR PERSONAL REASONS

At any time during the year, a student may withdraw from Yale College for personal reasons. After consulting with the residential college dean, a student wishing to

withdraw should write a letter of resignation to the college dean. In consulting with the college dean, a student planning to return to Yale should discuss the requirements for reinstatement. Also, students in academic good standing who fail to register in a term will be withdrawn for personal reasons.

A student who withdraws from Yale College for personal reasons rather than face disciplinary charges that are pending against that student will not be eligible for Yale College reinstatement, re-enrollment, or a Yale College degree until their case has been adjudicated by the Executive Committee. If a case remains pending, a notation to this effect will be entered on the transcript.

REBATES OF UNDERGRADUATE CHARGES

For information on financial rebates on account of withdrawal from Yale College, consult the section “Financial Services” in the *Undergraduate Regulations* (<http://yalecollege.yale.edu/campus-life/undergraduate-regulations>).

REINSTATEMENT

During the time that a student who has withdrawn is away from Yale College, the Committee on Reinstatement expects him or her to have been constructively occupied and to have maintained a satisfactory standard of conduct.

Students whose withdrawal was for either academic reasons or personal reasons must remain away for at least one fall term and one spring term, in either order, not including the term in which the withdrawal occurred. (Note that students who withdrew for personal reasons rather than face disciplinary charges that are pending against them are not eligible for reinstatement; see above under “Withdrawal for Personal Reasons.”) Students whose withdrawal had been authorized as medical by the director of Yale Health must normally remain away at least one full term before a return to Yale College, not including the term in which the withdrawal occurred. The period of withdrawal for disciplinary reasons is set by the Yale College Executive Committee at the time the student’s enrollment is suspended.

Further requirements depend to some extent on the circumstances of the withdrawal and its duration. Students who are not in academic good standing, i.e., students who withdrew while a term was in progress or who were dismissed for academic reasons, must ordinarily complete the equivalent of at least two term courses, either in Yale Summer Session or at another college or university, earning grades of A or B. See section I, Academic Penalties and Restrictions (p. 59). Courses conducted on line, whether taken at Yale Summer Session or elsewhere, do not fulfill this reinstatement requirement. In general, such a record of course work is also required of students who withdrew for medical reasons and of any students who have been away from full-time academic work for two years or more, whether or not they were in academic good standing at the time of their departure, in order to demonstrate that upon return they can satisfactorily complete their academic program. Courses themselves, as well as the institution at which they are taken, should be cleared in advance with the chair of the Committee on Reinstatement or the applicant’s residential college dean. All such course work must be completed no later than the opening of the term to which the student has applied to be reinstated, but no earlier than two years before the date that term begins.

Courses completed in fulfillment of reinstatement that are eligible for graduation credit must be applied to the student's Yale College transcript.

While the majority of students who apply for reinstatement do return to Yale College, reinstatement is not guaranteed to any applicant. Since the committee seeks to reinstate only those students who have demonstrated the ability henceforth to remain in academic good standing and thus complete degree requirements within the specific number of terms of enrollment remaining to them, the committee may sometimes advise an applicant to defer his or her return until a time later than the one originally proposed. At the conclusion of each of the two terms following their reinstatement, students are expected to complete and pass all of the courses in which they remained enrolled. A student who fails to meet this condition is ordinarily required to withdraw after his or her record has been reviewed by the Committee on Honors and Academic Standing. A student is eligible to be reinstated only once; a second reinstatement may be considered only under unusual circumstances, ordinarily of a medical nature.

Inquiries about reinstatement should be directed to the chair of the Committee on Reinstatement, Yale College Dean's Office, 110 SSS, Yale University, P.O. Box 208241, New Haven, CT 06520-8241. For reinstatement to a fall term, applications must be submitted in person or by receipted mail by July 1. For reinstatement to a spring term, applications must be submitted in person or by receipted mail by November 1. These deadlines are strictly enforced.

FINANCIAL WAIVERS AND REINSTATEMENT

Students on financial aid who have successfully completed the course requirements for reinstatement *in the summer prior to reinstatement* will be forgiven their Student Income Contribution (SIC) for 2016–2017, currently assessed at \$3,050. Students may apply for a waiver of the SIC through Yale's Student Financial Services.

Some students require, upon reinstatement in Yale College, a ninth term of enrollment in order to complete their bachelor's degree. Federal financial aid policies may assess such students a "ninth-term penalty" of an additional Student Income Contribution, currently \$3,050. If such a penalty is assessed, Student Financial Services will forgive the additional \$3,050 expectation, replacing the SIC with a grant funded by the University.

REINSTATEMENT INTERVIEWS

Interviews with members of the Committee on Reinstatement are required of all applicants for reinstatement. The committee cannot approve a student's return to Yale College until after the necessary interviews have taken place. These may include individual in-person meetings for any applicant with the chair of the committee and any other member of the committee, including a member of the Yale Health staff. Interviews are normally conducted prior to the beginning of the term to which the student is seeking reinstatement. While the expectation is that these meetings will take place in person, they may be conducted by video teleconference when circumstances warrant. Contact the chair of the Committee on Reinstatement with questions.

As an integral part of the application for reinstatement, students who withdrew for medical reasons must obtain a recommendation from Yale Health. Such a recommendation must come from either the director of Yale Health or the chief

of the Mental Health and Counseling department, or from their official designees within the Health Center; no such recommendation can be made in the absence of documentation provided to Yale Health that the student has had successful treatment from an appropriate health clinician.

U.S. MILITARY SERVICE REINSTATEMENT POLICY

Students who interrupt their studies to perform U.S. military service are subject to a separate U.S. military leave reinstatement policy.

In the event a student withdraws or takes a leave of absence from Yale College on or after August 14, 2008, in order to serve in the U.S. military, the student will be entitled to guaranteed reinstatement under the following conditions:

1. The student must have served in the U.S. Armed Forces for a period of more than thirty consecutive days.
2. The student must give advance written or verbal notice of such service to his or her residential college dean. In providing the advance notice the student does not need to indicate whether he or she intends to return. This advance notice need not come directly from the student, but rather, can be made by an appropriate officer of the U.S. Armed Forces or official of the U.S. Department of Defense. Notice is not required if precluded by military necessity. In all cases, this requirement of giving notice can be fulfilled at the time the student seeks reinstatement, by submitting an attestation that the student performed the service.
3. The student must not be away from the University to perform U.S. military service for a period exceeding five years (this includes all previous absences to perform U.S. military service but does not include any initial period of obligated service). If a student's time away from the University to perform U.S. military service exceeds five years because the student is unable to obtain release orders through no fault of the student or the student was ordered to or retained on active duty, the student should contact his or her residential college dean to determine if the student remains eligible for guaranteed reinstatement.
4. The student must notify Yale within three years of the end of the U.S. military service of his or her intention to return. However, a student who is hospitalized or recovering from an illness or injury incurred in or aggravated during the U.S. military service has up until two years after recovering from the illness or injury to notify Yale of his or her intent to return.
5. The student cannot have received a dishonorable or bad conduct discharge or have been sentenced in a court-martial.

A student who meets all of these conditions will be reinstated for the following term unless the student requests, in writing, a later date of reinstatement. Any student who fails to meet one of these requirements may still be eligible for reinstatement under Yale's general reinstatement policy but is not guaranteed reinstatement. Upon returning to Yale, the student will resume his or her education without repeating completed course work for courses interrupted by U.S. military service. The student will have the same enrolled status last held and will be in the same academic standing. For the first academic year in which the student returns, the student will be charged the tuition and fees that would have been assessed for the academic year in which the student left the institution. Yale may charge up to the amount of tuition and fees other students are

assessed, however, if veterans' education benefits will cover the difference between the amounts currently charged other students and the amount charged for the academic year in which the student left. In the case of a student who is not prepared to resume his or her studies with the same enrollment status and academic standing as when he or she left or who will not be able to complete the program of study, Yale will undertake reasonable efforts to help the student become prepared. If, after reasonable efforts, Yale determines that the student remains unprepared or will be unable to complete the program, or Yale determines that there are no reasonable efforts it can take, Yale may deny the student reinstatement.

K. Special Arrangements

YEAR OR TERM ABROAD

In recognition of the value of international study, Yale College encourages students to spend a term or an academic year studying in an approved program abroad. In order to participate in a Year or Term Abroad, students must have the approval of the Yale College Committee on the Year or Term Abroad and have been accepted into an approved and accredited study-abroad program. Students on disciplinary probation are not eligible to participate in a Year or Term Abroad.

Students in any major may apply. Please note that a term abroad may be taken only during the second term of the sophomore year or either the first or second term of the junior year, and that a year abroad may be taken only during the junior year. Within the limits of the eligibility requirements given below, other combinations of terms of study abroad may be permitted with the approval of the Committee on the Year or Term Abroad. Students are limited to a total of two terms abroad for full Yale credit and financial aid transfer. The maximum number of outside credits allowed is nine. For this reason, students who have previously transferred one or two outside credits would only be eligible for one term abroad.

Students must be in academic good standing as a junior or second-term sophomore to begin an approved term or year abroad and be able to return to enrollment at Yale in academic good standing. See "Requirements for Academic Good Standing" in section D (p. 47). Students must also have at least a B average at the time of their application and demonstrate sufficient competence in the language of the host country to do university-level course work. Students seeking to study abroad in a country where the primary language is not English are generally expected to take all of their courses in the language of the host country and meet the minimum language requirement (http://studyabroad.yale.edu/apply/designated-programs-year-or-term-abroad/#eligibility_requirements). In general, by the time they go abroad, students should have completed the relevant intermediate-level foreign language course (typically a course numbered 140 with an L4 designation) or have demonstrated the equivalent proficiency by examination. Applicants may petition the committee for an exception to eligibility requirements if they believe they have compelling reasons for the exception.

Application forms for a Year or Term Abroad are available on the Study Abroad Web site (<http://studyabroad.yale.edu/apply>) of the Center for International and Professional Experience. A complete application includes all of the following: the application form; an approval form from the student's director(s) of undergraduate

studies; an evaluation form from the student's residential college dean; and a statement concerning the proposed course of study. Students on Yale financial aid must also submit a Year Abroad Budget for Financial Aid Applicants to the appropriate office. Approval from the Yale College Committee on the Year or Term Abroad is contingent upon the student's acceptance into a program or university abroad. Students must provide a copy of their acceptance letter to the committee before departure.

Applications for permission to study abroad in the spring term of the academic year 2016–2017 are due on October 15, 2016. Applications for study in the fall term of the academic year 2017–2018 or for the full academic year 2017–2018 are due on March 5, 2017.

Applications for programs or universities abroad are available directly from the sponsoring institutions. Information about specific programs and evaluations from past Yale participants are available on the Study Abroad Web site (<http://studyabroad.yale.edu>). Note that application deadlines differ from program to program and usually also differ from the Yale College committee's deadline. Students are responsible for meeting the deadlines set by the programs they seek to attend, whether those deadlines fall before or after the Yale College committee's deadline.

In selecting programs abroad in which to enroll, students should be aware that such programs vary in quality, and some may not be approved for a Year or Term Abroad. At a minimum, approved programs must involve full-time work at the university level and must be undertaken during the regular academic year at an institution outside the United States. Students should note that programs in the Southern Hemisphere are subject to a different academic calendar, one which extends into the months of June, July, and August. With this exception, summer terms do not qualify as part of a Year or Term Abroad.

Students should choose from the list of designated programs available on the Study Abroad Web site (<http://studyabroad.yale.edu/programs>). Students applying to enroll in programs not previously reviewed or approved may be required to furnish informational literature about the program, course syllabi, or a letter of support from a Yale faculty member familiar with the program. The Yale College Committee on the Year or Term Abroad evaluates programs primarily on the quality and structure of their academic offerings. Study abroad advisers are available in the Center for International and Professional Experience to assist students in selecting an appropriate program.

1. **Course credits** Students on a Year Abroad who complete a full program of study for the equivalent of two terms of enrollment at Yale may earn up to nine course credits. Students on a Term Abroad who complete a full program of study for the equivalent of one term of enrollment at Yale may earn up to four course credits. What the committee considers a full program of study varies from program to program. Students should consult with the Study Abroad office to ensure that they are enrolled in a full program abroad.

Usually, if the student has consulted with the director of undergraduate studies and a Study Abroad adviser before going abroad, the award of credit upon return from a Year or Term Abroad is routine.

2. **Course credit from outside Yale** Enrollment in the Year or Term Abroad program is the only arrangement by which students may offer more than two outside credits

toward the thirty-six course credits required for the bachelor's degree.* Students receiving credit for a Year Abroad may not apply any other credits from outside Yale toward the 36-course-credit requirement. Students receiving credit for a Term Abroad may apply up to two other course credits from outside Yale toward the 36-course-credit requirement.

3. **Evidence of course work** To be awarded credit toward degree requirements, students must submit to the committee such evidence of their achievement as transcripts or other official academic records, wherever possible. Students should also be prepared to provide on their return to Yale copies of all course work, syllabi, and letters from instructors describing the nature and quality of their work.
4. **Grades** No credit will be awarded for a course in which the grade earned was lower than a C or its equivalent in other grading scales. Nor will credit be awarded for a course taken on a Pass/Fail option, if the student had the choice of taking the course for a letter grade.
5. **Distributional requirements and major requirements** In addition to applying credits earned on a Year or Term Abroad toward the 36-course-credit requirement, students may, with appropriate permissions, apply these course credits toward fulfillment of distributional requirements and some of the requirements of their major programs. Petitions for credit toward the distributional requirements should be directed to the director of study abroad; petitions for credit toward major requirements should be directed to the relevant director of undergraduate studies.
6. **Academic regulations** Because a Year or Term Abroad counts as the equivalent of one or two terms of enrollment in Yale College, the academic regulations of Yale College pertain to enrollment abroad. Students must earn a sufficient number of credits abroad to remain in academic good standing. Failure to do so will result in academic warning or dismissal for academic reasons. See section I (p. 59), Academic Penalties and Restrictions. Withdrawal from an approved program abroad has the same consequences as withdrawal from Yale College.
7. **Canceling a Year or Term Abroad** Students who have received permission to study abroad but later decide not to do so must notify their residential college dean in writing of their change of plans and then either enroll as usual in Yale College or apply for a leave of absence before the deadline. See section J (p. 61), Leave of Absence, Withdrawal, and Reinstatement. Students should also notify the Study Abroad office. In some cases, such students will have to withdraw from Yale College if the deadline for requesting a leave has passed, or they have already taken two terms of leave, or the deadline for enrolling in courses in Yale College has passed. Under no circumstances can a Year or Term Abroad be converted retroactively to a leave of absence. Similarly, a leave of absence cannot be converted retroactively to a Year or Term Abroad.
8. **Enrollment in Yale College after a Year or Term Abroad** After returning from a Year or Term Abroad, students must enroll in Yale College for at least two terms. Students who have accelerated should speak with their residential college dean about the possible need to decelerate. See section Q, Acceleration Policies (p. 86).
9. **Financial aid** Students who have been approved by the committee to study abroad and who receive financial aid from Yale are eligible for aid while abroad.

For information about financial aid support, consult a counselor in the Student Financial Services Center, 246 Church Street, 432-2700.

- * Study during the academic year at the Paul Mellon Centre in London (Yale-in-London) is equivalent to enrollment in Yale College and is not considered a Term Abroad. Application to the Yale-in-London program should be made directly to that office at the Yale Center for British Art. For details, see the British Studies program description (p. 176).

COMPLETION OF DEGREE REQUIREMENTS AT THE END OF A FALL TERM

Students who at the end of a fall term complete the requirements for graduation may be of three kinds: (1) those who complete such requirements in eight terms of regular enrollment; (2) those who have accumulated thirty-six course credits or more, all earned at Yale, in fewer than eight terms of regular enrollment; and (3) students admitted by transfer to Yale College and students whose admission to Yale College was deferred until a spring term. Note that acceleration credits may not yield a completion of degree requirements at the end of a fall term; see section Q, Acceleration Policies (p. 86). The following rules apply to students of these three kinds.

1. **Notification by the student** By the day on which the student's course schedule is due in the final term of enrollment, the student must notify the Committee on Honors and Academic Standing through the residential college dean that the fall term will be the student's last term of enrollment. Forms on which to make such notification are available in the offices of the college deans. Notification must include written certification from the student's director of undergraduate studies that the student will have completed all the requirements of the major program by the end of the fall term, and from the student's residential college dean that the student will have fulfilled the distributional requirements by that time. Failure to observe the deadline will result in the student's being charged a fine of \$100.
2. **Award of degrees and diplomas** Students who complete degree requirements at the end of a fall term are awarded their degrees and their diplomas at Commencement at the conclusion of the spring term of that academic year and are considered to be members of the class that graduates at that Commencement. General Honors and Distinction in the Major are also awarded at that time. If a student who completes degree requirements at the end of a fall term wishes to participate in the Commencement exercises held in the previous academic year, however, the student may do so with the permission of the residential college master and dean. Such might be the case, for example, of a student who because of a leave of absence did not qualify for graduation with the class in Yale College with which he or she entered as a freshman. Such a student would not receive the degree or diploma until the May of the academic year in which degree requirements were completed.
3. **Health coverage** A student whose last term of enrollment is a fall term is eligible, upon application and payment of a fee, for continued coverage by Yale Health during the subsequent spring term, just as if the student were on leave of absence for that term. Such coverage extends to August 31. See "Leave of Absence" in section J (p. 61).

TWO MAJORS

A student must petition the Committee on Honors and Academic Standing for permission to complete the requirements of two major programs. Application forms are available from the residential college deans. A student contemplating the completion of two majors should bear in mind that doing so will almost invariably limit the opportunities for a wider distribution of studies over different subjects.

Each major must be completed independently of the other, with no more than two term courses overlapping. Prerequisites in either major are not considered to be overlapping courses. Other than such prerequisites, all courses taken in a major—including those taken in excess of the minimum requirements of the major—are counted in the consideration of overlapping courses unless such courses are in excess of the minimum requirements for both majors. Overlapping courses may not include the senior essay or senior project, unless the essay or project is unusually substantial and represents at least the equivalent of the minimum essay or project requirement of the one major in addition to the minimum essay or project requirement of the other major. If a single senior essay or project is approved for the two majors, no additional overlap in course credits is permitted.

It is not possible to offer as two majors a combined major with one of its component majors. For example, a major in Economics and Mathematics cannot be joined with a second major in either Economics or Mathematics. Similarly, a student completing a major that permits the inclusion of a concentration of courses from another major or program cannot also major in that second major or program. For example, a major in Sociology with Psychology cannot have a second major in Psychology. A Special Divisional Major may not be offered as one of two majors.

A petition for two majors should show clearly how the requirements for each of the two programs will be met, and should include the approval of the appropriate directors of undergraduate studies. The completion of two majors does not result in the award of two degrees; a student who completes a major that leads to the award of the B.A. degree and another major that leads to the award of the B.S. degree may choose the degree to be conferred. A petition to complete the requirements of two majors should be made only after the student's plans are definite, but no later than the due date for course schedules in the student's final term of enrollment. Petitions submitted after this deadline will be accepted only by exceptional action of the Committee on Honors and Academic Standing and will be fined \$50.

A student may not petition for permission to complete the requirements of more than two major programs.

DOUBLE CREDIT FOR A SINGLE-CREDIT COURSE

Two course credits for a course in Yale College normally carrying one course credit may be awarded to a student under the following conditions:

1. **Deadline** Permission must be requested by midterm, as published in the Yale College Calendar with Pertinent Deadlines (p. 8).
2. **Petition and approvals** The student's petition must be approved by the instructor of the course, the director of undergraduate studies in the instructor's department, and the Committee on Honors and Academic Standing. The petition should

include a detailed syllabus and an explanation of how the student's proposed work represents at least twice the normal expectations of the course.

3. **Distributional requirements** When a petition for double credit is approved for a course that fulfills a distributional requirement, the additional credit may not be applied toward the distributional requirement, although it may be applied toward the 36-course-credit requirement for graduation.
4. **Multiple courses** A student may make use of this arrangement rarely, no more than once or twice.

SPECIAL TERM COURSES

With the approval of the Yale College Committee on Honors and Academic Standing, a student may arrange with a member of the faculty to take a Special Term Course, or individual tutorial, for credit toward the bachelor's degree, provided that certain requirements are met. First, the material of the proposed course must be appropriate to the qualifications of the student and it must be otherwise unavailable in the Yale University curriculum. If the subject can be pursued through independent study in an existing tutorial course in a department (e.g., AMST 471, 472 or CGSC 473, 474), the student must apply for enrollment in that course through the director of undergraduate studies. Second, the instructor of the proposed special course must hold a teaching appointment in the University. Third, the student must describe in detail the nature of the proposed course work and submit a syllabus.

Requests for Special Term Courses should be made to the Committee on Honors and Academic Standing, 29A SSS, on forms available from the residential college deans. The application form must be completed by the student and then approved and signed by the proposed instructor and the director of undergraduate studies of the instructor's department. A request for a Special Term Course should be made during the term immediately preceding the term during which the course is actually to be taken. An application will not be accepted by the committee after the second week of the term for which a course is proposed. It is expected that Special Term Courses will be taken for a letter grade. A student may not apply credit earned in a Special Term Course toward satisfaction of any of the distributional requirements.

LIMIT ON RESIDENTIAL COLLEGE SEMINARS

The number of residential college seminars is limited and the demand for them is great. A student may therefore take no more than four residential college seminars, and no more than two in a single term. Permission to exceed these limits must be secured in advance from the Yale College Committee on Honors and Academic Standing; such permission will be given only if the student can demonstrate that the integrity or coherence of the student's academic objectives would suffer without it.

COURSES IN THE YALE GRADUATE AND PROFESSIONAL SCHOOLS

When a course is open to undergraduate as well as either graduate or professional school students, a Yale College student must enroll under the undergraduate number, unless already accepted into the program for the simultaneous award of the bachelor's and master's degrees (see below).

A student may request to elect a graduate or professional school course, other than those designated independent study, by entering the course on the Course Schedule Selection Form and completing an additional form downloaded from the Web site of the University Registrar's Office (<http://registrar.yale.edu>). This latter form must be completed by the student, signed by the course instructor, and attached to a copy of the syllabus. For enrollment in a course in the Graduate School of Arts and Sciences, the form must also be signed by the director of graduate studies in the department in which the course is offered. For enrollment in a course in any of the professional schools of the University, the form must also be signed by the appropriate agent of the dean or the registrar of the school in which the course is offered.

Requests should be made as early as possible in the term in which enrollment is sought and not later than three weeks after the first day of Yale College classes of the term. In recognition of the need to have a student's schedule of courses finalized promptly, forms that are submitted after this date or that are incomplete will normally not be approved. Exceptions require action of the Committee on Honors and Academic Standing, in response to a petition from the student, and will be subject to a fine of at least \$50, with increases of \$5 daily according to lateness.

Note that systems for the award of course credit in the professional schools differ and that not all courses in these schools yield a full course credit in Yale College. Once all materials for a request to elect a professional school course are received by the Office of the University Registrar, a review will be made and the student will be informed as to whether the course will earn Yale College course credit and, if so, how much. Courses that earn no Yale College credit will normally not be entered on the Yale College transcript.

Note also that Yale College students are not permitted to enroll in independent study courses in the Graduate School of Arts and Sciences or in any of the professional schools of the University.

A student may offer toward the 36-course-credit requirement for the bachelor's degree as many as four course credits earned in professional schools of the University. Courses taken in the Graduate School of Arts and Sciences are not included in this four-credit restriction.

Courses in performance in the School of Music may be taken only after completion of MUSI 363, Performance: Fourth Term, or MUSI 463, Advanced Performance: Fourth Term, in the Department of Music. Performance courses in the School of Music may not be counted toward the 36-course-credit requirement for the bachelor's degree. Such courses will be included on the student's transcript, but must be offered in excess of the thirty-six credits required for graduation. For further information, see under Music. Nonperformance courses in the School of Music may be taken for credit without previous completion of MUSI 363 or 463; such courses are also included in the limit of four credits that may be earned in professional schools of the University.

The deadlines and regulations of Yale College are binding on all students, including candidates for the simultaneous award of the bachelor's and master's degrees, in regard to courses in which they are enrolled in the Graduate School of Arts and Sciences and the professional schools of the University. These include the deadlines and regulations pertaining to withdrawal from courses, late or postponed work, and work incomplete

at the end of term. An exception in deadline may be made in a course offered in a professional school of the University in which the academic calendar differs from that of Yale College. A request for such an exception must be grounded in compelling academic reasons, and must be made in writing by the instructor of the course to the student's residential college dean in advance of the deadline in question. Instructors of courses in the Graduate School and in the professional schools of the University are expected to use the Yale College grading system when they report grades for undergraduates who have completed their courses.

SIMULTANEOUS AWARD OF THE BACHELOR'S AND MASTER'S DEGREES

Students of distinguished ability in a limited number of departments may undertake graduate work that will qualify them for the simultaneous award of the bachelor's and master's degrees at the end of their senior year. The simultaneous degree can be conferred only in a single department or program and only in departments or programs that confer both degrees. For example, a student may not complete a bachelor's degree in Economics and a master's degree in Political Science, nor may a student combine a bachelor's degree in a multi-departmental major (e.g., Ethics, Politics, and Economics) with a master's degree in one of its constituent departments. A student pursuing a simultaneous degree may, however, complete two separate undergraduate majors as long as one of the undergraduate majors is in the same department as the master's degree. Currently, the following departments offer the simultaneous degree option: Chemistry (p. 182); Classics (p. 195); Computer Science (p. 214); East Asian Studies (p. 238); Geology and Geophysics (p. 371); History (p. 405); Italian (p. 456); Linguistics (p. 477); Mathematics (p. 500); Molecular Biophysics and Biochemistry (p. 525); Molecular, Cellular, and Developmental Biology (p. 532); Music (p. 546); and Political Science (p. 588). The director of the Program for the Simultaneous Award of the Bachelor's and Master's Degrees is Dean George Levesque.

1. **Eligibility** Applicants cannot be considered for admission unless by the end of their fifth term of enrollment they have achieved at least two-thirds A or A– grades in all of their course credits as well as in all of the course credits directly relating to their major. Some participating departments have additional eligibility requirements, and students should consult the relevant director of undergraduate studies for this information. Because the Eli Whitney Students program is for enrollment for the degree of Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) only, students in that program are ineligible for the simultaneous award of the bachelor's and master's degrees.

Prior to admission to the program, students enrolling in a course that carries both an undergraduate and a graduate number must do so under the undergraduate number. Students planning to apply to the program who enroll in such a course may request the permission of the instructor to complete the graduate-level requirements of the course and petition to have it converted to the graduate number on the academic record if they are subsequently admitted to the program. The petition, which is made to the director of the program, must be accompanied by certification that the course instructor has approved the student's proposal to complete the course at its graduate level.

2. **Application** Students must apply to their department for admission to the program through their director of undergraduate studies no later than the last day of classes in their fifth term of enrollment in Yale College. The proposal should provide evidence of eligibility, reasons for pursuing the simultaneous degree, and plans for completing the program requirements. If the department acts favorably on the student's application, it is forwarded with the formal approval of the director of undergraduate studies and of the director of graduate studies to the Yale College Dean's Office, where a joint committee of Yale College and the Graduate School acts upon the department's nomination and notifies the student of acceptance into the program.
3. **Program requirements** Specific requirements for the award of degrees will be determined by each department. Normally a student is expected to complete the requirements of the undergraduate major in addition to eight or more courses in the Graduate School. For all students in the program, graduate work must not be entirely concentrated in the final two terms, and students in the program must take at least six term courses outside the department during their last four terms at Yale and at least two undergraduate courses during their last two terms.

Students may not enroll in Yale College for more than eight terms in order to qualify for the simultaneous award of both degrees. It is possible to earn both degrees in fewer than eight terms, but not by the use of acceleration credits. Upon acceptance into the program, a student who has accelerated by the use of acceleration credits will automatically be decelerated, and may not, so long as the student remains in the simultaneous degree program, subsequently employ the credits to accelerate.
4. **Requirements for the master's degree** To qualify for the master's degree, students must complete eight term course credits in the Graduate School with grades of A in at least two term courses (or in one year course) and with a B average in the remaining ones. Students in those departments with a language requirement for the Ph.D. degree will be required to demonstrate proficiency in one of the specified languages.
5. **Approval of course schedules** Following notification that they have been accepted into the Program for the Simultaneous Award of the Bachelor's and Master's Degrees, students must have their course schedules approved each term both by the director of undergraduate studies and by the director of graduate studies.

COMBINED BACHELOR'S AND MASTER'S DEGREE PROGRAMS IN THE PROFESSIONAL SCHOOLS

Well-qualified students may be able to structure their undergraduate programs so as to become eligible for a master's degree in Public Health, Forestry & Environmental Studies, or Music after one additional year of graduate study at Yale. For more information see the respective program descriptions in Subjects of Instruction.

COURSES IN YALE SUMMER SESSION

There is no limit on the number of on-campus courses in the Yale Summer Session that a Yale College student may offer toward the requirements for the bachelor's degree; however, only four online courses may be applied towards a Yale degree. A maximum of two online courses may be taken per summer by Yale College students.

Attendance at Yale Summer Session does not constitute a term of enrollment in Yale College. Thus a student accelerating by one term by use of acceleration credits may not offer attendance at Yale Summer Session as one of the required seven terms of enrollment in Yale College.

A student accelerating by the early accumulation of thirty-six course credits all earned at Yale may count credits earned in Yale Summer Session toward such acceleration. See “Acceleration by the Early Accumulation of Thirty-Six Course Credits All Earned at Yale” in section Q (p. 86).

Courses successfully completed in Yale Summer Session may, with the permission of the student’s director of undergraduate studies, be counted toward the requirements of the student’s major program. They may also be counted toward any of the distributional requirements. The Credit/D/Fail option may not be used in Summer Session courses. There are no auditing privileges in Yale Summer Session.

Unless the University Registrar’s Office is instructed in writing to the contrary, courses completed in Yale Summer Session will be entered on the Yale College record. Once a course in Yale Summer Session has been entered on or removed from the Yale College transcript in response to a student’s request, that action cannot subsequently be reversed by the student. When a Summer Session course is entered on a student’s Yale College transcript, both the course and the grade are recorded; the course may not be recorded without the grade. If a Summer Session course is entered on the Yale College transcript, it will be included in the calculation of the student’s eligibility for General Honors and Distinction in the Major. For further information about Summer Session courses and transcripts, refer to the Summer Session Web site (<http://summer.yale.edu>).

YALE-IN-LONDON SUMMER PROGRAM

Courses in the summer program at the Paul Mellon Centre in London carry full Yale course credit, but enrollment in the Yale-in-London summer program does not constitute a term of enrollment in Yale College. (Attendance at the Yale College program at the Paul Mellon Centre in London during a spring term does count as a regular term of enrollment.) Thus a student accelerating by one term by use of acceleration credits may not offer attendance at the summer program at the Mellon Centre in London as one of the required seven terms of enrollment in Yale College.

A student accelerating by the early accumulation of thirty-six course credits all earned at Yale may count credits earned in the summer program at the Paul Mellon Centre in London toward such acceleration. See “Acceleration by the Early Accumulation of Thirty-Six Course Credits All Earned at Yale” in section Q (p. 86).

DIRECTED INDEPENDENT LANGUAGE STUDY

Students may study a language not taught in a department at Yale through the Directed Independent Language Study (<http://cls.yale.edu/dils>) (DILS) program offered by the Center for Language Study. The selection process is competitive; students submit an application to the committee, which considers the strength of the applicant’s academic or professional reasons for studying the language. Students in the program are expected to be self-motivated and to spend significant time on language study. During the program, students meet with an educated native speaker—a language partner—for

two hours per week of conversation, while also studying the language on their own. In consultation with their language partner and the director of DILS, students devise their own plan of study and locate study materials, including conventional textbooks and Web-based language materials. Students are tested at the end of each term using a nationally recognized oral proficiency examination. DILS is open to undergraduates, graduate students, and professional school students. DILS courses do not award credit, do not satisfy the Yale College language requirement, and do not appear on transcripts. Interested students should apply at <http://cls.yale.edu/dils>.

AUDITING

Auditors are not permitted in courses taught in Yale College except for persons in one of the categories described below.

1. Students enrolled full time in Yale College or in one of the graduate or professional schools of the University. The permission of the instructor is required.
2. Current members of the Yale faculty and emeritus faculty. The permission of the instructor is required.
3. Spouses of full-time Yale faculty members, or of emeritus faculty, or of students enrolled full time in the University. The permission of the instructor and of Dean Risa Sodi (risa.sodi@yale.edu) is required.
4. Employees of the University and their spouses, in accordance with applicable personnel policies. The permission of the instructor, the employee's supervisor, and Dean Risa Sodi (risa.sodi@yale.edu) is required.
5. Spouses of postdoctoral associates and fellows. The permission of the instructor and of Dean Risa Sodi (risa.sodi@yale.edu) is required.

No other persons are permitted to audit courses in Yale College, except for alumni eligible for the Alumni Auditing program. The Alumni Auditing program is administered separately from the general auditing program, and different rules may apply. Information is available at the Yale Alumni Auditing Program Web site (<http://yalecollege.yale.edu/academics/special-academic-programs/non-degree-programs>).

Persons auditing courses with limited laboratory or computer facilities must secure the explicit permission of the instructor to do so, and should understand that regularly enrolled students must at all times have priority in using such facilities. Computer or language laboratory facilities should be employed by auditors only during times when they are not in heavy demand, and in certain courses charges for computer use may be necessary. General access to the campus computing network may not be available to auditors.

It is the usual expectation that an auditor does not take tests or examinations or write papers for a course for evaluation by the instructor. Occasionally, however, an auditor may wish to do such work and may request the instructor to evaluate it. If the instructor wishes to cooperate with the auditor in this way, the instructor does so on a voluntary basis and not as an obligation.

The University Registrar's Office does not keep a record of courses audited. It is not possible, therefore, for a student's transcript to show that a course has been audited, or for a transcript to be issued that records the auditing of a course.

Persons interested in auditing a course should contact the Yale College Dean's Office, 1 Prospect Street, Academic Affairs suite (lower level).

L. Transfer Students

The following regulations apply to students admitted to Yale College by transfer from other colleges and universities:

1. **Degree requirements** In order to graduate from Yale College, transfer students must fulfill all the requirements for the bachelor's degree. They must thus earn a total of the equivalent of at least thirty-six course credits, that total consisting of the number of credits awarded for their work at their previous institutions combined with the number of course credits subsequently earned at Yale. They must also complete the requirements of a major program in Yale College and fulfill the distributional requirements for the bachelor's degree, which include the foreign language requirement. Upon their arrival at Yale, transfer students should consult carefully with the director of the transfer program in order to ascertain their status with regard to the distributional requirements, especially the foreign language requirement.
2. **Terms of enrollment at Yale** Transfer students are expected to enroll in Yale College for the number of terms designated at the time of the final credit evaluation made of their work at previous institutions. Under no circumstances may a transfer student complete fewer than four terms of enrollment in Yale College or earn fewer than eighteen course credits at Yale. Transfer students are not eligible for the award of acceleration credit or for acceleration by use of acceleration credits.
3. **Transfer of credits** A preliminary evaluation of transferable credits is made at the time of the student's admission. Final evaluation of transfer credits is completed when all official transcripts from a student's previous institutions have been received.
4. **Additional terms at Yale** Students who must remain at Yale beyond the terms designated in the final evaluation of transfer credits must petition the Committee on Honors and Academic Standing for permission to do so. Such a petition will be considered only if it is impossible for the student to complete the requirements for the bachelor's degree in the designated number of terms. See section A (p. 34) under "Eight Terms of Enrollment." A student thus granted permission to remain at Yale for an additional term, if the term represents more than the equivalent of eight terms of enrollment at the college level, is not eligible for scholarship assistance from Yale for the additional term, although other forms of financial aid may be available.
5. **Transcripts** A transfer student's Yale transcript indicates the institutions from which the student transferred to Yale and the number of course credits earned there. It does not list the titles of courses taken or grades earned at the transfer student's previous colleges or universities. A transfer student who needs a record of studies completed before admission to Yale must secure a transcript from the previous institutions.
6. **Course credit from outside Yale** Transfer students may receive course credit for work completed outside Yale only for studies completed before matriculation at Yale; transfer students may not receive course credit for any outside courses taken

after they have enrolled in Yale College. An exception is made for transfer students who earn credit on a Year or Term Abroad. Transfer students may attend a Year or Term Abroad provided that they enroll in Yale College proper for at least four terms, earning by attendance at Yale a minimum of eighteen course credits.

7. **Distributional requirements** Transfer students are not bound by the distributional requirements for the freshman, sophomore, or junior years, but they must fulfill the distributional requirements for the bachelor's degree. See paragraph 1 above.
8. **Attendance at Yale before enrollment** Once a student has been accepted for admission as a transfer student, the student may not attend Yale as an Eli Whitney student or a non-degree student before his or her first term of enrollment at Yale.

M. Eli Whitney Students Program

The Eli Whitney Students program is designed to meet the needs of students who may not be able to attend college full time by allowing nonresident students to enroll in Yale College. The Eli Whitney Students program is for enrollment for the degree of Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) only; students in the program are therefore ineligible for the simultaneous award of the bachelor's and master's degrees. Like all others enrolled in Yale College, students in this program are required to comply with the academic regulations.

To qualify for the bachelor's degree through the Eli Whitney Students program, a student must successfully complete at least thirty-six course credits or the equivalent, earning at least eighteen of the thirty-six credits at Yale while enrolled in the Eli Whitney Students program. As many as eighteen course credits earned at another college or university or in the Non-degree Students program at Yale may be transferred toward the requirements for the bachelor's degree. Such credit will be awarded for academic courses that were taken at an accredited institution and that were similar in content to Yale College courses. Grades of A or B are expected, and no more than one-quarter of courses accepted for transfer toward the requirements for the degree may have grades of C. Once a student has matriculated at Yale as a candidate for the bachelor's degree, as many as two course credits earned at another institution may be transferred to the student's Yale record, provided that the student earns no fewer than eighteen course credits at Yale. The regulations governing the transfer of such credits are given in section P, Credit from Other Universities (p. 82). The thirty-six course credits completed at Yale or elsewhere must meet the distributional requirements.

Candidates for a bachelor's degree must fulfill the requirements of one of the major programs. See Majors in Yale College (p. 91) and also Major Programs (p. 23) in the Undergraduate Curriculum section.

1. **Academic requirements** The Eli Whitney Students program normally is to be completed in a period not exceeding seven years from initial enrollment. In any calendar year, an Eli Whitney student must have completed three courses to remain in academic good standing. Eli Whitney students are required to meet all of the academic obligations of any course in which they enroll and all requirements of their degree program. At the end of each term, the records of all Eli Whitney students will be reviewed; a student who does not have at least a C average for that

term will be placed on Academic Warning and may not be permitted to enroll in a subsequent term.

2. **Registration and enrollment** Eli Whitney students submit their course schedules for approval to their residential college dean according to the submission deadline for seniors. Students are permitted to enroll for a full course load, up to 5.5 course credits each term, with the possibility of a greater term load if appropriate permissions are secured. See “Normal Program of Study” in section C (p. 46), Course Credits and Course Loads. Eli Whitney students are not eligible to enroll in freshman seminars, even during their first year in the program.
3. **Tuition and financial aid** Tuition for the 2016–2017 academic year for Eli Whitney students is \$5,500 per course credit; students are eligible to apply for financial aid. Yale employees are entitled to a tuition reduction as determined by the Office of Human Resources. Tuition must be paid in full to the Office of Student Financial Services before registration.
4. **Facilities and services** Eli Whitney students are entitled to use the library system together with the other facilities that are required for the courses in which they are enrolled, such as laboratories, computers, and the like. They are also eligible for services such as career counseling through the Office of Career Strategy and for fellowships through the Center for International and Professional Experience. Eli Whitney students are entitled to purchase gymnasium memberships and Yale Health coverage. Students in the Eli Whitney program are not eligible for undergraduate housing and they may not serve as freshman counselors.
5. **Regulations** Eli Whitney students are governed by the academic regulations of Yale College, wherever appropriate, and by the rules contained in the *Undergraduate Regulations* (<http://yalecollege.yale.edu/campus-life/undergraduate-regulations>). In disciplinary matters, Eli Whitney students are subject to the jurisdiction of the Yale College Executive Committee.
6. **Leave of absence and withdrawal** See section J, Leave of Absence, Withdrawal, and Reinstatement (p. 61). All regular deadlines and policies apply.
7. **Year or Term Abroad** With the approval of the director of the Eli Whitney Students program, the department of their major, and the Committee on the Year or Term Abroad, students enrolled in the Eli Whitney Students program may undertake study outside the United States for a full academic year or for either a fall or a spring term. An Eli Whitney student must comply with all deadlines and requirements of the Committee on the Year or Term Abroad. See “Year or Term Abroad” in section K (p. 66), Special Arrangements. To be eligible to apply, an Eli Whitney student must have accumulated, before enrolling abroad, at least sixteen course credits but no more than twenty-two course credits toward the 36-course-credit requirement and have a B average in course work at Yale. Study abroad must involve full-time work at the university level. Eli Whitney students must enroll for at least two terms in Yale College after their return from study abroad and may not receive degree credit for any other work done at another university after their matriculation at Yale.
8. **Yale students** No person who was ever a regular student in Yale College may enter the Eli Whitney Students program before the lapse of five years after withdrawing from Yale College. A person who in the past has withdrawn from Yale College without graduating and who wishes to return to Yale as a candidate for the

bachelor's degree as an Eli Whitney student must make application to the Eli Whitney Students program and fulfill all of its requirements for the bachelor's degree, including the requirement that at least eighteen course credits must be earned while the student is enrolled in the Eli Whitney Students program. Once a former Yale College student has entered the Eli Whitney Students program, that student may pursue the bachelor's degree only through the Eli Whitney Students program.

Further information and application forms for the Eli Whitney Students program are available on the Eli Whitney Students Program Web site (<http://admissions.yale.edu/eli-whitney>).

N. Non-degree Students Program

The Non-degree Students program is designed to meet the needs of students with specific and defined educational goals, which may include personal or professional enrichment, exploration of new fields, or preparation for career changes. Normally, students are admitted for a period of one to two terms; students wishing to extend their enrollment must reapply through the Admissions Office.

The Non-degree Students program offers nonresident students who are unable to attend college full time the opportunity to enroll in Yale College courses for credit. The Non-degree Students program is open to graduates of Yale College, and is also open to academically qualified persons who have attended other colleges and universities or who have not continued their education beyond high school. Like all Yale College students, students in this program are required to comply with the academic regulations. Students not matriculated at Yale but participating in one of Yale's Reserve Officers Training Corps (ROTC) programs under a cross-town arrangement are registered as non-degree students. As such, they are subject to Yale College undergraduate regulations as a condition of their participation in Yale's ROTC program.

Non-degree students may enroll in from one to five courses in any academic term. Non-degree students may not take more than a total of eighteen course credits in the Non-degree Students program.

- 1. Academic requirements** Non-degree students are required to meet all of the academic obligations of any course in which they enroll. At the end of a term, the record of any non-degree student who does not have at least a C average for that term will be reviewed and that student may not be permitted to enroll in a subsequent term. To remain in academic good standing, a student is furthermore expected to complete at least one course per term. Withdrawal from all courses in any given term may jeopardize good standing and enrollment in a subsequent term. Students who plan not to enroll in courses in any given term must apply for a leave of absence on or before the tenth day of the term in question. A leave of absence may be granted for no more than two terms. Any student who does not enroll in courses in a term and does not apply for a leave of absence may be removed from the program.
- 2. Enrollment and registration** Non-degree enrollment may begin in either the fall or the spring term. All non-degree students register for courses with the Director

of Special Programs, 1 Prospect Street, Academic Affairs suite (lower level). In general, admission to limited-enrollment courses is not available to non-degree students. Auditing is not permitted in the Non-degree Students program. Non-degree students are not eligible for enrollment in individual tutorial courses; nor are they eligible, while in the Non-degree Students program, for enrollment in courses in the graduate or the professional schools. Those interested in enrolling in such courses should apply directly to the Graduate School of Arts and Sciences or to the particular professional school in whose courses they wish to enroll.

3. **Credit/D/Fail option** Non-degree students who wish to elect a course under the Credit/D/Fail option must make a compelling case for that election in a petition to the Director of Special Programs no later than September 9 for the fall term and January 20 for the spring term. Non-degree students may take no more than one course in a term using the Credit/D/Fail option, and must be enrolled in at least one other course worth a minimum of one course credit during the same term. A maximum of two courses may be taken Credit/D/Fail during a student's time in the Non-degree Students program.
4. **Tuition** The tuition for non-degree students during 2016–2017 is \$5,500 per course credit; Yale employees and their spouses are entitled to a tuition reduction as determined by the Office of Human Resources. Tuition must be paid in full to the Office of Student Financial Services before registration. Yale provides no financial assistance for non-degree students. Students withdrawing from a course may be eligible for a refund of all or a portion of the tuition fees, in accordance with the tuition refund policy: (a) a student who drops a course for any reason on or before the last day of the course selection period will be refunded the tuition fees paid for that course; (b) a student who drops a course for any reason after the course selection period but on or before the day of midterm will be refunded one-half the tuition paid for that course; (c) a student who drops a course after midterm will not be refunded any portion of the tuition. Fees for late submission of course schedules apply as outlined in section E, Registration and Enrollment in Courses (p. 48). Late tuition payments will be accepted (with the addition of a late payment fee) no later than September 16, 2016, for fall 2016, and February 3, 2017, for spring 2017. Any student who has not completed payment in full for courses by these dates will not be permitted to enroll for that term.
5. **Facilities and services** Non-degree students are entitled to use the library system and other facilities that are required for the courses in which they are enrolled, such as laboratories, computers, and the like. For a fee, they are entitled to purchase gymnasium memberships and Yale Health coverage. Non-degree students are not eligible for undergraduate housing and they may not serve as freshman counselors.
6. **Regulations** Non-degree students are governed by the academic regulations of Yale College and by the rules contained in the *Undergraduate Regulations* (<http://yalecollege.yale.edu/campus-life/undergraduate-regulations>). In disciplinary matters, non-degree students are subject to the jurisdiction of the Yale College Executive Committee.
7. **Yale students** Students who have withdrawn from Yale College or who did not complete degree requirements within the number of terms of enrollment for which they were admitted may not return to Yale College to complete degree requirements as non-degree students. This rule includes former Yale College students who are

currently employees of the University. Students on leave of absence may not be admitted to the Non-degree Students program.

8. **Yale graduates** Graduates of Yale College who have received the bachelor's degree after eight terms of regular enrollment are eligible to apply as non-degree students either on a full-time or on a part-time basis. But Yale College graduates who have taken degrees after fewer than eight terms of regular enrollment are eligible to apply as non-degree students only on a full-time basis until they have completed the equivalent of eight terms of enrollment in Yale College. Thus a student who took a seven-term degree must be a full-time student for the first term in which he or she is a non-degree student, but may be a part-time non-degree student in a subsequent term. For example, a student who has completed degree requirements at the end of a fall term after eight terms of regular enrollment is eligible to apply as a non-degree student either on a full-time basis or on a part-time basis during the subsequent spring term, but a student who has completed degree requirements at the end of a fall term after seven terms of regular enrollment is eligible to apply as a non-degree student during the subsequent spring term only on a full-time basis. Please note that any courses taken by a former Yale College student in the Non-degree Students program will appear on the undergraduate transcript.
9. **Transfer students** Students who have been accepted for admission as transfer students may not attend Yale as non-degree students before their first term of enrollment at Yale.
10. **Yale employees** Yale employees require permission of their supervisors to apply.

Further information and application forms are available at the Non-degree Students Program Web site (<http://admissions.yale.edu/non-degree-students-program>).

O. Visiting International Student Program

The Yale Visiting International Student program (Y-VISP) invites selected undergraduate students from Y-VISP partner institutions to pursue full-time study in Yale College for one academic year. Y-VISP students maintain a full course load, live in the residential colleges alongside Yale College students, and are fully integrated members of Yale College's academic, residential, and extracurricular communities. Y-VISP oversight and governance is managed by the program's director and the Y-VISP Steering Committee. Additional information is available on the program's Web site (<http://yvisp.yale.edu>).

P. Credit from Other Universities

A student may not employ course credits earned at another college or university to reduce the expected number of terms of enrollment in Yale College. Under the conditions described below, a student may apply as many as two course credits earned at another college or university toward the 36-course-credit requirement for graduation from Yale College. Before undertaking such outside study, the student should consult the residential college dean about both the institution to be attended and the course to be taken there.

Courses in Yale Summer Session are not considered outside courses, and there is no limit on the number of such courses that a student may offer toward the

requirements of the bachelor's degree; see "Courses in Yale Summer Session" in section K (p. 66). Similarly, courses taken in the Yale College program at the Paul Mellon Centre in London are Yale courses and do not count as outside credit. Students who wish to receive credit for summer study abroad with outside programs must apply for approval through the Study Abroad office (see point 9, Summer Abroad, below).

1. **Approval of credit** In order for credit to be given for courses taken elsewhere, all of the following conditions must be met:
 - a. The director of undergraduate studies in the subject of a course taken elsewhere must approve the award of credit at Yale for the course.
 - b. A student who has studied at an American university, or abroad on a program sponsored by an American university, must provide the office of the residential college dean with an official transcript of the work completed. A student who has enrolled in a program that is not sponsored by an American university should supply an official transcript if the sponsoring institution issues transcripts; if it does not, then the student must furnish an official certificate of enrollment, showing if possible the course or courses completed.
 - c. Students seeking outside credit should be prepared to furnish a copy of the course syllabus, as well as essays and examinations written in the course. In some cases, a letter from the instructor of the course may be required, or the student may be asked to pass an examination on the material of the course. Such information may be particularly necessary in the case of study at a foreign university.
 - d. Study undertaken in the United States must be at a four-year accredited institution that grants a bachelor's degree in the arts and sciences. Foreign study must be completed at a university or other approved institution. Credit may be awarded only for work done while a student was officially enrolled at such an institution, and cannot be given for any work completed independently of such formal enrollment.
 - e. A grade of A or B is expected; a grade of C is acceptable. Credit cannot be given for a mark of Credit on a Credit/D/Fail option, nor for a grade of Pass on a Pass/Fail option, if the student had the choice of taking the course for a letter grade.
 - f. In order for credit to be given for a course completed at another college or university, the course must carry a value of at least three semester credit hours; if the course is taken at an institution on the quarter system, it must carry a value of at least four-and-one-half quarter units.
 - g. In order for credit to be given for a course completed at another college or university, the number of contact hours for the course must equal or exceed the number of contact hours for an equivalent course offered in Yale College during the fall or spring term, and the length of term (from the first to the last day of classes) must be at least four consecutive weeks.
2. **Residential college seminars** Residential college seminars are, by definition, courses that extend beyond the Yale College curriculum. They are not used as comparables for credit for outside courses, whether in Year or Term Abroad or for other considerations for outside credit.

3. **Work done while in secondary school** Course credit or distributional credit cannot be given for any college or university course taken while the student was still enrolled in secondary school. Work done after graduation from secondary school but before matriculation at Yale may be accepted on recommendation from the appropriate director of undergraduate studies.

As a regular exception to this rule, students who earned credits while still enrolled in secondary school as members of the Non-degree Students program in Yale College or as students in Yale Summer Session may apply such credits toward the requirements of the bachelor's degree.

4. **Limit of two course credits** Credit cannot be given for more than two course credits earned at another institution. An exception of one additional course credit may be made only by action of the Committee on Honors and Academic Standing upon the student's petition, normally after the final term of enrollment.
5. **Distributional requirements** With permission, course credit earned at another college or university may be applied toward the distributional requirements for the bachelor's degree and to those for the sophomore and junior years whether or not it is counted toward the 36-course-credit requirement for graduation; students should consult with the residential college dean to be directed to the appropriate authority for such approval. Credit from outside Yale may not be applied toward the distributional requirements for the freshman year. Note particularly that Yale does not award course credit or distributional credit for courses completed at another college or university before the student graduated from secondary school.
6. **The foreign language requirement and courses taken elsewhere** Students who have taken a course in a foreign language at another institution, either in the United States or through a program abroad, and who wish to offer that course toward fulfillment of the foreign language distributional requirement must secure the approval of the relevant director of undergraduate studies. While the approval process varies across departments, in no case can it be completed until an official transcript of the work has been received and reviewed by the department. Typically, an additional assessment of the student's work will be necessary, especially with respect to the level (e.g., L3 through L5) that has been achieved by the outside study. Such assessment might include a written or oral examination or both, a review of the course syllabus and written assignments, or other methods of evaluation. Some departments maintain a list of programs that have been previously evaluated, in which case the approval process is often simplified. Students are therefore strongly encouraged to consult the relevant department before undertaking language study elsewhere.
7. **Major requirements** At the discretion of the director of undergraduate studies in a student's major, work done at another institution may be counted as fulfilling a requirement of the student's major program. This may be done whether or not a course is credited toward the 36-course-credit requirement.
8. **Year or Term Abroad** Students receiving credit for study on a Year Abroad are not eligible to apply additional credit from outside Yale toward the 36-course-credit requirement. Students receiving such credit on a Term Abroad may apply up to two course credits from outside Yale toward the 36-course-credit requirement.

Students receiving credit for study on a Year or Term Abroad may apply such credit toward the distributional requirements for the bachelor's degree or toward a requirement of the student's major program (see points 5 and 7 above).

9. **Summer Abroad** Students who wish to receive credit for summer study abroad with designated programs must apply for approval through the Study Abroad office. The deadline to apply for 2017 Summer Abroad credit is March 1, 2017. Information about the application process, including a list of eligible programs, is available on the Study Abroad Web site (<http://studyabroad.yale.edu>). Students receiving credit for summer study abroad may apply such credit toward the distributional requirements for the bachelor's degree or toward a requirement of the student's major program (see points 5 and 7 above).
10. **Transfer students** Students admitted by transfer from another college or university may receive course credit from outside Yale only for work done before matriculation at Yale; transfer students may not receive course credit for any outside courses taken after they have enrolled in Yale College. An exception may under certain circumstances be made in the case of course credits earned by transfer students on a Year or Term Abroad. See section L, Transfer Students (p. 77). Transfer students must enroll in Yale College proper for at least four terms, and earn therein at least eighteen course credits.
11. **Online courses, internships, and the like** Course credit cannot be given for a course taken online even if it is sponsored by another university, including accredited four-year institutions granting a bachelor's degree. Course credit also cannot be given for such programs as internships, field studies, or workshops, unless such programs include as a component a full, regular, academic course of instruction, and are certified by a transcript from an accredited four-year institution granting a bachelor's degree.
12. **Yale transcript** Outside courses may be entered on a student's Yale transcript only if they are applied to the 36-course-credit requirement, the distributional requirements, or the requirements of a major program. Such courses must be entered on the Yale transcript if they are to be applied toward any of these requirements. Except for transcripts of transfer students – on which see section L, Transfer Students (p. 77) – courses that are applied toward the 36-course-credit requirement are listed by title with indication of the credit units earned, but without grades. Courses that are applied only toward the distributional requirements are listed without grades and with the designation “for distributional credit only.” Courses that are applied only toward the requirements of a major program are listed without grades and with the designation “for credit toward the major only.” Once a course has been entered on a student's Yale transcript at the student's request, or as a consequence of reinstatement, the entry may not subsequently be removed at the student's request.
13. **Acceleration** See section Q, Acceleration Policies (p. 86).

Q. Acceleration Policies

ACCELERATION BY THE EARLY ACCUMULATION OF THIRTY-SIX COURSE CREDITS ALL EARNED AT YALE

A student may accelerate progress toward graduation by accumulating thirty-six course credits in fewer than eight terms of enrollment. Such a student must earn all thirty-six course credits at Yale and may not offer course credits earned at another institution in order to reduce the number of terms of enrollment at Yale.

1. **Study abroad** Terms spent on a Year or Term Abroad count as if they were terms of enrollment in Yale College, but course credits earned therein may not be applied to acceleration by the early accumulation of thirty-six course credits because all such credits must be earned at Yale. A spring term at the Yale College program at the Paul Mellon Centre in London is, in fact, a term of enrollment in Yale College, and credits earned in that program may be applied to such acceleration. Attendance at Yale Summer Session or the summer program at the Paul Mellon Centre in London does not count as a term of enrollment, but course credits earned in these summer programs may be applied toward acceleration by the early accumulation of thirty-six credits all earned at Yale. See “Courses in Yale Summer Session” and “Yale-in-London Summer Program” in section K (p. 66).
2. **Patterns of attendance** While students employing acceleration credits in order to acquire an accelerated degree are required to attend Yale in certain patterns of attendance (see point 4 under “Acceleration by Use of Acceleration Credits”), no particular pattern of attendance is required from a student accelerating by the early accumulation of thirty-six course credits all earned at Yale.
3. **Six or seven terms of enrollment** Either a six-term degree or a seven-term degree may be acquired by the accumulation of thirty-six course credits earned at Yale; graduation after fewer than six terms of enrollment in Yale College by such an early accumulation of course credits is not permitted.
4. **Notification by the student** A student intending to accelerate through the early accumulation of thirty-six course credits all earned at Yale must notify the Committee on Honors and Academic Standing through the residential college dean of that intention by the day on which the student’s course schedule is due in the final term of enrollment. Such notification must include written certification from the student’s director of undergraduate studies that the student will have completed all of the requirements of the major program, and from the residential college dean that the student will have fulfilled the distributional requirements at the conclusion of that term. Failure to do so will result in the student being charged a fine of \$100.
5. **Deceleration** A student may subsequently decelerate and take an eight-term degree. A reversion to an eight-term degree will not affect a student’s academic good standing or eligibility for eight terms of financial aid.

ACCELERATION BY USE OF ACCELERATION CREDITS

For the definition of acceleration credits and the criteria for their award, see the Freshman Web site (<http://catalog.yale.edu/freshman-handbook>). For the sake of equity and fairness, no exceptions can be made to the regulations governing the use of acceleration credits. Inquiries about acceleration may be addressed to the residential

college dean or to Chair of the Committee on Advanced Placement and Acceleration, University Registrar's Office, 246 Church Street, 432-2331.

1. **Eligibility** The following charts list the number of total credits needed to accelerate by one or two terms during a given term of enrollment:

Acceleration by One Term	Minimum Total Credits	Minimum Yale Course Credits	Activated Acceleration Credits
In the third term	12	8	4
In the fourth term	16	12	4
In the fifth term	21	17	4
In the sixth term	26	22	4

Acceleration by Two Terms	Minimum Total Credits	Minimum Yale Course Credits	Activated Acceleration Credits
In the third term	17	8	9
In the fourth term	21	12	9
In the fifth term	26	17	9

2. **Application deadline** Application to accelerate is made by submission of the required form to the office of the residential college dean. The deadline for applying for acceleration is the last day of classes in the respective term of enrollment given in the eligibility charts above. As a special exception, a student accelerating by one or two terms who wishes to complete a term of study abroad as early as during the third term of enrollment would have to petition to accelerate before the third term of enrollment. Such a student should consult with the residential college dean. The absolute and final deadline for applying for acceleration by one term is the last day of classes in the sixth term of enrollment. The absolute and final deadline for applying for acceleration by two terms is the last day of classes in the fifth term of enrollment.
3. **Course credit requirement for graduation** A student accelerating by two terms must earn at least twenty-seven course credits at Yale, and a student accelerating by one term must earn at least thirty-two course credits at Yale. Therefore, with the exception of credit earned through enrollment in the Year or Term Abroad program, a student accelerating by use of acceleration credits may not apply any credit earned at another college or university toward the 36-course-credit requirement for the bachelor's degree.
4. **Enrollment requirements, including required patterns of attendance** A student intending to accelerate by two terms must complete six terms of full-time enrollment in Yale College. Those six terms may be in any pattern of enrollment as long as the student's sixth and final term of enrollment is a spring term.

A student intending to accelerate by one term must complete seven terms of full-time enrollment in Yale College. Those seven terms may be in any pattern of enrollment as long as the student's seventh and final term of enrollment is a spring term.

A student accelerating by two terms may not combine acceleration credits and course credits to graduate in fewer than six terms; six terms of enrollment is the minimum as well as the maximum requirement for acceleration by two terms.

Likewise, a student accelerating by one term may not combine acceleration credits and course credits to graduate in fewer than seven terms; seven terms of enrollment is the minimum as well as the maximum requirement for acceleration by one term.

5. **Deceleration** A student accelerating by two terms or one term may subsequently apply to decelerate by submitting the required form to the office of the residential college dean. A student who is considering whether to decelerate should consult with the residential college dean as soon as possible. A student accelerating by two terms who subsequently decides to accelerate by only one term must meet the requirements for acceleration by one term. A student accelerating by two terms or one term may subsequently decide to decelerate completely and take an eight-term degree. Since by definition an eight-term degree is not an accelerated degree, such a student will lose the use of acceleration credits. A reversion to an eight-term degree will not adversely affect a student's academic good standing or eligibility for eight terms of financial aid.
6. **Reacceleration** A student who has declared an intention to decelerate and to relinquish the use of acceleration credits is permitted to accelerate again through the use of acceleration credits as long as the student meets the eligibility requirements and application deadline for one or two terms of acceleration given in points 1 and 2 above.

GENERAL RULES RELATING TO THE USE OF ACCELERATION CREDITS

1. **Notification** The chief responsibility for ascertaining eligibility and for meeting the deadline to apply for acceleration rests with the students themselves. However, the University Registrar's Office will make reasonable efforts to inform students, at the beginning of the third term of enrollment, of their eligibility to accelerate by one or two terms.

It is not the responsibility of the University Registrar's Office or Yale College to remind students who have declared an intention to accelerate of the rules on the pattern of attendance stipulated for the use of acceleration credits. Students who are accelerating are themselves responsible for planning to meet these rules, and if a student's pattern of attendance does not conform to them, it will be concluded that the student has decided to relinquish the use of acceleration credits and not to accelerate. Such a student will be automatically decelerated.

2. **Interruption of studies by leave or withdrawal** Terms of enrollment need not be consecutive. A student accelerating by one or two terms has the same privileges of leave of absence or withdrawal that a nonaccelerating student has.
3. **A third term of leave of absence** A student taking an accelerated degree by use of acceleration credits who has had two terms of leave of absence may receive a third term of leave if it is needed to bring the student's pattern of attendance into conformity with the pattern of attendance stipulated for an accelerated degree. See "Leave of Absence" in section J (p. 61); a student who has received long-term loans through Yale or who is receiving financial aid from Yale should particularly note paragraph 8 under "Leave of Absence."
4. **Withdrawal** If a student withdraws from a term after the date on which course schedules for that term are due, the uncompleted term counts as a term of enrollment, both in the determination of the student's eligibility to accelerate and in

the calculation of the number of terms in which the student has been in attendance at Yale. As an exception to this rule, if an accelerating student withdraws from Yale College on the recommendation of Yale Health without having successfully completed a term, the student has the option of not counting the uncompleted term as one of the six or seven terms of enrollment.

5. **Enrollment in Yale Summer Session or the Yale-in-London summer program**

Attendance at Yale Summer Session or the summer program at the Paul Mellon Centre in London does not constitute a term of enrollment. Thus a student accelerating by one term may not offer attendance at Yale Summer Session or the summer program at the Paul Mellon Centre in London as one of the required seven terms of enrollment in Yale College. Course credits earned by attendance at these summer programs, however, may be applied toward the requirements for the bachelor's degree by accelerating students, provided that such students meet the conditions specified for acceleration by one or two terms. See also "Courses in Yale Summer Session" and "Yale-in-London Summer Program" in section K (p. 66).

6. **Course credit from outside Yale** A student accelerating by two terms must earn at least twenty-seven course credits at Yale, and a student accelerating by one term must earn at least thirty-two course credits at Yale. Therefore, an accelerating student may not apply any credit earned at another college or university toward the 36-course-credit requirement for the bachelor's degree. A student, whether accelerating or not, may be permitted to apply course credits earned at another college or university toward the requirements of the student's major program or toward any of the distributional requirements other than those for the freshman year. See section P, Credit from Other Universities (p. 82).

Please note that attendance at the Yale College program at the Paul Mellon Centre in London during the spring term counts just as if it were a term of enrollment at Yale College in New Haven. Attendance at the Paul Mellon Centre during the summer, however, does not count as a term of enrollment. See "Yale-in-London Summer Program" in section K (p. 66).

7. **Year or Term Abroad** A Year Abroad counts as two terms and a Term Abroad counts as one term of enrollment in Yale College. Credits earned on a Year or Term Abroad count as the equivalent of Yale course credits.

Note that after a Year or Term Abroad all students must attend two subsequent terms in Yale College; see "Year or Term Abroad" in section K (p. 66). In many cases a student must relinquish the use of acceleration credits and decelerate in order to take a Year or Term Abroad. As a special exception, a student accelerating by one or two terms who wishes to complete a term of study abroad as early as during the third term of enrollment would have to petition to accelerate before the third term of enrollment. A student who wishes to accelerate and to take a Year or Term Abroad should consult with the residential college dean and the Center for International and Professional Experience at the earliest opportunity.

An accelerating student who wishes also to complete a Year or Term Abroad must conform to one of the following schemes:

Terms of Acceleration	Total Terms at Yale	Total Terms on YA/TA	Acceleration Credits	Minimum Course Credits Earned at Yale	Maximum Course Credits Earned on YA/TA
1	6	1	4	28	4
1	5	2	4	23	9
2	5	1	9	23	4
2	4	2	9	18	9

8. **Distributional requirements** Acceleration credits may not be employed to meet the distributional requirements for the freshman, sophomore, or junior years, or the distributional requirements for the bachelor's degree, including the foreign language requirement. With permission, an accelerating student may apply course credit earned at another college or university toward the distributional requirements for the bachelor's degree and to those for the sophomore and junior years; students should consult with the residential college dean to be directed to the appropriate authority for such approval.
9. **Major requirements** With the permission of the director of undergraduate studies, an accelerating student may apply credit earned at another university toward the requirements of the student's major program.
10. **Makeup of course credit deficiency** If an accelerating student's record at the end of a term of enrollment shows a deficiency for promotion, academic good standing, or graduation, the student will be allowed to repair the deficiency without forfeiting the use of acceleration credits only through enrollment in Yale Summer Session if the credit earned is to be applied toward the 36-course-credit requirement for the bachelor's degree. See section D, Promotion and Good Standing (p. 47).
11. **Enrollment after graduation as a non-degree student** Accelerating students who have qualified for the award of the bachelor's degree are eligible, as are all Yale College graduates, for full-time enrollment in Yale College as non-degree students. Because such students will have graduated, they will not be eligible for financial aid. See section N, Non-degree Students Program (p. 80).
12. **Transfer students** Students admitted by transfer from other colleges and universities are not eligible for acceleration by the use of acceleration credits.

R. Amendments

The University reserves the right to amend or supplement these regulations at any time upon such notice to students as it deems appropriate.

III. SUBJECTS OF INSTRUCTION

Majors in Yale College

- African American Studies (B.A.)
 African Studies (B.A.)
 American Studies (B.A.)
 Anthropology (B.A.)
 Applied Mathematics (B.A. or B.S.)
 Applied Physics (B.S.)
 Archaeological Studies (B.A.)
 Architecture (B.A.)
 Art (B.A.)
 Astronomy (B.A.)
 Astronomy and Physics (B.S.)
 Astrophysics (B.S.)
 Biomedical Engineering (B.S.)
 Chemical Engineering (B.S.)
 Chemistry (B.A. or B.S.)
 Classical Civilization (B.A.)
 Classics (B.A.)
 Cognitive Science (B.A. or B.S.)
 Computer Science (B.A. or B.S.)
 Computer Science and Mathematics (B.A.
 or B.S.)
 Computer Science and Psychology (B.A.)
 Computing and the Arts (B.A.)
 East Asian Languages and Literatures
 (B.A.)
 East Asian Studies (B.A.)
 Ecology and Evolutionary Biology (B.A.
 or B.S.)
 Economics (B.A.)
 Economics and Mathematics (B.A.)
 Electrical Engineering (B.S.)
 Electrical Engineering and Computer
 Science (B.S.)
 Engineering Sciences (Chemical) (B.S.)
 Engineering Sciences (Electrical) (B.A. or
 B.S.)
 Engineering Sciences (Environmental)
 (B.A.)
 Engineering Sciences (Mechanical) (B.A.
 or B.S.)
 English (B.A.)
 Environmental Engineering (B.S.)
 Environmental Studies (B.A. or B.S.)
 Ethics, Politics, and Economics (B.A.)
 Ethnicity, Race, and Migration (B.A.)
 Film and Media Studies (B.A.)
 French (B.A.)
 Geology and Geophysics (B.S.)
 Geology and Natural Resources (B.A.)
 German Studies (B.A.)
 Global Affairs (B.A.)
 Greek, Ancient and Modern (B.A.)
 History (B.A.)
 History of Art (B.A.)
 History of Science, Medicine, and Public
 Health (B.A.)
 Humanities (B.A.)
 Italian (B.A.)
 Judaic Studies (B.A.)
 Latin American Studies (B.A.)
 Linguistics (B.A.)
 Literature (B.A.)
 Mathematics (B.A. or B.S.)
 Mathematics and Philosophy (B.A.)
 Mathematics and Physics (B.S.)
 Mechanical Engineering (B.S.)
 Modern Middle East Studies (B.A.)
 Molecular Biophysics and Biochemistry
 (B.A. or B.S.)
 Molecular, Cellular, and Developmental
 Biology (B.A. or B.S.)
 Music (B.A.)
 Near Eastern Languages and Civilizations
 (B.A.)
 Philosophy (B.A.)
 Physics (B.S.)
 Physics and Geosciences (B.S.)
 Physics and Philosophy (B.A.)
 Political Science (B.A.)
 Portuguese (B.A.)
 Psychology (B.A. or B.S.)
 Religious Studies (B.A.)
 Russian (B.A.)
 Russian and East European Studies (B.A.)

Sociology (B.A.)

South Asian Studies (second major only)

Spanish (B.A.)

Special Divisional Major (B.A. or B.S.)

Statistics (B.A. or B.S.)

Theater Studies (B.A.)

Women's, Gender, and Sexuality Studies
(B.A.)

Accounting

Courses

* **ACCT 270a, Foundations of Accounting and Valuation** Rick Antle

Modern accounting practices and their use in distinguishing value creation from value redistribution. Basic determinants of value and the techniques used to assess it; the creation of value through the production and delivery of goods or services; the conversion of that value into cash flows; basic financial statements, balance sheets, income statements, and cash flow statements, and the accounting mechanics with which they are built. Undergraduate enrollment limited to 50. Juniors and seniors only.

Aerospace Studies

Program chair: Lt Col Holly Hermes, USAF; Rm. 450, 55 Whitney Ave., 432-9431; airforce@yale.edu; afrotc.yalecollege.yale.edu

FACULTY ASSOCIATED WITH THE PROGRAM OF AEROSPACE STUDIES

Professor Colonel Timothy McCarthy, USAF (*Adjunct*)

Lecturers Lieutenant Colonel Holly Hermes, USAFR, Captain John G. Swisher, USAF

Aerospace Studies is the academic component of the Yale Air Force Reserve Officer Training Corps (AFROTC) Detachment 009. Typically, students pursue the Aerospace Studies curriculum in tandem with AFROTC program requirements, including military leadership preparation and physical training. After completing all Air Force ROTC requirements and Yale College academic degree requirements, cadets commission as officers into the Air Force upon graduation from Yale College, serving in a variety of military specialties such as aviation, intelligence, logistics, and medicine. The Aerospace Studies Program and the AFROTC prepare students to excel as Air Force leaders and to operate effectively in a dynamic military environment.

Academic requirements The Aerospace Studies core curriculum introduces topics such as the profession of arms, military history, military communication, national security, and the philosophy of warfare. The Department of Aerospace Studies presents this content in the context of military leadership to prepare students for active duty service. Aerospace Studies courses count for enrollment credit only; they do not count toward the thirty-six course credits required for the Yale bachelor's degree.

Students in the AFROTC program must successfully complete eight courses total, typically taking one course per semester, in addition to the requirements of their Yale College major. The Department of Aerospace Studies offers seven of these requisite courses: USAF 101, 102, 202, 301, 302, 401, and 402. The Department of History offers the remaining course, HIST 221, required to complete the AFROTC program. HIST 221, Military History of the West since 1500, fulfills the first term of the 200-level AFROTC requirement and also counts toward the bachelor's degree. AFROTC scholarship recipients must also complete either three credits in a foreign language or six credits in any combination of mathematics, physics, chemistry, or engineering. Cadets become involved in the management of their own cadet wing through a

mandatory two-hour leadership laboratory each week. No course taken Credit/D/Fail may be counted toward the program in Aerospace Studies.

Enrollment in Aerospace Studies courses is not limited to cadets; courses are open to any Yale student.

For additional information about Yale's Air Force Reserve Officers Training Corps program, visit the program's Web site (<http://afrotc.yalecollege.yale.edu>) or send questions to Lt Col Holly Hermes. (holly.hermes@yale.edu)

*** USAF 101a and USAF 102b, Foundation of the U.S. Air Force** Staff

Introduction to the U.S. Air Force and how it works as a military institution, including an overview of its basic characteristics, missions, and organizations. Students attend one 50-minute lecture and one 110-minute laboratory each week. For enrollment credit only; cannot be applied toward the 36-course-credit requirement for the Yale bachelor's degree. Grades earned in this course do not count toward GPA or eligibility for General Honors. o Course cr per term

*** USAF 202b, The Evolution of U.S. Air and Space Power** Staff

The development and employment of American air and space power from the Korean Conflict to the present. The distinctive capabilities and functions of air and space power; Air Force heritage and leaders; continued application of communication skills. Prerequisites: USAF 101, 102, and HIST 221. For enrollment credit only; cannot be applied toward the 36-course-credit requirement for the Yale bachelor's degree. Grades earned in this course do not count toward GPA or eligibility for General Honors. o Course cr

*** USAF 301a and USAF 302b, Air Force Leadership Studies** Staff

Advanced study of leadership concepts and ethics, management and communication skills, and Air Force personnel and evaluation systems. Emphasis on the enhancement of leadership skills. Case studies and exercise of leadership and management techniques in a supervised environment. Prerequisite: USAF 202. For enrollment credit only; cannot be applied toward the 36-course-credit requirement for the Yale bachelor's degree. Grades earned in this course do not count toward GPA or eligibility for General Honors. o Course cr per term

*** USAF 401a and USAF 402b, National Security Affairs and Preparation for Active Duty** Staff

Overview of the complex social and political issues facing the military profession. Designed to provide seniors with a foundation for understanding their role as military officers in American society. Prerequisites: USAF 301, 302 and field training. For enrollment credit only; cannot be applied toward the 36-course-credit requirement for the Yale bachelor's degree. Grades earned in this course do not count toward GPA or eligibility for General Honors. o Course cr per term

**COURSE IN ANOTHER DEPARTMENT THAT COUNTS TOWARD AFROT
REQUIREMENTS**

HIST 221a / GLBL 281a, Military History of the West since 1500 Paul Kennedy

A study of the military history of the West since 1500, with emphasis on the relationship between armies and navies on the one hand, and technology, economics,

geography, and the rise of the modern nation-state on the other. The coming of airpower in its varied manifestations. Also meets requirements for the Air Force and Naval ROTC programs. HU

African American Studies

Acting director of undergraduate studies: Gerald Jaynes, Rm. 205, 81 Wall St., 432-1176; gerald.jaynes@yale.edu; afamstudies.yale.edu

FACULTY OF THE DEPARTMENT OF AFRICAN AMERICAN STUDIES

Professors Elijah Anderson, David Blight, Daphne Brooks, Hazel Carby, Glenda Gilmore, Jacqueline Goldsby, Emily Greenwood, Jonathan Holloway, Matthew Jacobson, Gerald Jaynes, Kobena Mercer, Christopher Miller, Joseph Roach, Robert Stepto, Michael Veal

Associate Professors Crystal Feimster, Anthony Reed, Edward Rugemer, Vesla Weaver

Assistant Professors Erica Moiah James, Christopher Lebron

The African American Studies major examines, from numerous disciplinary perspectives, the experiences of people of African descent in Black Atlantic societies such as the United States, the Caribbean, and Latin America, including the global impact of those experiences. Students in the department explore the historical, cultural, political, economic, and social development of Black Atlantic societies. Majors work to become informed thinkers who are intellectually prepared to offer clarity and insight to ongoing academic and public debates centered in the discipline.

African American Studies majors become knowledgeable about the history, primary methodologies, and interdisciplinary breadth of the field. Students learn to critique, articulate, analyze, and interpret universal themes concerning both individuals in society and group interactions as they relate to the work of scholars, scientists, writers, artists, musicians, economists, and entrepreneurs.

African American Studies offers training of special interest to those considering admission to graduate or professional schools and careers in education, journalism, law, the arts, business management, city planning, international relations, politics, psychology, publishing, public health, or social work. The interdisciplinary structure of the department offers students an opportunity to satisfy the increasingly rigorous expectations of admissions committees and prospective employers.

African American Studies can be taken either as a stand-alone major or as one of two majors in consultation with the director of undergraduate studies. Pertinent regulations can be found under Two Majors (p. 70) in section K of the Academic Regulations.

Requirements of the major The major in African American Studies requires twelve term courses, including seven core courses and five electives in an area of concentration. The seven core courses include the African American history sequence AFAM 160 and 162, which can be taken in either order; one course in the humanities relevant to African American studies; one course in the social sciences relevant to African American studies; the junior seminar (AFAM 410); the senior colloquium (AFAM 480) and senior essay (AFAM 491). AFAM 162 will not be offered during the 2016–2017 academic

year; students who need to fulfill the history requirement during this academic year should enroll in AFAM 125 during the spring term.

Area of concentration Students majoring in African American Studies are required to choose an area of concentration comprised of five courses. This cluster of interrelated courses is intended to ground the student's learning experience in one area of investigation. Often students will choose an area of concentration in a traditional discipline such as political science, art history, economics, sociology, American studies, history, or English language and literature. Students can also construct interdisciplinary areas of concentration that span traditional departments and encompass broader theoretical frameworks such as race and ethnicity, cultural studies, black arts, or feminism and gender studies. All majors are encouraged to take upper-level courses as part of their concentration, especially those courses centering on research and methodology.

None of the seven core courses may be counted among the required electives in the area of concentration.

Junior seminar In their junior year students must take the junior seminar, AFAM 410. This course provides majors with theoretical and methodological bases for the work they will do during their research-oriented senior year.

Senior requirement Senior majors participate in a colloquium in AFAM 480 that gives them an opportunity to exchange ideas with each other and with more advanced scholars. Students in AFAM 480 submit a prospectus, compile a working bibliography, begin or continue research, and write the first twenty pages of the senior essay. After completing the colloquium, each student carries out the remaining research and writing of a senior essay in AFAM 491 under the guidance of a faculty member in the chosen discipline or area of concentration.

Students are strongly encouraged to use the summer between the junior and senior years for research directly related to the senior essay. For example, field or documentary research might be undertaken in urban or rural communities in America and throughout the diaspora. The particular research topic and design are to be worked out in each case with a faculty adviser.

Credit/D/Fail No more than one course taken Credit/D/Fail may be counted toward the major.

Study Abroad A limited number of courses taken during sophomore and/or junior semesters abroad can be counted toward the major in consultation with, and the approval of the director of undergraduate studies (DUS).

Procedures Students considering a program of study in African American Studies should consult the director of undergraduate studies as early as possible. Areas of concentration and schedules for majors must be approved by the director of undergraduate studies.

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 12 term courses

Specific courses required AFAM 160, 162, 410

Distribution of courses 1 relevant humanities course and 1 relevant social science course, both approved by DUS; 5 courses in area of concentration

Senior requirement Senior colloquium (AFAM 480) and senior essay (AFAM 491)

Courses

*** AFAM 008a / AFST 008a / HSAR 009a, Aesthetics and Meaning in African Arts and Cultures** Erica James

The diversity of artistic production on the African continent, both historically and materially. The creative consciousness and aesthetic values of a variety of African cultures from ancient to contemporary times. Questions that arise when writing these histories without fully taking into account concepts of "African time." Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program.

HU

*** AFAM 030b / AMST 011b / HIST 023b, War and Rebellion in Early America**

Alejandra Dubcovsky-Joseph

The role of war and rebellion in early American history, from precontact to the War of 1812. Changing roles and meanings of war and rebellion; the impact of these violent events on European, Indian, and African populations; implications of using war and rebellion as historical categories. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

*** AFAM 060b / AMST 060b / HIST 016b, Significance of American Slavery** Edward

Rugemer

The history of American slavery, its destruction during the nineteenth century, and its significance today. Topics include the origins of slavery, the development of racism, the transatlantic slave trade, the experience of enslavement, resistance to slavery, the abolitionist movement, the process of emancipation, and the perpetuation of slavery and other forms of unfree labor in the twenty-first century. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

AFAM 125b / AMST 125b / HIST 136b, The Long Civil Rights Movement Crystal

Feimster

Political, social, and artistic aspects of the U.S. civil rights movement from the 1920s through the 1980s explored in the context of other organized efforts for social change. Focus on relations between the African American freedom movement and debates about gender, labor, sexuality, and foreign policy. Changing representations of social movements in twentieth-century American culture; the politics of historical analysis. HU

AFAM 160a / AFST 184a / AMST 160a / HIST 184a, The Rise and Fall of Atlantic Slavery Edward Rugemer

The history of peoples of African descent throughout the Americas, from the first African American societies of the sixteenth century through the century-long process of emancipation. HU

AFAM 172b / HIST 119b, The Civil War and Reconstruction Era, 1845–1877 David Blight

The causes, course, and consequences of the American Civil War. A search for the multiple meanings of a transformative event, including national, sectional, racial, constitutional, social, gender, intellectual, and individual dimensions. HU

AFAM 185b / ENGL 193b, The Harlem Renaissance Anthony Reed

Study of the social, political, and aesthetic circumstances of the Harlem Renaissance, one of the most important periods in African American life. Focus on constitutive debates and key texts to better understand the origins and aims of the movement and its connection to formal politics and activism. Frequent use of relevant materials in Beinecke Library. HU

AFAM 195a / PLSC 424a / SAST 440a, Gandhi, King, and the Politics of Nonviolence Karuna Mantena

A study of the theory and practice of nonviolent political action, as proposed and practiced by M. K. Gandhi and Martin Luther King, Jr. The origins of nonviolence in Gandhian politics and the Indian independence movement; Gandhian influences on the Civil Rights movement; King's development of nonviolent politics; the legacies and lessons for nonviolent politics today. SO

AFAM 196a / AMST 196a / ER&M 226a / EVST 196a, Race, Class, and Gender in American Cities Laura Barraclough

Examination of how racial, gender, and class inequalities have been built, sustained, and challenged in American cities. Focus on the twentieth and twenty-first centuries. Topics include industrialization and deindustrialization, segregation, gendered public/private split, gentrification, transit equity, environmental justice, food access, and the relationships between public space, democracy, and community wellbeing. Includes field projects in New Haven. WR, SO

AFAM 198b / CGSC 277b / EP&E 494b / PHIL 177b, Propaganda, Ideology, and Democracy Jason Stanley

Historical, philosophical, psychological, and linguistic introduction to the issues and challenges that propaganda raises for liberal democracy. How propaganda can work to undermine democracy; ways in which schools and the press are implicated; the use of propaganda by social movements to address democracy's deficiencies; the legitimacy of propaganda in cases of political crisis. HU

AFAM 203b / MUSI 277b, Coltrane and Hendrix Michael Veal

The parallel careers of John Coltrane and Jimi Hendrix in different genres of black music explored through biographical, music-analytical, and sociocontextual approaches. The stylistic evolutions in each musician's work; the music of Coltrane and Hendrix as embodiments of, and reactions to, the dominant musical and social issues of the 1960s. HU

*** AFAM 204a, The Radical Aesthetics of Hip Hop** Jalylah Burrell

Engagement of the interrelated art forms that comprise hip hop, a culture conceived by African American, Afro-Caribbean, and Latino youth in the South Bronx in the 1970s. The course examines what binds and buttresses hip hop's four disparate elements—emceeing, deejaying, b-boying/b-girling, and graffiti—with attention to their shared aesthetics of defiance, disruption, and deconstruction. HU

* **AFAM 205a, Africana Critical Theory and the Social Sciences** Ryan Jobson

Examination of the dialogues between black studies and the social sciences, with focus on the discipline of anthropology. Topics under consideration include scientific racism and its discontents, ethnographic writing and methods, Marxist social criticism, and decolonial theory. SO

AFAM 215b / HSAR 373b, African American Art, 1963 to the Present Erica James

Modern African American artistic production explored in the context of American art and social history. Critical race theory and artistic discourse from the Spiral group in 1963, to the Black Arts Movement and the culture wars, to current readings in American and postblack art. The complicated relations between African American art and politics. Use of art objects from the Yale University Art Gallery. HU

* **AFAM 225a / AMST 338a / THST 304a, Blackface Minstrelsy and the Politics of Power** Daphne Brooks

Study of racial performances from Stowe, Twain, Winehouse, and others to explore the history and aesthetics of racial masquerade and cultural appropriation, from the origins of blackface minstrelsy through the present day. Examination of the roots and modern legacies of a form that was once the most popular entertainment attraction in American culture and of the relationship between performance politics and forms of social domination and cultural subversion. The impact of modernity and material histories (slavery and captivity, immigration, labor, development of the culture industry) on blackface minstrelsy's evolution. HU RP

AFAM 241a / AFST 262a / MUSI 262a, Traditional and Contemporary Musics of Sub-Saharan Africa Michael Veal

A survey of the traditional and popular musics of black Africa, organized both by nation, such as Ghana, and by region, such as Senegambia. Introduction to the fundamental musical principles, materials, and performance contexts of African music.

WR

* **AFAM 251b / AMST 397b, Critical Race Theory** Crystal Feimster

Introduction to critical race theory, a radical critique of relations among race, law, and power in U.S. politics and society. Intellectual foundations of the field, with emphasis on African American perspectives; key juridical acts. The centrality of U.S. law in producing social hierarchies of race and racial difference, gender, sexuality, and class. The extension of critical race theory to global analysis of race, immigration, and cultural difference.

* **AFAM 255a / HIST 139Ja, The American South, 1870 to the Present** Glenda Gilmore

A thematic approach to the history of the American South since Reconstruction. Focus on the political, social, and cultural history of a region that has undergone dramatic change. Topics include white supremacy and African American resistance, industrialization and labor activism, music and literature, the civil rights movement and the rise of the Republican South, and changing regional identity. WR, HU

* **AFAM 268a / PLSC 245a, Urban Politics and Policy** Cynthia Horan

Analysis of competing approaches to urban politics and political economy with a focus on how scholars debate the study of power, race, and space. Application of theories to contemporary policy issues such as policing, metropolitan disparities, and inner-city revitalization. SO

* **AFAM 270b / PLSC 280b, Poverty, Politics, and Policy in the American City**

Cynthia Horan

Examination of how politics informs the formulation and implementation of policies to address urban poverty. Consideration of alternative explanations for poverty and alternative government strategies. Focus on efforts by local organizations and communities to improve their situations within the context of government actions. SO

* **AFAM 276a / PLSC 222a, Race and the Politics of Punishment** Vesla Weaver

Historical and contemporary issues surrounding race and punishment in the American criminal justice system, with a focus on research involving institutional development, policy history, and racial orders. The influence of racial perceptions on policy preferences; ways in which the criminal justice system defines and creates race; debates about black inclusion and equality and their relation to debates about crime and punishment. SO

* **AFAM 300b / PLSC 337b, Afrofuturism** Christopher Lebron

Survey of Afrofuturism from political and philosophical perspectives, with investigation of alternative forms of narrative and social critique to bear on contemporary questions of race, imagination, and social justice. How black writers, thinkers, and musicians have turned to speculative genres to observe American history and politics as well as urgent moral dilemmas.

* **AFAM 301a / PLSC 334a, The Making of Black Lives Matter** Christopher Lebron

Intellectual history and philosophical underpinnings of black political and social thought relevant to the Black Lives Matter social movement. The works of black writers; the role of love in social justice; how artistic movements impact critical black thought; sexuality, gender, and invisibility; and whether the role of leaders is still relevant in black politics and movements. HU

AFAM 303b / MUSI 348b / THST 307b, Orisa Worship and Afro-Cuban Folkloric Dance Staff

Study of Afrodescendants in Cuba and how sacred forms of Orisa worship were practiced, studied, interpreted, and represented on stage. Understanding blackness, collective black-lived experiences, and the black dancing body in Cuba. Readings drawn from art history, ethnomusicology, anthropology, dance studies, religious studies, theology, history, and black studies, providing close study of concepts of religion, deity, folklore, nation, blackness, and dance. Concepts illustrated through readings, movement practice (dance classes), and spectatorship. HU

AFAM 325b / PLSC 211b, Social Policy and the Politics of Inequality in the United States Vesla Weaver

The contours and consequences of inequality in the United States, including explanations for why it has expanded over the past several decades and why Americans seem to tolerate more of it. The development of the modern welfare state and the causes of racialized poverty, segregation, and incarceration. SO

* **AFAM 336a / AMST 336a / ER&M 315a / LAST 336, Haitian and Dominican Literature and Culture** Dixia Ramirez

The literature and culture of Haiti, the Dominican Republic, and their diasporas in the United States and Canada since 1804. Focus on texts that explore relations between the two nations, with some attention to each country's individual literary and cultural

traditions. Conventional literary texts such as novels and poetry, as well as political documents, orally transmitted texts, and imagery. HU

* **AFAM 340a / ER&M 320a / LITR 332a, Narratives of Blackness in Latino and Latin America** Dixia Ramirez

Focus on the cultural and literary treatments of Afro-Latin American and Afro-Latina/o subjectivity in Spanish- and Portuguese-speaking Latin America and in the United States through the study of literature, historical first-hand accounts, film, and scholarship produced from the 16th century to the present. Themes include slave insurrections, the plantation system, piracy and buccaneering, the black roots of several Latin American musical genres, miscegenation, and the central role of sexuality in race-based social hierarchies. WR, HU

* **AFAM 343b / AFST 326b / ENGL 231b / JDST 325b / LITR 343b, Literatures of Blacks and Jews from the Twentieth Century** Staff

Comparative study of representative writings by African, Caribbean, and African American authors of the past one hundred years, together with European, American, and South African Jewish authors writing in Yiddish, Hebrew, French, and English. Examination of the paradoxically central role played by minority, or marginal groups, in the creation of modern literature and the articulation of the modern experience. HU

* **AFAM 352b / AMST 438b / ER&M 291b / LITR 295b / WGSS 343b, Caribbean Diasporic Literature** Hazel Carby

An examination of contemporary literature written by Caribbean writers who have migrated to, or who journey between, different countries around the Atlantic rim. Focus on literature written in English in the twentieth and twenty-first centuries, both fiction and nonfiction. Writers include Caryl Phillips, Nalo Hopkinson, and Jamaica Kincaid. HU

* **AFAM 353a / HSAR 472a, Black British Art and Culture** Kobena Mercer

Introduction to black British visual artists and cultural theorists, with a focus on those of African, Caribbean, and South Asian descent. Postcolonial perspectives on diaspora identities and cross-cultural aesthetics in art, film, and photography from 1945 to the present. HU

* **AFAM 379a / FREN 410a / LITR 299a, Colonial Narrative, Postcolonial Counternarrative** Christopher Miller

Readings of paradigmatic, colonial era texts that have provoked responses and rewritings from postcolonial writers and filmmakers. In some cases the rewriting is explicit and direct, in other cases the response is more oblique. Both profound differences of perspective and unexpected convergences will emerge. Readings may include: Aimé Césaire's *A Tempest* after Shakespeare's *Tempest*, Kamel Daoud's *The Meursault Investigation* after Camus's *The Stranger*, and Claire Denis's film *Chocolat* after Ferdinand Oyono's *Houseboy*.

* **AFAM 380b / AMST 407b / HIST 111Jb, Antebellum America** Edward Rugemer
History of the United States from the Jackson administration through the Civil War. Emphasis on race, slavery, and the coming of the war, with some attention to western expansion. WR, HU

*** AFAM 386a / ENGL 285a / HUMS 456a, James Baldwin's American Scene**

Jacqueline Goldsby

In-depth examination of James Baldwin's canon, tracking his work as an American artist, citizen, and witness to United States society, politics, and culture during the Civil Rights and Black Arts Movements. Prerequisite: Background or course work in twentieth century African American history, African American literature, and/or American literature helpful but not required. WR, HU

*** AFAM 399a / AMST 341a / ER&M 407a, Race and Capitalism** Aaron Carico

This interdisciplinary seminar explores, both theoretically and historically, how racial formations are bound to the formations of capitalism. Focus on the American scene, with sustained inquiry on slavery, its commodity logics, and their residues. Consideration of the effects of immigration and globalization. SO

AFAM 403b / AMST 386b / THST 431b, Black Women and Popular-Music Culture

Daphne Brooks

Forms of musical artistry innovated by black women artists as sites of social, political, and cultural rupture, revision, and resistance. The intersecting politics of race, gender, class, and sexuality in popular-music culture considered through black women's sonic performances. Examination of voice, lyricism, embodied performance, and spectacle. Artists range from Bessie Smith, Billie Holiday, Lena Horne, and Eartha Kitt to Nina Simone, Grace Jones, Lauryn Hill, Nicki Minaj, and Janelle Monáe. HU

*** AFAM 406b / AMST 405b / ENGL 405b, Autobiography in America** Robert Stepito

A study of autobiographical writings from Mary Rowlandson's Indian captivity narrative (1682) to the present. Classic forms such as immigrant, education, and cause narratives; prevailing autobiographical strategies involving place, work, and photographs. Authors include Franklin, Douglass, Jacobs, Antin, Kingston, Uchida, Balakian, Rodriguez, and Bechdel. WR, HU

*** AFAM 408b / AMST 460b / ENGL 443b, African American Poets of the Modern Era**

Robert Stepito

The African American practice of poetry between 1900 and 1960, especially of sonnets, ballads, sermonic, and blues poems. Poets include Paul Laurence Dunbar, Langston Hughes, Sterling Brown, Gwendolyn Brooks, Margaret Walker, and Robert Hayden. Class sessions at the Beinecke Library for inspection and discussion of original editions, manuscripts, letters, and other archival material. HU

*** AFAM 410b / AMST 310b / WGSS 410b, Interdisciplinary Approaches to African American Studies** Heather Vermeulen

An interdisciplinary, thematic approach to the study of race, nation, and ethnicity in the African diaspora. Topics include class, gender, color, and sexuality; the dynamics of reform, Pan-Africanism, neocolonialism, and contemporary black nationalism. Use of a broad range of methodologies. WR, HU, SO

AFAM 469b / ECON 171b / EDST 271b, Urban Inequalities and Educational Inequality Gerald Jaynes

Analysis of contemporary policy problems related to academic under performance in lower income urban schools and the concomitant achievement gaps among various racial and ethnic groups in United States K-12 education. Historical review of opportunity inequalities and policy solutions proposed to ameliorate differences in achievement and job readiness. Students benefit from practical experience and

interdisciplinary methods, including a lab component with time spent in a New Haven high school. Prerequisites: Any course offered by Education Studies, or one course in history or any social science, either: Anthropology, Economics, Political Science, Psychology, Sociology. EDST 110 is preferred, although not required. SO

* **AFAM 471a and AFAM 472b, Independent Study: African American Studies** Gerald Jaynes

Independent research under the direction of a member of the department on a special topic in African American studies not covered in other courses. Permission of the director of undergraduate studies and of the instructor directing the research is required. A proposal signed by the instructor must be submitted to the director of undergraduate studies by the end of the second week of classes. The instructor meets with the student regularly, typically for an hour a week, and the student writes a final paper or a series of short essays. May be elected for one or two terms.

* **AFAM 480a, Senior Colloquium: African American Studies** Crystal Feimster

A seminar on issues and approaches in African American studies. The colloquium offers students practical help in refining their senior essay topics and developing research strategies. Students discuss assigned readings and share their research experiences and findings. During the term, students are expected to make substantial progress on their senior essays; they are required to submit a prospectus, an annotated bibliography, and a draft of one-quarter of the essay.

* **AFAM 491b, The Senior Essay** Christopher Lebron

Independent research on the senior essay. The senior essay form must be submitted to the director of undergraduate studies by the end of the second week of classes. The senior essay should be completed according to the following schedule: (1) end of the sixth week of classes: a rough draft of the entire essay; (2) end of the last week of classes (fall term) or three weeks before the end of classes (spring term): two copies of the final version of the essay.

African Studies

Director of undergraduate studies: Daniel Magaziner, 2685 HGS, 432-6110, daniel.magaziner@yale.edu; director of the Program in African Languages: Kiarie Wa'Njogu, 309B LUCE, 432-0110, john.wanjogu@yale.edu; www.yale.edu/macmillan/african

FACULTY ASSOCIATED WITH THE PROGRAM OF AFRICAN STUDIES

Professors Lea Brilmayer (*Law School*), John Darnell (*Near Eastern Languages & Civilizations*), Owen Fiss (*Law School*), Robert Harms (*History*), Andrew Hill (*Anthropology*), Roderick McIntosh (*Anthropology*), Christopher Miller (*African American Studies, French*), Nicoli Nattrass (*Ethics, Politics, & Economics*) (*Visiting*), Catherine Panter-Brick (*Anthropology*), Lamin Sanneh (*History, Divinity School*), Jeremy Seekings (*Global Affairs*) (*Visiting*), Ian Shapiro (*Political Science*), Robert Thompson (*History of Art*), Christopher Udry (*Economics*), Michael Veal (*Music*), David Watts (*Anthropology*), Elisabeth Wood (*Political Science*)

Associate Professors Robert Bailis (*Forestry & Environmental Studies*), Daniel Magaziner (*History*)

Assistant Professors Katharine Baldwin (*Political Science*), Adria Lawrence (*Political Science*), Louisa Lombard (*Anthropology*), Jonathan Wyrzten (*Sociology*)

Senior Lecturer Cheryl Doss (*Economics*)

Lecturers Lacina Coulibaly (*Theater Studies*), Anne-Marie Foltz (*Public Health*), David Simon (*Political Science*)

Senior Lectors II Sandra Sanneh, Kiarie Wa'Njogu

Senior Lectors Oluseye Adesola, Matuku Ngame

The program in African Studies enables students to undertake interdisciplinary study of the arts, history, cultures, politics, and development of Africa. As a foundation, students in the program gain a cross-disciplinary exposure to Africa. In the junior and senior years, students develop analytical ability and focus their studies on research in a particular discipline such as anthropology, art history, history, languages and literatures, political science, or sociology or on topics such as global health, economic development, or human rights.

African Studies provides training of special interest to those considering admission to graduate or professional schools or careers in education, journalism, law, management, medicine, politics, psychology, international relations, creative writing, or social work. The interdisciplinary structure of the program offers students an opportunity to satisfy the increasingly rigorous expectations of admissions committees and prospective employers for a broad liberal arts perspective that complements specialized knowledge of a field.

Requirements of the major for the Class of 2018 and previous classes Students in the Class of 2018 and previous classes may fulfill the requirements of the African Studies major that were in place when they entered the major, as described in previous editions of this bulletin. Alternatively, they may fulfill the requirements for the major as described below for the Class of 2019 and subsequent classes.

Requirements of the major for the Class of 2019 and subsequent classes The program in African Studies consists of thirteen term courses, including (1) one African Studies course in the humanities and one in the social sciences; (2) two years of an African language (Arabic, Kiswahili, Yorùbá, isiZulu, or others with permission of the director of undergraduate studies), unless waived by examination; (3) AFST 401, the junior seminar on research methods, or an alternative course that either serves to deepen the concentration or provide methodological tools for the senior essay; and (4) a concentration of four term courses and one research methods seminar, selected in consultation with the director of undergraduate studies, in a discipline such as anthropology, art history, history, languages and literatures, political science, or sociology, or in an interdisciplinary program such as African American Studies, Ethnicity, Race, and Migration, or Women's, Gender, and Sexuality Studies, or in a cross-disciplinary area such as diaspora studies or development studies.

The required courses represent the core of the program and are intended to expose the student both to the interdisciplinary nature of African studies and to the methodologies currently being brought to bear on the study of African cultures and societies. With permission of the director of undergraduate studies, students may count courses in an

additional language, such as French or Portuguese, toward the major requirements. Students are encouraged to include upper-level courses, especially those centering on research and methodology.

Students planning to major in African Studies should consult the director of undergraduate studies as early as possible.

Senior requirement Students are required to complete a senior essay in AFST 491, working under the guidance of a faculty adviser. With prior approval by the director of undergraduate studies, a combined senior essay may be submitted for those pursuing a double major.

A preliminary statement indicating the topic to be addressed and the name of the faculty adviser must be submitted to the director of undergraduate studies by the end of the second week of the fall term in the senior year.

Language requirement African Studies majors are required to complete two years of college-level study (or the equivalent) of an African language, and they are encouraged to continue beyond this level. For the language requirement to be waived, a student must pass a placement test for admission into an advanced-level course or, for languages not regularly offered at Yale, an equivalent test of speaking, listening, reading, and writing skills administered through the Center for Language Study. Students should begin their language study as early as possible. If the requirement is waived, students must substitute other African Studies courses for the four required language courses.

Program in African Languages The language program offers instruction in four major languages from sub-Saharan Africa: Kiswahili (eastern and central Africa), Yorùbá (western Africa), Wolof (western Africa) and isiZulu (southern Africa). African language courses emphasize communicative competence, using multimedia materials that focus on the contemporary African context. Course sequences are designed to enable students to achieve advanced competence in all skill areas by the end of the third year, and students are encouraged to spend a summer or term in Africa during their language study.

Courses in Arabic are offered through the Department of Near Eastern Languages and Civilizations (p. 561). Noncredit instruction in other African languages is available by application through the Directed Independent Language Study (<http://cls.yale.edu/dils>) program at the Center for Language Study (<http://cls.yale.edu>). Contact the director of the Program in African Languages (john.wanjogu@yale.edu) for information.

M.A. program Students in Yale College are eligible to complete the M.A. in African Studies in one year of graduate work if they begin the program in the third and fourth undergraduate years. Students interested in this option must complete eight graduate courses in the area by the time of the completion of the bachelor's degree. Only two courses may be counted toward both graduate and undergraduate degrees. Successful completion of graduate courses while still an undergraduate does not guarantee admission into the M.A. program.

REQUIREMENTS OF THE MAJOR

Prerequisites None**Number of courses** 13 term courses (incl senior req)**Distribution of courses** 1 AFST course in humanities and 1 in social sciences; 2 years of African lang; 4 courses and 1 research methods seminar in area of concentration**Specific course required** AFST 401, or an alternative arranged in consultation with the DUS**Senior requirement** Senior essay (AFST 491)**Substitution permitted** If language req is waived, 4 addtl African Studies courses

African Studies Courses

*** AFST 001a / ARCG 001a / NELC 001a, Egypt and Northeast Africa: A****Multidisciplinary Approach** John Darnell

Examination of approximately 10,000 years of Nile Valley cultural history, with an introduction to the historical and archaeological study of Egypt and Nubia. Consideration of the Nile Valley as the meeting place of the cultures and societies of northeast Africa. Various written and visual sources are used, including the collections of the Peabody Museum and the Yale Art Gallery. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

*** AFST 008a / AFAM 008a / HSAR 009a, Aesthetics and Meaning in African Arts and Cultures** Erica James

The diversity of artistic production on the African continent, both historically and materially. The creative consciousness and aesthetic values of a variety of African cultures from ancient to contemporary times. Questions that arise when writing these histories without fully taking into account concepts of "African time." Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

*** AFST 015a / ENGL 015a, South African Writing after Apartheid** Ardis Butterfield
An introduction to creative writing published in South Africa from the end of Apartheid in 1994 to the present. Close readings of contemporary fiction with additional material drawn from popular culture, including films, magazines, and music. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU**AFST 112a / ARCG 222a / NELC 112a / RLST 141a, Egyptian Religion through the Ages** John Darnell

Diachronic approach to topics in Egyptian religion. Religious architecture, evidence for protodynastic cults, foreigners in Egyptian religious celebrations, music and vocal expression in Egyptian religion, Re and Osiris, the Amarna interlude and the Ramesside solar religion, and the goddess of the eye of the sun. Readings in translation. HU

*** AFST 150a / HIST 409Ja, Global Black Power** Daniel Magaziner

The global dimension of black people's struggles for self-determination and authority from the late eighteenth century to the present. Various experiences of, and responses to, slavery, emancipation, segregation, scientific racism, and enlightenment democracy.

The Haitian revolution, the Back to Africa movement, Garveyite nationalism, religious expression, African independence, armed revolution, and urban politics. WR, HU

AFST 184a / AFAM 160a / AMST 160a / HIST 184a, The Rise and Fall of Atlantic Slavery Edward Rugemer

The history of peoples of African descent throughout the Americas, from the first African American societies of the sixteenth century through the century-long process of emancipation. HU

AFST 221b / ARCG 221b / HSAR 234b / NELC 120b, Egyptomania John Darnell

Conceptual underpinnings of the use of ancient Egyptian motifs in architecture, painting, sculpture, and decorative arts throughout western Europe, the Middle East, and North America from antiquity to the present. HU

AFST 238a / AMST 238a / ER&M 238a, Introduction to Third World Studies Staff

Introduction to the historical and contemporary theories and articulations of Third World studies (comparative ethnic studies) as an academic field and practice. Consideration of subject matters; methodologies and theories; literatures; and practitioners and institutional arrangements. SO

AFST 262a / AFAM 241a / MUSI 262a, Traditional and Contemporary Musics of Sub-Saharan Africa Michael Veal

A survey of the traditional and popular musics of black Africa, organized both by nation, such as Ghana, and by region, such as Senegambia. Introduction to the fundamental musical principles, materials, and performance contexts of African music. WR

AFST 272b / ANTH 272b / ARCG 272b, African Prehistory Roderick McIntosh

Survey of archaeological evidence for the original contributions of the African continent to the human condition. The unresolved issues of African prehistory, from the time of the first hominids, through development of food production and metallurgy, to the rise of states and cities. SO

*** AFST 303a / EP&E 303a / SOCY 330a, Civil Sphere and Democracy** Jeffrey Alexander

In dialogue with normative and empirical approaches to civil society, this course examines civil sphere theory. The sacred and profane binaries that animate the civil sphere are studied, as are such civil sphere organizations as polls, mass media, electoral system, law, and office. Topics include: United States presidential elections, immigration and its controversies, the civil rights movement, the crisis of contemporary journalism, recent controversies over church pedophilia, the financial system, telephone hacking, and the challenge of de-provincializing civil sphere theory. one intermediate sociology course, or by permission of the instructor. HU, SO

*** AFST 326b / AFAM 343b / ENGL 231b / JDST 325b / LITR 343b, Literatures of Blacks and Jews from the Twentieth Century** Staff

Comparative study of representative writings by African, Caribbean, and African American authors of the past one hundred years, together with European, American, and South African Jewish authors writing in Yiddish, Hebrew, French, and English. Examination of the paradoxically central role played by minority, or marginal groups, in the creation of modern literature and the articulation of the modern experience. HU

AFST 333a / HIST 332a, African Encounters with Colonialism Daniel Magaziner
How African societies and peoples encountered, engaged, and endured the colonial and postcolonial world, from the arrival of Kiswahili-speaking traders at the shores of Lake Victoria in the 1840s through the rise and fall of European colonialism and the resulting forms of neocolonialism. Transformations and continuities in African religious life; gendered sociability; popular culture. HU

AFST 335b / ER&M 325b / HIST 335b, A History of South Africa Daniel Magaziner
An introduction to the history of southern Africa, especially South Africa. Indigenous communities; early colonial contact; the legacies of colonial rule; postcolonial mismanagement; the vagaries of the environment; the mineral revolution; segregationist regimes; persistent inequality and crime since the end of apartheid; the specter of AIDS; postcolonial challenges in Zimbabwe, Angola, and Mozambique. HU

AFST 340b / HIST 340b, Africa in the Era of the Slave Trade Robert Harms
Examination of the tumultuous changes experienced by African societies during the era of the Atlantic slave trade, approximately 1450–1850. Focus on the complex interaction between the internal dynamics of African societies and the impact of outside forces. HU

* **AFST 347a / EP&E 484a / GBL 243a / LAST 348a / PLSC 347a, Post-Conflict Politics** David Simon

Consideration of a range of issues and challenges faced by countries emerging from domestic conflict. Focus on elements of peace-building—disarmament and demobilization, post-conflict elections, institution-building, and reconstruction—as well as modes of transitional justice and mechanisms for truth and reconciliation. SO

* **AFST 401a, Research Methods in African Studies** Staff

Disciplinary and interdisciplinary research methodologies in African studies, with emphasis on field methods and archival research in the social sciences and humanities. Research methodologies are compared by studying recent works in African studies.

* **AFST 413b / GBL 328b / PLSC 413b, Governance in Africa** Malte Lierl

International donor agencies, along with global and local NGOs and civil society groups, invest heavily in promoting “good governance” in developing countries. Investigation of governance problems in developing countries and the disconnect between ideas and concepts of international development organizations, perspectives of academic researchers, and perception of citizens in developing countries. Regional focus on Sub-Saharan Africa. Prerequisite: Basic understanding of social science research methods is assumed.

AFST 420a / LAST 406a / PLSC 430a, The Politics of Development Assistance David Simon

Study of development assistance, a dominant feature of the political economies of some of the world's poorest countries. The motivations and politics of aid from donors' perspectives; the political and economic impact of aid on developing countries. Proposals to make aid a more effective instrument of development. SO

* **AFST 432b / PLSC 414b, Development and Democracy in Africa** David Simon

Introduction to development challenges in Africa. Use of current social science research to examine the driving forces behind Africa's poor development outcomes and to explore options for changing Africa's development trajectory. The effectiveness of

democratization as a broad development tool. Evaluation of micro-level projects designed to tackle specific problems. SO

*** AFST 449b / ENGL 449b, Challenges to Realism in Contemporary African Fiction**

Stephanie Newell

Introduction to experimental African novels that challenge realist and documentary modes of representation. Topics include mythology, gender subversion, politics, the city, migration, and the self. Ways of reading African and postcolonial literature through the lenses of identity, history, and nation. WR, HU

*** AFST 471a and AFST 472b, Independent Study** Staff

Independent research under the direction of a faculty member in the program on a special topic in African Studies not covered in other courses. Permission of the director of undergraduate studies and of the instructor directing the research is required. A proposal signed by the instructor must be submitted to the director of undergraduate studies by the end of the second week of classes. The instructor meets with the student regularly, typically for an hour a week, and the student writes a final paper or a series of short essays. Either term or both terms may be elected.

*** AFST 486a / HIST 388Ja, Slavery and the Slave Trade in Africa** Robert Harms

The slave trade from the African perspective. Analysis of why slavery developed in Africa and how it operated. The long-term social, political, and economic effects of the Atlantic slave trade. WR, HU

*** AFST 491a or b, The Senior Essay** Staff

Independent research on the senior essay. By the end of the sixth week of classes, a rough draft of the entire essay should be completed. By the end of the last week of classes (fall term) or three weeks before the end of classes (spring term), two copies of the final essay must be submitted.

Kiswahili Courses

SWAH 110a, Beginning Kiswahili I Kiarie Wa'Njogu

A beginning course with intensive training and practice in speaking, listening, reading, and writing. Initial emphasis is on the spoken language and conversation. Credit only on completion of SWAH 120. L1 1½ Course cr

SWAH 120b, Beginning Kiswahili II Kiarie Wa'Njogu

Continuation of SWAH 110. Texts provide an introduction to the basic structure of Kiswahili and to the culture of the speakers of the language. Prerequisite: SWAH 110.

L2 1½ Course cr

SWAH 130a, Intermediate Kiswahili I Veronica Waweru

Further development of students' speaking, listening, reading, and writing skills. Prepares students for further work in literary, language, and cultural studies as well as for a functional use of Kiswahili. Study of structure and vocabulary is based on a variety of texts from traditional and popular culture. Emphasis on command of idiomatic usage and stylistic nuance. After SWAH 120. L3 1½ Course cr

SWAH 140b, Intermediate Kiswahili II Veronica Waweru

Continuation of SWAH 130. After SWAH 130. L4 1½ Course cr

SWAH 150a, Advanced Kiswahili I Kiarie Wa'Njogu

Development of fluency through readings and discussions on contemporary issues in Kiswahili. Introduction to literary criticism in Kiswahili. Materials include Kiswahili oral literature, prose, poetry, and plays, as well as texts drawn from popular and political culture. After SWAH 140. L5

SWAH 160b, Advanced Kiswahili II Kiarie Wa'Njogu

Continuation of SWAH 150. After SWAH 150. L5

SWAH 170a and SWAH 171b, Topics in Kiswahili Literature Kiarie Wa'Njogu

Advanced readings and discussion with emphasis on literary and historical texts. Reading assignments include materials on Kiswahili poetry, Kiswahili dialects, and the history of the language. After SWAH 160. L5, HU

Yoruba Courses

YORU 110a, Beginning Yorùbá I Oluseye Adesola

Training and practice in speaking, listening, reading, and writing. Initial emphasis is on the spoken aspect, with special attention to unfamiliar consonantal sounds, nasal vowels, and tone, using isolated phrases, set conversational pieces, and simple dialogues. Multimedia materials provide audio practice and cultural information. Credit only on completion of YORU 120. L1 1½ Course cr

YORU 120b, Beginning Yorùbá II Oluseye Adesola

Continuing practice in using and recognizing tone through dialogues. More emphasis is placed on simple cultural texts and role playing. Prerequisite: YORU 110. L2 1½ Course cr

YORU 130a, Intermediate Yorùbá I Oluseye Adesola

Refinement of students' speaking, listening, reading, and writing skills. More natural texts are provided to prepare students for work in literary, language, and cultural studies as well as for a functional use of Yorùbá. After YORU 120. L3 1½ Course cr

YORU 140b, Intermediate Yorùbá II Oluseye Adesola

Students are exposed to more idiomatic use of the language in a variety of interactions, including occupational, social, religious, and educational. Cultural documents include literary and nonliterary texts. After YORU 130. L4 1½ Course cr

YORU 150a, Advanced Yorùbá I Oluseye Adesola

An advanced course intended to improve students' aural and reading comprehension as well as speaking and writing skills. Emphasis on acquiring a command of idiomatic usage and stylistic nuance. Study materials include literary and nonliterary texts; social, political, and popular entertainment media such as movies and recorded poems (*ewi*); and music. After YORU 140. L5

YORU 160b, Advanced Yorùbá II Oluseye Adesola

Continuing development of students' aural and reading comprehension and speaking and writing skills, with emphasis on idiomatic usage and stylistic nuance. Study materials are selected to reflect research interests of the students. After YORU 150. L5

YORU 170a and YORU 171b, Topics in Yorùbá Literature and Culture Staff

Advanced readings and discussion concerning Yorùbá literature and culture. Focus on Yorùbá history, poetry, novels, movies, dramas, and oral folklore, especially from

Nigeria. Insight into Yorùbá philosophy and ways of life. Prerequisite: YORU 160. L5, HU

YORU 180a and YORU 181b, Advanced Topics in Yorùbá Literature and Culture

Staff

Designed for students with superior proficiency in Yorùbá who have an interest in topics not otherwise covered by existing courses. Development of language proficiency to the level of an educated native speaker. Discussion of advanced readings on Yorùbá philosophy, history, literature, and culture. L5

Zulu Courses

ZULU 110a, Beginning isiZulu I Sandra Sanneh

A beginning course in conversational isiZulu, using Web-based materials filmed in South Africa. Emphasis on the sounds of the language, including clicks and tonal variation, and on the words and structures needed for initial social interaction. Brief dialogues concern everyday activities; aspects of contemporary Zulu culture are introduced through readings and documentaries in English. Credit only on completion of ZULU 120. L1 1½ Course cr

ZULU 120b, Beginning isiZulu II Sandra Sanneh

Development of communication skills through dialogues and role play. Texts and songs are drawn from traditional and popular literature. Students research daily life in selected areas of South Africa. Prerequisite: ZULU 110. L2 1½ Course cr

ZULU 130a, Intermediate isiZulu I Sandra Sanneh

Development of fluency in speaking, listening, reading, and writing, using Web-based materials filmed in South Africa. Students describe and narrate spoken and written paragraphs. Review of morphology; concentration on tense and aspect. Materials are drawn from contemporary popular culture, folklore, and mass media. After ZULU 120. L3 1½ Course cr

ZULU 140b, Intermediate isiZulu II Sandra Sanneh

Students read longer texts from popular media as well as myths and folktales. Prepares students for initial research involving interaction with speakers of isiZulu in South Africa and for the study of oral and literary genres. After ZULU 130. L4 1½ Course cr

*** ZULU 150a, Advanced isiZulu I** Sandra Sanneh

Development of fluency in using idioms, speaking about abstract concepts, and voicing preferences and opinions. Excerpts from oral genres, short stories, and television dramas. Introduction to other South African languages and to issues of standardization, dialect, and language attitude. After ZULU 140. Course includes students from Cornell University via videoconference. L5

*** ZULU 160b, Advanced isiZulu II** Staff

Readings may include short stories, a novel, praise poetry, historical texts, or contemporary political speeches, depending on student interests. Study of issues of language policy and use in contemporary South Africa; introduction to the Soweto dialect of isiZulu. Students are prepared for extended research in South Africa involving interviews with isiZulu speakers. After ZULU 150. Course includes students from Cornell University via videoconference. L5

American Studies

Director of undergraduate studies: Michael Denning, 233 HGS, 432-1188,
michael.denning@yale.edu, americanstudies.yale.edu

FACULTY ASSOCIATED WITH THE PROGRAM OF AMERICAN STUDIES

Professors Jean-Christophe Agnew (*History*), Elizabeth Alexander (*African American Studies, English*), Ned Blackhawk (*History*), David Blight (*History, African American Studies*), Daphne Brooks (*African American Studies, Theater Studies*), Hazel Carby (*African American Studies*), George Chauncey (*History*), Edward Cooke, Jr. (*History of Art*), Michael Denning (*English, Ethnicity, Race, & Migration*), Wai Chee Dimock (*English*), Kathryn Dudley (*Chair*) (*Anthropology*), Joanne Freeman (*History*), Glenda Gilmore (*History, African American Studies*), Jacqueline Goldsby (*English, African American Studies*), Inderpal Grewal (*Women's, Gender, & Sexuality Studies*), Jonathan Holloway (*African American Studies, History*), Amy Hungerford (*English*), Matthew Jacobson (*African American Studies, History*), Kathryn Lofton (*Religious Studies*), Mary Lui (*History*), Joanne Meyerowitz (*History*), Charles Musser (*Film & Media Studies*), Tavia Nyong'o (*Theater Studies*), Gary Okihiro (*Ethnicity, Race, and Migration*), Stephen Pitti (*History, Ethnicity, Race, & Migration*), Sally Promey (*Divinity School*), Joseph Roach (*English, Theater Studies*), Marc Robinson (*Theater Studies, English*), Michael Roemer (*Adjunct*) (*Film & Media Studies, Art*), Alicia Schmidt Camacho (*Ethnicity, Race, & Migration*), Caleb Smith (*English*), Harry Stout (*Religious Studies, History*), Michael Veal (*Music, African American Studies*), John Warner (*History of Medicine*), Michael Warner (*English*), Laura Wexler (*Women's, Gender, & Sexuality Studies*)

Associate Professors Crystal Feimster (*African American Studies*), Zareena Grewal (*Ethnicity, Race, & Migration*), Paul Sabin (*History, Environmental Studies*), Tisa Wenger (*Divinity School*)

Assistant Professors Laura Barraclough (*Ethnicity, Race, & Migration*), Greta LaFleur, Albert Laguna (*Ethnicity, Race, & Migration*), Dixia Ramirez (*Ethnicity, Race, & Migration*), Elihu Rubin (*Architecture*), Jenifer Van Vleck (*History*)

Senior Lecturers James Berger (*English*), Ron Gregg (*Film & Media Studies*)

Lecturers Ryan Brasseaux, Irene Garza (*Ethnicity, Race, and Migration*), Christine Muller, Joseph Plaster, Karin Roffman (*Humanities, English*), Joel Silverman, Joseph Spooner, Quan Tran (*Ethnicity, Race, and Migration*)

The American Studies program encourages the interdisciplinary study of the cultures and politics of the United States, the changing representations of national identity, and the construction of borderland and diasporic cultures over time. Each student in the major combines courses in American Studies with courses from other relevant disciplines (literature, history, the arts, and the social sciences) to explore these broad topics from local, national, and global perspectives. Through the selection of an area of concentration, each student develops a focus for course work in the major. The program encourages scholarly work in nontraditional combinations of disciplines; at the same time, however, it assumes and requires a substantial foundation of knowledge in the history and culture of the United States. Students interested in the major are encouraged to consult with the director of undergraduate studies as early as possible.

Requirements of the major for the Class of 2018 and previous classes Students in the Class of 2018 and previous classes may fulfill the requirements of the American Studies major that were in place when they entered the major, as described in previous editions of this bulletin (<http://www.yale.edu/printer/bulletin/archivepdf/files/YCPS>). Alternatively, they may fulfill the requirements for the major as described below for the Class of 2019 and subsequent classes.

Requirements of the major for the Class of 2019 and subsequent classes All students majoring in American Studies must take fourteen term courses approved by the program's faculty. Although a good deal of freedom in course selection is permitted, it is expected that all students will acquaint themselves with the materials, skills, and perspectives of cultural studies. Accordingly, the major requires completion – preferably by the end of the sophomore year, but no later than the end of the junior year – of at least four gateway courses (AMST 111–299), including two in cultural history/cultural studies, one broad survey course in American literature, and one course preparatory for work in the student's area of concentration, to be selected in consultation with the director of undergraduate studies. One of these four courses must be one of the designated "Early Americas" courses as listed on the American Studies Web site (<http://americanstudies.yale.edu/undergraduate-program/courses>). An additional five concentration courses from diverse disciplines must be taken for a letter grade, one of which must incorporate a comparable topic from a non-U.S. perspective. Two electives chosen from the American Studies course offerings are also required.

Students must take two junior seminars (AMST 300–399) during their junior year. At least one of the seminars must fall within the student's area of concentration, described below. In each of the seminars, students are expected to demonstrate proficiency in interdisciplinary research and analysis through the production of critical essays on primary source materials or a paper of fifteen to twenty pages. Sophomores contemplating a junior term abroad are urged to take one of the junior seminars in the spring term of their sophomore year.

Area of concentration Each American Studies major selects an area of concentration, normally in the fall of the junior year, from six possible choices: (1) national formations, (2) the international United States, (3) material cultures and built environments, (4) politics and American communities, (5) visual, audio, literary, and performance cultures, and (6) public humanities. The concentration in national formations explores historic migrations, settlements, and encounters among peoples who have formed the American nation, with an emphasis on Native American history and the construction of America's frontiers and borderlands. The international United States concentration focuses on historic and contemporary diasporas, the role of the United States outside its national borders, and the flows of American peoples, ideas, and goods throughout the globe. Students in the material cultures and built environments concentration examine the formation of the American landscape from the natural to the human-made, including the development of American architecture, and the visual and decorative arts. The concentration in politics and American communities investigates the emergence of social groups and their political struggles at the local and national levels, emphasizing the themes of power, inequality, and social justice. Majors with a concentration in visual, audio, literary, and performance cultures study American consumer culture, popular culture, representations, and media in relation to U.S. literatures. Students in the public humanities concentration explore various forms of

public intellectual engagement, including museum studies, documentary work, public history, digital humanities, and archival based work in the visual or performing arts; senior projects in this area may consist of works or productions beyond the traditional scholarly essay. Students may also petition the director of undergraduate studies to develop an independent concentration.

Senior requirement During the senior year, each student in the major completes work in the area of concentration in one of three ways. First, the student may enroll in a senior seminar within the area of concentration (AMST 400–490). Students should apply interdisciplinary methods and undertake original research to produce a final paper of twenty to twenty-five pages. Students must complete all course requirements to fulfill the senior requirement. Students electing this option should submit the senior seminar registration form, signed by the seminar instructor, to the director of undergraduate studies.

Second, the student may complete a one-term senior project or essay (AMST 491). The product should be a thirty-page essay or its equivalent in another medium. To apply for admission to AMST 491, a student should submit a prospectus, signed by the faculty adviser, to the director of undergraduate studies.

Third, the student may enroll in the intensive major (AMST 493 and 494) and work independently for two terms. The intensive major offers an opportunity for significant original research leading to a substantial senior project. AMST 493, 494 carries two terms of credit; its final product should be a sixty-page essay or its equivalent in another medium. All students in the intensive major participate in a yearlong proseminar on theory and method. One term of the two-term project may count as a course in the area of concentration. To apply for admission to AMST 493 and 494, a student should submit a prospectus, signed by the faculty adviser, to the director of undergraduate studies.

As a multidisciplinary program, American Studies draws on the resources of other departments and programs in the University. The following list of courses is meant to be suggestive only: apart from those courses required for the major, it is neither restrictive nor exhaustive. Students are encouraged to examine the offerings of other departments in both the humanities and the social sciences, as well as residential college seminars, for additional relevant courses. The stated area of concentration of each student determines the relevance and acceptability of other courses.

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 14 term courses (incl senior req)

Distribution of courses 4 gateway courses, as specified; 2 junior sems, 1 in area of concentration; 5 courses in area of concentration for letter grades, 1 on a related non-U.S. topic, (1 may be one term of two-term senior project); 2 electives

Substitution permitted 1 freshman sem for 1 gateway course; others with DUS permission

Senior requirement Senior sem (AMST 400–490) or one-term senior project (AMST 491) related to area of concentration

Intensive major Same, except a two-term senior project (AMST 493 and 494) replaces AMST 491

Freshman Seminars

* **AMST 011b / AFAM 030b / HIST 023b, War and Rebellion in Early America**

Alejandra Dubcovsky-Joseph

The role of war and rebellion in early American history, from precontact to the War of 1812. Changing roles and meanings of war and rebellion; the impact of these violent events on European, Indian, and African populations; implications of using war and rebellion as historical categories. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **AMST 020a, The Humanities from Plato to the Corporate University**

James Berger
Inquiry into the relevancy of the humanities. Consideration of Plato's dismissal of any study that could not clearly demonstrate its own truth and moral validity, as well as recent focus on the alleged technological obtuseness of the humanities. Debate as to whether academic studies and artistic pursuits, criticized as both anti-modern and postmodern, economically worthless, and politically harmful, can defend themselves. Examination of these debates, from Plato's Academy to today's corporate university. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **AMST 025a / WGSS 025a, The American Essay Tradition**

Greta LaFleur
Exploration of the American essay tradition, from some of its earliest moments to more recent iterations. Consideration of the essay as a rhetorical form, a political tool, and a literary tradition. Authors include Thomas Paine, Claudia Rankine, Benjamin Franklin, Virginia Woolf, James Baldwin, Cherrie Moraga, Sherman Alexie, and Hilton Als. Students will write political essays, as well as develop competencies in literary analysis. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **AMST 060b / AFAM 060b / HIST 016b, Significance of American Slavery**

Rugemer

The history of American slavery, its destruction during the nineteenth century, and its significance today. Topics include the origins of slavery, the development of racism, the transatlantic slave trade, the experience of enslavement, resistance to slavery, the abolitionist movement, the process of emancipation, and the perpetuation of slavery and other forms of unfree labor in the twenty-first century. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

Gateway Courses

AMST 125b / AFAM 125b / HIST 136b, The Long Civil Rights Movement

Feimster

Political, social, and artistic aspects of the U.S. civil rights movement from the 1920s through the 1980s explored in the context of other organized efforts for social change. Focus on relations between the African American freedom movement and debates about gender, labor, sexuality, and foreign policy. Changing representations of social movements in twentieth-century American culture; the politics of historical analysis. HU

AMST 133a / ER&M 187a / HIST 107a, Introduction to American Indian History

Ned Blackhawk

Survey of American Indian history, beginning with creation traditions and migration theories and continuing to the present day. Focus on American Indian nations whose homelands are located within the contemporary United States. Complexity and change within American Indian societies, with emphasis on creative adaptations to changing historical circumstances. WR, HU

AMST 135a / HIST 127a / WGSS 200a, U.S. Lesbian and Gay History

George Chauncey

Introduction to the social, cultural, and political history of lesbians, gay men, and other socially constituted sexual minorities. Focus on understanding categories of sexuality in relation to shifting normative regimes, primarily in the twentieth century. The emergence of homosexuality and heterosexuality as categories of experience and identity; the changing relationship between homosexuality and transgenderism; the development of diverse lesbian and gay subcultures and their representation in popular culture; religion and sexual science; generational change and everyday life; AIDS; and gay, antigay, feminist, and queer movements. HU

AMST 160a / AFAM 160a / AFST 184a / HIST 184a, The Rise and Fall of Atlantic Slavery

Edward Rugemer

The history of peoples of African descent throughout the Americas, from the first African American societies of the sixteenth century through the century-long process of emancipation. HU

AMST 163a / EVST 120a / HIST 120a / HSHM 204a, American Environmental History

Paul Sabin

Ways in which people have shaped and been shaped by the changing environments of North America from precolonial times to the present. Migration of species and trade in commodities; the impact of technology, agriculture, and industry; the development of resources in the American West and overseas; the rise of modern conservation and environmental movements; the role of planning and impact of public policies. HU

AMST 193b / HIST 122b, Origins of U.S. Global Power

Jenifer Van Vleck

Policies, strategies, and ideas that enabled the United States to become a world power. Manifest Destiny, expansion, and empire; American exceptionalism; nationalism and internationalism; capitalism and consumer culture; technological innovation; the relation between domestic politics and U.S. foreign policy, particularly with regard to race and gender; challenges and resistance to U.S. global power. Focus on the twentieth century, with introduction to critical moments in U.S. and international history during the seventeenth through nineteenth centuries. HU

AMST 196a / AFAM 196a / ER&M 226a / EVST 196a, Race, Class, and Gender in American Cities

Laura Barraclough

Examination of how racial, gender, and class inequalities have been built, sustained, and challenged in American cities. Focus on the twentieth and twenty-first centuries. Topics include industrialization and deindustrialization, segregation, gendered public/private split, gentrification, transit equity, environmental justice, food access, and the relationships between public space, democracy, and community wellbeing. Includes field projects in New Haven. WR, SO

AMST 197a / ARCH 280a / HSAR 219a, American Architecture and Urbanism Elihu Rubin

Introduction to the study of buildings, architects, architectural styles, and urban landscapes, viewed in their economic, political, social, and cultural contexts, from precolonial times to the present. Topics include: public and private investment in the built environment; the history of housing in America; the organization of architectural practice; race, gender, ethnicity and the right to the city; the social and political nature of city building; and the transnational nature of American architecture. HU

AMST 217b / HSAR 216b, Craft, Design, and Art: American Domestic Architecture and Decorative Arts since 1900 Edward Cooke

A survey of American architecture and decorative arts in the twentieth century. Examination of architecture, furniture, metals, ceramics, and glass. Topics include responses to the reforms of the Arts and Crafts movement, the introduction of modernism, the survival and revival of traditional and vernacular expressions, the rise of industrial designers, the development of studio crafts, and the varieties of postmodern expression. HU

*** AMST 235b / ENGL 354b, Language, Disability, Fiction** James Berger

Portrayals of cognitive and linguistic impairment in modern fiction. Characters with limited capacities for language as figures of "otherness." Contemporaneous discourses of science, sociology, ethics, politics, and aesthetics. The ethics of speaking about or for subjects at the margins of discourse. HU

AMST 238a / AFST 238a / ER&M 238a, Introduction to Third World Studies Staff

Introduction to the historical and contemporary theories and articulations of Third World studies (comparative ethnic studies) as an academic field and practice. Consideration of subject matters; methodologies and theories; literatures; and practitioners and institutional arrangements. SO

AMST 247a / FILM 244a / HIST 147a / HLTH 170a / HSHM 202a, Media and Medicine in Modern America John Warner

Relationships between medicine, health, and the media in the United States from 1870 to the present. The changing role of the media in shaping conceptions of the body, creating new diseases, influencing health and health policy, crafting the image of the medical profession, informing expectations of medicine and constructions of citizenship, and the medicalization of American life. HU

*** AMST 257b / ENGL 325b, Modern Apocalyptic Narratives** James Berger

The persistent impulse in Western culture to imagine the end of the world and what might follow. Social and psychological factors that motivate apocalyptic representations. Differences and constant features in apocalyptic representations from the Hebrew Bible to contemporary science fiction. Attitudes toward history, politics, sexuality, social class, and the process of representation in apocalyptic texts. HU

*** AMST 258a / EVST 258a, Wilderness in the North American Imagination** Eric Rutkow

The idea of wilderness in American history, art, film, public policy, and literature, from the Puritans to the present. Authors include Thoreau, Faulkner, Jack London, Mary Rowlandson, Aldo Leopold, and Rachel Carson. A weekend field trip is held early in the term. HU

* **AMST 267a, Interdisciplinary Approaches to Oral History Narrative** Joseph Plaster
Introduction to the theory and practice of oral history and the foundational skills of project design, audio recording, and interviewing styles. Students learn and practice the skills required to conceptualize, conduct, and analyze oral history narratives. Draws on scholarship in performance studies, ethnography, and affect studies to consider the unique forms of evidence produced through the oral history encounter. HU

AMST 271b / HIST 171b / WGSS 201b, Women in Modern America Joanne Meyerowitz

U.S. women's history and the history of gender from 1900 to the present. Changing meanings of femininity, masculinity, sex, gender, and sexuality; intersections of class, race, ethnicity, and gender; women's labor in industrial and postindustrial economies; women's participation in politics and social movements; trends in sexual expression, gender presentation, reproduction, child rearing, and marriage; and feminist and other gender-equity movements. HU

Junior Seminars

* **AMST 310b / AFAM 410b / WGSS 410b, Interdisciplinary Approaches to African American Studies** Heather Vermeulen

An interdisciplinary, thematic approach to the study of race, nation, and ethnicity in the African diaspora. Topics include class, gender, color, and sexuality; the dynamics of reform, Pan-Africanism, neocolonialism, and contemporary black nationalism. Use of a broad range of methodologies. WR, HU, SO

* **AMST 311b / ER&M 311b, Latina/o New Haven** Alicia Camacho

Introduction to the field of Latina/o studies, with a focus on community-based research in New Haven. Training in interdisciplinary methods of social research, including oral history, interviews, archival research, cultural analysis, and social documentation. Students design collaborative research projects. SO

* **AMST 314a / WGSS 306a, Gender and Transgender** Greta LaFleur

Introduction to transgender studies, an emergent field that draws on gender studies, queer theory, sociology, feminist science studies, literary studies, and history. Representations of gender nonconformity in a cultural context dominated by a two-sex model of human gender differentiation. Sources include novels, autobiographies, films, and philosophy and criticism. RP

* **AMST 330a / ENGL 236a, Dystopic and Utopian Fictions** James Berger

Attempts since the late nineteenth century to imagine, in literature, cinema, and social theory, a world different from the existing world. The merging of political critique with desire and anxiety; the nature and effects of social power; forms of authority, submission, and resistance. HU

* **AMST 336a / AFAM 336a / ER&M 315a / LAST 336, Haitian and Dominican Literature and Culture** Dixia Ramirez

The literature and culture of Haiti, the Dominican Republic, and their diasporas in the United States and Canada since 1804. Focus on texts that explore relations between the two nations, with some attention to each country's individual literary and cultural traditions. Conventional literary texts such as novels and poetry, as well as political documents, orally transmitted texts, and imagery. HU

* **AMST 338a / AFAM 225a / THST 304a, Blackface Minstrelsy and the Politics of Power** Daphne Brooks

Study of racial performances from Stowe, Twain, Winehouse, and others to explore the history and aesthetics of racial masquerade and cultural appropriation, from the origins of blackface minstrelsy through the present day. Examination of the roots and modern legacies of a form that was once the most popular entertainment attraction in American culture and of the relationship between performance politics and forms of social domination and cultural subversion. The impact of modernity and material histories (slavery and captivity, immigration, labor, development of the culture industry) on blackface minstrelsy's evolution. HU RP

* **AMST 341a / AFAM 399a / ER&M 407a, Race and Capitalism** Aaron Carico

This interdisciplinary seminar explores, both theoretically and historically, how racial formations are bound to the formations of capitalism. Focus on the American scene, with sustained inquiry on slavery, its commodity logics, and their residues. Consideration of the effects of immigration and globalization. SO

* **AMST 348b, Space, Place, and Landscape** Laura Barraclough

Survey of core concepts in cultural geography and spatial theory. Ways in which the organization, use, and representation of physical spaces produce power dynamics related to colonialism, race, gender, class, and migrant status. Multiple meanings of home; the politics of place names; effects of tourism; the aesthetics and politics of map making; spatial strategies of conquest. Includes field projects in New Haven. SO

* **AMST 353a / HIST 160Ja / WGSS 348a, Selected Topics in Lesbian and Gay History** George Chauncey

Readings and discussions focus on recent studies of twentieth-century queer family life, religion, migration, race, urban politics, state regulation, and sexual culture in the United States, and help frame research questions for students to pursue in Yale's archival collections. Attention to methodology and the craft of historical writing. WR, HU

* **AMST 370a / THST 380a, The History of Dance** Jessica Berson

An examination of major movements in the history of concert and social dance from the late nineteenth century to the present, including ballet, tap, jazz, modern, musical theater, and different cultural forms. Topics include tradition versus innovation, the influence of the African diaspora, and interculturalism. Exercises are used to illuminate analysis of the body in motion. WR, HU

* **AMST 381b, Queer and Trans Performativity** Joseph Plaster

Introduction to the intersections of queer theory and performance studies through examination of key texts that have shaped conversations between these fields, followed by focus on the themes currently under debate such as queer temporalities and history; the anti-social thesis; and the turn to affect. Attention to aesthetics and the performing arts.

* **AMST 385b, Trauma in American Film and Television** Christine Muller

Origins, multiple meanings, and influence of the notion of trauma in contemporary American culture. Relations between theories of popular culture and of trauma, particularly in discussions of war, social upheaval, and September 11, 2001. The conditions and implications of engaging trauma through everyday entertainment such as film and television; the ethics of representation. HU

AMST 386b / AFAM 403b / THST 431b, Black Women and Popular-Music Culture

Daphne Brooks

Forms of musical artistry innovated by black women artists as sites of social, political, and cultural rupture, revision, and resistance. The intersecting politics of race, gender, class, and sexuality in popular-music culture considered through black women's sonic performances. Examination of voice, lyricism, embodied performance, and spectacle. Artists range from Bessie Smith, Billie Holiday, Lena Horne, and Eartha Kitt to Nina Simone, Grace Jones, Lauryn Hill, Nicki Minaj, and Janelle Monáe. HU

*** AMST 392b / RLST 311b, Religion and Popular Culture** Kathryn Lofton

Study of the religious dimensions of popular culture. Religious institutions' engagement in economic markets; the deployment of religious imagery in the cultural marketplace; consumer culture as a religious space. HU

*** AMST 397b / AFAM 251b, Critical Race Theory** Crystal Feimster

Introduction to critical race theory, a radical critique of relations among race, law, and power in U.S. politics and society. Intellectual foundations of the field, with emphasis on African American perspectives; key juridical acts. The centrality of U.S. law in producing social hierarchies of race and racial difference, gender, sexuality, and class. The extension of critical race theory to global analysis of race, immigration, and cultural difference.

*** AMST 399a or b / ER&M 359a or b, Race and Material Culture** Greta LaFleur

Examination of how certain materials and material objects bear on racial formations and how those formations have changed over time; use of material culture in the construction of the racialized human. Themes include people and things, objects and the performance of race, materiality, posthumanism, media and immateriality, and more. HU

Senior Seminars*** AMST 400b / ER&M 358b / HIST 119Jb, The History of Race in the Early Americas**

Greta LaFleur

A broad survey of the history of racial thinking in the Atlantic world from the early modern period through the late nineteenth century. Students will denaturalize the idea that race is synonymous with skin color by turning to the long history of racism and racial thinking in the Atlantic world to illustrate the way that current ideas about what race "is" or means is a profoundly twentieth-century idea. HU

*** AMST 402a / ANTH 302a / FILM 324a / WGSS 380a, Gender and Sexuality in Media and Popular Culture** Laura Wexler

Investigation of visual media and popular culture in the United States and transnationally. Gender, race, class, and sexuality in relation to the production, circulation, consumption, and reception of media culture. Focus on theories of media and the visual. Significant lab component in which students use media technologies to make and illustrate theoretical arguments. HU

*** AMST 403a, Introduction to Public Humanities** Ryan Brasseaux

Introduction to the various media, topics, debates, and issues framing public humanities. The relationship between knowledge produced in the university and the circulation of ideas among a broader public, including modes of inquiry, interpretation, and presentation. Public history, museum studies, oral and community history, public

art, documentary film and photography, public writing and educational outreach, and the socially conscious performing arts. HU

* **AMST 405b / AFAM 406b / ENGL 405b, Autobiography in America** Robert Stepto

A study of autobiographical writings from Mary Rowlandson's Indian captivity narrative (1682) to the present. Classic forms such as immigrant, education, and cause narratives; prevailing autobiographical strategies involving place, work, and photographs. Authors include Franklin, Douglass, Jacobs, Antin, Kingston, Uchida, Balakian, Rodriguez, and Bechdel. WR, HU

* **AMST 407b / AFAM 380b / HIST 111Jb, Antebellum America** Edward Rugemer

History of the United States from the Jackson administration through the Civil War. Emphasis on race, slavery, and the coming of the war, with some attention to western expansion. WR, HU

* **AMST 422b / ER&M 435b / HIST 151Jb, Writing Tribal Histories** Ned Blackhawk

Historical overview of American Indian tribal communities, particularly since the creation of the United States. Challenges of working with oral histories, government documents, and missionary records. WR, HU

* **AMST 438b / AFAM 352b / ER&M 291b / LITR 295b / WGSS 343b, Caribbean Diasporic Literature** Hazel Carby

An examination of contemporary literature written by Caribbean writers who have migrated to, or who journey between, different countries around the Atlantic rim. Focus on literature written in English in the twentieth and twenty-first centuries, both fiction and nonfiction. Writers include Caryl Phillips, Nalo Hopkinson, and Jamaica Kincaid. HU

* **AMST 441b / ER&M 370b / HIST 130Jb, Indians and the Spanish Borderlands**
Ned Blackhawk

The experiences of Native Americans during centuries of relations with North America's first imperial power, Spain. The history and long-term legacies of Spanish colonialism from Florida to California. WR, HU

* **AMST 451a / HIST 174Ja / RLST 260a, Religion, War, and the Meaning of America**
Harry Stout

The relationship between religion and war in American history from colonial beginnings through Vietnam. The religious meanings of Americans at war; the mutually reinforcing influences of nationalism and religion; war as the norm of American national life; the concept of civil religion; biblical and messianic contexts of key U.S. conflicts. HU

* **AMST 457a / HIST 113Ja, Cultural Capital: New York in the Twentieth Century**
Jean-Christophe Agnew

An interdisciplinary study of New York City as a global cultural capital in the twentieth century. Social, political, and economic forces shaping the principal institutions of the city's patrician, popular, and mass cultures. The formation of identifiably "New York" styles in the arts, architecture, photography, literature, and film. The changing geography of cultural creation, reproduction, and distribution in the city. WR, HU

* **AMST 460b / AFAM 408b / ENGL 443b, African American Poets of the Modern Era**

Robert Stepto

The African American practice of poetry between 1900 and 1960, especially of sonnets, ballads, sermonic, and blues poems. Poets include Paul Laurence Dunbar, Langston Hughes, Sterling Brown, Gwendolyn Brooks, Margaret Walker, and Robert Hayden. Class sessions at the Beinecke Library for inspection and discussion of original editions, manuscripts, letters, and other archival material. HU

* **AMST 463a or b / EVST 463a or b / FILM 455a or b, Documentary Film Workshop**

Charles Musser

A yearlong workshop designed primarily for majors in Film and Media Studies or American Studies who are making documentaries as senior projects. Seniors in other majors admitted as space permits. RP

* **AMST 466b / ENGL 444b, Contemporary Historical Novels** James Berger

Attempts of contemporary American authors to put the complexities of history into written form. Narrative as the privileged mode of historical representation; differences between what is regarded as academic history, popular history, and historical fiction; the influence of power and of the writer's own historical position on historical narrative; effects of ethnicity, gender, and race on the creation and reception of history; writers' use of historical fiction to change the ways readers think about the present and the future. HU

* **AMST 469b / EP&E 396b / PLSC 251b, Progressivism: Theory and Practice**

Stephen Skowronek

The progressive reform tradition in American politics. The tradition's conceptual underpinnings, social supports, practical manifestations in policy and in new governmental arrangements, and conservative critics. Emphasis on the origins of progressivism in the early decades of the twentieth century, with attention to latter-day manifestations and to changes in the progressive impulse over time. SO

* **AMST 475b / ENGL 438b, Performing American Literature** Wai Chee Dimock

A broad selection of short stories, poems, and novels, accompanied by class performances, culminating in a term project with a significant writing component. "Performance" includes a wide range of activities including: staging; making digital films and videos; building websites; game design; and creative use of social media. Readings include poetry by Walt Whitman, Emily Dickinson, Yusef Komunyakka, and Claudia Rankine; fiction by Herman Melville, F. Scott Fitzgerald, Jhumpa Lahiri, and Junos Diaz. WR, HU

* **AMST 478a / ENGL 436a, Global Cities, New York, Chicago, San Francisco** Wai

Chee Dimock

Explore the vibrant openness of New York, Chicago, and San Francisco through study of geographies invoked, literary genres experimented with, sights and sounds produced, collective pasts recalled, and collective futures intimated. Readings examine Upton Sinclair's immigrant labor force in *The Jungle*; Teju Cole's interweaving of Africa, Europe, and America in *Open City*; the detective fiction of Dashiell Hammett; the science fiction of Philip K. Dick; the poetry of Carl Sandburg; and the generational sagas of Sandra Cisneros, Julia Alvarez, Jonathan Safran Foer, and Amy Tan. WR, HU

Special Projects and Senior Project

* AMST 471a and AMST 472b, Individual Reading and Research for Juniors and Seniors Michael Denning

Special projects intended to enable the student to cover material not otherwise offered by the program. The course may be used for research or for directed reading, but in either case a term paper or its equivalent is required as evidence of work done. It is expected that the student will meet regularly with the faculty adviser. To apply for admission, a student should submit a prospectus signed by the faculty adviser to the director of undergraduate studies.

* AMST 491a or b, Senior Project Staff

Independent research and proseminar on a one-term senior project. For requirements see under “Senior requirement” in the American Studies program description.

* AMST 493a and AMST 494b, Senior Project for the Intensive Major Christopher Kramaric

Independent research and proseminar on a two-term senior project. For requirements see under “Senior requirement” in the American Studies program description.

Anthropology

Director of undergraduate studies: Kalyanakrishnan Sivaramakrishnan, Rm. 128, 10 Sachem St., 432-3684, kalyanakrishnan.sivaramakrishnan@yale.edu; anthropology.yale.edu

FACULTY OF THE DEPARTMENT OF ANTHROPOLOGY

Professors Richard Bribiescas, Richard Burger, †Michael Dove, Kathryn Dudley, J. Joseph Errington, Eduardo Fernandez-Duque, †Indrapal Grewal, Marcia Inhorn, William Kelly, Paul Kockelman, Roderick McIntosh, Catherine Panter-Brick, Eric Sargis, †James Scott, Helen Siu, Kalyanakrishnan Sivaramakrishnan, Anne Underhill (*Chair*), Claudia Valeggia, David Watts, †Harvey Weiss

Associate Professors Erik Harms, William Honeychurch, Douglas Rogers

Assistant Professors Oswaldo Chinchilla, Narges Erami, Louisa Lombard, Brian Wood

Senior Lecturer †Carol Carpenter

†A joint appointment with primary affiliation in another department or school.

The major in Anthropology gives a firm grounding in this comparative discipline concerned with human cultural, social, and biological diversity. Anthropology deals not only with that small proportion of humankind in Europe and North America but with societies of the entire world, from the remotest past to the present day. It is thus an essential part of a sound liberal education, helping us to see our world from a perspective that challenges ethnocentric assumptions. The major in Anthropology covers the evolution of human and nonhuman primates and the evolutionary biology of living people; world prehistory and the emergence of civilization; diversity and commonality in social organization and culture; the importance of culture for understanding such topics as sickness and health, gender and sexuality, environment and development, media and visual culture, urban life and sport, economic organization

and politics, law and society, migration, and religion; and language use as cultural behavior.

The subfields of anthropological inquiry – archaeology, biological anthropology, sociocultural anthropology, and linguistic anthropology – together offer a holistic perspective on humankind and its development.

Requirements of the major Students are required to present twelve course credits toward their major. At least eight term courses must be taught in the Yale Department of Anthropology. These eight must include an introductory or intermediate course (numbered ANTH 001–299) in each of at least three subfields of anthropology, three advanced courses (numbered ANTH 300–470 or 473–490, not including a senior essay seminar), and two electives. Additionally, all students must prepare a senior essay in ANTH 491 or another Anthropology seminar. Majors may take up to three cognate courses in departments other than Anthropology. Study abroad courses that are approved for Yale College and Anthropology credit may be used to replace one elective. If more than one such study abroad course credit is to be used for the major, it will come at the expense of one or more of the three cognate courses which may be taken in any Yale department or program with the approval of the director of undergraduate studies in Anthropology.

The major does not have formal tracks, but majors may choose to concentrate in one of the subfields of anthropology. They may also draw on courses in sociocultural and biological anthropology to pursue a concentration in medical anthropology. Those who concentrate in sociocultural anthropology are strongly encouraged to take a course in ethnographic methods and one in anthropological theory (e.g., ANTH 303 or 311). Those who concentrate in biological anthropology are strongly encouraged to take courses that give them hands-on experience working with material used in the study of human and nonhuman primate anatomy and evolution and that introduce them to laboratory methods.

Three term courses related to anthropology may be selected from other departments, with approval by the director of undergraduate studies. Majors are not required to present such cognate courses, but those who do should choose courses that expand their knowledge in one of the subfields of anthropology or in an area of cross-disciplinary concentration. For example, cognate courses for biological anthropology can be found in Ecology and Evolutionary Biology (p. 249), Geology and Geophysics (p. 371), Psychology (p. 608), and Forestry & Environmental Studies (p. 349); cognates for sociocultural anthropology can be found in Sociology (p. 640), American Studies (p. 112), History (p. 405), Environmental Studies (p. 312), Religious Studies (p. 620), Global Affairs (p. 390), and international and area studies. Appropriate areas of cross-disciplinary concentrations include such topics as area studies (e.g., Africa); anthropological approaches to law, environment, business, the built environment, and health; gender and sexuality studies; evolutionary biology; and geology.

With permission of the director of undergraduate studies, students may apply up to four courses taken outside Yale as electives or cognates toward the Anthropology major. Such courses must have been approved for Yale College credit and may include courses

taken on a Year or Term Abroad (p. 66) or through summer study at another college or university.

Credit/D/Fail A maximum of one course taken Credit/D/Fail may be applied toward the Anthropology major.

Graduate courses Most graduate seminars in anthropology are open to qualified undergraduates. Descriptions are available in the departmental office, 10 Sachem St. Permission of the instructor and of the director of graduate studies is required.

Senior essay All majors are required to complete a substantial paper during the senior year, either in a seminar or in ANTH 491. There are three options for completing the senior essay. First, students can write a paper for an advanced seminar. A seminar senior essay must be more substantial than a typical term paper and is expected to be 20–25 pages long. It is evaluated by the seminar instructor and a second reader drawn from the Yale faculty. Students must obtain written approval for this option from the seminar instructor no later than the third week of the term. Students fulfilling the requirements of two majors may not apply a single seminar essay toward the senior requirement for both majors. The deadline for a seminar senior essay is the senior essay deadline, not the term paper deadline. Students choosing this option must take the seminar for which they write their essay in addition to the three advanced courses required for the major.

The second option for the senior essay is an independent essay on a subject of the student's choice, completed in ANTH 491. A student pursuing this option must choose a topic and identify a faculty adviser by the end of the third week of the term in which the essay is to be written. By the same date, the adviser must approve a prospectus that outlines the topic, objectives, and methods of the essay, as well as a preliminary bibliography. The student should also inform the director of undergraduate studies of a preferred second reader by this time. The adviser must have a faculty appointment in Anthropology, and the second reader must have a faculty appointment at Yale.

The third option for the senior essay is a yearlong paper, begun in ANTH 471 or 472 and completed in ANTH 491. The yearlong essay is designed for students who wish to pursue more extensive independent projects than can be completed in a single term. Students must have their project approved by a faculty adviser who establishes the requirements for ANTH 471 or 472; approval is required before the student registers for ANTH 471 or 472, typically in the fall term of the senior year.

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 12 course credits (incl senior req)

Distribution of courses At least 1 intro survey or intermediate course in each of 3 subfields; 3 advanced courses (not incl senior essay sem); 2 electives; up to 3 cognate courses in other depts or programs with DUS approval

Substitution permitted 1 study abroad course for 1 ANTH elective

Senior requirement Senior essay in advanced sem or ANTH 491

Courses

ANTH 116a, Introduction to Biological Anthropology David Watts

Introduction to human and primate evolution, primate behavior, and human biology. Topics include a review of principles of evolutionary biology and basic molecular and population genetics; the behavior, ecology, and evolution of nonhuman primates; the fossil and archaeological record for human evolution; the origin of modern humans; biological variation in living humans; and the evolution of human behavior. SC, SO
Anthropology: Biological

ANTH 132b / SOCY 139, Sex, Love, and Reproduction Eduardo Fernandez-Duque

Introduction to the scientific study of sex in humans. Basic principles of evolutionary biology; genetic, physiological, ecological, social, and behavioral aspects of sex in humans; topics relevant to human sexuality today. Examples drawn primarily from traditional and modern human societies, with some attention to data from studies of nonhuman primates. SO

ANTH 171b / ARCG 171b, Great Civilizations of the Ancient World Thomas Fenn

A survey of selected prehistoric and historical cultures through examination of archaeological sites and materials. Emphasis on the methodological and theoretical approaches by which archaeologists recover, analyze, and interpret the material remains of the past. SO

Anthropology: Archaeology

ANTH 223a / ARCG 228a, The Anthropology of War David Watts

An integrated anthropological perspective on human conflict and organized violence. Questions include the definition of war, the inevitability of war, lessons to be learned from archaeological evidence, and the effects of war on individuals and groups. Source material includes the study of human evolution and nonhuman primates, the archeological record, and ethnography of the contemporary world. SO

* **ANTH 230a / WGSS 230a, Evolutionary Biology of Women's Reproductive Lives** Staff

Evolutionary and biosocial perspectives on female reproductive lives. Physiological, ecological, and social aspects of women's development from puberty through menopause and aging, with special attention to reproductive processes such as pregnancy, birth, and lactation. Variation in female life histories in a variety of cultural and ecological settings. Examples from both traditional and modern societies. SC

ANTH 232a / ARCG 232a / LAST 232a, Ancient Civilizations of the Andes Richard Burger

Survey of the archaeological cultures of Peru and Bolivia from the earliest settlement through the late Inca state. SO

Anthropology: Archaeology

ANTH 233b / ARCG 233b, Ancient Civilizations of Mesoamerica Oswaldo Chinchilla Mazariegos

The Indian civilizations of Mexico and Central America from earliest times through the Spanish Conquest. SO

ANTH 242b, Human Evolutionary Biology and Life History Claudia Valeggia

The range of human physiological adaptability across environments and ecologies. Effects of energetic constraints on growth, reproduction, and behavior within the

context of evolution and life history theory, with special emphasis on traditional non-Western societies. SC, SO
 Anthropology: Biological

ANTH 244a, Modern Southeast Asia Erik Harms

Introduction to the peoples and cultures of Southeast Asia, with special emphasis on the challenges of modernization, development, and globalization. Southeast Asian history, literature, arts, belief systems, agriculture, industrialization and urbanization, politics, ecological challenges, and economic change. SO

ANTH 254a, Japan: Culture, Society, Modernity Sarah LeBaron von Baeyer

Introduction to Japanese society and culture. The historical development of Japanese society; family, work, and education in contemporary Japan; Japanese aesthetics; and psychological, sociological, and cultural interpretations of Japanese behavior. WR, SO
 Anthropology: Sociocultural

ANTH 267b / ARCG 267b, Human Evolution David Watts

Examination of the fossil record of human evolution, including both paleontological and archaeological evidence for changes in hominid behavior during the Pleistocene. Prerequisite: Introductory course in biological anthropology or biology. SO
 Anthropology: Biological

ANTH 272b / AFST 272b / ARCG 272b, African Prehistory Roderick McIntosh

Survey of archaeological evidence for the original contributions of the African continent to the human condition. The unresolved issues of African prehistory, from the time of the first hominids, through development of food production and metallurgy, to the rise of states and cities. SO
 Anthropology: Archaeology

ANTH 276a / SAST 219a, South Asian Social Worlds Staff

Study of a series of texts that introduce anthropological and critical approaches to South Asia's peoples and cultures while questioning the historical and political possibility of understanding such a diverse region. WR, SO
 Anthropology: Sociocultural

ANTH 300a, Primate Behavior and Ecology Eduardo Fernandez-Duque

Socioecology of primates compared with that of other mammals, emphasizing both general principles and unique primate characteristics. Topics include life-history strategies, feeding ecology, mating systems, and ecological influences on social organization. SC, SO

*** ANTH 302a / AMST 402a / FILM 324a / WGSS 380a, Gender and Sexuality in Media and Popular Culture** Laura Wexler

Investigation of visual media and popular culture in the United States and transnationally. Gender, race, class, and sexuality in relation to the production, circulation, consumption, and reception of media culture. Focus on theories of media and the visual. Significant lab component in which students use media technologies to make and illustrate theoretical arguments. HU
 Anthropology: Sociocultural

*** ANTH 303a, Field Methods in Cultural Anthropology** Narges Erami

The fundamentals of cultural anthropology methods. The foundations of fieldwork approaches, including methods, theories, and the problem of objectivity. WR, SO

Anthropology: Sociocultural

* **ANTH 309a, Language and Culture** Paul Kockelman

The relations between language, culture, and cognition. What meaning is and why it matters. Readings in recent and classic works by anthropologists, linguists, psychologists, and philosophers. SO

* **ANTH 311b / MMES 310b, Anthropological Theory and the Post Colonial Encounter**
Narges Erami

Key texts in the theoretical development of sociocultural anthropology. Theorists include Emile Durkheim, Marcel Mauss, A. R. Radcliffe-Brown, Bronislaw Malinowski, E. E. Evans-Pritchard, Claude Lévi-Strauss, Mary Douglas, Clifford Geertz, Sherry Ortner, Michele Rosaldo, Talal Asad, and Edward Said. SO
Anthropology: Sociocultural

* **ANTH 320b / ARCG 320b / EVST 321b / MMES 320b / NELC 320b, From Babylon to Bush** Harvey Weiss

Analysis of Mesopotamian transformations from the earliest agriculture villages to the earliest cities, states, and civilization, to the earliest empires, as well as the region-wide collapses that punctuated these developments. Forces that drove these uniquely early Mesopotamian developments. Essential archaeological questions, including why each transformation happened, developed, and evolved. The end of the Ottoman empire and the British (1917) and American (1991, 2003) invasions. HU, SO
Anthropology: Archaeology

* **ANTH 333a, Bilingualism in Social Context** J. Joseph Errington

The linguistic phenomenon of bilingualism presented through broad issues in social description inseparably linked to it: growth and change in bilingual communities; bilingual usage, social identity, and allegiance; and interactional significances of bilingual speech repertoire use. SO
Anthropology: Linguistic

* **ANTH 339b, Urban Ethnography of Asia** Erik Harms

Introduction to the anthropological study of contemporary Asian cities. Focus on new ethnographies about cities in East, Southeast, and South Asia. Topics include rural-urban migration, redevelopment, evictions, social movements, land grabbing, master-planned developments, heritage preservation, utopian aspirations, social housing, slums and precariousness, and spatial cleansing. SO
Anthropology: Sociocultural

* **ANTH 346b, Anthropological Approaches to Capitalism** Douglas Rogers

An introduction to the anthropological study of capitalism. Focus on how markets and commodities are embedded in social, cultural, and political contexts. Discussion of the many ways people have embraced, reinterpreted, and resisted capitalism worldwide. Consideration of the implications of this diversity for theories of capitalism as a whole. Enrollment limited to sophomores. SO
Anthropology: Sociocultural

* **ANTH 360a / MMES 111a, Representing Iran** Narges Erami

Major themes in Iranian history and culture used as a critical framework for understanding challenges that face Iran today. Examination of Western production of knowledge about Iran. Topics include local and oral history, revolutions, Islam and secularism, democracy and theocracy, and the role of cinema. SO

Anthropology: Sociocultural

* **ANTH 370b, Anthropology of Information** Paul Kockelman

Semiotic technologies, with a focus on the digital and computational mediation of meaning. Relations between meaning and information, between interpretation and computation, and between interaction and infrastructure. Readings from media studies, cybernetics, computer science, semiotics, anthropology, and critical theory. SO

Anthropology: Linguistic

* **ANTH 371a, Modern Indonesia** J. Joseph Errington

Political and cultural dynamics in contemporary Indonesia explored from historical and anthropological perspectives. Major ethnic groups, key historical dynamics, political culture, and interaction between modernization and traditional lifeways. Issues of ethnicity, gender, religion, and economy in situations of rapid social change. SO

Anthropology: Sociocultural

* **ANTH 375b / ARCG 375b, Anthropology of Mobile Societies** William Honeychurch

The social and cultural significance of the ways that hunter-gatherers, pastoral nomads, maritime traders, and members of our own society traverse space. The impact of mobility and transport technologies on subsistence, trade, interaction, and warfare from the first horse riders of five thousand years ago to jet-propulsion tourists of today. SO

* **ANTH 376b / EVST 377b, Observing and Measuring Behavior** Eduardo Fernandez-Duque

Survey of theoretical issues and practical methods relevant to the study of animal and human behavior, primarily in the wild. Topics include research design, behavioral and ecological sampling protocols, basic methods for data analysis, including simple descriptive and analytical statistics, and widely-used technologies that facilitate the study of behavior, such as radiotelemetry. Working around a specific research question, students design their own behavioral study. Prerequisite: Course in evolutionary biology or in the study of animal behavior. SC, SO

ANTH 380a / LING 219a, The Evolution of Language and Culture Claire Bower

Introduction to cultural and linguistic evolution. How diversity evolves; how innovations proceed through a community; who within a community drives change; how changes can be “undone” to reconstruct the past. Methods originally developed for studying evolutionary biology are applied to language and culture. None WR, SO

* **ANTH 385a / ARCG 385a, Archaeological Ceramics** Anne Underhill

Archaeological methods for analyzing and interpreting ceramics, arguably the most common type of object found in ancient sites. Focus on what different aspects of ceramic vessels reveal about the people who made them and used them. SO

Anthropology: Archaeology

* **ANTH 386b / GLBL 393b, Humanitarian Interventions: Ethics, Politics, and Health**

Catherine Panter-Brick

Analysis of humanitarian interventions from a variety of social science disciplinary perspectives. Issues related to policy, legal protection, health care, morality, and governance in relation to the moral imperative to save lives in conditions of extreme adversity. Promotion of dialogue between social scientists and humanitarian practitioners. WR, SO

Anthropology: Sociocultural

* **ANTH 401b, Meaning and Materiality** Paul Kockelman

The interaction of meaning and materiality. Relations among significance, selection, sieving, and serendipity explored through classic work in biosemiosis, technocognition, and sociogenesis. Sources from sociocultural and linguistic anthropology, philosophy, and cognitive sciences such as psychology. SO

Anthropology: Linguistic

* **ANTH 406a / EVST 424a / PLSC 420a, Rivers: Nature and Politics** James Scott

The natural history of rivers and river systems and the politics surrounding the efforts of states to manage and engineer them. SO

Anthropology: Sociocultural

* **ANTH 409a / EVST 422a / F&ES 422a, Climate and Society from Past to Present**

Michael Dove

The history of scholarly thinking on the relationship between climate and society, focusing on the social sciences in general and on anthropology in particular. Historical theories about climate and society since the beginning of human civilization; the importance of such theories for understanding contemporary debates about climate change. Special attention to current debates regarding climate politics and science denial. SO

Anthropology: Sociocultural

* **ANTH 414a / EAST 417a, Hubs, Mobilities, and World Cities** Helen Siu

Analysis of urban life in historical and contemporary societies. Topics include capitalist and postmodern transformations; class, gender, ethnicity, and migration; and global landscapes of power and citizenship. SO RP

* **ANTH 415a, Culture, History, Power, and Representation** Helen Siu

A critical introduction to anthropological formulations of the junctures of meaning, interest, and power. Readings include classical and contemporary ethnographies that are theoretically informed and historically situated. SO RP

* **ANTH 417a / ARCG 417a, Maya Hieroglyphic Writing** Oswaldo Chinchilla

Mazariegos

Introduction to the ancient Maya writing system. Contents of the extant corpus, including nametags, royal and ritual commemorations, dynastic and political subjects, and religious and augural subjects; principles and methods of decipherment; overview of the Maya calendar; comparison with related writing systems in Mesoamerica and elsewhere in the ancient world. SO

Anthropology: Archaeology

* **ANTH 438b, Culture, Power, Oil** Douglas Rogers

The production, circulation, and consumption of petroleum as they relate to globalization, empire, cultural performance, natural resource extraction, and the nature of the state. Case studies include the United States, Saudi Arabia, Nigeria, Venezuela, and the former Soviet Union. SO

Anthropology: Sociocultural

* **ANTH 447b / ARCG 447b, Hunter-Gatherers** Brian Wood

Survey of the ecology, economics, and political and social organization of contemporary hunter-gatherers, and review of anthropological inquiry into foraging societies.

Approaches to understanding hunter-gatherer variability and their influence on the study of human evolution and prehistory. SO

Anthropology: Sociocultural

* **ANTH 451a / WGSS 431a, Intersectionality and Women's Health** Marcia Inhorn
 The intersections of race, class, gender, and other axes of "difference" and their effects on women's health, primarily in the contemporary United States. Recent feminist approaches to intersectionality and multiplicity of oppressions theory. Ways in which anthropologists studying women's health issues have contributed to social and feminist theory at the intersections of race, class, and gender. SO

Anthropology: Sociocultural

* **ANTH 453b, Health Disparities and Health Equity** Catherine Panter-Brick
 A biocultural perspective on debates in medical anthropology and global health that focus on health disparities and equity. The intersection of biological and cultural issues in matters of health research and intervention. Application of theoretical frameworks to case studies in global health inequality. WR, SO

* **ANTH 457a, Topics in Evolutionary Theory** Eric Sargis
 Classic and current literature in theoretical evolutionary biology. Intensive training in critical analysis of theoretical concepts and in scientific writing. Recommended preparation: ANTH 267. SO

Anthropology: Biological

Anthropology: Sociocultural

* **ANTH 459b, Ethnopediatrics** Claudia Valeggia
 Cross-cultural study of the relation between biology and culture and its influence on children's well-being. Ways in which the health, growth, and development of children are shaped by the interactions of human evolutionary biology, ecology, and local cultural patterns. SO

ANTH 464b / ARCG 464b, Human Osteology Eric Sargis
 A lecture and laboratory course focusing on the characteristics of the human skeleton and its use in studies of functional morphology, paleodemography, and paleopathology. Laboratories familiarize students with skeletal parts; lectures focus on the nature of bone tissue, its biomechanical modification, sexing, aging, and interpretation of lesions. SO

Anthropology: Biological

* **ANTH 471a or b, Readings in Anthropology** Staff
 For students who wish to investigate an area of anthropology not covered by regular departmental offerings. The project must terminate with at least a term paper or its equivalent. No student may take more than two terms for credit. To apply for admission, a student should present a prospectus and bibliography to the director of undergraduate studies no later than the third week of the term. Written approval from the faculty member who will direct the student's reading and writing must accompany the prospectus.

* **ANTH 473b / ARCG 473b / EVST 473b, Abrupt Climate Change and Societal Collapse** Harvey Weiss
 The coincidence of societal collapses throughout history with decadal and century-scale drought events. Challenges to anthropological and historical paradigms of cultural adaptation and resilience. Examination of archaeological and historical records and high-resolution sets of paleoclimate proxies. HU, SO

Anthropology: Sociocultural

* **ANTH 484a / WGSS 304a, Men, Manhood, and Masculinity** Andrew Dowe
Cultural and historic constructions of masculinity explored through an investigation of male bodies, sexualities, and social interactions. Multiple masculinities; the relationship between hegemonic, nonhegemonic, and subordinate masculinities. SO

* **ANTH 491a or b, The Senior Essay** Staff

Supervised investigation of some topic in depth. The course requirement is a long essay to be submitted as the student's senior essay. By the end of the third week of the term in which the essay is written, the student must present a prospectus and a preliminary bibliography to the director of undergraduate studies. Written approval from an Anthropology faculty adviser and an indication of a preferred second reader must accompany the prospectus.

Applied Mathematics

Director of undergraduate studies: Daniel Spielman, Rm. 340, 17 Hillhouse Ave., 436-1264, daniel.spielman@yale.edu; senior coordinator: Andrew Barron, 24 Hillhouse Ave., 432-0634, andrew.barron@yale.edu; associate director of undergraduate studies: Sekhar Tatikonda, Rm. 338, 17 Hillhouse Ave., 432-4714, sekhar.tatikonda@yale.edu

FACULTY ASSOCIATED WITH THE PROGRAM OF APPLIED MATHEMATICS

Professors Andrew Barron (*Statistics*), Donald Brown (*Emeritus*) (*Economics, Mathematics*), Joseph Chang (*Statistics*), Ronald Coifman (*Mathematics*), Stanley Eisenstat (*Computer Science*), Michael Fischer (*Computer Science*), Igor Frenkel (*Mathematics*), Roger Howe (*Emeritus*) (*Mathematics*), Peter Jones (*Mathematics*), A. Stephen Morse (*Electrical Engineering*), David Pollard (*Statistics*), Nicholas Read (*Physics, Applied Physics*), Vladimir Rokhlin (*Computer Science, Mathematics*), Peter Schultheiss (*Emeritus*) (*Electrical Engineering*), Martin Schultz (*Emeritus*) (*Computer Science*), Mitchell Smooke (*Mechanical Engineering, Applied Physics*), Daniel Spielman (*Computer Science*), Van Vu (*Mathematics*), Günter Wagner (*Ecology & Evolutionary Biology*), Xiao-Jing Wang (*Neurobiology*), John Wettlaufer (*Geology & Geophysics, Mathematics, Physics*), Huibin Zhou (*Statistics*), Steven Zucker (*Computer Science, Biomedical Engineering*)

Associate Professors John Emerson (*Statistics*), Thierry Emonet (*Molecular, Cellular, & Developmental Biology, Physics*), Josephine Hoh (*Epidemiology & Public Health*), Yuval Kluger (*Pathology*), Michael Krauthammer (*Pathology*), Sekhar Tatikonda (*Electrical Engineering, Statistics*)

J. W. Gibbs Assistant Professors Xiuyuan Cheng, Alexander Cloninger, Manas Rachh, Guy Wolf

Mathematical models are widely used throughout science and engineering in fields as diverse as physics, bioinformatics, robotics, image processing, and economics. Despite the broad range of applications, there are a few essential techniques used in addressing most problems. The Applied Mathematics major provides a foundation in these mathematical techniques and trains the student to use them in a substantive field of application.

The interdisciplinary major permits a great deal of flexibility in design. It is intended to appeal to students who wish to study the more mathematical aspects of science or engineering as well as those whose primary interest is in mathematics and statistics and who wish to become acquainted with applications. Core courses are drawn from Computer Science (p. 214), Mathematics (p. 500), Statistics (p. 666), and Engineering and Applied Science (p. 284). Courses applying mathematics may be drawn from participating programs in Applied Physics (p. 137); Astronomy (p. 165); the biological sciences, including Ecology and Evolutionary Biology (p. 249), Molecular Biophysics and Biochemistry (p. 525), and Molecular, Cellular, and Developmental Biology (p. 532); Chemistry (p. 182); Economics (p. 256); the various programs in engineering, including Biomedical (p. 171), Chemical (p. 177), Electrical (p. 274), Environmental (p. 308), and Mechanical (p. 511) Engineering; Geology and Geophysics (p. 371); Physics (p. 578); and Political Science. (p. 588) The Applied Mathematics degree program requires a three-course concentration in a field in which mathematics is used.

Students may pursue a major in Applied Mathematics as one of two majors and can thereby equip themselves with mathematical modeling skills while being fully engaged in a field of application. In this case, the concentration requirement of the Applied Mathematics program is flexible in order to recognize the contribution of the other major. A two-course overlap is permitted in satisfying the requirements of the two majors.

Prerequisite and introductory courses Multivariable calculus and linear algebra are required and should be taken before or during the sophomore year. This requirement may be satisfied by MATH 120 or ENAS 151, and MATH 222or 225 or equivalents. It may also be satisfied by MATH 230, 231. Computer programming skills are also required and may be acquired by taking ENAS 130, CPSC 100 or 112.

Details of individual programs must be worked out in consultation with the director of undergraduate studies, whose signed permission is required.

Requirements of the major for the B.A. degree program The program requires eleven term courses beyond the prerequisites, including the senior project, comprising a coherent program:

1. A course in differential equations (ENAS 194 or MATH 246)
2. A course in probability (STAT 241 or 238)
3. A course in data analysis (STAT 361 or 230)
4. A course in discrete mathematics (AMTH 244 or CPSC 202)
5. Courses in at least three of the following areas: (a) optimization: AMTH 437; (b) probability and statistics: STAT 242, 251, 312, 364, ECON 136, ENAS 496; (c) partial differential equations and analysis: MATH 247, 250, 260, 300, 301, 310; (d) algorithms and numerical methods: CPSC 365, 440, ENAS 440, 441; (e) graph theory: AMTH 462; (f) mathematical economics: ECON 350, 351; (g) electrical engineering: EENG 397, 436, 442, STAT 364; (h) data mining and machine learning: STAT 365, CPSC 445; (i) biological modeling and computation: CPSC 475, BENG 445, ENAS 391; (j) physical sciences: ASTR 320, 420, G&G 322, 323, 421, PHYS 344, 401, 402, 410, 420, 430, 440, 442, 460, APHY 439, 448; (k) engineering: MENG 280, 285, 361, 383, 463, 469, CENG 301, 315

6. At least three courses in a field of concentration involving the application of mathematics to that field, at least two of which are advanced courses. Programs in science, engineering, computer science, statistics, and economics are natural sources of concentration. Alternatively, when two majors are undertaken, if the second major is in a participating program, then, recognizing that there can be an overlap of two courses, the student may take for the remaining course an additional choice relevant to the Applied Mathematics major such as listed in point 5 above or for the B.S. degree below. Details of a student's program to satisfy the concentration requirement must be worked out in consultation with, and approved by, the director of undergraduate studies
7. Senior seminar (AMTH 490) or special project completed during senior year (AMTH 491)

The B.S. degree program In addition to the courses indicated for the B.A. degree, the B.S. degree, which totals fourteen term courses beyond the prerequisites, must also include:

1. Topics in analysis (MATH 300) or introduction to analysis (MATH 301); the course selected may not be counted toward the area requirement for the major (see item 5 above)
2. An additional course selected from the list in item 5 above
3. Another course numbered 300 or higher from the list above, or a course numbered 300 or higher in mathematics, applied mathematics, statistics, or quantitative computer science or engineering, subject to the approval of the director of undergraduate studies

Alternatively, students may petition to receive a B.S. in Applied Mathematics by fulfilling the B.A. requirements in Applied Mathematics and the B.S. requirements in another program.

Credit/D/Fail A maximum of one course credit taken Credit/D/Fail may be counted toward the requirements of the major.

REQUIREMENTS OF THE MAJOR

Prerequisites MATH 120 or ENAS 151, and MATH 222 or 225, or equivalents; ENAS 130, CPSC 100 or 112

Number of courses *B.A.* – 11 term courses beyond prereqs (incl senior req); *B.S.* – 14 term courses beyond prereqs (incl senior req)

Specific courses required *B.A.* – ENAS 194 or MATH 246; STAT 241 or 238; STAT 361 or 230; AMTH 244 or CPSC 202; *B.S.* – same, plus MATH 300 or 301

Distribution of courses *B.A.* – at least 3 courses in a field of concentration concerning the application of math to that field, at least 2 of them advanced; 3 addtl courses as specified; *B.S.* – same, with 2 addtl courses as specified

Substitution permitted MATH 230, 231 for mathematics prerequisites

Senior requirement Senior sem (AMTH 490) or special project (AMTH 491)

Introductory Courses

* **AMTH 160b / MATH 160b, The Structure of Networks** Stefan Steinerberger
 Network structures and network dynamics described through examples and applications ranging from marketing to epidemics and the world climate. Study of social and biological networks as well as networks in the humanities. Mathematical graphs provide a simple common language to describe the variety of networks and their properties. QR

AMTH 222a or b / MATH 222a or b, Linear Algebra with Applications Staff
 Matrix representation of linear equations. Gauss elimination. Vector spaces. Linear independence, basis, and dimension. Orthogonality, projection, least squares approximation; orthogonalization and orthogonal bases. Extension to function spaces. Determinants. Eigenvalues and eigenvectors. Diagonalization. Difference equations and matrix differential equations. Symmetric and Hermitian matrices. Orthogonal and unitary transformations; similarity transformations. After MATH 115 or equivalent. May not be taken after MATH 225. QR

Intermediate and Advanced Courses

AMTH 244a / MATH 244a, Discrete Mathematics Staff
 Basic concepts and results in discrete mathematics: graphs, trees, connectivity, Ramsey theorem, enumeration, binomial coefficients, Stirling numbers. Properties of finite set systems. Recommended preparation: MATH 115 or equivalent. QR

AMTH 247b / G&G 247b / MATH 247b, Partial Differential Equations Stefan Steinerberger
 Introduction to partial differential equations, wave equation, Laplace's equation, heat equation, method of characteristics, calculus of variations, series and transform methods, and numerical methods. Prerequisites: MATH 222 or 225, MATH 246, and ENAS 194, or equivalents. QR

AMTH 260a / MATH 260a, Basic Analysis in Function Spaces Staff
 Diagonalization of linear operators, with applications in physics and engineering; calculus of variations; data analysis. MATH 260 is a natural continuation of PHYS 301. Prerequisites: MATH 120, and 222 or 225. QR

AMTH 262a / CPSC 262a / STAT 262a, Computational Tools for Data Science Daniel Spielman
 Introduction to the core ideas and principles that arise in modern data analysis, bridging statistics and computer science and providing students the tools to grow and adapt as methods and techniques change. Topics include principle component analysis, independent component analysis, dictionary learning, neural networks, clustering, streaming algorithms (streaming linear algebra techniques), online learning, large scale optimization, simple database manipulation, and implementations of systems on distributed computing infrastructures. Students require background in linear algebra, multivariable calculus, and programming. after or concurrently with MATH 222, 225, or 231; after or concurrently with MATH 120, 230, or ENAS 151; after or concurrently with CPSC 100, 112, or ENAS 130. QR

*** AMTH 342a / EENG 442a, Linear Systems** A. Stephen Morse

Introduction to finite-dimensional, continuous, and discrete-time linear dynamical systems. Exploration of the basic properties and mathematical structure of the linear systems used for modeling dynamical processes in robotics, signal and image processing, economics, statistics, environmental and biomedical engineering, and control theory. Prerequisite: MATH 222 or permission of instructor. QR

AMTH 361b / STAT 361b, Data Analysis Jessica Cisewski

Selected topics in statistics explored through analysis of data sets using the R statistical computing language. Topics include linear and nonlinear models, maximum likelihood, resampling methods, curve estimation, model selection, classification, and clustering. After STAT 242 and MATH 222 or 225, or equivalents. QR

AMTH 364b / EENG 454b / STAT 364b, Information Theory Andrew Barron

Foundations of information theory in communications, statistical inference, statistical mechanics, probability, and algorithmic complexity. Quantities of information and their properties: entropy, conditional entropy, divergence, redundancy, mutual information, channel capacity. Basic theorems of data compression, data summarization, and channel coding. Applications in statistics and finance. After STAT 241. QR

AMTH 428a / E&EB 428a / G&G 428a / PHYS 428a, Science of Complex Systems Jun Korenaga

Introduction to the quantitative analysis of systems with many degrees of freedom. Fundamental components in the science of complex systems, including how to simulate complex systems, how to analyze model behaviors, and how to validate models using observations. Topics include cellular automata, bifurcation theory, deterministic chaos, self-organized criticality, renormalization, and inverse theory. Prerequisite: PHYS 301, MATH 247, or equivalent. QR, SC

*** AMTH 437b / ECON 413b / EENG 437b, Optimization Techniques** Sekhar Tatikonda

Fundamental theory and algorithms of optimization, emphasizing convex optimization. The geometry of convex sets, basic convex analysis, the principle of optimality, duality. Numerical algorithms: steepest descent, Newton's method, interior point methods, dynamic programming, unimodal search. Applications from engineering and the sciences. Prerequisites: MATH 120 and 222, or equivalents. May not be taken after AMTH 237. QR

AMTH 445a / CPSC 445a, Introduction to Data Mining Guy Wolf

Study of algorithms and systems that allow computers to find patterns and regularities in databases, to perform prediction and forecasting, and to improve their performance generally through interaction with data. After CPSC 202, 223, and MATH 222, or equivalents. QR

*** AMTH 480a or b, Directed Reading** Daniel Spielman

Individual study for qualified students who wish to investigate an area of applied mathematics not covered in regular courses. A student must be sponsored by a faculty member who sets the requirements and meets regularly with the student. Requires a written plan of study approved by the faculty adviser and the director of undergraduate studies.

*** AMTH 482a or b, Research Project** Daniel Spielman

Individual research. Requires a faculty supervisor and the permission of the director of undergraduate studies. The student must submit a written report about the results of the project. May be taken more than once for credit.

*** AMTH 491a or b, Senior Project** Daniel Spielman

Individual research that fulfills the senior requirement. Requires a faculty supervisor and the permission of the director of undergraduate studies. The student must submit a written report about the results of the project.

Applied Physics

Director of undergraduate studies: Victor E. Henrich, 327 BCT, 432-4399,
victor.henrich@yale.edu; appliedphysics.yale.edu

FACULTY OF THE DEPARTMENT OF APPLIED PHYSICS

Professors Charles Ahn, †Sean Barrett, Hui Cao, Richard Chang (*Emeritus*), Michel Devoret, Paul Fleury (*Emeritus*), †Steven Girvin, †Leonid Glazman, Victor Henrich, Sohrab Ismail-Beigi, †Marshall Long, †Tso-Ping Ma, Simon Mochrie, Daniel Prober, Nicholas Read, †Mark Reed, Robert Schoelkopf, †Ramamurti Shankar, †Mitchell Smooke, A. Douglas Stone, †Hongxing Tang, Robert Wheeler (*Emeritus*), Werner Wolf (*Emeritus*)

Associate Professors †Jack Harris, †Cory O'Hern

Assistant Professors Liang Jiang, Owen Miller, Peter Rakich

†A joint appointment with primary affiliation in another department.

Physics is the study of the fundamental laws of nature. Applied physics uses these laws to understand phenomena that have practical applications. Engineering in turn makes use of these phenomena for human purposes. Applied physics thus forms a link between the fundamental laws of nature and their applications. Students majoring in Applied Physics take courses in both physics and engineering, as well as courses specifically in applied physics. Students completing the program in Applied Physics are prepared for graduate study in applied physics, in physics, in nanoscience, or in engineering, and, with appropriate prerequisites, in medicine; or they may choose careers in a wide range of technical and commercial fields or in fields such as technical writing or patent law that draw on interdisciplinary subjects.

Contemporary physical science and engineering are becoming increasingly interdisciplinary. Traditional boundaries between fields have blurred, and new areas are constantly emerging, e.g., nanotechnology. The Applied Physics major provides a flexible framework on which students can build a curriculum tailored to their own interests, in consultation with the director of undergraduate studies.

Introductory courses and prerequisites During the freshman year, students interested in Applied Physics should start by taking courses in mathematics, and physics if possible, appropriate to their level of preparation. The choice between different starting points is generally made on the basis of performance on Advanced Placement tests; see the Freshman Web site (<http://yalecollege.yale.edu/content/academic-information>) for more information.

The recommended sequence in mathematics for students interested in Applied Physics or Electrical or Mechanical Engineering is APHY 151, MATH 222, and APHY 194. Either MATH 120 or MATH 230, 231 is an acceptable alternative to APHY 151, and MATH 225 is an acceptable alternative to MATH 222. Similarly, PHYS 301 may be substituted for APHY 194 and MATH 222.

The recommended starting courses in physics are PHYS 200 and 201. These courses should be taken in the freshman year by students who have a strong preparation in mathematics and physics. Students with a particularly strong background in physics and mathematics may take PHYS 260 and 261 instead. Students who are less well prepared in physics and mathematics may choose to take PHYS 180 and 181 during their freshman year, or PHYS 200 and 201 during their sophomore year after they have taken more mathematics courses. Two laboratory courses, such as PHYS 205L and 206L, should be taken at some time during the freshman or sophomore year.

Because computers are ubiquitous in the practical applications of physics, students interested in Applied Physics should also take a course on the use of computers early in their studies. ENAS 130 is recommended; a comparable course in computer science may be substituted with the approval of the director of undergraduate studies.

The multiplicity of choices facing students interested in this general area indicates the importance of informed advice for freshmen. Students should consult freely with directors of undergraduate studies and individual faculty members in their departments of interest to optimize choices and to ensure maximum flexibility at the time a major is selected.

Requirements of the major The major in Applied Physics requires eight courses beyond the introductory sequence. Two of these must be APHY 471, 472. All majors are also required to take APHY 322, 439, and PHYS 420, or equivalents. The three remaining advanced courses should focus on a particular area of concentration. For example, a student interested in solid-state and/or quantum electronics might choose from APHY 321, 448, 449, EENG 320, and 325. A student interested in the physics of materials and/or nanoscience might choose from APHY 448, 449, CHEM 220, 450, and MENG 285. Many other concentrations are possible.

Senior requirement Seniors must complete an independent research project, taken as APHY 471 and 472. The independent research project is under the supervision of a faculty member in Applied Physics, Physics (p. 578), Engineering (p. 284), or related departments. The project may be started in the junior year and continued into the senior year. Students planning to do a research project should contact the director of undergraduate studies as early as possible to discuss available options and general requirements.

A well-prepared student interested in materials physics or quantum electronics who starts the senior research in the junior year might elect the following course sequence:

Freshman	Sophomore	Junior	Senior
APHY 151	APHY 194	APHY 439	APHY 448
MATH 222	APHY 322	APHY 472	APHY 449
PHYS 200	ENAS 130	EENG 320	APHY 471
PHYS 201	PHYS 206L	PHYS 420	
PHYS 205L			

A student interested in alternative energy who starts physics in the sophomore year and conducts research in the senior year might elect:

Freshman	Sophomore	Junior	Senior
MATH 115	APHY 194	APHY 322	APHY 448
MATH 120	MATH 222	APHY 439	APHY 471
	PHYS 200	EENG 320	APHY 472
	PHYS 201	ENAS 130	EENG 406
	PHYS 205L	PHYS 420	
	PHYS 206L		

Approval of programs The Applied Physics major provides for various programs corresponding to a range of student interests. Substitutions of equivalent courses may be permitted. Students interested in an Applied Physics major should contact the director of undergraduate studies as early as possible, and in any case by the end of the sophomore year.

REQUIREMENTS OF THE MAJOR

Prerequisites PHYS 180, 181, or 200, 201, with appropriate math coreqs and 2 lab courses as specified; APHY 151 or MATH 120; MATH 222 and APHY 194, or PHYS 301; ENAS 130

Number of courses 8 term courses beyond prereqs (incl senior req)

Distribution of courses 3 courses in physical or mathematical sciences or engineering in area of concentration, with DUS approval

Specific courses required APHY 322, 439, PHYS 420

Substitution permitted Any relevant course approved by DUS

Senior requirement APHY 471 and 472 or equivalent

Courses

* **APHY 050b / PHYS 050b, Science of Modern Technology** Daniel Prober
Examination of the science behind selected advances in modern technology. Focus on the scientific and contextual basis of each advance. Topics are developed by the participants with the instructor and with guest lecturers, and may include nanotechnology, quantum computation and cryptography, optical systems for communication and medical diagnostics, transistors, satellite imaging and global positioning systems, large-scale immunization, and DNA made to order. Enrollment

limited to freshmen. Preregistration required; see under Freshman Seminar Program.

SC RP

*** APHY 100a / ENAS 100a / EVST 100a / G&G 105a / PHYS 100a, Energy Technology and Society** Daniel Prober

The technology and use of energy. Impacts on the environment, climate, security, and economy. Application of scientific reasoning and quantitative analysis. Intended for non-science majors with strong backgrounds in math and science. Enrollment limited to 24. For application instructions, visit the course site on Classes*v2 (<http://classesv2.yale.edu>). QR, SC

[APHY 110, The Technological World]

APHY 321b / EENG 401b, Semiconductor Silicon Devices and Technology Tso-Ping Ma

Introduction to integrated circuit technology, theory of semiconductor devices, and principles of device design and fabrication. Laboratory involves the fabrication and analysis of semiconductor devices, including Ohmic contacts, Schottky diodes, p-n junctions, solar cells, MOS capacitors, MOSFETs, and integrated circuits. Prerequisite: EENG 320 or equivalent or permission of instructor. QR, SC

APHY 322b, Electromagnetic Waves and Devices Peter Rakich

Introduction to electrostatics and magnetostatics, time varying fields, and Maxwell's equations. Applications include electromagnetic wave propagation in lossless, lossy, and metallic media and propagation through coaxial transmission lines and rectangular waveguides, as well as radiation from single and array antennas. Occasional experiments and demonstrations are offered after classes. Prerequisites: PHYS 180, 181, or 200, 201. QR, SC

[APHY 420, Photon Devices & Integrated Circuits]

APHY 439a / PHYS 439a, Basic Quantum Mechanics Sohrab Ismail-Beigi

The basic concepts and techniques of quantum mechanics essential for solid-state physics and quantum electronics. Topics include the Schrödinger treatment of the harmonic oscillator, atoms and molecules and tunneling, matrix methods, and perturbation theory. Prerequisites: PHYS 181 or 201, PHYS 301, or equivalents, or permission of instructor. QR, SC RP

APHY 448a / PHYS 448a, Solid-State Physics I Victor Henrich

The first term of a two-term sequence covering the principles underlying the electrical, thermal, magnetic, and optical properties of solids, including crystal structure, phonons, energy bands, semiconductors, Fermi surfaces, magnetic resonances, phase transitions, dielectrics, magnetic materials, and superconductors. Prerequisites: APHY 322, 439, PHYS 420. QR, SC

APHY 449b / PHYS 449b, Solid-State Physics II Michel Devoret

The second term of the sequence described under APHY 448. QR, SC

*** APHY 450b / ENAS 450b / MENG 450b, Advanced Synchrotron Techniques and Electron Spectroscopy of Materials** Charles Ahn

Introduction to concepts of advanced x-ray and electron-based techniques used for understanding the electronic, structural, and chemical behavior of materials. Students learn from world-leading experts on fundamentals and practical applications of various diffraction, spectroscopy, and microscopy methods. Course highlights the

use of synchrotrons in practical experiments. Prerequisites: physics and quantum mechanics/physical chemistry courses for physical science and engineering majors, or by permission of instructor. QR, SC

APHY 458a / PHYS 458a, Principles of Optics with Applications Hui Cao

Introduction to the principles of optics and electromagnetic wave phenomena with applications to microscopy, optical fibers, laser spectroscopy, and nanostructure physics. Topics include propagation of light, reflection and refraction, guiding light, polarization, interference, diffraction, scattering, Fourier optics, and optical coherence. Prerequisite: PHYS 430. QR, SC

*** APHY 471a and APHY 472b, Special Projects** Staff

Faculty-supervised individual or small-group projects with emphasis on research (laboratory or theory). Students are expected to consult the director of undergraduate studies and appropriate faculty members to discuss ideas and suggestions for suitable topics. These courses may be taken at any appropriate time in the student's career; they may be taken more than once. Permission of the faculty adviser and of the director of undergraduate studies is required.

Archaeological Studies

Director of undergraduate studies: Oswaldo Chinchilla, Rm. 301, 51 Hillhouse Ave., 436-5923, oswald.chinchilla@yale.edu; www.yale.edu/archaeology

COUNCIL ON ARCHAEOLOGICAL STUDIES

Anthropology Richard Burger (*Chair*), Oswaldo Chinchilla, Thomas Fenn, Andrew Hill, William Honeychurch, Roderick McIntosh, Eric Sargis, Anne Underhill

Classics Milette Gaifman, Andrew Johnston, Diana Kleiner

Geology & Geophysics Ronald Smith

History Valerie Hansen

History of Art Edward Cooke, Jr., Mary Miller

Near Eastern Languages & Civilizations John Darnell, Karen Foster, Eckart Frahm, Colleen Manassa, Harvey Weiss

Religious Studies Stephen Davis

This special interdisciplinary major is supervised by the University's Council on Archaeological Studies. Inquiries about the major may be addressed to the chair of the council, Richard Burger, Department of Anthropology, 10 Sachem Street, or to the director of undergraduate studies.

The major in Archaeological Studies provides a program of interdepartmental offerings covering prehistoric, early historic, and medieval cultures and cultural developments in the Old and New Worlds, and introduces students to the analytic tools that facilitate archaeological studies. The major is designed to expose students to a variety of archaeological research perspectives: anthropological, historical, art historical, and physical science. Also emphasized are substantive studies including (1) study of such prehistoric–early historic transformations as the origins of agriculture, cities and states, and early empires, and (2) study of the material culture, art, and architecture

of prehistoric, early historic, and medieval cultures, including the iconography of ancient cultures, the relationship between art and society, ancient writing systems, and American historical archaeology.

Requirements of the major The major consists of twelve courses, including the senior project. In addition, students must participate in a Yale-affiliated summer research project, or another archaeological field school approved in advance by the director of undergraduate studies. The following five courses are required: an introductory survey; the introductory laboratory course ARCG 316L; an advanced laboratory course; a theory course; and the senior research project ARCG 491. The remaining seven courses required for the major must be distributed among the six subject areas represented by the departments and programs offering courses multiple-titled with Archaeological Studies, with three of those seven courses falling in different departments and programs. The relevant departments and programs are Anthropology, Classics, Environmental Studies, Geology and Geophysics, History of Art, and Near Eastern Languages and Civilizations. Some courses may be applied to categories other than the ones in which they are listed in this bulletin, upon application to the director of undergraduate studies. For three of the seven archaeology electives students may, with permission of the director of undergraduate studies, substitute three courses from other departments in areas related to their research.

Students majoring in Archaeological Studies are strongly encouraged, but are not required, to devote a second summer to archaeological research, either in the field or in a laboratory. Members of the Council faculty currently direct archaeological field projects in China, Egypt, Guatemala, Peru, Mali, Mongolia, Senegal, Syria, and Rome. Qualified majors are encouraged to apply for research positions with these projects.

Senior requirement The final requirement for the major is a senior research project (ARCG 491) in some field of archaeology, preferably one involving more than one area or discipline.

Advising Students majoring in Archaeological Studies should consult with the director of undergraduate studies at the beginning of each term.

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 12 term courses (incl senior project)

Specific course required ARCG 316L

Distribution of courses 1 intro survey; 1 advanced lab; 1 theory course; 7 electives, at least 1 in each of 3 areas, as specified

Field requirement 1 summer field techniques course or research project, as specified

Substitution permitted For 3 electives, 3 courses related to research, with DUS permission

Senior requirement Research project (ARCG 491)

Anthropology

ARCG 171b / ANTH 171b, Great Civilizations of the Ancient World Thomas Fenn
A survey of selected prehistoric and historical cultures through examination of archaeological sites and materials. Emphasis on the methodological and theoretical

approaches by which archaeologists recover, analyze, and interpret the material remains of the past. SO

ARCG 228a / ANTH 223a, The Anthropology of War David Watts

An integrated anthropological perspective on human conflict and organized violence. Questions include the definition of war, the inevitability of war, lessons to be learned from archaeological evidence, and the effects of war on individuals and groups. Source material includes the study of human evolution and nonhuman primates, the archeological record, and ethnography of the contemporary world. SO

ARCG 232a / ANTH 232a / LAST 232a, Ancient Civilizations of the Andes Richard Burger

Survey of the archaeological cultures of Peru and Bolivia from the earliest settlement through the late Inca state. SO

ARCG 233b / ANTH 233b, Ancient Civilizations of Mesoamerica Oswaldo Chinchilla Mazariegos

The Indian civilizations of Mexico and Central America from earliest times through the Spanish Conquest. SO

ARCG 267b / ANTH 267b, Human Evolution David Watts

Examination of the fossil record of human evolution, including both paleontological and archaeological evidence for changes in hominid behavior during the Pleistocene. Prerequisite: Introductory course in biological anthropology or biology. SO

ARCG 272b / AFST 272b / ANTH 272b, African Prehistory Roderick McIntosh

Survey of archaeological evidence for the original contributions of the African continent to the human condition. The unresolved issues of African prehistory, from the time of the first hominids, through development of food production and metallurgy, to the rise of states and cities. SO

*** ARCG 320b / ANTH 320b / EVST 321b / MMES 320b / NELC 320b, From Babylon to Bush** Harvey Weiss

Analysis of Mesopotamian transformations from the earliest agriculture villages to the earliest cities, states, and civilization, to the earliest empires, as well as the region-wide collapses that punctuated these developments. Forces that drove these uniquely early Mesopotamian developments. Essential archaeological questions, including why each transformation happened, developed, and evolved. The end of the Ottoman empire and the British (1917) and American (1991, 2003) invasions. HU, SO

*** ARCG 375b / ANTH 375b, Anthropology of Mobile Societies** William Honeychurch

The social and cultural significance of the ways that hunter-gatherers, pastoral nomads, maritime traders, and members of our own society traverse space. The impact of mobility and transport technologies on subsistence, trade, interaction, and warfare from the first horse riders of five thousand years ago to jet-propulsion tourists of today. SO

*** ARCG 385a / ANTH 385a, Archaeological Ceramics** Anne Underhill

Archaeological methods for analyzing and interpreting ceramics, arguably the most common type of object found in ancient sites. Focus on what different aspects of ceramic vessels reveal about the people who made them and used them. SO

* **ARCG 417a / ANTH 417a, Maya Hieroglyphic Writing** Oswaldo Chinchilla
Mazariegos

Introduction to the ancient Maya writing system. Contents of the extant corpus, including nametags, royal and ritual commemorations, dynastic and political subjects, and religious and augural subjects; principles and methods of decipherment; overview of the Maya calendar; comparison with related writing systems in Mesoamerica and elsewhere in the ancient world. SO

* **ARCG 447b / ANTH 447b, Hunter-Gatherers** Brian Wood

Survey of the ecology, economics, and political and social organization of contemporary hunter-gatherers, and review of anthropological inquiry into foraging societies. Approaches to understanding hunter-gatherer variability and their influence on the study of human evolution and prehistory. SO

ARCG 464b / ANTH 464b, Human Osteology Eric Sargis

A lecture and laboratory course focusing on the characteristics of the human skeleton and its use in studies of functional morphology, paleodemography, and paleopathology. Laboratories familiarize students with skeletal parts; lectures focus on the nature of bone tissue, its biomechanical modification, sexing, aging, and interpretation of lesions. SO

Classics

ARCG 161b / CLCV 161b / HSAR 247b, Art and Myth in Greek Antiquity Milette
Gaifman

Visual exploration of Greek mythology through the study of ancient Greek art and architecture. Greek gods, heroes, and mythological scenes foundational to Western culture; the complex nature of Greek mythology; how art and architecture rendered myths ever present in ancient Greek daily experience; ways in which visual representations can articulate stories. Use of collections in the Yale University Art Gallery. HU

ARCG 170a / CLCV 170a / HSAR 250a, Roman Art: Empire, Identity, and Society
Diana Kleiner

Masterpieces of Roman art from the Republic to Constantine studied in their historical and social contexts. The great Romans and the monuments they commissioned—portraits, triumphal arches, columns, and historical reliefs. The concept of empire and imperial identity, politics and portraiture, the making and unmaking of history through art, and the art of women, children, freedmen, and slaves. HU

ARCG 241a / CLCV 241a / HSAR 241a / HUMS 226a, The Greek Nude and Ideals in Art Milette Gaifman

Survey of ancient Greek art, in particular, representation of the nude body from the seventh century B.C. through modernity. Masterpieces such as *Discus Thrower* and *Venus de Milo*, and Michelangelo's *David* or Botticelli's *The Birth of Venus*, present fundamental distinctions between naturalism, realism, and idealism and the lasting impact of the Greek nude beyond antiquity. Focus on heroic nudity, the relationship between athleticism and visual arts, how male and female bodies are treated differently, and what constitutes ideal beauty. Use of collections in the Yale University Art Gallery and the Yale Center for British Art. HU

ARCG 252b / CLCV 175b / HSAR 252b, Roman Architecture Staff

The great buildings and engineering marvels of Rome and its empire. Study of city planning and individual monuments and their decoration, including mural painting. Emphasis on developments in Rome, Pompeii, and central Italy; survey of architecture in the provinces. HU

*** ARCG 424b / CLCV 230b / HSAR 424b, eClavdia: Women in Ancient Rome** Diana Kleiner

The contributions of Roman women to one of the greatest cities—and one of the greatest empires—in world history. Lost stories of real-life Roman women recovered from public and residential buildings, portraits, paintings, and other works of Roman art and architecture. HU RP

Environmental Studies

*** ARCG 473b / ANTH 473b / EVST 473b, Abrupt Climate Change and Societal Collapse** Harvey Weiss

The coincidence of societal collapses throughout history with decadal and century-scale drought events. Challenges to anthropological and historical paradigms of cultural adaptation and resilience. Examination of archaeological and historical records and high-resolution sets of paleoclimate proxies. HU, SO

Geology and Geophysics

*** ARCG 362b / EVST 362b / G&G 362b, Observing Earth from Space** Xuhui Lee

A practical introduction to satellite image analysis of Earth's surface. Topics include the spectrum of electromagnetic radiation, satellite-borne radiometers, data transmission and storage, computer image analysis, the merging of satellite imagery with GIS and applications to weather and climate, oceanography, surficial geology, ecology and epidemiology, forestry, agriculture, archaeology, and watershed management. Prerequisites: college-level physics or chemistry, two courses in geology and natural science of the environment or equivalents, and computer literacy. QR, SC

History of Art

ARCG 110a / HSAR 110a, Introduction to the History of Art: Global Decorative Arts Edward Cooke

Global history of the decorative arts from antiquity to the present. The materials and techniques of ceramics, textiles, metals, furniture, and glass. Consideration of forms, imagery, decoration, and workmanship. Themes linking geography and time, such as trade and exchange, simulation, identity, and symbolic value. HU

ARCG 237a / HSAR 237a / NELC 108a, Ancient Painting and Mosaics Karen Foster

Developments in wall painting, vase painting, and mosaics as seen in ancient Egypt, the Aegean Bronze Age, and the Greek, Etruscan, and Roman world. HU

Near Eastern Languages and Civilizations

*** ARCG 001a / AFST 001a / NELC 001a, Egypt and Northeast Africa: A Multidisciplinary Approach** John Darnell

Examination of approximately 10,000 years of Nile Valley cultural history, with an introduction to the historical and archaeological study of Egypt and Nubia. Consideration of the Nile Valley as the meeting place of the cultures and societies of

northeast Africa. Various written and visual sources are used, including the collections of the Peabody Museum and the Yale Art Gallery. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program.

WR, HU

* **ARCG 128b / EGYPT 128b / RLST 251b, Magic and Ritual in Ancient Egypt** Christina Geisen

Introduction to ancient Egyptian magic and rituals with an overview on the use of magic and discussion of the different rituals and festivals attested in Ancient Egypt.

none WR, HU

ARCG 218b / NELC 191b, Ancient Ships and Maritime Archaeology Karen Foster

Introduction to the world of the ancient mariners, with special attention to new discoveries and interpretations. HU, SO

ARCG 221b / AFST 221b / HSAR 234b / NELC 120b, Egyptomania John Darnell

Conceptual underpinnings of the use of ancient Egyptian motifs in architecture, painting, sculpture, and decorative arts throughout western Europe, the Middle East, and North America from antiquity to the present. HU

ARCG 222a / AFST 112a / NELC 112a / RLST 141a, Egyptian Religion through the Ages John Darnell

Diachronic approach to topics in Egyptian religion. Religious architecture, evidence for protodynastic cults, foreigners in Egyptian religious celebrations, music and vocal expression in Egyptian religion, Re and Osiris, the Amarna interlude and the Ramesside solar religion, and the goddess of the eye of the sun. Readings in translation.

HU

Advanced Research Courses

* **ARCG 471a and ARCG 472b, Directed Reading and Research in Archaeology** Staff

Qualified students may pursue special reading or research under the guidance of an instructor. A written statement of the proposed research must be submitted to the director of undergraduate studies for approval.

* **ARCG 491a or b, Senior Research Project in Archaeology** Staff

Required of all students majoring in Archaeological Studies. Supervised investigation of some archaeological topic in depth. The course requirement is a long essay to be submitted as the student's senior essay. The student should present a prospectus and bibliography to the director of undergraduate studies no later than the third week of the term. Written approval from the faculty member who will direct the reading and writing for the course must accompany the prospectus.

Architecture

Director of undergraduate studies: Bimal Mendis, 328 RDH, 432-8325,
bimal.mendis@yale.edu

MEMBERS OF THE SCHOOL OF ARCHITECTURE TEACHING IN YALE COLLEGE

Professors D. Michelle Addington, Turner Brooks (*Adjunct*), Keller Easterling, Alexander Garvin (*Adjunct*), Steven Harris (*Adjunct*), Alan Plattus, Alexander Purves (*Emeritus*)

Associate Professor Eeva-Liisa Pelkonen

Assistant Professors Sunil Bald (*Adjunct*), Bimal Mendis (*Adjunct*), Kyoung Sun Moon, W. Todd Reisz (*Visiting*), Elihu Rubin

Lecturers Victor Agran, Karla Britton, Ariane Lourie Harrison, Daniel Sherer

Critics Marta Justo Caldeira, Andrei Harwell, Adam Hopfner, Joyce Hsiang, Timothy Newton

Application to the Architecture major Yale College students must apply to enter the major during the spring term of their sophomore year, after taking ARCH 150, 154, and 249. An application to the major must be submitted to the office of the director of undergraduate studies no later than 4 p.m. on March 31, 2017, in 328 Rudolph (third floor). All applications are reviewed by a faculty committee. Applications must include the following information: name, address, telephone number, courses related to architecture already taken, a statement of purpose, and a writing sample from Yale College. Portfolios representative of course work for ARCH 150, 154, and 249 must also be submitted for review as part of the application process by May 1, 2017. Applicants must stipulate their first, second, and third choices for the three concentrations in the major. The concentrations, described below, are Design; History, Theory, and Criticism; and Urban Studies. Although qualified students and students who have fulfilled the prerequisites may be admitted into the Architecture major, they will not necessarily be admitted to their first-choice concentration. Applicants will be notified in writing regarding acceptance to the major by May 26, 2017. The major is usually limited to twenty students in the junior year and twenty students in the senior year, with a maximum of sixteen students in the design concentration for each year. Students have an opportunity to petition the director of undergraduate studies at the end of either the fall or spring term of their junior year if they wish to change concentrations. The director of undergraduate studies will notify students of the result of such a petition. Based on a student's performance in required courses, the director of undergraduate studies may also recommend a change in concentration.

Introduction to architecture Introductory courses are ARCH 150, 154, and 249. They are open to all Yale College students except freshmen, and are required for those interested in the Architecture major prior to application. Freshmen may consider courses such as, ARCH 260, 261, 280, or STCY 176.

The standard major The purpose of the undergraduate major is to include the study of architecture within a comprehensive liberal arts education, drawing from the broader academic and professional environment of the Yale School of Architecture. The

curriculum includes work in design, in history, theory, and criticism of architecture, and in urban studies, and leads to a bachelor of arts degree with a major in Architecture. As a liberal arts major in Yale College, it is not an accredited professional degree program. For accredited professional degree programs, refer to the requirements of the National Architectural Accrediting Board (<http://www.naab.org>) (NAAB).

The Design concentration introduces complex processes involved in solving spatial and programmatic problems. Creative work is grounded in the study of history and culture, and in the analysis of social conditions influencing architecture. Design studios provide a forum for production and discourse. Studio projects address issues of architectural form, space, composition, site, tectonics, and program.

The History, Theory, and Criticism concentration is intended to establish a broad historical and intellectual framework for the study of architecture. An interdisciplinary approach is encouraged through additional courses taken in various fields of humanities and social sciences. Normally these interdisciplinary courses address subjects closely linked to architectural history, theory, and criticism. Such courses may include archaeology, history of religion, aesthetics, philosophy, or visual culture. Permission of the director of undergraduate studies is required if the courses fall outside the specified course of studies. During their senior year students complete a written senior essay on a topic approved by the faculty.

The Urban Studies concentration encourages a broad, interdisciplinary investigation of the complex forces that shape the urban physical environment. The sequence of courses culminates in a senior essay that builds on course work, and either develops analysis and planning proposals for a specific site or furthers an individual research agenda.

Requirements of the major Students majoring in Architecture are required to take fifteen course credits. Majors are expected to take three prerequisites in their sophomore year and to complete a core of four courses, for five course credits, by the end of their junior year. They must also base their studies in one of three areas of concentration: Design; History, Theory, and Criticism; or Urban Studies.

The courses for all concentrations include three prerequisites: ARCH 150, 154, and 249. The core of four courses required for all concentrations includes the studio courses ARCH 250 and 251, to be taken during the junior year after the student is accepted into the major, and the history of architecture surveys ARCH 260 and 261, to be completed by the end of the junior year. The electives are categorized under four broad subject areas: history and theory of architecture, urbanism and landscape, materials and technology, and structures and computation.

For the Design concentration, the following additional courses are required:

1. One elective in history and theory of architecture chosen from ARCH 341, 348, 431, or other relevant course in History of Art (p. 430) approved by the director of undergraduate studies
2. One elective in urbanism and landscape chosen from ARCH 280, 344, 345, 347, 348, 385, STCY 176, or other relevant course in American Studies (p. 112); Ethics, Politics, and Economics (p. 321); Environmental Studies (p. 312); or Political Science (p. 588) approved by the director of undergraduate studies

3. One elective in materials and technology chosen from ARCH 162, 163, or other relevant course in Environmental Studies (p. 312) approved by the director of undergraduate studies
4. One elective in structures and computation chosen from ARCH 161, an approved calculus or physics course, or other relevant course approved by the director of undergraduate studies. Elementary calculus is strongly recommended as preparation for graduate studies in Architecture
5. The senior requirement: ARCH 450 and 494

For the History, Theory, and Criticism concentration, the following additional courses are required:

1. Four electives in history and theory of architecture, chosen from ARCH 341, 348, 431, or other relevant courses in History of Art (p. 430) approved by the director of undergraduate studies
2. One elective in urbanism and landscape chosen from ARCH 344, 345, 347, 348, 385, STCY 176, or other relevant course in American Studies (p. 112); Ethics, Politics, and Economics (p. 321); Environmental Studies (p. 312); or Political Science (p. 588) approved by the director of undergraduate studies
3. The senior requirement: ARCH 490 and 491

For the Urban Studies concentration, the following additional courses are required:

1. Four electives in urbanism and landscape chosen from ARCH 280, 344, 345, 347, 348, 385, STCY 176, or other relevant courses approved by the director of undergraduate studies in American Studies (p. 112); Ethics, Politics, and Economics (p. 321); Environmental Studies (p. 312); or Political Science (p. 588)
2. One elective in history and theory of architecture chosen from ARCH 341, 348, 431, or other relevant course in History of Art (p. 430) approved by the director of undergraduate studies
3. The senior requirement: ARCH 490 and 491

Digital media orientation All Architecture students are required to complete orientation sessions in digital media workshop and materials laboratory. Students enrolled in ARCH 249 are required to complete these sessions at the beginning of the spring term of the sophomore year. Access to digital media equipment will not be allowed until the required orientation sessions have been completed. Questions should be addressed to the director of undergraduate studies or the director of digital media, John Eberhart (432-9655, john.eberhart@yale.edu).

Library orientation The Architecture program requires all students to complete a ninety-minute introductory library research session. Students enrolled in ARCH 249 must take this session at the beginning of the spring term of the sophomore year. Failure to complete the required orientation will preclude completion of the major. Students may offer no substitutions for this orientation. Students should register with the Haas Family Arts Library Public Services Librarian, Lindsay King (436-8052, lindsay.king@yale.edu). Questions should be addressed to the director of undergraduate studies.

Shop orientation The Architecture program requires all majors to complete several woodshop and materials lab orientation sessions. Students enrolled in ARCH 249 must take these sessions during the first weeks of the spring term of the sophomore year. Access to the woodshop and materials lab will not be allowed until the required orientation sessions have been completed. Questions should be addressed to the director of undergraduate studies or to the shop coordinator, Timothy Newton (432-7234, timothy.newton@yale.edu).

Senior requirement Seniors in the Design track take ARCH 450, Senior Studio, in the fall term and 494, Senior Design Project, in the spring term. Seniors in the History, Theory, and Criticism track and in the Urban Studies track take ARCH 490, Senior Research Colloquium, in the fall term and 491, Senior Project, in the spring term. Proposals for senior projects and essays are submitted in the fall term for review and approval by the senior project coordinator, and then distributed to faculty members for review before the faculty members agree to become senior advisers. Senior essays and projects for ARCH 491 are due in the office of the director of undergraduate studies by Friday, April 14, 2017. Design projects for ARCH 494 are due as specified by the course instructor. All seniors must submit a portfolio of their work to the office of the director of undergraduate studies by Friday, May 5, 2017. For all architecture majors, this portfolio must be representative of the student's design work including prerequisites and the senior project. History, Theory, and Criticism majors and Urban Studies majors must also include a copy of the senior essay and other appropriate texts.

Courses in the School of Architecture Unless otherwise indicated in the course descriptions, all courses in the School of Architecture are open to majors and nonmajors with permission of the instructor and the graduate registrar. They are not open to the Credit/D/Fail option. Students are admitted on the basis of their previous course work and previous performance.

REQUIREMENTS OF THE MAJOR

Prerequisites ARCH 150, 154, 249

Number of courses 15 course credits (incl prereqs and senior req)

Specific courses required ARCH 250, 251, 260, 261

Distribution of courses *Design*—1 elective in history and theory of architecture, 1 in urbanism and landscape, 1 in materials and technology, 1 in structures and computation, all approved by DUS; *History, Theory, and Criticism*—4 electives in history and theory of architecture, 1 in urbanism and landscape, all approved by DUS; *Urban Studies*—4 electives in urbanism and landscape, 1 in history and theory of architecture, all approved by DUS

Other Orientation sessions in digital media, library, and woodshop and materials lab

Senior requirement *All concentrations*—portfolio representative of design work, including prereqs and senior req; *Design*—ARCH 450 and 494; *History, Theory, and Criticism*—ARCH 490 and 491; *Urban Studies*—ARCH 490 and 491

Courses

* ARCH 005a, **Modern Architecture and the City** Karla Britton

Issues in modern American architecture and urbanism examined through the work of prominent architects closely associated with Yale and New Haven. Perspectives on the

character, development, and sociocultural consequences of building today. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program.

HU

* **ARCH 009b / CPSC 078b, See it, Change it, Make it** Julie Dorsey

Hands-on introduction to the theory and practice of digital capture, modeling, and fabrication. Topics include digital representations of shape, 3D scanning, shape modeling and editing, and physical production, including 3D printing, milling, and laser cutting. Architectural forms at a variety of scales used as vehicles for exploration and experimentation. There are no course prerequisites. Students are expected to be proficient in high school-level algebra, trigonometry, and geometry. No prior knowledge of architecture is expected. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. QR

ARCH 150a, Introduction to Architecture Alexander Purves

Lectures and readings in the language of architecture. Architectural vocabulary, elements, functions, and ideals. Notebooks and projects required. Not open to freshmen. Required for all Architecture majors. HU

* **ARCH 154b, Drawing Architecture** Victor Agran

Introduction to the visual and analytical skills necessary to communicate architectural ideas. Observation and documentation of architectural space on the Yale campus. Drawing exercises introduce the conventions of architectural representation: plan, section, elevation, and isometric drawings, as well as freehand perceptual drawings of architectural space. Not open to freshmen. Required for all Architecture majors.

ARCH 158a / HSAR 118a / MMES 128a / SAST 268a, Introduction to the History of Art: The Arts of Islam Kishwar Rizvi

Survey of Islamic art and architecture in the Middle East, North Africa, and South Asia from the seventh century to the present. Individual monuments, artworks, and historical cities examined within their artistic and historical contexts. Architecture and urbanism, manuscript painting and portraiture, and the arts of calligraphy and ceramics. Includes visits to the Yale University Art Gallery. HU

* **ARCH 161b, Introduction to Structures** Kyoung Sun Moon

Basic principles governing the behavior of building structures. Developments in structural form combined with the study of force systems, laws of statics, and mechanics of materials and members and their application to a variety of structural systems. Prerequisites: trigonometry and some knowledge of calculus. Enrollment limited to 20. QR, SC

* **ARCH 162b, Materials in Architecture** Timothy Newton

Science and technology of basic building materials studied together with historic and current design applications. Skills and processes required to create, shape, and connect materials experienced through hands-on projects. Technical notebooks, drawings, design and build exercises, and projects required. Enrollment limited to 20.

* **ARCH 163b, Environment, Energy, Building** Michelle Addington

An introduction to energy and environmental issues faced by the discipline of architecture. Global environmental issues, basic principles of energy generation and energy use, and fundamental climatic precursors and patterns. The complexity of developing solutions that address a wide range of local and global concerns.

* **ARCH 230a / STCY 176a, Introduction to the Study of the City** Alexander Garvin
An examination of forces shaping American cities and strategies for dealing with them. Topics include housing, commercial development, parks, zoning, urban renewal, landmark preservation, new towns, and suburbs. The course includes games, simulated problems, fieldwork, lectures, and discussion. SO

* **ARCH 249b, The Analytic Model** Ariane Harrison
Introduction to the history and practice of architectural analysis. Students produce drawings, models, and diagrams of significant architectural works in order to facilitate a comprehensive understanding of specific architects, buildings, and contexts. Description of a variety of approaches and the reciprocal relationship between analysis and design. Required for all Architecture majors.

* **ARCH 250a, Methods and Form in Architecture I** Bimal Mendis and Rosalyne Shieh
Analysis of architectural design of specific places and structures. Analysis is governed by principles of form in landscape, program, ornament, and space, and includes design methods and techniques. Readings and studio exercises required. Enrollment limited to 25. Open only to Architecture majors. 1½ Course cr

* **ARCH 251b, Methods and Form in Architecture II** Joyce Hsiang
Continuation of ARCH 250. Analysis of architectural design of specific places and structures. Analysis is governed by principles of form in landscape, program, ornament, and space, and includes design methods and techniques. Readings and studio exercises required. 1½ Course cr

ARCH 260a, History of Architecture I: Antiquity to the Baroque Daniel Sherer
The first half of a two-term sequence in the history of architecture. Architecture and urbanism from ancient Egypt through Greek and Roman classical traditions to the Enlightenment. The formal expression—organizational, structural, and ornamental—and social context of specific buildings and urban areas. Architecture as a form of social expression that builds on its own stylistic development, articulating a response to changes in history and culture. Emphasis on Western architecture, with selections from other parts of the world. HU

* **ARCH 261b / HSAR 325b, History of Architecture II: The Eighteenth Century to the Millennium** Eeva-Liisa Pelkonen
The second half of a two-term sequence in the history of architecture. Modern architecture and urbanism from the eighteenth century to the end of the twentieth. Genesis and meaning of architectural form, applying national, cultural, and international contexts. HU

ARCH 280a / AMST 197a / HSAR 219a, American Architecture and Urbanism Elihu Rubin
Introduction to the study of buildings, architects, architectural styles, and urban landscapes, viewed in their economic, political, social, and cultural contexts, from precolonial times to the present. Topics include: public and private investment in the built environment; the history of housing in America; the organization of architectural practice; race, gender, ethnicity and the right to the city; the social and political nature of city building; and the transnational nature of American architecture. HU

* **ARCH 341a / LAST 318a, Globalization Space** Keller Easterling

Infrastructure space as a primary medium of change in global polity. Networks of trade, energy, communication, transportation, spatial products, finance, management, and labor, as well as new strains of political opportunity that reside within their spatial disposition. Case studies include free zones and automated ports around the world, satellite urbanism in South Asia, high-speed rail in Japan and the Middle East, agripoles in southern Spain, fiber optic submarine cable in East Africa, spatial products of tourism in North Korea, and management platforms of the International Organization for Standardization. HU

ARCH 345b, Civic Art: Introduction to Urban Design Alan Plattus

Introduction to the history, analysis, and design of the urban landscape. Principles, processes, and contemporary theories of urban design; relationships between individual buildings, groups of buildings, and their larger physical and cultural contexts. Case studies from New Haven and other world cities. HU

* **ARCH 348b, The Benevolent City** William Reisz

Cities as places of violence, vice, and irrelevance vs. cities as stages where humanity reaches its most elevated heights of self-realization and cultural production. Critical review of writing about cities to identify recurring arguments and value systems. The question of whether cities should be expected to convey benevolence on their inhabitants. WR, HU

ARCH 431b, Religion and Modern Architecture Karla Britton

The historical evolution of sacred building in the twentieth and twenty-first centuries. Relations between a building, its cultural environment, and its cult. The influence of religion in contemporary civic life as manifest in the design and construction of prominent religious buildings. Examination of mosques, synagogues, temples, and churches. Perspectives from philosophy, comparative religion, liturgical studies, and architectural theory and practice. WR, HU

* **ARCH 450a, Senior Studio** Turner Brooks

Advanced problems with emphasis on architectural implications of contemporary cultural issues. The complex relationship among space, materials, and program. Emphasis on the development of representations – drawings and models – that effectively communicate architectural ideas. To be taken before ARCH 494. Enrollment limited to Architecture majors. 1½ Course cr

* **ARCH 471a or b, Individual Tutorial** Bimal Mendis

Special courses may be established with individual members of the department only. The following conditions apply: (1) a prospectus describing the nature of the studio program and the readings to be covered must be approved by both the instructor and the director of undergraduate studies; (2) regular meetings must take place between student and instructor; (3) midterm and final reviews are required.

* **ARCH 472La or b, Individual Tutorial Laboratory** Bimal Mendis

An independent tutorial focusing on methods and techniques of representation in architecture, including the synthesis of studio work using a variety of visual media. Concurrently with ARCH 471 or after a spring term abroad. RP ½ Course cr

* **ARCH 490a, Senior Research Colloquium** Karla Britton

Research and writing colloquium for seniors in the Urban Studies and History, Theory, and Criticism tracks. Under guidance of the instructor and members of the Architecture

faculty, students define their research proposals, shape a bibliography, improve research skills, and seek criticism of individual research agendas. Requirements include proposal drafts, comparative case study analyses, presentations to faculty, and the formation of a visual argument. Guest speakers and class trips to exhibitions, lectures, and special collections encourage use of Yale's resources.

*** ARCH 491b, Senior Project** Karla Britton

An essay or project in the student's area of concentration. Students in the history, theory, and criticism track or in the urban studies track pursue independent research with an adviser; this project must terminate in a senior essay.

*** ARCH 494b, Senior Project Design Studio** Steven Harris

Individual design investigations, focusing on independence and precision in the deployment of design ideas. Reliance on visual and nonverbal presentations. Development of a three-dimensional component, such as large-scale mock details, or other visual means of presentation, which might include photography, film, video, or interactive media. Examination of the skills, topics, and preparation to support design research. 1½ Course cr

Art

(Drawing, Filmmaking, Graphic Design, Painting, Photography, Printmaking, and Sculpture)

Director of undergraduate studies: Lisa Kereszi, 122 GRN, 432-2600, art.dus@yale.edu; art.yale.edu

MEMBERS OF THE SCHOOL OF ART TEACHING IN YALE COLLEGE

Professors Martin Kersels, Samuel Messer (*Adjunct*), Michael Roemer (*Adjunct*)

Associate Professor Anoka Faruque

Senior Critics Anna Betbeze, Julian Bittiner, Alice Chung, Johannes DeYoung, John Gambell, Jessica Helfand, Pamela Hovland, Christopher Pullman, Douglass Scott, Henk van Assen

Critics Mark Aronson, Thomas Allen Harris, Lisa Kereszi, Sandra Luckow, Sarah Stevens-Morling, Jonathan Weinberg

Lecturers Jonathan Andrews, Luke Archer, Pedro Barbeito, Sandra Burns, Yeju Choi, Mark Dery, Benjamin Donaldson, Munro Galloway, Kate Greene, Curran Hatleberg, Elana Herzog, Brent Howard, Joy Kim, Sarah Lasley, Ted Partin, Dushan Petrovich, Richard Rose, Carolyn Salas, Laurel Schwulst, Scott Stowell, Ka-Man Tse, William Villalongo, Anahita Vossoughi, Natalie Westbrook

Students in the Art major develop an understanding of the visual arts through a studio-based curriculum, apply fundamentals of art across a variety of media and disciplines, relate the practice of making art to the fields of art history and theory, and gain a high level of mastery of at least one artistic discipline. Students may concentrate on a medium such as painting/printmaking, sculpture, graphic design, photography, or film.

Courses in Art are open to all undergraduate students. In cases where student demand for entry into a course is greater than can be accommodated, priority will be given to School of Art students and declared Art majors. The director of undergraduate studies and members of the Art faculty will be present for counseling on Tuesday, August 30, 2016 from 10:30 a.m. to 1:30 p.m. adjacent to the School of Art Gallery at Holcombe T. Green, Jr., Hall, 1156 Chapel Street. Students seeking advice about course selection or the program in Art should come at that time. Others wishing to elect Art courses should go to the first meeting of the class, when each instructor will determine the class enrollment. Classes begin on Wednesday, August 31. For courses beginning in the spring term, counseling will be held on Tuesday, January 17, 2017, from 12 noon to 1:30 p.m. adjacent to the School of Art Gallery; art classes begin on Wednesday, January 18, 2017. All Art majors are required to register with the director of undergraduate studies at the beginning of each term at the time and place listed above in order to be enrolled or to continue in the major.

Prerequisites The prerequisites for acceptance into the major are a sophomore review, which is an evaluation of work from studio courses taken at the Yale School of Art, and five introductory (100-level) term courses. Four of the introductory courses must have been completed at the time of the sophomore review. Visual Thinking (ART 111) and Basic Drawing (ART 114) are mandatory. At the time of the review, the student should be enrolled in the fifth 100-level prerequisite course. In exceptional cases, arrangements for a special review during the junior year may be made with the director of undergraduate studies.

Requirements of the major The Art major requires fourteen term courses, including the following: (1) five prerequisite courses at the 100 level (including Basic Drawing and Visual Thinking); (2) four courses at the 200 level or above; (3) the Junior Seminar (ART 395) or Critical Theory in the Studio (ART 301); (4) the yearlong Senior Project (ART 495 and ART 496); and (5) two term courses in the history of art. Program guidelines and specific requirements for the various areas of concentration are described below.

Area of concentration Each Art major selects an area of concentration from five possible choices: (1) graphic design, (2) painting/printmaking, (3) photography, (4) sculpture, and (5) filmmaking. Required courses for the *graphic design concentration* include ART 132, Introduction to Graphic Design; ART 264 and 265, Typography in Graphic Design I and II; ART 368, Intermediate Graphic Design, or ART 369, Interactive Design; and ART 468 and 469, Advanced Graphic Design I and II. The *painting/printmaking concentration* requires ART 116, Color; ART 130, Painting Basics, or ART 230 or 231, Introductory Painting; ART 330 and 331, Intermediate Painting I and II; ART 224, Figure Drawing, or ART 356, Printmaking I; and ART 430, Painting Studio. Students in the *photography concentration* take ART 136, Introductory Black-and-White Photography, or ART 138, Digital Photography; ART 237, Intermediate Photography; ART 338, Intermediate Digital Photography; ART 379, Photographic Techniques; and ART 401, Advanced Photography. The *sculpture concentration* requires ART 110, Sculpture Basics; ART 345 and 346, Intermediate Sculpture I and II; ART 371, Sound Art, or ART 348, Sculpture with Time-Based Mediums; and ART 445, Advanced Sculpture I. Required courses for the *filmmaking concentration* include ART 141 and 142, Language of Film Workshop I and II; ART 341, Intermediate Fiction Film Workshop; ART 342, Intermediate Documentary Film Workshop; and ART 442 and 443, Advanced

Film Workshop I and II. Students in the filmmaking concentration may substitute courses in film and media studies for the history of art requirement.

Summer fellowship Art majors are eligible for the Ellen Battell Stoeckel Fellowship for study at the Yale University Summer School of Music and Art at Norfolk, Connecticut. Applicants for the program must be officially classified as junior Art majors and be returning to Yale for two terms of their senior year. The program awards up to four course credits for work successfully completed. These credits cannot be used toward the requirements of the Art major; however, they may be counted toward the 36-course-credit graduation requirement.

Repeated and outside courses Some Art courses may be repeated for credit, with permission of both the instructor and the director of undergraduate studies. Course credits in studio art earned at other institutions may be applied toward the requirements of the major, at the discretion of the director of undergraduate studies and subject to a faculty review process.

Facilities fees All Art majors are charged a facilities access and user fee of \$200 per term. Additional lab/materials fees are levied in individual courses, as specified at the end of the course description. Lab/materials fees cannot be refunded after the second week of classes.

REQUIREMENTS OF THE MAJOR

Prerequisites Favorable faculty review of work done in studio courses before end of sophomore year; ART 111 and 114; 3 addtl 100-level courses

Number of courses 14 term courses (incl prereqs and yearlong senior project)

Specific course required *All concentrations*—ART 395 or ART 301; *Graphic design*—ART 132, 264, 265; ART 368 or 369; ART 468, 469; *Painting/printmaking*—ART 116; ART 130, 230, or 231; ART 330, 331; ART 224 or 356; ART 430; *Photography*—ART 136 or 138; ART 237, 338, 379, 401; *Sculpture*—ART 110, 345, 346; ART 371 or 348; ART 445; *Filmmaking*—ART 141, 142, 341, 342, 442, 443

Distribution of courses 5 courses at 100 level (incl prereqs); 4 courses at 200 level or above; 2 courses in hist of art

Senior requirement Two-term senior project (ART 495, ART 496)

Substitution permitted *Filmmaking concentration*—2 courses in film & media studies for hist of art req

Unless otherwise indicated, spring-term classes in Art begin on Wednesday, January 18, 2017.

Introductory Courses

[ART 001, Studies in Visual Biography]

* ART 002b, Paper Elana Herzog

Paper at the crossroads of art technology and culture. How paper is made; its evolution and impact; its future. Myriad ways that paper appears in the collections of Yale's galleries and libraries. Creation of paper objects to explore the formal properties of sculpture, including volume, mass, line, and structure. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU RP

* **ART 003a, Blue** Jessica Helfand

The cultural and iconic history of the color blue and its role as both a method and a motive for making work in the studio. The word "blue" and its etymological core, evocative connotations, colloquial nuance, and semantic role in different languages and cultures; scientific and sociological issues; blue in film and the fine arts. Projects experiment with writing, collecting, collage, and digital video. Use of materials from the Beinecke Library. Enrollment limited to 15 freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **ART 004a, Words and Pictures** Dushan Petrovich

Introduction to visual narration, the combination of words and pictures to tell a story. Narrative point of view, counternarrative and counterculture, visual satire, personal history, depictions of space and time, and strategies and politics of representation. Sources include illuminated manuscripts, biblical paintings, picture-stories, comic strips, and graphic novels. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU RP

* **ART 006a, Art of the Printed Word** Richard Rose

Introduction to the art and historical development of letterpress printing and to the evolution of private presses. Survey of hand printing; practical study of press operations using antique platen presses and the cylinder proof press. Material qualities of printed matter, connections between content and typographic form, and word/image relationships. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **ART 007a, Art of the Game** Sarah Stevens-Morling

Introduction to interactive narrative through video game programming, computer animation, and virtual filmmaking. Topics include interactive storytelling, video game development and modification, animation, and virtual film production. Students produce a variety of works including web-based interactive narratives, collaboratively built video games, and short game-animated film production (machinima). Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program.

* **ART 110a, Sculpture Basics** Sandra Burns

Introduction to the concepts of space, form, weight, mass, and design in sculpture. Basic types and techniques of construction and material; concepts and approaches to the understanding and development of sculptural ideas. Shops and studio are available during days and evenings throughout the week. Materials fee: \$75. Enrollment limited to 12. Recommended to be taken before ART 120–125. HU RP

* **ART 111a or b, Visual Thinking** Staff

An introduction to the language of visual expression, using studio projects to explore the fundamental principles of visual art. Students acquire a working knowledge of visual syntax applicable to the study of art history, popular culture, and art. Projects address all four major concentrations (graphic design, printing/printmaking, photography, and sculpture). Materials fee: \$25. No prior drawing experience necessary. Open to all undergraduates. Required for Art majors. HU RP

* **ART 114a or b, Basic Drawing** Staff

An introduction to drawing, emphasizing articulation of space and pictorial syntax. Class work is based on observational study. Assigned projects address fundamental technical and conceptual problems suggested by historical and recent artistic practice.

No prior drawing experience required. Materials fee: \$25. Open to all undergraduates. Required for Art majors. HU RP

*** ART 116b, Color Practice** Anna Betbeze

Study of the interactions of color, ranging from fundamental problem solving to individually initiated expression. The collage process is used for most class assignments. Materials fee: \$75. HU RP

ART 120a, Introduction to Sculpture: Wood Staff

Introduction to wood and woodworking technology through the use of hand tools and woodworking machines. The construction of singular objects; strategies for installing those objects in order to heighten the aesthetic properties of each work. How an object works in space and how space works upon an object. Materials fee: \$75.00. Prerequisite: ART 110. HU

ART 121b, Introduction to Sculpture: Metal Brent Howard

Introduction to working with metal through examination of the framework of cultural and architectural forms. Focus on the comprehensive application of construction in relation to concept. Instruction in welding and general metal fabrication. Ways in which the meaning of work derives from materials and the form those materials take. Materials fee: \$75.00. Prerequisite: ART 110. HU

*** ART 122b, Introduction to Sculpture: Video** Sandra Burns

Exploration of time-based, three-dimensional works through such mediums as performance, video, installation, and sound, with consideration of how they inform contemporary practice. Emphasis on the integration and manipulation of mediums and materials to broaden historical context. Critiques, readings, video screenings, artist lectures, and frequent workshops to complement studio work both during and outside of scheduled class time. Materials fee: \$150. Enrollment limited to 12. HU RP

*** ART 125a, Introduction to Sculpture: Mold Making** Carolyn Salas

Instruction in the practical aspects of mold making and casting in a variety of materials and techniques. Students gain understanding of the principles and techniques of traditional technology for infusion in their practice and creation of sculpture. Foundational study in how objects are reproduced; essential for modern sculptors in a culture of mass production. Contemporary issues of art and culture also discussed. Four major types of molding techniques: waste molds, piece molds, life casts, and flexible molds. Materials fee: \$75. HU RP

*** ART 130a or b, Painting Basics** Staff

A broad formal introduction to basic painting issues, including the study of composition, value, color, and pictorial space. Emphasis on observational study. Course work introduces students to technical and historical issues central to the language of painting. Materials fee: \$75. Recommended for non–Art majors and for Art majors outside the painting concentration. Students who intend to pursue the painting concentration or take multiple courses in painting should take ART 230 and/or 231. HU RP

*** ART 132a or b, Introductory Graphic Design** Staff

A studio introduction to visual communication, with emphasis on the visual organization of design elements as a means to transmit meaning and values. Topics include shape, color, visual hierarchy, word-image relationships, and typography.

Development of a verbal and visual vocabulary to discuss and critique the designed world. Materials fee: \$150. HU RP

*** ART 136a or b, Introductory Black-and-White Photography** Staff

An introductory course in black-and-white photography concentrating on the use of 35mm cameras. Topics include the lensless techniques of photograms and pinhole photography; fundamental printing procedures; and the principles of film exposure and development. Assignments encourage the variety of picture-forms that 35mm cameras can uniquely generate. Student work is discussed in regular critiques. Readings examine the invention of photography and the flâneur tradition of small-camera photography as exemplified in the work of artists such as Henri Cartier-Bresson, Helen Levitt, Robert Frank, and Garry Winogrand. Materials fee: \$150. HU RP

*** ART 138a or b, Digital Photography** Staff

An introductory exploration of the transition of photographic processes and techniques into digital formats. Students produce original work using a digital camera. Introduction to a range of tools including color correction, layers, making selections, and inkjet printing. Assignments include weekly critiques and a final project. Materials fee: \$150. HU RP

*** ART 141a / FILM 161a, Introductory Film Writing and Directing** Michael Roemer

Problems and aesthetics of film studied in practice as well as in theory. In addition to exploring movement, image, montage, point of view, and narrative structure, students photograph and edit their own short videotapes. Emphasis on the writing and production of short dramatic scenes. Materials fee: \$150. Priority to majors in Art and in Film & Media Studies. Prerequisite for majors in Film & Media Studies: FILM 150. RP

*** ART 142a or b / FILM 162a or b, Introductory Documentary Filmmaking** Staff

The art and craft of documentary filmmaking. Basic technological and creative tools for capturing and editing moving images. The processes of research, planning, interviewing, writing, and gathering of visual elements to tell a compelling story with integrity and responsibility toward the subject. The creation of nonfiction narratives. Issues include creative discipline, ethical questions, space, the recreation of time, and how to represent "the truth." Materials fee: \$150. RP

*** ART 145a or b, Introduction to Digital Video** Sarah Lasley

Introduction to the basic tools of digital video production. DV camera operation, sound, and Mac-based editing with Final Cut Pro software. Individual and collaborative assignments explore the visual language and production challenges of DV. Emphasis on the spatial and visual aspects of the medium rather than the narrative. Screenings of experimental film, video art, and DV feature films. Materials fee: \$150. Enrollment limited to 12. RP

ART 185a, Principles of Animation Johannes DeYoung

The physics of movement in animated moving-image production. Focus on historical and theoretical developments in animation of the twentieth and twenty-first centuries as frameworks for the production of animated film and visual art. Classical animation and digital stop-motion; fundamental principles of animation and their relation to traditional and digital technologies. Materials fee: \$150. RP

Intermediate Courses

[ART 202, Feminist Theory and Feminist Art]

[ART 210, Sculpture as Object]

* ART 223a and ART 224b, Figure Drawing Staff

A study of the human figure, using a range of approaches. Emphasis on observation, anatomy, and spatial structure. Historical examples from cave painting to contemporary art. Materials fee: \$75 per term. RP

ART 230a and ART 231b, Introductory Painting Munro Galloway

A rigorous introduction to form and content in painting, starting with structured observational study and ending with student-directed projects. Emphasis on the syntax of composition, color, and space in a wide range of historical and contemporary painting, both representational and abstract. Materials fee: \$75 per term. Prerequisite: ART 114 or 130 or equivalent. RP

* ART 237b, Intermediate Photography Lisa Kereszi

A class in black-and-white photography extending the concerns of ART 136. Introduction to the use of medium-format cameras. Specialized topics include night photography, the use of flash, developing roll film, basic digital scanning, and grayscale printing techniques. Survey of the rich tradition of handheld photography and the production of artists such as Lartigue, Brassai, Diane Arbus, Lee Friedlander, and Robert Adams. Materials fee: \$150. Prerequisite: ART 136 or equivalent. HU RP

* ART 264a, Typography in Graphic Design I Alice Chung

An intermediate graphic-design course in the fundamentals of typography, with emphasis on ways in which typographic form and visual arrangement create and support content. Focus on designing and making books, employing handwork, and computer technology. Typographic history and theory discussed in relation to course projects. Materials fee: \$150. Prerequisite: ART 132. RP

* ART 265b, Typography in Graphic Design II Henk Van Assen

Continued studies in typography, incorporating more advanced and complex problems. Exploration of grid structures, sequentiality, and typographic translation, particularly in the design of contemporary books, and screen-based kinetic typography. Relevant issues of design history and theory discussed in conjunction with studio assignments. Materials fee: \$150. Prerequisite: ART 264. RP

* ART 285b, Digital Animation Johannes DeYoung

Introduction to the principles, history, and practice of animation in visual art and film. Historical and theoretical developments in twentieth- and twenty-first-century animation used as a framework for making digital animation. Production focuses on digital stop-motion and compositing, as well as 2-D and 3-D computer-generated animation. Workshops in relevant software. Materials fee: \$150. Prerequisites: ART 111, 114, or 145, and familiarity with Macintosh-based platforms. RP

* ART 301b, Critical Theory in the Studio Jonathan Weinberg

Key concepts in modern critical theory as they aid in the analysis of creative work in the studio. Psychoanalysis, Marxism, feminism, structuralism, and poststructuralism examined in relation to modern and contemporary movements in the visual arts, including cubism, surrealism, Arte Povera, pop, minimalism, conceptual art,

performance art, the Pictures group, and the current relational aesthetics movement. Materials fee: \$25. HU RP

*** ART 324b, Painting Materials and Methods** Mark Aronson

An introduction to historical materials and methods of painting. Students examine masterworks in the Yale Art Gallery and the Center for British Art, and explore observed techniques in their own painting. Techniques include quick-drying indirect tempera, slow-drying and layered oil painting, and the modernist direct application of paint; supports include wood, canvas, paper, and metal. Materials fee \$75. Prerequisite: ART 114 or 130 or permission of instructor. RP

[**ART 331, Intermediate Painting**]

ART 332a, Painting Time Samuel Messer

Painting techniques paired with conceptual ideas that explore how painting holds time both metaphorically and within the process of creating a work. Use of different Yale locations as subjects for observational on-site paintings. Materials fee: \$75. Prerequisite: ART 130, 230, or 231, or with permission of instructor. HU RP

ART 338b, Intermediate Digital Photography Kate Greene

Exploration of both the technical and conceptual aspects of digital photography. Range of tools includes advanced film scanning, working with RAW files, masks, compositing and grayscale, and color inkjet printing. Students produce original work, with special attention to ways in which their technical decisions can clarify their artistic intentions. Materials fee: \$150. Prerequisite: ART 138. RP

ART 341a or b / FILM 355a or b, Intermediate Film Writing and Directing Staff

In the first half of the term, students write three-scene short films and learn the tools and techniques of staging, lighting, and capturing and editing the dramatic scene. In the second half of the term, students work collaboratively to produce their films. Focus on using the tools of cinema to tell meaningful dramatic stories. Materials fee: \$150. Enrollment limited to 8. Priority to majors in Art and in Film & Media Studies. Prerequisites: ART 141 or 142, and FILM 150. RP

ART 342b / FILM 356b, Intermediate Documentary Filmmaking Staff

Students explore the storytelling potential of the film medium by making documentary art. The class concentrates on finding and capturing intriguing, complex scenarios in the world and then adapting them to the film form. Questions of truth, objectivity, style, and the filmmaker's ethics are considered using examples of students' work. Exercises in storytelling principles. Materials fee: \$150. Limited enrollment. Priority to majors in Art and in Film & Media Studies. Prerequisites: ART 141 or 142, and FILM 150. HU RP

ART 345a, Material Form and Fabrication Brent Howard

Further investigation into the history of sculpture and questions pertinent to contemporary art. Exploration of new techniques and materials along with refinement of familiar skills. Focus on helping students become self-directed in their work. Individual and group discussion and visits to museums and galleries. Materials fee: \$75 per term. Enrollment limited to 12. Prerequisite: ART 120, 121, or 122, or equivalent; or with permission of instructor. RP

ART 346b, Dematerial/Material Staff

Further investigation into the history of sculpture and questions pertinent to contemporary art. Exploration of new techniques and materials along with refinement of familiar skills. Focus on helping students become self-directed in their work. Individual and group discussion and visits to museums and galleries. Materials fee: \$75 per term. Enrollment limited to 12. Prerequisite: ART 120, 121, 122, or equivalent; or with permission of instructor. RP

[ART 348, Body, Space, and Time]**[ART 355, Silkscreen Printing]****ART 356a, Printmaking I** Pedro Barbeito

An introduction to intaglio (dry point and etching), relief (woodcut), and screen printing (stencil), as well as to the digital equivalents of each technique, including photo screen printing, laser etching, and CNC milling. How the analog and digital techniques inform the outcome of the printed image, and ways in which they can be combined to create more complex narratives. Materials fee: \$150. Prerequisite: ART 114 or equivalent. RP

[ART 359, Lithography]*** ART 368a, Intermediate Graphic Design I** Pamela Hovland

Various ways that design functions; how visual communication takes form and is recognized by an audience. Core issues inherent in design: word and image, structure, and sequence. Analysis and refinement of an individual design methodology. Attention to systematic procedures, techniques, and modes of inquiry that lead to a particular result. Materials fee: \$150. Prerequisites: ART 132 and 264, or permission of instructor. RP

*** ART 369b, Interactive Design** Laurel Schwulst

Interactive design explored through the development of projects that are based on line. Concepts of prompt, feedback, and variable conditions; Web-specific design issues such as navigation and pacing, as well as design for variable sizes and devices; best practices in code craft and design. The Web as a social ecosystem in which time and performance play important roles. Instruction in HTML, CSS, and some Javascript. No prior programming experience required. Materials fee: \$150. Prerequisite: ART 132 or permission of instructor. RP

ART 370a, Motion Design Christopher Pullman

A studio class that explores how the graphic designer's conventions of print typography and the dynamics of word-image relationship change with the introduction of time, motion, and sound. Projects focus on the controlled interaction of words and images to express an idea or tell a story. The extra dimensions of time-based communications; choreography of aural and visual images through selection, editing, and juxtaposition. Materials fee: \$150. Prerequisite: ART 265; ART 368 recommended. RP

ART 371b / MUSI 370b, Sound Art Staff

Introduction to sound art, a contemporary artistic practice that uses sound and listening as mediums, often creating psychological or physiological reactions as part of the finished artwork. The history of sound art in relation to the larger history of art and music; theoretical underpinnings and practical production; central debates

and problems in contemporary sound art. Includes creation and in-class critique of experimental works. Materials fee: \$25. HU

*** ART 379b, Photographic Techniques** Benjamin Donaldson

An opportunity for experienced photography students to become involved with the technical aspects of the medium. Concentrated study of view camera operations; techniques in added lighting and advanced printing; scanning and printing of negatives; discussion of historic photographic traditions. Student work is discussed in regular critiques. Previous digital training may be employed, but focus is primarily analog. Materials fee: \$150. Prerequisite: ART 237 or permission of instructor. RP

*** ART 395a, Junior Seminar** Jonathan Weinberg

Ongoing visual projects addressed in relation to historical and contemporary issues. Readings, slide presentations, critiques by School of Art faculty, and gallery and museum visits. Critiques address all four areas of study in the Art major. Prerequisite: at least four courses in Art. RP

Advanced Courses

*** ART 401a or b, Advanced Photography** Lisa Kereszi

An exploration of the practice of photography, either analog or digital. Student work is discussed in regular critiques, and lectures are framed around the aesthetic concerns that the work provokes. Materials fee: \$150. Prerequisites: ART 379 and, for those working digitally, ART 138. Required for Art majors concentrating in photography. RP

[ART 430, Advanced Painting Studio]

ART 432a, Painting Studio: The Narrative Figure William Villalongo

A course for intermediate and advanced painting students exploring historical and contemporary issues in figurative painting including portraiture, narrative and history painting. Studio work is complemented by an in-depth study of the gaze, subjectivity, memory, and imagination. After guided assignments, ultimate emphasis will be on self-directed projects. May be taken more than once. Materials fee: \$75 per term. Prerequisites: ART 230 and one course from ART 331, 332, or 342, or with permission of instructor. HU RP

ART 433b, Painting Studio: Space and Abstraction Munro Galloway

A course for intermediate and advanced painting students, exploring historical and contemporary issues in abstract painting including geometric, optical, material, and gestural abstraction. Studio work is complemented by in-depth study of flatness, depth, color, authorship and expression. After guided assignments, ultimate emphasis will be on self-directed projects. May be taken more than once. Materials fee: \$75 per term. Prerequisites: ART 230 and one course from ART 331, 332, or 342, or with permission of instructor. HU RP

*** ART 442a and ART 443b / FILM 483a and FILM 484b, Advanced Film Writing and Directing** Jonathan Andrews

A yearlong workshop designed primarily for majors in Art and in Film & Media Studies making senior projects. Each student writes and directs a short fiction film. The first term focuses on the screenplay, production schedule, storyboards, casting, budget, and locations. In the second term students rehearse, shoot, edit, and screen the film.

Materials fee: \$150. Enrollment limited to 8. Priority to majors in Art and in Film & Media Studies. Prerequisite: ART 341.

*** ART 457b, Interdisciplinary Printmaking** Pedro Barbeito

An in-depth examination of planographic techniques, including screen printing, lithography, and digital pigment printing. Relationships to more dimensional forms of printing such as collography, embossment, vacuum bag molding, and 3D printing. Creation of editions as well as unique objects, focusing on both individual techniques and creating hybrid forms. Materials fee: \$150. Recommended for Art majors to be taken concurrently with ART 324 or 433. at least one term of printmaking. RP

ART 468a and ART 469b, Advanced Graphic Design Staff

A probe into questions such as how an artist can be present as an idiosyncratic individual in his or her work, and how that work can still communicate on its own to a broad audience. Concentration on making graffiti, i.e., the design of a set of outdoor marks and tours for New Haven. A technological component is included, both in the metaphor of designing outdoor interaction as a way to learn about screen-based interaction and in the final project to design an interface for a handheld computer. Materials fee: \$150 per term. Prerequisites: ART 264 or 265, and 367 or 368, or permission of instructor. RP

*** ART 471a and ART 472b, Independent Projects** Staff

Independent work that would not ordinarily be accomplished within existing courses, designed by the student in conjunction with a School of Art faculty member. A course proposal must be submitted on the appropriate form for approval by the director of undergraduate studies and the faculty adviser. Expectations of the course include regular meetings, end-of-term critiques, and a graded evaluation. RP

*** ART 495a or b, Senior Project I** Staff

A project of creative work formulated and executed by the student under the supervision of an adviser designated in accordance with the direction of the student's interest. Proposals for senior projects are submitted on the appropriate form to the School of Art Undergraduate Studies Committee (USC) for review and approval at the end of the term preceding the last resident term. Projects are reviewed and graded by an interdisciplinary faculty committee made up of members of the School of Art faculty. An exhibition of selected work done in the project is expected of each student. RP

*** ART 496a or b, Senior Project II** Staff

A project of creative work formulated and executed by the student under the supervision of an adviser designated in accordance with the direction of the student's interest. Proposals for senior projects are submitted on the appropriate form to the School of Art Undergraduate Studies Committee (USC) for review and approval at the end of the term preceding the last resident term. Projects are reviewed and graded by an interdisciplinary faculty committee made up of members of the School of Art faculty. An exhibition of selected work done in the project is expected of each student.

Astronomy

Director of undergraduate studies: Priyamvada Natarajan, 216 STN, 432-4833, astro.dus@yale.edu; www.astro.yale.edu

FACULTY OF THE DEPARTMENT OF ASTRONOMY

Professors Charles Bailyn, †Charles Baltay, Sarbani Basu, Paolo Coppi, Pierre Demarque (*Emeritus*), Debra Fischer, Marla Geha, Jeffrey Kenney, Richard Larson (*Emeritus*), Gregory Laughlin, Priyamvada Natarajan, †C. Megan Urry, William van Altena (*Emeritus*), Pieter van Dokkum (*Chair*), Robert Zinn

Associate Professors Hector Arce, †Daisuke Nagai, †Nikhil Padmanabhan, Frank van den Bosch

Lecturer Michael Faison

†A joint appointment with primary affiliation in another department.

Astronomy is a quantitative physical science that applies physics, mathematics, and statistical analysis to observing, describing, and modeling the universe. The undergraduate courses and degree programs offered by the Department of Astronomy train students in research techniques and quantitative reasoning and develop creative problem solvers. Students who complete the major continue on to top-tier graduate programs in astrophysics or related science fields, and they are sought after by employers in a range of fields from health care management to the banking and investment industry. The department offers a B.A. degree in Astronomy and a B.S. degree in Astrophysics.

Introductory courses with no prerequisites The department offers a variety of courses without prerequisites that provide an introduction to astronomy with particular attention to recent discoveries and theories. Courses numbered below 150 are intended for students who desire a broad, nontechnical introduction to astronomy. These courses fulfill the science distributional requirement, and some also fulfill the quantitative reasoning distributional requirement.

Courses with numbers between 150 and 199 are topical rather than survey courses. Most of these offerings fulfill both the science and the quantitative reasoning requirements. ASTR 155 is a laboratory course that provides a hands-on introduction to astronomical observing. ASTR 160 and 170 provide an introduction to frontier topics in modern astrophysics and cosmology.

Introductory courses with high school calculus and physics prerequisites Students who have taken calculus and physics in high school may enroll in quantitative introductory courses. ASTR 210 and 220 focus on fundamental measurements and tools used in astronomy and include an in-depth study of stellar astrophysics (ASTR 210) or galaxies and cosmology (ASTR 220). These courses overlap in content, so students should take either ASTR 210 or 220 but not both. ASTR 255 provides training in data analysis and research techniques, including computer programming and numerical and statistical analysis.

Advanced electives Courses numbered 300 and above are more specialized and intensive. The prerequisites for these courses include ASTR 210 or 220, multivariable calculus, and two terms of introductory college physics.

Graduate courses in astronomy are open to qualified undergraduates who already have a strong preparation in mathematics, physics, and astronomy. Students wishing to take a graduate course must first obtain the permission of the instructor and of the director of graduate studies.

Requirements of the B.A. degree program The B.A. degree program in Astronomy is designed for students who do not plan to continue in a graduate program in astronomy, but who are interested in the subject as a basis for a liberal arts education or as a physical science background to careers such as medicine, teaching, journalism, business, law, or government. It allows greater flexibility in course selection than the B.S. program because the emphasis is on breadth of knowledge rather than on specialization.

The prerequisites for the B.A. program are PHYS 170 and 171, or 180 and 181, or 200 and 201, and MATH 112 and 115. Ten courses are required beyond these prerequisites, including either ASTR 210 or 220, ASTR 255, 310, one additional Astronomy elective numbered 150 or above, and the senior requirement (ASTR 492). Two of the ten courses must be advanced courses in mathematics, such as MATH 120 or ENAS 151, or courses in mathematical methods, including statistics or computer science, such as CPSC 112, MATH 200 or above, or ASTR 356. Three electives can be drawn from any of the natural, applied, or mathematical sciences (including additional astronomy courses); at least two of these must be advanced enough to have college-level prerequisites. The senior requirement consists of a senior essay or independent research project carried out for one term in ASTR 492 under the supervision of a faculty member.

Before entering the junior year, students should consult the director of undergraduate studies.

Requirements of the B.S. degree program The B.S. degree program in Astrophysics is designed to provide a strong foundation in astrophysics for students interested in graduate study or a career in astronomy, physics, or a related science.

Prerequisites for the B.S. degree include an introductory physics sequence (PHYS 180 and 181, or 200 and 201, or 260 and 261); a physics laboratory sequence (PHYS 165L and 166L, or 205L and 206L); and the mathematics sequence MATH 112, 115, and either MATH 120 or ENAS 151. ASTR 155 may be substituted for one term of the physics laboratory sequence. All prerequisites should be completed by the end of the sophomore year.

Beyond the prerequisites, twelve term courses are required in astronomy, physics, and mathematics. Students complete at least six courses in astronomy, including either ASTR 210 or 220, 255, 310, 320, and a two-term senior project (ASTR 490 and 491). Students also complete three Physics courses numbered 400 or above, normally PHYS 401, 402, and 439. In addition, majors choose either one additional 400-level course in Physics or an Astronomy elective numbered 300 or higher. In mathematics, students complete a course in differential equations selected from MATH 246,

PHYS 301, or ENAS 194, and either an additional mathematics course numbered 200 or above or a course in statistics or computing such as CPSC 112, 201, or ASTR 356. The senior requirement consists of an independent research project in astronomy carried out for two terms in ASTR 490 and 491 under the supervision of a faculty member.

Before entering the junior year, students must obtain approval of a course of study from the director of undergraduate studies.

REQUIREMENTS OF THE MAJOR

ASTRONOMY, B.A.

Prerequisites PHYS 170, 171, or 180, 181, or 200, 201; MATH 112, 115

Number of courses 10 courses beyond prereqs, incl senior req

Specific courses required ASTR 210 or 220; ASTR 255, 310

Distribution of courses 1 astronomy elective numbered 150 or above; 2 advanced math courses; 3 science electives (may include addtl astronomy courses), at least 2 with college-level prereqs

Senior requirement Senior essay or senior research project (ASTR 492)

ASTROPHYSICS, B.S.

Prerequisites PHYS 180, 181, or 200, 201, or 260, 261; PHYS 165L, 166L, or 205L, 206L; MATH 112, 115; MATH 120 or ENAS 151

Number of courses 12 courses beyond prereqs, incl senior req

Specific courses required ASTR 210 or 220; ASTR 255, 310, 320

Distribution of courses 3 courses in physics numbered 400 or above; 1 addtl upper-level course in astronomy or physics; 2 courses in math or mathematical methods, as specified

Substitution permitted ASTR 155 for 1 term of physics lab prereq

Senior requirement Senior independent research project (ASTR 490 and 491)

Courses

* **ASTR 030a, Search for Extraterrestrial Life** Michael Faison

Introduction to the search for extraterrestrial life. Review of current knowledge on the origins and evolution of life on Earth; applications to the search for life elsewhere in the universe. Discussion of what makes a planet habitable, how common these worlds are in the universe, and how we might search for them. Survey of past, current, and future searches for extraterrestrial intelligence. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, SC

[**ASTR 040, Expanding Ideas of Time and Space**]

ASTR 105a, The Earth in its Cosmic Context Staff

Study of the formation, evolution, and history of Earth, its solar system, and its role in a larger cosmic context. Consideration of thousands of other recently discovered planetary systems; the role of life in shaping the Earth and its environment; and the consequences of human activity from a systems perspective. SC

ASTR 110b, Planets and Stars Michael Faison

An introduction to stars and planetary systems. Topics include the solar system and extrasolar planets, planet and stellar formation, and the evolution of stars from birth to death. No prerequisite other than a working knowledge of elementary algebra. QR, SC

ASTR 120a, Galaxies and the Universe Jeffrey Kenney

An introduction to stars and stellar evolution; the structure and evolution of the Milky Way galaxy and other galaxies; quasars, active galactic nuclei, and supermassive black holes; cosmology and the expanding universe. No prerequisite other than a working knowledge of elementary algebra. QR, SC

ASTR 130a, Origins and the Search for Life in the Universe Debra Fischer

Origins of the universe, stars, and planets; evolution of conditions that were conducive to the emergence of life on Earth; leading theories for the origin of life; the discovery of exoplanets; comparison of Earth's solar system with other systems that have been discovered; the possibility of habitable conditions where life might have arisen on other worlds; methods of searching for life elsewhere. No prerequisite other than a working knowledge of elementary algebra. SC

[ASTR 135, Archaeoastronomy]**ASTR 155a, Introduction to Astronomical Observing** Michael Faison

A hands-on introduction to the techniques of astronomical observing. Observations of planets, stars, and galaxies using on-campus facilities and remote observing with Yale's research telescopes. Use of electronic detectors and computer-aided data processing. Evening laboratory hours required. One previous college-level science laboratory or astronomy course recommended. SC ½ Course cr

ASTR 160b, Frontiers and Controversies in Astrophysics Marla Geha

A detailed study of three fundamental areas in astrophysics that are currently subjects of intense research and debate: planetary systems around stars other than the sun; pulsars, black holes, and the relativistic effects associated with them; and the age and ultimate fate of the universe. No prerequisite other than a working knowledge of elementary algebra. QR, SC

[ASTR 170, Introduction to Cosmology]**ASTR 210b, Stars and Their Evolution** Robert Zinn

Foundations of astrophysics, focusing on an intensive introduction to stars. Nuclear processes and element production, stellar evolution, stellar deaths and supernova explosions, and stellar remnants including white dwarfs, neutron stars, and black holes. A close look at our nearest star, the sun. How extrasolar planets are studied; the results of such studies. Prerequisite: a strong background in high school calculus and physics. May not be taken after ASTR 220. QR, SC

[ASTR 220, Galaxies and Cosmology]*** ASTR 255a / PHYS 295a, Research Methods in Astrophysics** Marla Geha

The acquisition and analysis of astrophysical data, including the design and use of ground- and space-based telescopes, computational manipulation of digitized images and spectra, and confrontation of data with theoretical models. Examples taken from current research at Yale and elsewhere. Use of the Python programming language. A background in high school calculus and physics. No previous programming experience required. QR, SC RP

ASTR 310b, Galactic and Extragalactic Astronomy Jeffrey Kenney

Stellar populations and the structure of the Milky Way galaxy; the structure and evolution of external galaxies; the distribution of galaxies in the universe; galaxy interactions and active galactic nuclei. Prerequisites: MATH 115, PHYS 201, and ASTR 210 or 220, or equivalents, or with permission of instructor. QR, SC

ASTR 320a, Physical Processes in Astronomy Franciscus van den Bosch

Introduction to the physics required for understanding current astronomical problems. Topics include basic equations of stellar structure, stellar and cosmic nucleosynthesis, radiative transfer, gas dynamics, and stellar dynamics. Numerical methods for solving these equations. Prerequisites: MATH 120 and PHYS 201 or equivalents, or permission of instructor. Previous experience with computer programming recommended. Taught in alternate years. QR, SC

[ASTR 343, Gravity, Astrophysics, and Cosmology]**ASTR 355b, Observational Astronomy** Robert Zinn

Optics for astronomers. Design and use of optical telescopes, photometers, spectrographs, and detectors for astronomical observations. Introduction to error analysis, concepts of signal-to-noise, and the reduction and analysis of photometric and spectroscopic observations. Prerequisite: one astronomy course numbered above 200, or permission of instructor. Previous experience with computer programming recommended. QR, SC RP

*** ASTR 356b / PHYS 356b, Astrostatistics and Data Mining** Hector Arce

Introduction to the statistical tools used to analyze and interpret astrophysical data, including common data mining techniques for finding patterns in large data sets and data-based prediction methods. Use of publicly available high-quality astronomical data from large surveys such as SDSS and 2MASS, and from space-based observatories such as Spitzer, Herschel, and WISE. Coding with the Python programming language. Prerequisite: ASTR 255 or equivalent. QR, SC

ASTR 360a, Interstellar Matter and Star Formation Hector Arce

The composition, extent, temperature, and density structure of the interstellar medium (ISM). Excitation and radiative processes; the properties of dust; the cold and hot ISM in the Milky Way and other galaxies. Dynamics and evolution of the ISM, including interactions between stars and interstellar matter. Physics and chemistry of molecular clouds and the process of star formation. Prerequisites: MATH 120 and PHYS 201 or equivalents. Taught in alternate years. QR, SC RP

[ASTR 375, Exoplanets]**[ASTR 380, Stellar Populations]****[ASTR 385, Introduction to Radio Astronomy]****[ASTR 418, Stellar Dynamics]****ASTR 420a, Computational Methods for Astrophysics** Paolo Coppi

The analytic, numerical, and computational tools necessary for effective research in astrophysics and related disciplines. Topics include numerical solutions to differential equations, spectral methods, and Monte Carlo simulations. Applications to common astrophysical problems including fluids and N-body simulations. Prerequisites: ASTR 320, MATH 120, 222 or 225, and 246. QR RP

[ASTR 430, Galaxies]**ASTR 450a, Stellar Astrophysics** Sarbani Basu

The physics of stellar atmospheres and interiors. Topics include the basic equations of stellar structure, nuclear processes, stellar evolution, white dwarfs, and neutron stars.

Prerequisites: PHYS 201 and MATH 120. Taught in alternate years. QR, SC

[ASTR 465, The Evolving Universe]

* **ASTR 471a and ASTR 472b, Independent Project in Astronomy** Priyamvada Natarajan

Independent project supervised by a member of the department with whom the student meets regularly. The project must be approved by the instructor and by the director of undergraduate studies; the student is required to submit a complete written report on the project at the end of the term.

* **ASTR 490a and ASTR 491b, The Two-Term Senior Project** Priyamvada Natarajan
A two-term independent research project to fulfill the senior requirement for the B.S. degree. The project must be supervised by a member of the department and approved by the director of undergraduate studies.

* **ASTR 492a or b, The One-Term Senior Project** Priyamvada Natarajan
A one-term independent research project or essay to fulfill the senior requirement for the B.A. degree. The project must be supervised by a member of the department and approved by the director of undergraduate studies.

Biology

Yale offers three different biological sciences majors: Ecology and Evolutionary Biology (EEB), Molecular Biophysics and Biochemistry (MB&B), and Molecular, Cellular, and Developmental Biology (MCDB). The distinctions between these majors reflect the types of biological systems analysis each represents: the analysis of whole organisms, populations, and ecosystems (EEB); use of the tools of chemistry and physics to study life at the molecular level (MB&B); and molecular, cellular, and developmental biology, genetics, and neurobiology (MCDB). These approaches cover the vast breadth of disciplines in the biological sciences.

The courses BIOL 101–104 are designed as entry points to all three programs in the biological sciences. The prerequisites for the three majors are similar, so students need not commit to a specific major in the freshman year.

For information on the major requirements, course offerings, and departmental faculty of the biological sciences programs, see under Ecology and Evolutionary Biology (p. 249), Molecular Biophysics and Biochemistry (p. 525), and Molecular, Cellular, and Developmental Biology (p. 532).

Courses

BIOL 101a or b, Biochemistry and Biophysics Samantha Lin and Staff

The study of life at the molecular level. Topics include the three-dimensional structures and function of large biological molecules, the human genome, and the design of

antiviral drugs to treat HIV/AIDS. The first of four modules in a yearlong foundational biology sequence; meets for the first half of the term. SC ½ Course cr

BIOL 102a or b, Principles of Cell Biology and Membrane Physiology Staff

The study of cell biology and membrane physiology. Topics include organization and functional properties of biological membranes, membrane physiology and signaling, rough endoplasmic reticulum and synthesis of membrane/secretory membrane proteins, endocytosis, the cytoskeleton, and cell division. The second of four modules in a yearlong foundational biology sequence; meets for the second half of the term.

Prerequisite: BIOL 101. SC ½ Course cr

*** BIOL 103a or b, Genes and Development** Staff

Foundation principles for the study of genes, genetics, and developmental biology. How genes control development and disease; Mendel's rules; examples of organ physiology. The third of four modules in a yearlong foundational biology sequence; meets for the first half of the term. Prerequisites: BIOL 101 and 102. SC ½ Course cr

BIOL 104a or b, Principles of Ecology and Evolutionary Biology Staff

The study of evolutionary biology, animal behavior, and the history of life. Evolutionary transitions and natural selection. Adaptation at genic, chromosomal, cellular, organismal, and supra-organismal levels. Distributional and social consequences of particular suites of organismal adaptations. The fourth of four modules in a yearlong foundational biology sequence; meets for the second half of the term. Prerequisites: BIOL 101, 102, and 103. SC ½ Course cr

Biomedical Engineering

Director of undergraduate studies: James Duncan, N309 D TAC, 785-2427, 313 MEC, 432-9917, james.duncan@yale.edu; seas.yale.edu/departments/biomedical-engineering

FACULTY OF THE DEPARTMENT OF BIOMEDICAL ENGINEERING

Professors Richard Carson, †Nicholas Christakis, James Duncan, Jay Humphrey, Fahmeed Hyder, Andre Levchenko, †Laura Niklason, Douglas Rothman, Mark Saltzman, †Martin Schwartz, †Frederick Sigworth, †Brian Smith, Lawrence Staib, †Hemant Tagare, †Paul Van Tassel, Steven Zucker

Associate Professors †Robin de Graaf, Tarek Fahmy, Themis Kyriakides, †Evan Morris, †Xenophon Papademetris, †Corey Wilson

Assistant Professors †Joerg Bewersdorf, Stuart Campbell, †Michael Choma, Rong Fan, Anjelica Gonzalez, †Chi Liu, Kathryn Miller-Jensen, Michael Murrell, †Steven Tommasini, †Jiangbing Zhou

Lecturers †Liqiong Gui, †Jing Zhou

†A joint appointment with primary affiliation in another department or school.

Engineering methods and strategies are used to address biomedical problems ranging from studies of physiological function using images to the development of artificial organs and new biomaterials. The B.S. degree in Biomedical Engineering is designed to provide students with an understanding of common fundamental methodologies and the ability to develop quantitative approaches to one of three biomedical engineering tracks: Bioimaging, Biomechanics, and Molecular Engineering. The flexible course

structure of the major permits students to bridge basic concepts in the life sciences and traditional areas of engineering, while also gaining a comprehensive understanding of biomedical engineering as a field of study.

Prerequisites The following prerequisites are common to all tracks in the major: BIOL 101 and 102 (or a higher-level course in MCDB or MB&B, with permission of the director of undergraduate studies); a lecture course in chemistry numbered CHEM 161 or higher (or CHEM 112 or higher); ENAS 194; MATH 115; MATH 120 or ENAS 151; PHYS 180, 181, 205L, and 206L (or 165L and 166L, with permission of the director of undergraduate studies).

Requirements of the major Students must complete twelve term courses, totaling at least eleven course credits, beyond the prerequisites, including at least three required courses in the chosen track, two terms of a biomedical engineering laboratory (BENG 355L, 356L), and the senior requirement (see below). During the freshman year, students study basic mathematics, chemistry, and biology. By the end of the sophomore year, they have taken physics, ENAS 194, BENG 249, and BENG 350. In the junior year, students gain a comprehensive grounding in the field through BENG 351, BENG 352, BENG 353, BENG 355L, and BENG 356L. During the junior and senior years students also acquire depth by taking electives in one of the three areas of concentration. A senior seminar and a senior project give students practical, detailed information about their chosen area of concentration.

Students in all tracks are required to take the following seven term courses: BENG 249, 350, 351, 352, 353, 355L, and 356L. Students in the Bioimaging track must also take three courses chosen from EENG 310, BENG 410, 436, 444, 445, 475, 476, or 485. Students in the Biomechanics track must also take three courses chosen from MENG 185, 280, 361, BENG 410, 434, 453, 455, 456, 457, or 458. Students in the Molecular Engineering track must also take three courses chosen from BENG 410, 434, 435, 464, 465, 467, or MENG 361. One relevant course may be substituted with the permission of the director of undergraduate studies. By the end of senior year, two term courses in the life sciences must have been included among the prerequisite and required courses for the major.

Research Courses Students are permitted, and encouraged, to engage in research before the senior year by enrolling in BENG 471 and/or BENG 472. These courses, offered Pass/Fail, may be taken more than once for credit, but repeated courses do not count toward the major. See Course Credits and Course Loads (p. 46) in the Academic Regulations.

Senior requirement In their senior year, all students must enroll in BENG 480. They must also complete a one-term senior project in their final term of enrollment (BENG 474) or a two-term, yearlong project (BENG 473, 474).

Credit/D/Fail No course taken Credit/D/Fail may count toward the major, including prerequisites.

Preparation for graduate study The Biomedical Engineering curriculum is excellent preparation for graduate study in engineering, science, and medicine. In some cases, organic chemistry and/or certain biology courses may be substituted for one course in the major after consultation with the director of undergraduate studies.

REQUIREMENTS OF THE MAJOR

Prerequisites BIOL 101 and 102, or higher-level course in MCDB or MB&B with DUS permission; 1 lecture course in chemistry numbered CHEM 161 or higher (or CHEM 112 or higher); ENAS 194; MATH 115; MATH 120 or ENAS 151; PHYS 180, 181, and 205L, 206L (or 165L, 166L with DUS permission)

Number of courses 12 term courses, totaling at least 11 course credits, beyond prereq (incl senior req)

Specific courses required *All tracks*—BENG 249, 350, 351, 352, 353, 355L, 356L; *Bioimaging track*—3 from EENG 310, BENG 410, 436, 444, 445, 475, 476, or 485; *Biomechanics track*—3 from MENG 185, 280, 361, BENG 410, 434, 453, 455, 456, 457, or 458; *Molecular Engineering track*—3 from BENG 410, 434, 435, 464, 465, 467, MENG 361.

Distribution of courses 2 term courses in life sciences among prereq and req courses

Substitution permitted Relevant course with DUS permission

Senior requirement BENG 480 and one-term senior project in final term of enrollment (BENG 474) or yearlong senior project (BENG 473 and 474)

Courses

BENG 249b, Introduction to Biomedical Computation Michael Murrell
Computational and mathematical tools used in biomedical engineering for the simulation of biological systems and the analysis of biomedical data. Basics of computational programming in MATLAB; applications to modeling, design, and statistical and data analysis. Prerequisite: MATH 120 or ENAS 151. QR

* **BENG 350a / MCDB 310a, Physiological Systems** Stuart Campbell, Elizabeth Holt, Emile Boulpaep, Peter Aronson, Mark Saltzman, David Zenisek, and Marie Egan
Regulation and control in biological systems, emphasizing human physiology and principles of feedback. Biomechanical properties of tissues emphasizing the structural basis of physiological control. Conversion of chemical energy into work in light of metabolic control and temperature regulation. Prerequisites: CHEM 165 or 167 (or CHEM 113 or 115), or PHYS 180 and 181; MCDB 120, or BIOL 101 and 102. SC

BENG 351b / CENG 351b, Biotransport and Kinetics Mark Saltzman
Creation and critical analysis of models of biological transport and reaction processes. Topics include mass and heat transport, biochemical interactions and reactions, and thermodynamics. Examples from diverse applications, including drug delivery, biomedical imaging, and tissue engineering. Prerequisites: MATH 115, ENAS 194; BIOL 101 and 102; CHEM 161, 163, or 167; BENG 249. QR

BENG 352b, Biomedical Signals and Images James Duncan and Lawrence Staib
Principles and methods used to represent, model, and process signals and images arising from biomedical sources. Topics include continuous and discrete linear systems analysis, Fourier analysis and frequency response, metrics for signal similarity, and noise filtering. Biomedical examples range from one-dimensional electrical signals in nerves and muscles to two-dimensional images of organs and cells. Prerequisite: MATH 120 or ENAS 151. BENG 249, 350, and ENAS 194 strongly recommended. QR

BENG 353a, Introduction to Biomechanics Jay Humphrey

An introduction to the biomechanics used in biosolid mechanics, biofluid mechanics, biothermomechanics, and biochemomechanics. Diverse aspects of biomedical engineering, from basic mechanobiology to the design of novel biomaterials, medical devices, and surgical interventions. Prerequisites: PHYS 180, 181, MATH 115, and ENAS 194. QR

*** BENG 355La, Physiological Systems Laboratory** Rong Fan

Introduction to laboratory techniques and tools used in biomedical engineering for physiological measurement. Topics include bioelectric measurement, signal processing, and dialysis. Enrollment limited to majors in Biomedical Engineering, except by permission of the director of undergraduate studies. SC ½ Course cr

*** BENG 356Lb, Biomedical Engineering Laboratory** Tarek Fahmy

Continuation of BENG 355L, introducing laboratory techniques and tools used in biomedical engineering. Topics include image processing, ultrasound, and microscopy. Enrollment limited. SC ½ Course cr

BENG 404a / MENG 404a, Medical Device Design and Innovation Joseph Zinter

The engineering design, project planning, prototype creation, and fabrication processes for medical devices that improve patient conditions, experiences, and outcomes. Students develop viable solutions and professional-level working prototypes to address clinical needs identified by practicing physicians. Some attention to topics such as intellectual property, the history of medical devices, documentation and reporting, and regulatory affairs.

*** BENG 410a, Physical and Chemical Basis of Bioimaging and Biosensing** Douglas Rothman and Fahmeed Hyder

Basic principles and technologies for sensing the chemical, electrical, and structural properties of living tissues and of biological macromolecules. Topics include magnetic resonance spectroscopy, microelectrodes, fluorescent probes, chip-based biosensors, X-ray and electron tomography, and MRI. Prerequisites: BENG 351 and 352 or permission of instructor. QR, SC

*** BENG 435b, Biomaterial-Tissue Interactions** Themis Kyriakides

Study of the interactions between tissues and biomaterials, with an emphasis on the importance of molecular- and cellular-level events in dictating the performance and longevity of clinically relevant devices. Attention to dictating areas such as biomaterials for tissue engineering and the importance of stem/progenitor cells, as well as biomaterial-mediated gene and drug delivery. Prerequisites: CHEM 161, 165, or 167 (or CHEM 112, 114, or 118); MCDB 120, or BIOL 101 and 102; or equivalents. SC

BENG 445a / EENG 445a, Biomedical Image Processing and Analysis James Duncan and Lawrence Staib

A study of the basic computational principles related to processing and analysis of biomedical images (e.g., magnetic resonance, computed X-ray tomography, fluorescence microscopy). Basic concepts and techniques related to discrete image representation, multidimensional frequency transforms, image enhancement, motion analysis, image segmentation, and image registration. Prerequisite: BENG 352 or EENG 310 or permission of instructors. Recommended preparation: familiarity with probability theory.

BENG 449b, Biomedical Data Analysis Richard Carson

Study of biological and medical data analysis associated with applications of biomedical engineering. Provides basics of probability and statistics, as well as analytical approaches for determination of quantitative biological parameters from experimental data. Includes substantial programming in MATLAB. Prerequisite: MATH 120 or ENAS 151. After or concurrently with ENAS 194. QR

BENG 453b, Continuum Biomechanics Jay Humphrey

Advanced state-of-the-art methods of continuum and computational biomechanics. New theories of soft tissue growth, remodeling, disease progression, healing, and aging. Emphasis on mechanics driven by advances in vascular mechanobiology. Prerequisite: BENG 353. QR

BENG 456a, Molecular and Cellular Biomechanics Michael Murrell

The basic mechanical principles at the molecular and cellular level that underlie the major physical behaviors of the cell, from cell division to cell migration. Basic cellular physiology, methodology for studying cell mechanical behaviors, models for understanding the cellular response under mechanical stimulation, and the mechanical impact on cell differentiation and proliferation. Prerequisites: MENG 211 and 280 or equivalents, and experience with MATLAB. Recommended preparation: BENG 353 and MCDB 205. QR, SC

BENG 463a / CENG 320a, Immunoengineering Tarek Fahmy

Introduction to immunoengineering, a field combining immunology with the physical sciences and engineering. Focus on biophysical principles and biomaterial applications for understanding and engineering immunity. SC

BENG 464b, Tissue Engineering Laura Niklason

Introduction to the major aspects of tissue engineering, including materials selection, scaffold fabrication, cell sources, cell seeding, bioreactor design, and tissue characterization. Class sessions include lectures and hands-on laboratory work. Prerequisite: CHEM 161, 165, or 167 (or CHEM 112, 114, or 118). Recommended preparation: organic chemistry, cell biology, and physiology. SC 1½ Course cr

BENG 467b, Systems Biology of Cell Signaling Andre Levchenko and Kathryn Miller-Jensen

Approaches from systems biology to the fundamental processes underlying both the sensory capability of individual cells and cell-to-cell communication in health and disease. Prerequisites: BENG 249 and ENAS 194, or equivalents. QR, SC

*** BENG 471a and BENG 472b, Special Projects** James Duncan

Faculty-supervised individual or small-group projects with emphasis on research (laboratory or theory), engineering design, or tutorial study. Students are expected to consult the director of undergraduate studies and appropriate faculty members about ideas and suggestions for suitable topics. This course, offered Pass/Fail, can be taken at any time during a student's career, and may be taken more than once. For the Senior Project, see BENG 473, 474. Permission of both the instructor and the director of undergraduate studies is required.

*** BENG 473a and BENG 474b, Senior Project** James Duncan

Faculty-supervised biomedical engineering projects focused on research (laboratory or theory) or engineering design. Students should consult with the director of undergraduate studies and appropriate faculty mentors for suitable projects. BENG

473 is taken during the fall term of the senior year and BENG 474 is taken during the spring term of the senior year. Permission of both the faculty mentor and the director of undergraduate studies is required.

BENG 475a / CPSC 475a / EENG 475a, Computational Vision and Biological Perception Steven Zucker

An overview of computational vision with a biological emphasis. Suitable as an introduction to biological perception for computer science and engineering students, as well as an introduction to computational vision for mathematics, psychology, and physiology students. Prerequisite: CPSC 112 and MATH 120, or with permission of instructor. QR, SC RP

* **BENG 480a, Seminar in Biomedical Engineering** Hemant Tagare

Oral presentations and written reports by students analyzing papers from scientific journals on topics of interest in biomedical engineering, including discussions and advanced seminars from faculty on selected subjects.

* **BENG 485b, Fundamentals of Neuroimaging** Fahmeed Hyder

The neuroenergetic and neurochemical basis of several dominant neuroimaging methods, including fMRI. Technical aspects of different methods, interpretation of results, and controversies or challenges regarding the application of fMRI and related methods in medicine. SC

British Studies

(Courses at the Paul Mellon Centre in London)

During the spring term, the Yale-in-London program at the Paul Mellon Centre for Studies in British Art, located in central London, offers four courses in British studies generally including British history, history of art or architecture, literature, and drama. Students take all four courses offered, and courses taught at the Paul Mellon Centre must be taken for a letter grade. Further information is available on the program's Web site (<http://britishart.yale.edu/education/yale-college-students/yale-in-london>). Inquiries may also be directed to yaleinlondon@yale.edu. The application deadline for spring term 2017 is Friday, October 7, 2016. Students will be notified of acceptance within one month of the application deadline. Inquiries about the summer program, described in the Undergraduate Curriculum section (p. 25), should be directed to the same address. Applications for summer 2017 are due Wednesday, February 15, 2017.

Courses

* **BRST 177b, British Art and Landscape** Staff

The role of visual art in articulating cultural, literary, political, and environmental approaches to the landscape of the British Isles in the period from 1750 to 1914. Artists include eighteenth and nineteenth-century practitioners such as Richard Wilson, Thomas Gainsborough, J. M. W. Turner and John Constable, Pre-Raphaelite artists including William Holman Hunt and John Brett and Edwardian painters such as George Clausen and Philip Wilson Steer. HU

* **BRST 206b, The Art and Architecture of Medieval London, 1066–1547** Staff

The central role of art and architecture in the secular and religious life of London during the Middle Ages. Ways in which rulers used art, architecture, sculpture, painting, metalwork, and manuscript illumination to control their own identities, how usurpers manipulated it to undermine authority, and how the faithful engaged with it to the glory of God. Beginning with the coronation of William the Conqueror at Westminster Abbey and closing with the death of Henry VIII at Whitehall Palace, examination of the how the rebuilding and altering of such places as Westminster Abbey and the Tower of London reflect the history of England and its position within Europe. HU

* **BRST 219b, British Biography, Portraiture, and Psychoanalysis** Staff

The representation of the person in British biography, visual art, and psychoanalysis. Authors and artists include William Hogarth, Joshua Reynolds, Samuel Johnson, James Boswell, Elizabeth Gaskell, Virginia Woolf, Sigmund Freud, Lucien Freud, Francis Bacon, Hermione Lee, D. W. Winnicott, Adam Phillips, Rineke Dijkstra. prior coursework in literature, history of art, history, or psychology is helpful. WR, HU

* **BRST 220b, London Metropolis in the Modern Imagination** Staff

London as the model for the modern metropolis in literature and film. Dickens, T. S. Eliot, Virginia Woolf, Orwell, Elizabeth Bowen, Zadie Smith, and Amit Chaudhuri, read alongside film, television, city maps, and graphic design. prior coursework in literature, film, sociology, or history is helpful. WR, HU

Chemical Engineering

Director of undergraduate studies: Michael Loewenberg, 303 ML, 432-4334, michael.loewenberg@yale.edu; seas.yale.edu/departments/chemical-and-environmental-engineering

FACULTY OF THE DEPARTMENT OF CHEMICAL AND ENVIRONMENTAL ENGINEERING

Professors Eric Altman, †Michelle Bell, †Gabour y Benoit, †Stephen Edberg, Menachem Elimelech, †Thomas Gr aedel, Gary Haller, †Edward Kaplan, Jaehong Kim, Michael Loewenberg, Jordan Peccia, Lisa Pfefferle, Joseph Pignatello (*Adjunct*), Daniel Rosner, †James Saiers, †Mark Saltzman, †Udo Schwarz, T. Kyle Vanderlick, Paul Van Tassel, †Kurt Zilm

Associate Professors †Tarek Fahmy, Chinedum Osuji, Andre Taylor, Corey Wilson, Julie Zimmerman

Assistant Professors Drew Gentner, Amir Haji-Akbari, †Shu Hu, Desiree Plata, Mingjiang Zhong

†A joint appointment with primary affiliation in another department or school.

Energy, the environment, and health care are key challenges facing humanity in the twenty-first century. Chemical engineering is a discipline well placed to confront these challenges. Chemical engineering is rooted in the basic sciences of mathematics, chemistry, physics, and biology; a traditional engineering science core of thermodynamics, transport phenomena, and chemical kinetics; a rigorous design component; and an expanding focus on emerging topics in materials, nanotechnology,

and life sciences. The discipline has grown from its petrochemical origins to become central to state-of-the-art technologies in microelectronics, alternative energy, biomedicine, and pharmaceuticals.

The Chemical Engineering program is principally focused on basic and engineering sciences and on problem solving. Additional emphasis is on communication, analysis of experiments, and chemical process design. A special feature of the program is the accessibility of laboratory research – most Chemical Engineering majors participate in faculty-led research projects, often resulting in publication and/or presentation at national meetings.

Chemical Engineering graduates find a wide range of professional opportunities in academia, industry, government, business, and the nonprofit sector. Many majors go on to graduate programs in chemical, biomedical, or environmental engineering or to medical, law, or business schools.

The educational objectives of the Chemical Engineering program are the following. Graduating students will achieve positions of leadership within academia, industry, and government; excel in top graduate programs in chemical, biomedical, environmental, and related engineering fields; excel in top professional schools in fields such as law, medicine, or management; join and rise in the ranks of large and small corporations; become successful entrepreneurs; practice engineering toward the benefit of humankind.

Students considering a Chemical Engineering major are encouraged to take two terms of chemistry and mathematics during the freshman year, and to contact the director of undergraduate studies.

Requirements of the major Two degree programs are offered: a B.S. in Chemical Engineering accredited by the Engineering Accreditation Commission of ABET, Inc., and a B.S. in Engineering Sciences (Chemical).

Prerequisites Students in both degree programs take the following prerequisite courses: MATH 112, 115, and ENAS 151 or equivalent; CHEM 161 and 165, or CHEM 163 and 167 (or CHEM 114, 115), and CHEM 134L (or CHEM 116L), or CHEM 167 (or CHEM 118); ENAS 130; PHYS 180, 181. Students with advanced high school preparation may reduce the number of prerequisites.

B.S. degree program in Chemical Engineering The curriculum for the ABET-accredited B.S. degree in Chemical Engineering requires eighteen term courses, including the following courses beyond the prerequisites:

1. Mathematics: ENAS 194 or equivalent
2. Chemistry: CHEM 174 and 175 (or CHEM 124 and 125), or CHEM 220 and either 221 or 230; CHEM 332, 333, and 330L
3. Engineering science: MENG 361 and three term courses chosen from engineering electives
4. Chemical engineering: CENG 210, 300, 301, 315, 411, 412, 480

Senior requirement In their senior year students must pass CENG 416, Chemical Engineering Process Design.

B.S. degree program in Engineering Sciences (Chemical) The B.S. degree in Engineering Sciences (Chemical) requires ten term courses beyond the prerequisites, chosen in consultation with the director of undergraduate studies. The standard program includes the following courses:

1. Mathematics: ENAS 194 or equivalent
2. Chemistry: CHEM 174 and 175 (or CHEM 124 and 125), or CHEM 220 and either 221 or 230, or CHEM 332 and 333
3. Engineering science: MENG 361
4. Chemical engineering: CENG 210, 300, 301, 315, 411

Senior requirement In their senior year students must complete a senior research project in CENG 490.

REQUIREMENTS OF THE MAJOR

CHEMICAL ENGINEERING, B.S.

Prerequisites MATH 112, 115, ENAS 151 or equivalent; CHEM 161 and 165, or CHEM 163 and 167 (or CHEM 114, 115), and CHEM 134L (or CHEM 116L), or CHEM 167 (or CHEM 118); PHYS 180, 181; ENAS 130

Number of courses 18 term courses beyond prereqs (incl senior req)

Specific courses required ENAS 194 or equivalent; CHEM 174 and 175 (or CHEM 124 and 125), or CHEM 220 and either 221 or 230; CHEM 332, 333, and 330L; MENG 361; CENG 210, 300, 301, 315, 411, 412, 480

Distribution of courses 3 addtl electives in engineering

Senior requirement CENG 416

ENGINEERING SCIENCES (CHEMICAL), B.S.

Prerequisites MATH 112, 115, ENAS 151 or equivalent; CHEM 161 and 165, or CHEM 163 and 167 (or CHEM 114, 115), and CHEM 134L (or CHEM 116L), or CHEM 167 (or CHEM 118); PHYS 180, 181; ENAS 130

Number of courses 10 term courses beyond prereqs (incl senior req)

Specific courses required ENAS 194 or equivalent; CHEM 174 and 175 (or CHEM 124 and 125), or CHEM 220 and either 221 or 230, or CHEM 332 and 333; MENG 361; CENG 210, 300, 301, 315, 411

Senior requirement CENG 490

* **CENG 120b / ENAS 120b / ENVE 120b, Introduction to Environmental Engineering**
Jordan Peccia

Introduction to engineering principles related to the environment, with emphasis on causes of problems and technologies for abatement. Topics include air and water pollution, global climate change, hazardous chemical and emerging environmental technologies. Prerequisites: high school calculus and chemistry or CHEM 161, 165 or CHEM 163, 167 (may be taken concurrently) or permission of instructor. QR, SC

CENG 210a / ENVE 210a, Principles of Chemical Engineering and Process Modeling
André Taylor

Analysis of the transport and reactions of chemical species as applied to problems in chemical, biochemical, and environmental systems. Emphasis on the interpretation of

laboratory experiments, mathematical modeling, and dimensional analysis. Lectures include classroom demonstrations. Prerequisite: MATH 120 or permission of instructor.

QR, SC RP

CENG 300a, Chemical Engineering Thermodynamics Shu Hu

Analysis of equilibrium systems. Topics include energy conservation, entropy, heat engines, Legendre transforms, derived thermodynamic potentials and equilibrium criteria, multicomponent systems, chemical reaction and phase equilibria, systematic derivation of thermodynamic identities, criteria for thermodynamic stability, and introduction to statistical thermodynamics. Prerequisite: MATH 120 or ENAS 151 or permission of instructor. QR, SC RP

CENG 301b, Chemical Kinetics and Chemical Reactors Mingjiang Zhong

Physical-chemical principles and mathematical modeling of chemical reactors. Topics include homogeneous and heterogeneous reaction kinetics, catalytic reactions, systems of coupled reactions, selectivity and yield, chemical reactions with coupled mass transport, nonisothermal systems, and reactor design. Applications from problems in environmental, biomedical, and materials engineering. Prerequisite: ENAS 194 or permission of instructor. QR, SC RP

CENG 315b / ENVE 315b, Transport Phenomena Michael Loewenberg

Unified treatment of momentum, energy, and chemical species transport including conservation laws, flux relations, and boundary conditions. Topics include convective and diffusive transport, transport with homogeneous and heterogeneous chemical reactions and/or phase change, and interfacial transport phenomena. Emphasis on problem analysis and mathematical modeling, including problem formulation, scaling arguments, analytical methods, approximation techniques, and numerical solutions. Prerequisite: ENAS 194 or permission of instructor. QR, SC RP

CENG 320a / BENG 463a, Immunoengineering Tarek Fahmy

Introduction to immunoengineering, a field combining immunology with the physical sciences and engineering. Focus on biophysical principles and biomaterial applications for understanding and engineering immunity. SC

CENG 351b / BENG 351b, Biotransport and Kinetics Mark Saltzman

Creation and critical analysis of models of biological transport and reaction processes. Topics include mass and heat transport, biochemical interactions and reactions, and thermodynamics. Examples from diverse applications, including drug delivery, biomedical imaging, and tissue engineering. Prerequisites: MATH 115, ENAS 194; BIOL 101 and 102; CHEM 161, 163, or 167; BENG 249. QR

CENG 373a / ENVE 373a, Air Pollution Control Drew Gentner

An overview of air quality problems worldwide with a focus on emissions, chemistry, transport, and other processes that govern dynamic behavior in the atmosphere. Quantitative assessment of the determining factors of air pollution (e.g., transportation and other combustion-related sources, chemical transformations), climate change, photochemical “smog,” pollutant measurement techniques, and air quality management strategies. Prerequisite: ENVE 210. QR, SC RP

* **CENG 377a / ENVE 377a, Water Quality Control** Jaehong Kim

Study of the preparation of water for domestic and other uses and treatment of wastewater for recycling or discharge to the environment. Topics include processes for removal of organics and inorganics, regulation of dissolved oxygen, and techniques

such as ion exchange, electro dialysis, reverse osmosis, activated carbon adsorption, and biological methods. Prerequisite: ENVE 120 or permission of instructor. SC RP

CENG 410a, Biomolecular Engineering Corey Wilson

A survey of the principles and scope of biomolecular engineering. Discussion of concepts at the interface of applied mathematics, biology, biophysical chemistry, and chemical engineering that are used to develop novel molecular tools, materials, and approaches based on biological building blocks and machinery. Modeling the physicochemical properties that confer function in biological systems; low- and high-resolution protein engineering; the design of synthetic interactomes. RP

CENG 411a, Separation and Purification Processes Chinedum Osuji

Theory and design of separation processes for multicomponent and/or multiphase mixtures via equilibrium and rate phenomena. Topics include single-stage and cascaded absorption, adsorption, extraction, distillation, partial condensation, filtration, and crystallization processes. Applications to environmental engineering (air and water pollution control), biomedical-chemical engineering (artificial organs, drug purification), food processing, and semiconductor processing. Prerequisite: CENG 300 or 315 or permission of instructor. QR, SC RP

CENG 412Lb / CENG 412, Chemical Engineering Laboratory and Design Eric Altman and Corey Wilson

An introduction to design as practiced by chemical and environmental engineers. Engineering fundamentals, laboratory experiments, and design principles are applied toward a contemporary chemical process challenge. Sustainability and economic considerations are emphasized. SC

CENG 416b / ENVE 416b, Chemical Engineering Process Design Eric Altman and Corey Wilson

Study of the techniques for and the design of chemical processes and plants, applying the principles of chemical engineering and economics. Emphasis on flowsheet development and equipment selection, cost estimation and economic analysis, design strategy and optimization, safety and hazards analysis, and environmental and ethical considerations. Enrollment limited to seniors majoring in Chemical Engineering or Environmental Engineering. QR, SC RP

CENG 480a, Chemical Engineering Process Control Eric Altman

Transient regime modeling and simulations of chemical processes. Conventional and state-space methods of analysis and control design. Applications of modern control methods in chemical engineering. Course work includes a design project. Prerequisite: ENAS 194 or permission of instructor. QR, SC RP

*** CENG 490a or b, Senior Research Project** Staff

Individual research and/or design project supervised by a faculty member in Chemical Engineering, or in a related field with permission of the director of undergraduate studies.

RELATED COURSE THAT COUNTS TOWARD THE MAJOR

MENG 361a, Mechanical Engineering II: Fluid Mechanics Mitchell Smooke

Mechanical properties of fluids, kinematics, Navier-Stokes equations, boundary conditions, hydrostatics, Euler's equations, Bernoulli's equation and applications, momentum theorems and control volume analysis, dimensional analysis and similitude,

pipe flow, turbulence, concepts from boundary layer theory, elements of potential flow.
Prerequisites: ENAS 194 or equivalent, and physics at least at the level of PHYS 180.

QR, SC RP

Chemistry

Director of undergraduate studies: Nilay Hazari, 210 KCL, 432-0885,
nilay.hazari@yale.edu; www.chem.yale.edu

FACULTY OF THE DEPARTMENT OF CHEMISTRY

Professors †Sidney Altman, Victor Batista, Gary Brudvig, Robert Crabtree, †Craig Crews, R. James Cross, Jr. (*Emeritus*), Jonathan Ellman, John Faller (*Emeritus*), †Gary Haller, Nilay Hazari, Seth Herzon, Patrick Holland, †Francesco Iachello, Mark Johnson, William Jorgensen, J. Patrick Loria, James Mayer, J. Michael McBride (*Emeritus*), Scott Miller, Peter Moore (*Emeritus*), †Anna Pytle, †Lynne Regan, †James Rothman, Martin Saunders, Alanna Schepartz, Charles Schmuttenmaer, †Dieter Söll, David Spiegel, †Thomas Steitz, †Scott Strobel, John Tully (*Emeritus*), Patrick Vaccaro, Elsa Yan, Frederick Ziegler (*Emeritus*), Kurt Zilm

Assistant Professors Richard Baxter, Jason Crawford, Ziad Ganim, Timothy Newhouse, Sarah Slavoff, Hailiang Wang

Lecturers Paul Anastas, Christine DiMeglio, N. Ganapathi, Jonathan Parr

†A joint appointment with primary affiliation in another department.

The wide range of courses offered by the Department of Chemistry reflects the position of chemistry as the foundation of all the molecular sciences. In addition to graduate work in chemistry, biochemistry, or health-related disciplines, the department's graduates find their broad scientific training useful in fields such as technology policy, business management, and law. Chemistry is an especially appropriate major for students interested in energy research or policy and the environment.

Courses for nonmajors without prerequisites The Chemistry department offers one-term courses with no prerequisites, which are intended for non-science majors. These courses do not satisfy medical school requirements or the general chemistry requirement for any science major. Courses for nonmajors are numbered CHEM 100–109.

Introductory courses and placement The majority of students begin with a general chemistry sequence: either CHEM 161 and 165, General Chemistry I and II, or CHEM 163 and 167, Comprehensive University Chemistry I and II. Any of these courses fulfill the prerequisite for general chemistry in the Chemistry major. Students taking CHEM 161 may be taking chemistry for the first time, perhaps took chemistry as a high school sophomore, or may even have taken AP chemistry but not fully mastered the subject at that level. Students in CHEM 163 will have more recently completed a year or two of chemistry in high school, although motivated students may have last taken chemistry as a high school sophomore if they have a strong math and physics background. Students who have done well in an advanced placement chemistry course or show other evidence of high achievement in science and mathematics may be given

permission to start in CHEM 167. For instance, students with a Chemistry Advanced Placement test score of 5 may usually elect CHEM 167.

Students with a sufficiently strong background in chemistry may initiate their studies with courses in organic or physical chemistry after demonstrating proficiency on the department's placement examination. CHEM 174 and 175, Freshman Organic Chemistry I and II, are offered expressly for freshmen. Other courses in organic chemistry, including CHEM 220, 221, and 230, also are available to qualified freshmen. Students with a strong background in physics and calculus may be eligible for the physical-chemistry courses CHEM 332 and 333.

Placement procedures The Chemistry department reviews the preparation of all freshmen prior to the beginning of the fall term, using test scores, admission records, and information supplied by students. Incoming students should see the Freshman Web site (<http://catalog.yale.edu/freshman-handbook/academic-information/special-programs-placement-preregistration/chemistry>) for details on information to submit during the summer before matriculation. The department determines the appropriate general chemistry course for every entering freshman, either CHEM 161, 163, or 167. Students will be able to view their initial placement in late August on the "Chem Placement 2016" site on Classes*v2 (<https://classesv2.yale.edu/portal>); instructions are available on the Freshman Web site (<http://catalog.yale.edu/freshman-handbook/academic-information/special-programs-placement-preregistration/chemistry>).

Freshmen wishing to take CHEM 174, 220, or 332, or those wishing to take a higher-level course than initially assigned, are required to take a placement examination (<http://catalog.yale.edu/freshman-handbook/academic-information/special-programs-placement-preregistration/chemistry>) on the first day of registration week in the fall term. Students who feel they have been placed incorrectly at too high a level may discuss changing their placement with a chemistry placement adviser and do not need to take the examination. Students uncertain about their placement are encouraged to sit for the examination, as it provides the best measure of a student's readiness to enter the wide variety of courses offered to freshmen.

Students with placement questions, or those wishing to change their course preference indicated during preregistration, should attend the department's orientation meeting prior to the placement examination. Additional sessions with placement advisers are scheduled throughout the first week of the fall term in 183 SCL at times listed in the *Calendar for the Opening Days of College*. Students wishing to change their placement should consult an adviser as soon as possible.

Students are advised to review general chemistry before taking the placement examination. They must bring a nonprogrammable, nongraphing calculator and a #2 pencil with them to the examination; cell phones may not be used. Times and places for the examination are published in the *Calendar for the Opening Days of College*. After the examination, final placements are posted on the "Chem Placement 2016" site on Classes*v2 (<https://classesv2.yale.edu/portal>). For further information about placement and the examination, consult the *Calendar for the Opening Days of College* and the Freshman Web site (<http://yalecollege.yale.edu/new-students/class-2019/academic-information/special-programs-placement-and-preregistration-1>).

Permission keys Enrollment in any introductory chemistry course requires an electronic permission key. Keys are issued automatically by the department for entering freshmen and are displayed as green key-shaped icons next to the appropriate courses on the online registration page. Students are blocked from enrolling in any chemistry course for which they do not possess a permission key. Students experiencing problems with permission keys should inquire in person at the department office, 183 SCL.

Section registration in laboratory and lecture courses Information about online registration for laboratory and discussion sections can be found in the description for each laboratory or lecture course in Online Course Information (<http://www.yale.edu/oci>). Due to the nature of laboratory exercises, it is impractical to preview laboratory courses during the course selection period.

Placement information for upperclassmen Upperclassmen wishing to take CHEM 161, 163, 165, or 167 should confirm their placement on Classes*v2 (<https://classesv2.yale.edu/portal>) by accessing the Chem Placement site that corresponds to their year of matriculation. If permission keys are needed, upperclassmen should obtain them by inquiring at the department office, 183 SCL. Those wishing to enroll in CHEM 220 may do so as long as they have satisfied the general chemistry prerequisite.

Information for premedical students Medical schools currently require one year of organic chemistry and laboratory as well as one year of general chemistry and laboratory. The general chemistry requirement may be satisfied by completing CHEM 161 and 165, or CHEM 163 and 167, or two terms of physical chemistry. In most instances students with advanced placement taking only CHEM 167 may complete this requirement by taking a course in biochemistry, inorganic chemistry, or physical chemistry. Students should consult with the Office of Career Strategy (<http://ocs.yale.edu/content/health-professions-o>) for the most up-to-date premedical course advice.

Major degree programs Four degree programs are offered: a B.A., a B.S., an intensive major leading to a B.S., and a combined B.S./M.S. The B.A. degree is intended for students who want solid training in the chemical sciences and who also intend to study other subjects in which chemical training would be an asset, such as technology policy, economics, the environment, or medicine. The B.S. degree is intended to prepare students for graduate study while permitting extensive exploration of other disciplines. The B.S. degree with an intensive major provides more focused preparation for a career in chemical research, and requires greater breadth in laboratory courses and electives. Students electing this major program also can satisfy the requirements for a certified degree in chemistry as set forth by the American Chemical Society. The combined B.S./M.S. is designed for students whose advanced preparation qualifies them for graduate-level work in their third and fourth years of college.

The major requires a group of prerequisites or their equivalent in advanced placement, a core of courses common to all four degree programs, advanced courses specific to each degree program, and a senior requirement. No chemistry courses taken Credit/D/Fail may be counted toward the major (including substitutions for advanced courses).

Prerequisites common to all Chemistry degree programs Two terms of general chemistry and laboratory, single-variable calculus at the level of MATH 115, and one term of introductory physics numbered 170 or higher, or the equivalents in advanced

placement, are prerequisite to all four degree programs. Students also are encouraged to complete a course in multivariable calculus (MATH 120 or ENAS 151).

Course requirements common to all Chemistry degree programs All degrees require two terms of organic chemistry (CHEM 174 or 220, and CHEM 175, 221, or 230) with laboratory (CHEM 222L and 223L), one term of physical chemistry (CHEM 332 or 328), and one term of inorganic chemistry (CHEM 252).

B.A. degree In addition to the prerequisites and common degree requirements, the B.A. degree requires four additional course credits of advanced chemistry lecture or laboratory courses. At least one of the advanced courses must be a lecture course in the Chemistry department and at least one must be a Chemistry laboratory course. CHEM 333 may be counted toward the advanced-course requirement, although not as the sole lecture course.

B.S. degree In addition to the prerequisites and common degree requirements, the B.S. degree requires completion of a second term of physical chemistry (CHEM 333), one term of physical chemistry laboratory (CHEM 330L), and four additional course credits of advanced chemistry lecture or laboratory courses. At least one of the advanced courses must be a lecture course in the Chemistry department and at least one must be a Chemistry laboratory course.

B.S. degree, intensive major In addition to the prerequisites and common degree requirements, the B.S. degree with an intensive major requires completion of a second term of introductory physics numbered 171 or higher, a second term of physical chemistry (CHEM 333), one term of physical chemistry laboratory (CHEM 330L), and five additional course credits of advanced chemistry lecture or laboratory courses. At least two of the advanced courses must be lecture courses in the Chemistry department and at least one must be a Chemistry laboratory course.

Combined B.S./M.S. degree Exceptionally well-prepared students may complete a course of study leading to the simultaneous award of the B.S. and M.S. degrees after eight terms of enrollment. Formal application for admission to this program must be made no later than the last day of classes in the fifth term of enrollment. To be considered for admission, by the end of their fifth term applicants must have achieved at least two-thirds A or A– grades in all of their course credits as well as in all of the course credits directly relating to the major, including prerequisites. Two terms of CHEM 490 must be taken in the fifth and sixth terms with grades of A or A– earned to continue in the program. The B.S./M.S. degree program requires completion of the intensive major requirements. The introductory physics requirement must be fulfilled with PHYS 200, 201 or 260, 261; a term course in physics numbered 400 or higher and approved by the director of undergraduate studies may be substituted for the introductory sequence. In addition, eight graduate courses in chemistry (four of which count toward the B.S.) are required. Four terms of research are required, including two terms of research taken in CHEM 990. Students in the program must earn grades of A in at least two of their graduate-level term courses (or in one yearlong course) and have at least a B average in other graduate-level courses. B.S./M.S. candidates also are expected to continue their independent research in a summer internship between their junior and senior years. For more information, see

“Simultaneous Award of the Bachelor's and Master's Degrees” in section K (p. 66) of the Academic Regulations (p. 34).

Advanced courses For the purpose of degree requirements, all undergraduate Chemistry courses numbered 410 or higher count as advanced lecture or laboratory courses, as do CHEM 226L, 251L, 331L, and 335L. Because most advanced courses are offered either in the fall term or have a fall-term course as a prerequisite, students should not plan to take an isolated spring-term advanced course in any given year without first consulting the director of undergraduate studies. Many graduate-level Chemistry courses also may count toward the advanced-course requirement; consult the director of undergraduate studies for information about eligible courses.

Substitutions for required courses Up to two terms of advanced science courses outside Chemistry may be counted as electives, with the written approval of the director of undergraduate studies. CHEM 490 may not in any circumstance be substituted for any of the laboratory requirements. The graduate courses CHEM 562L, 564L, and 565L may not be counted toward any requirement of the major.

Senior requirement for the B.A. degree Students in the B.A. degree program must complete the senior seminar CHEM 400, in which they prepare a capstone essay on a chemistry-related topic. The paper is expected to be fifteen to twenty-five pages in length (double-spaced, twelve-point font, exclusive of figures, tables, and bibliography).

Senior requirement for the B.S. degree Students in the B.S. degree program may fulfill the senior requirement by completing two terms of the independent research course CHEM 490 and writing a capstone report under the guidance of a faculty member that describes their research activities. Alternatively, they may complete the senior seminar CHEM 400, in which they prepare a capstone essay on a chemistry-related topic, and complete one additional course credit of advanced chemistry lecture or laboratory courses. One term of CHEM 490 may be counted as the additional advanced course. The capstone report or essay is expected to be fifteen to twenty-five pages in length (double-spaced, twelve-point font, exclusive of figures, tables, and bibliography). All students performing research also must present their work in the form of an oral or poster presentation as coordinated by the instructor of CHEM 490.

Senior requirement for the B.S. degree with an intensive major Students in the B.S. degree program with an intensive major fulfill the senior requirement by completing two terms of the independent research course CHEM 490 and writing a capstone report of fifteen to twenty-five pages (double-spaced, twelve-point font, exclusive of figures, tables, and bibliography) under the guidance of a faculty member that describes their research activities. Students in the intensive major program also must present their work in the form of an oral or poster presentation as coordinated by the instructor of CHEM 490.

Sequence of courses Majors are encouraged to begin their programs in the freshman year to provide the greatest flexibility in scheduling. It is possible, however, to complete

the B.S. in as little as six terms if a student has advanced placement. One sample B.S. program follows, but many others are possible:

Freshman	Sophomore	Junior	Senior
CHEM 161, 165, 134L, 136L, math prereq	CHEM 220, 221, 252, 222L, 223L, physics prereq	CHEM 332, 333, 330L, 251L, 1 elective	2 terms of CHEM 490, 2 electives

Programs of study with special emphasis The flexibility of the degree requirements makes it possible for a student's program of study to emphasize a particular area of specialization in chemistry. For example, a program specializing in chemical biology includes CHEM 421, Chemical Biology, and two biochemistry electives chosen from MCDB 300, MB&B 300, 301, or selected graduate courses. An inorganic chemistry specialization could include CHEM 450, Physical Methods in Inorganic Chemistry, CHEM 452, Organometallic Chemistry, and CHEM 457, Modern Coordination Chemistry. A program with emphasis in physical chemistry and chemical physics would have three electives chosen from CHEM 430, Statistical Mechanics and Thermodynamics, CHEM 440, Molecules and Radiation I, CHEM 442, Molecules and Radiation II, CHEM 470, Introductory Quantum Chemistry, or a graduate course in quantum mechanics. Students interested in synthetic organic chemistry complete three electives chosen from CHEM 418, Advanced Organic Chemistry I, CHEM 423, Synthetic Methods in Organic Chemistry, CHEM 425, Spectroscopic Methods of Structure Determination, or selected graduate courses. An emphasis in biophysical chemistry includes a course in either chemical biology or biochemistry, as well as two electives chosen from graduate courses in biophysics or biochemistry. Students may design programs with other areas of emphasis in consultation with the director of undergraduate studies. For a list of graduate courses appropriate for a particular specialization, consult the director of undergraduate studies.

Approval of major programs of study All Chemistry majors in the sophomore, junior, and senior years must have their programs approved by the director of undergraduate studies. A program tailored to each student's goals is created and recorded on a Chemistry Course of Study form kept on file in the department office. Majors who have a current course of study form on file may have their schedules signed by the director of undergraduate studies or by any of the advisers to the major. A current list of advisers to the major may be obtained in the department office.

Special restrictions on lecture courses Completion of the first term of the general, organic, or physical chemistry sequences CHEM 161 and 165; CHEM 174 or 220 and CHEM 175, 221, or 230; and CHEM 332 or 328 and CHEM 333 with a passing grade is a prerequisite for registration in the subsequent term. Completion of CHEM 163 with a passing grade is a prerequisite for registration in CHEM 167 unless the student's assigned placement is in 167.

Students receive credit for only one chemistry sequence of any given type. For example, a student who has completed CHEM 161 and 165 may not subsequently enroll in CHEM 163 or 167; a student who has completed CHEM 174 and 175 may not subsequently enroll in CHEM 220, 221, or 230. Similarly, students may not enroll in a course (typically of lower number) that is a prerequisite to a course they already

have taken. Thus, for example, a student who has completed an organic chemistry laboratory cannot subsequently enroll in a general chemistry laboratory.

Special restrictions on laboratory courses Chemistry courses may be taken without the accompanying laboratory, although the department does not recommend it. However, the appropriate lecture course is a prerequisite or corequisite for each laboratory course. This restriction can be waived only by the director of undergraduate studies. Students dropping the lecture course corequisite with a laboratory also must drop the laboratory course.

Year or Term Abroad In most instances, Chemistry majors find their course of study easier to schedule if they choose to study abroad in a spring term. Students studying abroad in the spring term of their junior year are required to obtain approval for the project that will fulfill their senior requirement before the end of the prior term. For general information on the Year or Term Abroad, see section K (p. 66) of the Academic Regulations.

REQUIREMENTS OF THE MAJOR

Prerequisites CHEM 161 and 165, or 163 and 167 (or CHEM 112, 113; or 114, 115; or 118); CHEM 134L and 136L (or CHEM 116L, 117L); MATH 115 (MATH 120 or ENAS 151 suggested); PHYS 170, 180, 200, or 260; or equivalents in advanced placement

Number of courses *B.A.* – at least 11 term courses, totaling 10 course credits, beyond prereqs (incl senior req); *B.S.* – at least 14 term courses, totaling 13 course credits, beyond prereqs (incl senior req); *B.S., intensive major* – at least 16 term courses, totaling 15 course credits, beyond prereqs (incl senior req)

Specific courses required *All degrees* – 2 terms of organic chem (CHEM 174 or 220, and CHEM 175, 221, or 230); 2 terms of organic chem lab (CHEM 222L and 223L); 1 term of physical chem (CHEM 332 or 328); 1 term of inorganic chem (CHEM 252); *B.S.* – CHEM 330L, 333; *B.S., intensive major* – CHEM 330L, 333; PHYS 171, 181, 201, or 261

Distribution of courses *B.A. and B.S.* – 4 addtl course credits in advanced lectures or labs, incl at least 1 lecture and 1 lab; *B.S., intensive major* – 5 addtl course credits in advanced lectures or labs, incl at least 2 lectures and 1 lab

Substitution permitted Up to 2 relevant advanced science courses in other depts for advanced chem courses with DUS permission

Senior requirement *B.A.* – CHEM 400; *B.S.* – 2 terms of CHEM 490, or CHEM 400 and 1 addtl course credit in advanced lecture or lab; *B.S., intensive major* – 2 terms of CHEM 490

Courses for Nonmajors without Prerequisites

CHEM 101b, Chemistry in the Modern World Narasimhan Ganapathi
Basic concepts necessary to understand how chemistry affects life in the modern world. Laws, events, and other ways that chemistry shapes human lives. Intended for non-science majors; no prerequisites. Does not satisfy premedical chemistry requirements or requirements for the Chemistry major. Not open to students who have completed another chemistry course at Yale. SC

CHEM 102b / ENVE 202b / EVST 102b, Introduction to Green Chemistry Paul Anastas

Overview of the basic concepts and methods needed to design processes and synthesize materials in an environmentally benign way. Related issues of global sustainability. Case studies that suggest possible solutions for the serious environmental and toxicological issues currently facing industry and society. Intended for non-science majors with a basic high school background in chemistry and physics, as well as high school algebra. Does not satisfy premedical chemistry requirements or requirements for the Chemistry major.

CHEM 104a, Chemistry of Food and Cooking Elsa Yan

Fundamental principles for understanding chemical structures and interactions as well as energy and speed of chemical processes. Application of these principles to food and cooking, including demonstrations. SC

Introductory Courses

Freshmen planning to take an introductory Chemistry course during their first term are required to preregister over the summer. Those planning to elect CHEM 174, 220, or 332 also must register in person and take a placement examination as described in the Chemistry department program description and on the Freshman Web site (<http://yalecollege.yale.edu/content/chemistry-1>). Placement in other introductory Chemistry courses is made on the basis of test scores and other admissions data, as discussed in the Chemistry department program description. Time and place for the orientation meeting, registration, and placement examination are listed in the *Calendar for the Opening Days of College*. For further information on placement see the Freshman Web site (<http://yalecollege.yale.edu/content/chemistry-1>).

[CHEM 119L, Laboratory for Quantitative Foundations of General Chemistry]

CHEM 134La or b, General Chemistry Laboratory I Narasimhan Ganapathi

An introduction to basic chemistry laboratory methods. Techniques required for quantitative analysis of thermodynamic processes and the properties of gases. To accompany or follow CHEM 161 or 163. May not be taken after a higher-numbered laboratory course. SC RP ½ Course cr

CHEM 136La or b, General Chemistry Laboratory II Staff

Introduction to rate and equilibrium measurements, acid-base chemistry, synthesis of inorganic compounds, and qualitative/quantitative analysis. After CHEM 134L or the equivalent in advanced placement. To accompany or follow CHEM 165 or 167. May not be taken after a higher-numbered laboratory course. SC RP ½ Course cr

* **CHEM 161a, General Chemistry I** Patrick Holland and Narasimhan Ganapathi

A comprehensive survey of modern descriptive, inorganic, and physical chemistry. Atomic theory, stoichiometry, thermochemistry, chemical periodicity, concepts in chemical bonding, and the shapes of molecules. Appropriate either as a first chemistry course or for students with one year of high school chemistry. Attendance at a weekly discussion section required. Normally accompanied by CHEM 134L. Enrollment by placement only. QR, SC RP

* **CHEM 163a, Comprehensive University Chemistry I** James Mayer

A comprehensive survey of modern descriptive, inorganic, and physical chemistry. Atomic theory, stoichiometry, thermochemistry, chemical periodicity, concepts in

chemical bonding, and the shapes of molecules. For students with a good secondary school exposure to general chemistry. Attendance at a weekly discussion section required. Normally accompanied by CHEM 134L. Enrollment by placement only. QR, SC RP

* **CHEM 165b, General Chemistry II** Jonathan Parr

Topics include kinetics, chemical equilibrium, acid-base chemistry, free energy and entropy, electrochemistry, and nuclear chemistry. Attendance at a weekly discussion section required. Prerequisite: CHEM 161. Normally accompanied by CHEM 136L. Enrollment by placement only. QR, SC RP

* **CHEM 167a or b, Comprehensive University Chemistry II** Staff

Topics include kinetics, chemical equilibrium, acid-base chemistry, free energy and entropy, electrochemistry, and nuclear chemistry. Attendance at a weekly discussion section required. Prerequisite: CHEM 163, or with equivalent placement. Normally accompanied by CHEM 136L. Enrollment by placement only. QR, SC RP

* **CHEM 174a, Freshman Organic Chemistry I** Timothy Newhouse

An introductory course focused on current theories of structure and mechanism in organic chemistry, their development, and their basis in experimental observation. Open to freshmen with excellent preparation in chemistry, mathematics, and physics who have taken the department's advanced chemistry placement examination. Attendance at a weekly discussion section required. Normally accompanied by CHEM 222L. Enrollment by placement only. SC RP

* **CHEM 175b, Freshman Organic Chemistry II** Scott Miller

Continuation of CHEM 174. Survey of simple and complex reaction mechanisms, spectroscopy, organic synthesis, and the molecules of nature. Attendance at a weekly discussion section required. After CHEM 174. Normally accompanied by CHEM 223L. Enrollment by placement only. SC RP

Intermediate Courses

* **CHEM 220a or b, Organic Chemistry** Staff

An introductory course covering the fundamental principles of organic chemistry. The laboratory for this course is CHEM 222L. After college-level general chemistry. Students who have earned a grade lower than C in general chemistry are cautioned that they may not be sufficiently prepared for this course. Usually followed by CHEM 221 or 230. SC RP

CHEM 221a or b, The Organic Chemistry of Life Processes Staff

The principles of organic reactivity and how they form the basis for biological processes. The laboratory for this course is CHEM 223L. After CHEM 220. Students who have earned a grade lower than C in general chemistry are cautioned that they may not be sufficiently prepared for this course. SC RP

CHEM 222La or b, Laboratory for Organic Chemistry I Christine DiMeglio

First term of an introductory laboratory sequence covering basic synthetic and analytic techniques in organic chemistry. Prerequisite: CHEM 136L or equivalent. After or concurrently with CHEM 174 or 220. SC ½ Course cr

CHEM 223La or b, Laboratory for Organic Chemistry II Christine DiMeglio
Second term of an introductory laboratory sequence covering basic synthetic and analytic techniques in organic chemistry. Prerequisite: CHEM 222L. After or concurrently with CHEM 175, 221, or 230. SC ½ Course cr

* **CHEM 226Lb, Intensive Advanced Chemistry Laboratory** Christine DiMeglio
An intensive course in advanced chemistry laboratory technique intended to bring the student closer to independent research. Included are an independent laboratory project and presentation, introduction to library research, and training in the use of various analytical techniques. Offered subject to available laboratory space and sufficient enrollment. After CHEM 223L. For enrollment procedures, contact the instructors.
WR, SC RP

[**CHEM 230, Organic Chemistry of Biological Pathways**]

CHEM 251Lb, Inorganic Chemistry Laboratory Jonathan Parr
Introductory laboratory course covering synthetic and physical characterization techniques in inorganic chemistry. Prerequisite: CHEM 119L or 222L; concurrently with or after CHEM 252. SC

CHEM 252b, Introductory Inorganic Chemistry Nilay Hazari
Principles and applications of modern inorganic chemistry. Introduction to some of the fundamental concepts of solid-state chemistry, coordination chemistry, bioinorganic chemistry, and organometallic chemistry. Prerequisite: college-level general chemistry. After or concurrently with CHEM 220 or by permission of instructor. May not be taken after CHEM 450, 452, or 457. SC RP

CHEM 328a, Physical Chemistry with Applications in the Biological Sciences Ziad Ganim

Physical chemical principles and their application to the chemical and life sciences. Thermodynamics, chemical and biochemical kinetics, solution physical chemistry, electrochemistry, and membrane equilibria. CHEM 332 is preferred for Chemistry majors. Prerequisites: introductory physics, college-level general chemistry, and single-variable calculus, or permission of instructor; MATH 120 or ENAS 151 suggested. May not be taken after CHEM 332. QR, SC RP

CHEM 330La, Laboratory for Physical Chemistry I Patrick Vaccaro and Narasimhan Ganapathi

Introduction to the tools and techniques of modern experimental physical chemistry, including analog/digital electronics, quantitative measurements of basic thermodynamic properties, and nuclear magnetic resonance spectrometry. After or concurrently with CHEM 328 or 332. Meets on Wednesday, Thursday, and Friday from 1:30 to 2:20 for the first week of the term. SC RP

[**CHEM 331L, Laboratory for Physical Chemistry II**]

* **CHEM 332a, Physical Chemistry with Applications in the Physical Sciences I**
Charles Schmuttenmaer

A comprehensive survey of modern physical and theoretical chemistry, including topics drawn from thermodynamics, chemical equilibrium, electrochemistry, and kinetics. Prerequisites: introductory physics, college-level general chemistry, and single-variable calculus, or permission of instructor; MATH 120 or ENAS 151 suggested. May not be taken after CHEM 328. QR, SC RP

*** CHEM 333b, Physical Chemistry with Applications in the Physical Sciences II**

Patrick Vaccaro

Continuation of CHEM 332, including topics drawn from quantum mechanics, atomic/molecular structure, spectroscopy, and statistical thermodynamics. Prerequisite: CHEM 328 or 332, or permission of instructor. Recommended preparation: familiarity with differential equations. QR, SC RP

*** CHEM 335Lb, Materials and Biophysical Chemistry Laboratory** Ziad Ganim and

Hailiang Wang

A laboratory course covering physical methods and chemical synthesis in materials and biophysical chemistry. Techniques include solution phase synthesis, solid state synthesis, UV-Vis, fluorescence, optical microscopy, SEM, STM, single molecule fluorescence, and optical trapping methods. After two terms of general chemistry with laboratory, or concurrently with CHEM 333. SC

Advanced Courses

*** CHEM 400a, Current Chemistry Seminar** Jonathan Parr

Designed to engage students in the Chemistry research-seminar program by providing requisite scientific guidance and a forum for directed discussion. Participants explore current avenues of chemical research as presented orally by the prime movers in the field, thereby exploring the frontiers of current knowledge while still retaining the structured environment of a classroom. May fulfill all or part of the senior requirement for the Chemistry major, as detailed in the program description in the YCPS.

*** CHEM 418a, Advanced Organic Chemistry I** William Jorgensen

Concise overview of structure, properties, thermodynamics, kinetics, reactions, and intermolecular interactions for organic molecular systems. Prerequisites: two terms of organic chemistry, CHEM 328 or 332, and CHEM 333. SC RP

CHEM 421a, Chemical Biology Jason Crawford and Sarah Slavoff

A one-term introduction to the origins and emerging frontiers of chemical biology. Discussion of the key molecular building blocks of biological systems and the history of macromolecular research in chemistry. Prerequisites: two terms of organic chemistry, and BIOL 101 or equivalent; BIOL 102 recommended. SC RP

[CHEM 423, Synthetic Methods in Organic Chemistry]

CHEM 425b, Spectroscopic Methods of Structure Determination Martin Saunders
Applications of NMR, ESR, infrared, UV, visible, and mass spectroscopy to chemical problems concerning structures and reactions. X-ray crystallography. Computer simulation of NMR spectra. Prerequisites: two terms of organic chemistry and CHEM 333. SC RP

[CHEM 426, Computational Chemistry and Biochemistry]**CHEM 430a, Statistical Mechanics and Thermodynamics** Victor Batista

The fundamentals of statistical mechanics developed and used to elucidate gas phase and condensed phase behavior, as well as to establish a microscopic derivation of the postulates of thermodynamics. Topics include ensembles; Fermi, Bose, and Boltzmann statistics; density matrices; mean field theories; phase transitions; chemical reaction dynamics; time-correlation functions; and Monte Carlo and molecular dynamics

simulations. Prerequisites: CHEM 328 or 332, and CHEM 333, or permission of instructor. QR, SC RP

CHEM 437a, Chemistry of Isotopes Martin Saunders

Advanced applications of isotopes to chemical problems and the theory associated with them, including kinetic and equilibrium isotope effects, tracer applications, and dating. RP

CHEM 440a, Molecules and Radiation I Kurt Zilm

An integrated treatment of quantum mechanics and modern spectroscopy. Basic wave and matrix mechanics, perturbation theory, angular momentum, group theory, time-dependent quantum mechanics, selection rules, coherent evolution in two-level systems, line shapes, Bloch equations, and NMR spectroscopy. Prerequisite: CHEM 333 or permission of instructor. QR, SC RP

CHEM 442b, Molecules and Radiation II Charles Schmuttenmaer

An extension of the material covered in CHEM 440 to atomic and molecular spectroscopy, including rotational, vibrational, and electronic spectroscopy, as well as an introduction to laser spectroscopy. Prerequisite: CHEM 440 or permission of instructor. QR, SC RP

[**CHEM 450, Physical Methods in Inorganic Chemistry**]

CHEM 452a, Organometallic Chemistry Nilay Hazari

A survey of the organometallic chemistry of the transition elements and of homogeneous catalysis. May be taken independently of CHEM 450. Prerequisites: two terms of organic chemistry and CHEM 252. SC RP

CHEM 457b, Modern Coordination Chemistry James Mayer

The principles of modern inorganic chemistry. Main group and transition element chemistry: reactions, bonding, structure, and spectra. Prerequisite: CHEM 252 or permission of instructor. SC RP

CHEM 470b, Quantum Chemistry Victor Batista

The elements of quantum mechanics developed and illustrated with applications in chemistry and chemical physics. Prerequisites: CHEM 333, and MATH 120 or ENAS 151. QR, SC RP

* **CHEM 480a or b, Introduction to Independent Research in Chemistry** Staff

After consulting with the director of undergraduate studies no later than the last week of the preceding academic term and submitting a registration form signed by their faculty research mentor, students engage individual experimental and/or theoretical research problems in the laboratories of a selected faculty member in the Chemistry department. Individuals wishing to perform independent research must have demonstrated proficiency in the aspects of chemistry required for the planned project, as ascertained by the supervising faculty member, and must meet basic safety requirements prior to undertaking any activities, including certified completion of the online courses entitled *Laboratory Chemical Training* and *Hazardous Chemical Waste Training* administered by the Office of Environmental Health and Safety (EHS) at <http://ehs.yale.edu/training>. At least ten hours per week of research is required (including time spent on requisite safety training), with the faculty mentor affirming this level of student commitment by midterm. A brief report summarizing goals, methods, and accomplishments must be submitted at the end of the term. May be taken

multiple times for Pass/Fail credit, subject to restrictions imposed by Yale College. Prerequisite: Basic safety requirements, including at least two online courses entitled *Laboratory Chemical Training* and *Hazardous Chemical Waste Training* as administered by the Yale Office of Environmental Health and Safety (EHS) at <http://ehs.yale.edu/training>. Enrolled individuals must complete these courses successfully and receive formal certification from EHS prior to beginning laboratory activities. Additional safety courses or other training requirements might be imposed by the faculty mentor. RP

* **CHEM 490a or b, Independent Research in Chemistry** Jonathan Parr

After consulting with the director of undergraduate studies no later than the last week of the preceding academic term, students engage individual experimental and/or theoretical research problems in the laboratories of a selected faculty member in Chemistry or in a closely related field of molecular science. Mandatory class meetings address issues of essential laboratory safety and ethics in science, with other class sessions focusing on core topics of broad interest to Chemistry including online literature searching, oral presentation skills, and effective scientific writing. At least ten hours of research required per week. May be taken multiple times for credit, subject to restrictions imposed by Yale College. For each term of enrollment, students must complete a CHEM 490 registration form, have it signed by their faculty research mentor and the course instructor, and submit it to the Chemistry DUS for final approval no later than the last week of classes in the immediately preceding academic term. RP

GRADUATE COURSES OF INTEREST TO UNDERGRADUATES

Graduate courses in chemistry that may be of particular interest to undergraduates are listed in the online bulletin (<http://www.yale.edu/printer/bulletin/htmlfiles/grad>) of the Graduate School. Information about them is available in the office of the director of undergraduate studies. Enrollment requires permission of both the director of graduate studies and the instructor, with pre-approval by the director of undergraduate studies if credit towards the requirements of the major is being sought.

Child Study Center

The Yale Child Study Center is an interdisciplinary department at the School of Medicine that furthers understanding of the problems of children and families. Among the coordinated disciplines are child psychiatry, pediatrics, genetics, neurobiology, epidemiology, psychology, nursing, social work, and social policy. The mission of the Child Study Center is to improve the mental health of children and families, advance understanding of their psychological and developmental needs, and treat and prevent childhood mental illness through the integration of research, clinical practice, and professional training. The Child Study Center is unique in its scope of local, state, national, and international collaborations in research, clinical services, training programs, and policy work. More information is available on the Center's Web site (<http://medicine.yale.edu/childstudy>).

Courses

* **CHLD 125a / EDST 125a / PSYC 125a, Child Development** Nancy Close and Carla Horwitz

The reading of selected material with supervised participant-observer experience in infant programs, a day-care and kindergarten center, or a family day-care program. Regularly scheduled seminar discussions emphasize both theory and practice. An assumption of the course is that it is not possible to understand children – their behavior and development – without understanding their parents and the relationship between child and parents. The focus is on infancy as well as early childhood. Enrollment limited to juniors and seniors. WR, SO

* **CHLD 127a / EDST 127a / PSYC 127a, Theory and Practice of Early Childhood Education** Carla Horwitz

Development of curricula for preschool children – infants through six-year-olds – in light of current research and child development theory. WR, SO RP

* **CHLD 334a / PSYC 334a, Developmental Psychopathology** Fred Volkmar, Eli Lebowitz, Denis Sukhodolsky, and Wendy Silverman

Study of developmental psychopathology during childhood and adolescence, team taught by a child psychiatrist and three psychologists. Topics include: aspects of normal development, assessment methods, clinical disorders, treatment, and legal and social policy issues. Review of normative development, followed by discussion of theoretical approaches to understanding developmental aspects of common mental health conditions in childhood. Attention to treatment models as well as relevant issues of culture and ethnicity in the expression of psychopathology. PSYC 130, 140, 180, or equivalent, or with permission of instructor.

Classics

Director of undergraduate studies: Pauline LeVen, 305 Phelps, 432-0983, pauline.leven@yale.edu; classics.yale.edu

FACULTY OF THE DEPARTMENT OF CLASSICS

Professors Egbert Bakker, Victor Bers, Kirk Freudenburg, Emily Greenwood, Verity Harte, Brad Inwood, Diana Kleiner, Christina Kraus, Noel Lenski, Joseph Manning

Associate Professors Milette Gaifman, Pauline LeVen, Irene Peirano Garrison

Assistant Professor Andrew Johnston

Lecturers Ann Ellis Hanson, Susan Matheson, Timothy Robinson, Barbara Shailor, Joseph Solodow

Visiting Lecturer Jessica Lamont

The Department of Classics offers a major in Classics, concentrating in either Greek or Latin literature, or in both literatures; a major in Classical Civilization; and, in conjunction with the Hellenic Studies program, a major in Ancient and Modern Greek. The diversity of subject matter covered by these majors makes Classics an excellent partner in interdepartmental major programs.

Placement policy Students are encouraged to take courses as advanced as they can handle with profit and pleasure. The department, recognizing the great variety of preparation in ancient languages, wishes to accommodate incoming students in as flexible a manner as possible. Students who plan either to begin or to continue the study of Greek or Latin should consult members of the departmental faculty as soon as practicable.

Students who have had the equivalent of two years of college-level instruction may try a 400-level course. It is possible to take GREK 141 or LATN 141 after a 400-level course, or to be admitted to a 400-level course after completion of GREK 131 or LATN 131. Freshmen are encouraged to take advantage of the initial course selection period before course schedules are due to find the most appropriate course.

The Major in Classics

The major in Classics is primarily a liberal arts major. It provides a rigorous interdisciplinary education in the literature, material culture, and history that underlie Western civilization and other humanities disciplines; it can also provide foundational disciplinary expertise for students who wish to do professional graduate work. Students develop a mastery of the classical languages, become acquainted with important periods and major authors in Greek and Roman literature, and develop the linguistic, historical, and theoretical interpretative tools to analyze classical antiquity and its relevance in the modern world. All courses in the department emphasize a combination of precise analysis, original thought, creativity, and breadth of historical inquiry. Courses in other literatures, in history, and in philosophy are strongly recommended for students enrolled in the Classics major.

The candidate for the Classics major may elect either the standard or the intensive major. In both of these majors the department recognizes two kinds of concentration, one aiming at knowledge of both ancient literatures, the other concentrating on either Greek or Latin literature.

The standard major A standard major in both literatures requires no fewer than ten term courses. These include six term courses in Greek and Latin at the level of 390 or above, a survey of the literature and culture of ancient Athens (CLCV 256), a survey of the literature and culture of ancient Rome (CLCV 257), and two additional courses in related areas of history and art. The language courses must include GREK 390 or LATN 390 and five term courses at the level of 400 or above. One of the additional courses in a related field must be a term course in ancient history, and the other must be a term course in ancient history, classical art and archaeology, or classical civilization.

Students majoring in one literature (Greek or Latin) are required to take no fewer than ten term courses. These include six term courses in that literature at the level of 390 or above, a survey of the literature and culture of ancient Athens (CLCV 256), a survey of the literature and culture of ancient Rome (CLCV 257), a term course in ancient history related to the chosen literature, and an additional term course in ancient history, classical art and archaeology, or classical civilization. The language courses must include GREK 390 or LATN 390 and at least five term courses at the level of 400 or above. Students are encouraged to do some work in the second language and may substitute

two terms at the intermediate level (131 and 141) in the second language for two 400-level courses in the major literature.

Senior requirement At the end of the senior year the student majoring in both literatures takes a comprehensive examination in the history of Greek and Latin literature and in translation of both languages; the student majoring in one literature takes a senior departmental examination in the history of the literature of the major and in translation of that literature.

Credit/D/Fail Courses taken Credit/D/Fail may not be counted toward the requirements of the major.

The intensive major Students who desire a larger measure of independence than the standard major offers may elect the intensive major. In addition to fulfilling the requirements of the standard major (in both literatures, in Greek, or in Latin), students in the intensive major write a senior essay under the regular guidance of a faculty adviser. Students may write a one-term essay in either the fall or spring (CLSS 492), or they may write a two-term essay (CLSS 490 and 491) starting in the fall of their senior year. A brief prospectus of the essay must be submitted, preferably at the end of the junior year and in no case later than September 2 of the senior year. The candidate must submit two copies of the senior essay to the director of undergraduate studies no later than December 9 (CLSS 492) or April 21 (CLSS 490, 491 or 492) of the senior year.

Combined B.A./M.A. degree program Exceptionally able and well-prepared students may complete a course of study leading to the simultaneous award of the B.A. and M.A. degrees after eight terms of enrollment. See "Simultaneous Award of the Bachelor's and Master's Degrees" under section K, Special Arrangements (p. 66), in the Academic Regulations. Interested students should consult the director of undergraduate studies prior to the sixth term of enrollment for specific requirements in Classics.

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 10 term courses

Specific courses required GREK 390 or LATN 390; CLCV 256 and 257

Distribution of courses *Two literatures*—6 courses in both langs at level 390 or above, with at least 5 at 400 level or above; 1 course in ancient hist; 1 addtl course in ancient hist, classical art and archaeology, or classical civ; *One literature*—6 courses in lit at level 390 or above, with at least 5 at 400 level or above; 1 course in ancient hist related to lit of major; 1 addtl course in ancient hist, classical art and archaeology, or classical civ

Substitution permitted *One literature*—2 courses in the other lit numbered 131 or higher for 2 courses in major lit at 400 level

Senior requirement *Two literatures*—senior dept exam in hist and translation of Greek and Latin lit; *One literature*—senior dept exam in hist and translation of major lit

Intensive major Senior essay (CLSS 490, 491 or CLSS 492) in addition to above

The Major in Classical Civilization

The major in Classical Civilization is designed to offer students an opportunity to study an entire Western civilization in its many diverse but related aspects. The literature,

history, philosophy, religion, art, archaeology, and other aspects of Greek and Roman antiquity from the earliest beginnings in Greece to the Middle Ages are studied for their intrinsic artistic value, their historical significance, and their power to illuminate problems confronting contemporary societies. Each year, the department offers courses that focus on ways that subsequent ages have used and made sense of classical antiquity. Ancient texts are studied primarily in translation, though under the guidance of instructors who have expertise in Greek and Latin.

Candidates for the major complete at least twelve term courses (including the senior seminar) in Classics and related departments. Of these, two must be in ancient history and/or classical art and archaeology; and two must be in Greek or Latin, or both, numbered 131 or higher (the latter courses should be completed by the end of the junior year). Students must also take a survey of the literature and culture of ancient Athens (CLCV 256) and a survey of the literature and culture of ancient Rome (CLCV 257). It is strongly recommended that candidates elect one course each in the general areas of ancient epic, drama, philosophy, Roman civilization, and the classical tradition. Candidates for the major are encouraged to take related courses in other departments.

Senior requirement Students research and complete an original research project, usually an essay, under the guidance of a faculty adviser. Students choose either a two-term senior project for two course credits (CLCV 450, 451) or a one-term senior project for one course credit (CLCV 452). A brief prospectus of the project must be submitted to the director of undergraduate studies, preferably at the end of the junior year and in no case later than September 2 of the senior year. The completed project must be submitted to the department no later than December 9 (CLCV 452) or April 21 (CLCV 450, 451 or CLCV 452) of the senior year. If the student has written an essay, two copies are required.

Credit/D/Fail Courses taken Credit/D/Fail may not be counted toward the requirements of the major.

Approval of schedules Programs for all majors must be approved by the director of undergraduate studies.

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 12 term courses (incl two-term senior sem)

Specific courses required CLCV 256 and 257

Distribution of courses 2 courses in ancient hist and/or classical art and archaeology; 2 courses in Greek or Latin (or both) numbered 131 or higher

Senior requirement Senior project (CLCV 450, 451 or CLCV 452)

The Major in Ancient and Modern Greek

The major in Ancient and Modern Greek offers students an opportunity to integrate the study of postclassical Greek language, history, and culture with the departmental program in ancient Greek and classical civilization. The major covers Hellenic civilization from the Bronze Age to the modern day, and traces the development of the language and the culture across traditionally drawn boundaries. The study of both ancient and modern Greek allows the student to appreciate how familiarity with one

enriches understanding of the other, and to chart the development of a language which has one of the oldest continuous written traditions in the world. The literature, history, philosophy, religion, and art of the ancient Greek and Greco-Roman worlds are studied both as ends in themselves and also as a foundation for appreciating later (medieval, Ottoman, and modern) developments in these areas. Students are encouraged to develop a sense of the continuity of Greek language and culture, and an understanding of how Byzantine and modern forms relate to their ancient forebears.

The standard major The major in Ancient and Modern Greek requires at least ten term courses. These include four term courses at the level of 390 or above in ancient Greek, a survey of the literature and culture of ancient Athens (CLCV 256), a survey of the literature and culture of ancient Rome (CLCV 257), and one term course in ancient Greek history. The language courses should include GREK 390. Candidates are encouraged to take a wide range of courses in the areas of ancient philosophy, religion, art, and architecture. In addition, no fewer than two term courses in modern Greek must be elected at the intermediate level (MGRK 130, 140) or above, as well as at least one additional term course in the history, art history, literature, or culture of the Greek-speaking Balkans or the Hellenic diaspora in the medieval, Ottoman, or modern period.

Senior requirement At the end of the senior year the student takes a comprehensive examination in the history of Greek literature.

Credit/D/Fail Courses taken Credit/D/Fail may not be counted toward the requirements of the major.

The intensive major Students who desire a larger measure of independence than the standard major offers may elect the intensive major. In addition to fulfilling the requirements of the standard major, students in the intensive major write a senior essay under the regular guidance of a faculty adviser. Students may write a one-term essay in the fall or spring (CLSS 492), or they may write a two-term essay starting in the fall of their senior year (CLSS 490 and 491). A brief prospectus of the essay must be submitted, preferably at the end of the junior year and in no case later than September 2 of the senior year. The candidate must submit two copies of the senior essay to the director of undergraduate studies no later than December 9 (CLSS 492) or April 21 (CLSS 490, 491, or CLSS 492) of the senior year.

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 10 term courses

Specific courses required GREK 390; CLCV 256 and 257

Distribution of courses 4 term courses in ancient Greek numbered 390 or higher; 1 term course in ancient Greek hist; 2 term courses in modern Greek numbered 130 or higher; 1 term course in postclassical Greek hist or culture

Senior requirement Senior dept exam

Intensive major Senior essay (CLSS 490, 491 or CLSS 492) in addition to above

Greek

GREK 110a, Beginning Greek: The Elements of Greek Grammar Staff

Introduction to ancient Greek. Emphasis on morphology and syntax within a structured program of readings and exercises. Prepares for GREK 120. No prior knowledge of Greek assumed. L1 RP 1½ Course cr

GREK 120b, Beginning Greek: Review of Grammar and Selected Readings Staff

Continuation of GREK 110. Emphasis on consolidating grammar and on readings from Greek authors. The sequence GREK 110, 120 prepares for 131 or 141. Prerequisite: GREK 110 or equivalent. L2 RP 1½ Course cr

* **GREK 125b, Intensive Beginning Greek** Timothy Robinson

An introduction to classical Greek for students with no prior knowledge of the language. Readings from Greek authors supplement intensive instruction in grammar and vocabulary. The course is intended to be of use to students with diverse academic backgrounds and interests. Prepares for GREK 131. Not open to students who have taken GREK 110, 120. L1, L2 RP 2 Course cr

GREK 131a, Greek Prose: An Introduction Staff

Close reading of selections from classical Greek prose with review of grammar. Counts as L4 if taken after GREK 141 or equivalent. L3

GREK 141b, Homer: An Introduction Egbert Bakker

A first approach to reading Homeric poetry in Greek. Selected books of the *Iliad* or the *Odyssey*. Counts as L4 if taken after GREK 131 or equivalent. L3

GREK 390a, Greek Syntax and Stylistics Victor Bers

A review of accident and syntax, elementary composition, and analysis of Greek prose styles of the fifth and fourth centuries B.C., including a comparison of "prosaic" and "poetic" syntax. Prerequisite: previous familiarity with some Greek prose beyond the elementary level, or permission of instructor. L5, HU

* **GREK 419b, Helen After Troy** Pauline LeVen

Focus on the representation of Helen of Troy in Homer, Sappho, and other lyric poets. Readings from Gorgias's *Encomium of Helen*, Euripides' *Helen*, and Longus. Attention to problems of aesthetics, rhetoric, and poetics. L4 Greek or permission of the instructor. L5

* **GREK 451a, Herodotus** Andrew Johnston

Introduction to selected works of Herodotus in Greek, with attention to grammar, dialect, and structure. Discussion of the author's historical methods and of other issues in secondary scholarship. L5, HU

GREK 461a, Ancient Greek Wisdom Poetry Egbert Bakker

Selections from the corpus of archaic Greek elegy (Solon, Theognis) and didactic poetry (Hesiod, *Works and Days*). L5, HU

Latin

LATN 110a, Beginning Latin: The Elements of Latin Grammar Staff

Introduction to Latin. Emphasis on morphology and syntax within a structured program of readings and exercises. Prepares for LATN 120. No prior knowledge of Latin assumed. Preregistration, which is required, takes place at the Academic Fair.

See the *Calendar for the Opening Days* or the departmental Web site for details about preregistration. L1 RP 1½ Course cr

LATN 120b, Beginning Latin: Review of Grammar and Selected Readings Staff
Continuation of LATN 110. Emphasis on consolidating grammar and on readings from Latin authors. The sequence LATN 110, 120 prepares for 131 or 141. Prerequisite: LATN 110 or equivalent. L2 RP 1½ Course cr

* **LATN 125b, Intensive Beginning Latin** Staff
An accelerated course that covers in one term the material taught in LATN 110 and 120. Readings from Latin authors supplement intensive instruction in grammar and vocabulary. Admits to LATN 131 or 141. Not open to students who have completed LATN 110 or 120. L1, L2 RP 2 Course cr

LATN 131a, Latin Prose: An Introduction Irene Peirano
Close reading of a major work of classical prose; review of grammar as needed. Counts as L4 if taken after LATN 141 or equivalent. L3

LATN 141b, Latin Poetry: An Introduction Staff
The course is devoted to Vergil. Counts as L4 if taken after LATN 131 or equivalent. L3

* **LATN 390b, Latin Syntax and Stylistics** Joseph Solodow
A systematic review of syntax and an introduction to Latin style. Selections from Latin prose authors are read and analyzed, and students compose short pieces of Latin prose. For students with some experience reading Latin literature who desire a better foundation in forms, syntax, idiom, and style. L5, HU

* **LATN 421b, Vergil's *Aeneid*** Christina Kraus
An in-depth study of Vergil's *Aeneid* within its political context. L5

LATN 424a, Latin Lyric Christina Kraus
Reading and analysis of selections from the canon of Latin lyric poetry. Focus on Horace's *Odes*, with some attention to his *Epodes* and to works by Catullus and lesser-known Republican poets. Emphasis on literary interpretation. L5

* **LATN 426a, Lucretius the Epicurean Versus Seneca the Stoic** Joseph Solodow
Lucretius's *De Rerum Natura* and selected letters and essays of Seneca, as representatives of the Epicurean and Stoic philosophies, respectively. Studied from the twin perspectives of literature and philosophy, with attention to historical background and social context. LATN 131, 141 or equivalent. L5, HU

* **LATN 463a, Ciceronian Invective** Irene Peirano
A close reading of Cicero's *Philippic* 2 and selections from the *In Pisonem*; selected readings from other representatives of the genre of Roman invective. Emphasis on Cicero's language, style, and rhetorical technique, and on invective as a literary genre. L5

* **LATN 485b, Poetry and Monarchy at Rome** Andrew Johnston
The monarchy at Rome from the Augustan age through late antiquity, as illuminated by the writings of poets who variously flattered and subverted the "*principes*" and emperors, collaborating with their ideological programs or problematizing their position within the republic. Study of bucolic, epic, didactic, panegyric, epigram, and lyric poetry from the ages of Augustus, of the Flavians, and of Theodosius. Topics include questions of tradition and innovation, further voices, society and patronage,

and revision and erasure. successful completion of L3 or L4 Latin (or the equivalent), for some students the L5 Latin bridge course will be recommended. L5

Classics

* **CLSS 401a, Introduction to Latin Paleography** N. Raymond Clemens
Latin paleography from the fourth century C.E. to c. 1500, based on primary source materials in the Beinecke Library. The development of letter forms and abbreviations; the cultures that produced various genres of books in the Middle Ages and Renaissance. Class transcriptions of ancient, medieval, and humanistic texts.

* **CLSS 402b, Advanced Latin Paleography** Barbara Shailor
The challenges of using hand-produced Latin manuscripts in research, with an emphasis on texts from the late Middle Ages. Gothic cursive scripts and bookhands c. 1200–c. 1500; fragments of unidentified codices; complex or composite codices with heavy interlinear and marginal annotations. Manuscripts and fragments selected largely from collections in the Beinecke Library. Prerequisite: CLSS 401 or permission of instructor. L5, HU

* **CLSS 405b, Greek Papyrology** Ann Hanson
Literary and documentary papyri of Greek and Roman Egypt, concentrating on documents housed in the Beinecke Library from the late Ptolemaic and Roman periods. Topics include using papyri as sources for social and other histories; gaining familiarity with the language of the papyri; and the reading of literary and documentary hands. Prerequisites: proficiency in Greek; reading knowledge of German and French. L5, HU

* **CLSS 490a and CLSS 491b, Two-Term Senior Essay for the Intensive Major in Classics** Staff

Qualified students may write a two-term senior essay in ancient literature or classical archaeology under the guidance of a faculty adviser. A written statement of purpose must be submitted to the director of undergraduate studies.

CLSS 492a or b, One-Term Senior Essay for the Intensive Major in Classics Staff
Qualified students may write a one-term senior essay in ancient literature or classical archaeology under the guidance of a faculty adviser. A written statement of purpose must be submitted to the director of undergraduate studies.

Classical Civilization

* **CLCV 020a, The Arts of Persuasion** Egbert Bakker
Introduction to the theory and practice of rhetoric in ancient Greece and Rome. Analysis of rhetoric's role in American history and society, using insights from the study of ancient rhetoric. Students write their own speeches to be delivered in class. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

CLCV 042b, Magic, Witchcraft, and Mystery Cults in Classical Antiquity Jessica Lamont

Exploration of evidence for magic, witchcraft, and the occult in Greco-Roman antiquity. Topics include theoretical approaches to magic, magical objects (curse tablets, voodoo dolls, and amulets), practitioners of magic (witches and sorcerers), magical spells, and charms. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **CLCV 065a, Education and Learning in Antiquity** Sarah Insley Say

Exploration of educational systems in antiquity, from ideals of education in the Athenian *polis* to the fusion of classical and Christian models of education in the later Roman Empire. Topics include pedagogical methods and texts, evolution of “school” as an institution, ancient theories of education, and the impact of ancient educational systems on society at large. Course readings combine recent scholarship on ancient education and primary sources in translation. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

CLCV 125a / PHIL 125a, Introduction to Ancient Philosophy Brad Inwood

An introduction to ancient philosophy, beginning with the earliest pre-Socratics, concentrating on Plato and Aristotle, and including a brief foray into Hellenistic philosophy. Intended to be taken in conjunction with PHIL 126. HU

CLCV 134b / HSHM 414b, Ancient Greek Medicine and Healing Jessica Lamont

An introduction to Greek medicine and healing practices from the fifth century BCE to the second century CE, with attention to central concepts, methods, and theories. The relation of scientific theories to clinical practice, magic, temple medicine, and Greek philosophy are considered. HU

CLCV 161b / ARCG 161b / HSAR 247b, Art and Myth in Greek Antiquity Millette Gaifman

Visual exploration of Greek mythology through the study of ancient Greek art and architecture. Greek gods, heroes, and mythological scenes foundational to Western culture; the complex nature of Greek mythology; how art and architecture rendered myths ever present in ancient Greek daily experience; ways in which visual representations can articulate stories. Use of collections in the Yale University Art Gallery. HU

CLCV 170a / ARCG 170a / HSAR 250a, Roman Art: Empire, Identity, and Society Diana Kleiner

Masterpieces of Roman art from the Republic to Constantine studied in their historical and social contexts. The great Romans and the monuments they commissioned – portraits, triumphal arches, columns, and historical reliefs. The concept of empire and imperial identity, politics and portraiture, the making and unmaking of history through art, and the art of women, children, freedmen, and slaves. HU

CLCV 175b / ARCG 252b / HSAR 252b, Roman Architecture Staff

The great buildings and engineering marvels of Rome and its empire. Study of city planning and individual monuments and their decoration, including mural painting. Emphasis on developments in Rome, Pompeii, and central Italy; survey of architecture in the provinces. HU

CLCV 205a / HIST 205a, Introduction to Ancient Greek History Jessica Lamont

Introduction to Greek history, tracing the development of Greek civilization as manifested in the political, military, intellectual, and creative achievements from the Bronze Age through the end of the Classical period. Students read original sources in translation as well as secondary scholarship to better understand the rise and fall of the ancient Greeks – the civilization at the very heart of Western Civilization. HU

* **CLCV 212b / HUMS 145b, Ancient Greek and Roman Novels in Context** Pauline LeVen

A thorough examination of ancient novels as ancestors to the modern novel. Focus on seven surviving Greek and Roman novels, with particular emphasis on questions of interpretation, literary criticism, and literary theory, as well as cultural issues raised by the novels, including questions of gender and sexuality, ethnicity, cultural identity, religion, and intellectual culture of the first centuries A.D. WR, HU

* **CLCV 216b / LITR 230b / MGRK 216b, Dionysus in Modernity** George Syrimis
Modernity's fascination with the myth of Dionysus. Questions of agency, identity and community, and psychological integrity and the modern constitution of the self. Manifestations of Dionysus in literature, anthropology, and music; the Apollonian-Dionysiac dichotomy; twentieth-century variations of these themes in psychoanalysis, surrealism, and magical realism. HU TR

* **CLCV 230b / ARCG 424b / HSAR 424b, eClavdia: Women in Ancient Rome** Diana Kleiner

The contributions of Roman women to one of the greatest cities—and one of the greatest empires—in world history. Lost stories of real-life Roman women recovered from public and residential buildings, portraits, paintings, and other works of Roman art and architecture. HU RP

CLCV 236b / HIST 225b, Roman Law Noel Lenski

Basic principles of Roman law and their applications to the social and economic history of antiquity and to the broader history of international law. Topics include the history of persons and things, inheritance, crime and tort, and legal procedure. Questions of social and economic history and the history of jurisprudence from the fifth century B.C.E. to the present. HU

CLCV 241a / ARCG 241a / HSAR 241a / HUMS 226a, The Greek Nude and Ideals in Art Millette Gaifman

Survey of ancient Greek art, in particular, representation of the nude body from the seventh century B.C. through modernity. Masterpieces such as *Discus Thrower* and *Venus de Milo*, and Michelangelo's *David* or Botticelli's *The Birth of Venus*, present fundamental distinctions between naturalism, realism, and idealism and the lasting impact of the Greek nude beyond antiquity. Focus on heroic nudity, the relationship between athleticism and visual arts, how male and female bodies are treated differently, and what constitutes ideal beauty. Use of collections in the Yale University Art Gallery and the Yale Center for British Art. HU

CLCV 245b / HIST 207b, Writing the Past from Homer to Christianity Andrew Johnston

Exploration of Greek and Roman constructions and representations of the past from the earliest works of classical literature through the rise of Christianity. Topics include: science and history as objects of inquiry; geography, ethnography, and writing about "the Other;" the role of myth and fiction; orality and social memory; monuments and texts; autobiography and self-representation; propaganda and politics; chronology and chronography; teleology, prophesy, and Christian histories. WR, HU

CLCV 257b, Cultural Introduction to the Romans Christina Kraus

An introduction to ancient Roman culture. Focus on the ideals of elite identity and on the lives that were lived on the margins of those ideals, by slaves, prostitutes,

freedmen, gladiators, foreigners, and the urban poor. Rome both as a city of grandeur and pageantry and as a place of unthinkable cruelty and injustice. HU

* **CLCV 260a / NELC 168a, The Origins of Writing** Christina Geisen

Exploration of writing in the ancient Near East and the profound effects this new method of communication had on human society. Focus on Egypt and Mesopotamia, where advanced writing systems first developed and were used for millennia. none
WR, HU

CLCV 261b / PHIL 200b, Plato Verity Harte

Focus on the central philosophical themes in the work of Plato and on methodology for studying Plato. Some prior philosophical study of Plato is recommended, such as PHIL/CLCV 125 or DRST 003. HU

* **CLCV 268a / HSAR 423a / HUMS 227a, The Art of Dionysos: Drink, Drama, and Ecstasy** Milete Gaifman

Artifacts of Greek art and architecture made in honor of Dionysos, the god of wine and theater, whose worship involved ecstatic experiences. The Great Dionysia, a festival where theatrical productions were performed, as the source of inspiration for artifacts and architectural monuments. Objects and structures such as painted vases and theaters as means of keeping the realm of Dionysos present in daily experience. HU

* **CLCV 319b / HIST 242b / MGRK 300b / WGSS 293b, The Olympic Games, Ancient and Modern** George Syrimis

Introduction to the history of the Olympic Games from antiquity to the present. The mythology of athletic events in ancient Greece and the ritual, political, and social ramifications of the actual competitions. The revival of the modern Olympic movement in 1896, the political investment of the Greek state at the time, and specific games as they illustrate the convergence of athletic cultures and sociopolitical transformations in the twentieth century. HU

* **CLCV 409b / PHIL 409b, Plato's Philebus** Verity Harte

Discussion of Plato's *Philebus* (in translation), the late work in which he examines the competing claims of pleasure and reason to be the basis of human happiness and in which he provides a portrait of the best human life. One course in ancient philosophy and at least one additional philosophy course. Preference given to senior majors in Philosophy and Classics. HU

* **CLCV 450a and CLCV 451b, Two-Term Senior Project for the Major in Classical Civilization** Pauline LeVen

Qualified students may write a two-term senior essay under the guidance of a faculty adviser. An appropriate instructor is assigned to each student by the director of undergraduate studies in consultation with the student. In the first term, selected readings compensate for individual deficiencies and help the student achieve a balanced overview. In the second term, students select a topic for research from any area of the literature, history, culture, or philosophy of ancient Greece, Rome, or Hellenistic Egypt, or a topic from the classical tradition.

* **CLCV 452a or b, One-Term Senior Project for the Major in Classical Civilization**
Pauline LeVen

A one-term senior project. Students select a topic for research from any area of the literature, history, culture, or philosophy of ancient Greece, Rome, or Hellenistic Egypt,

or a topic from the classical tradition. An appropriate instructor is assigned to each student by the director of undergraduate studies in consultation with the student.

GRADUATE COURSES OF INTEREST TO UNDERGRADUATES

Various graduate seminars are open to juniors and seniors with the qualifications expected of graduate students, i.e., proficiency in the pertinent ancient and modern languages. Descriptions of the courses are available from the director of undergraduate studies. Permission is required of the instructor, the director of undergraduate studies, and the director of graduate studies.

Cognitive Science

Director of undergraduate studies: Joshua Knobe, 102 C, 432-1699,
joshua.knobe@yale.edu; www.yale.edu/cogsci

FACULTY ASSOCIATED WITH THE PROGRAM IN COGNITIVE SCIENCE

Professors Woo-kyoung Ahn (*Psychology*), Stephen Anderson (*Linguistics*), Amy Arnsten (*School of Medicine*), John Bargh (*Psychology*), Paul Bloom (*Chair*) (*Psychology*), Hal Blumenfeld (*School of Medicine*), Marvin Chun (*Psychology*), Michael Della Rocca (*Philosophy*), Ravi Dhar (*School of Management*), Julie Dorsey (*Computer Science*), Carol Fowler (*Adjunct*) (*Psychology*), Robert Frank (*Linguistics*), David Gelernter (*Computer Science*), Tamar Gendler (*Philosophy*), Laurence Horn (*Emeritus*) (*Linguistics*), Marcia Johnson (*Psychology*), Dan Kahan (*Law School*), Frank Keil (*Psychology, Linguistics*), Joshua Knobe (*Philosophy*), Daeyeol Lee (*School of Medicine*), Gregory McCarthy (*Psychology*), Drew McDermott (*Computer Science*), Nathan Novemsky (*School of Management, Psychology*), Rhea Paul (*School of Medicine*), Kevin Pelphrey (*School of Medicine*), Kenneth Pugh (*School of Medicine*), Ian Quinn (*Music*), Holly Rushmeier (*Computer Science*), Laurie Santos (*Psychology*), Brian Scassellati (*Computer Science, Mechanical Engineering*), Brian Scholl (*Psychology*), Sun-Joo Shin (*Philosophy*), Zoltán Szabó (*Philosophy*), Fred Volkmar (*School of Medicine*), Xiao-Jing Wang (*School of Medicine*), David Watts (*Anthropology*), Bruce Wexler (*School of Medicine*), Karen Wynn (*Psychology*), Raffaella Zanuttini (*Linguistics*), Steven Zucker (*Computer Science, Biomedical Engineering*)

Associate Professors Daylian Cain (*School of Management*), James Mazer (*School of Medicine*), Maria Piñango (*Linguistics*)

Assistant Professors Yarrow Dunham (*Psychology*), Hedy Kober (*School of Medicine*), George Newman (*School of Management*), David Rand (*Psychology*), Gregory Samanez-Larkin (*Psychology*)

Cognitive science explores the nature of cognitive processes such as perception, reasoning, memory, attention, language, decision making, imagery, motor control, and problem solving. The goal of cognitive science, stated simply, is to understand how the mind works. Cognitive science is an inherently interdisciplinary endeavor, drawing on tools and ideas from fields such as psychology, computer science, linguistics, philosophy, economics, and neuroscience. Approaches include empirical studies of the ontogenetic and phylogenetic development of cognitive abilities, experimental work on cognitive processing in adults, attempts to understand perception and cognition based on patterns of breakdown in pathology, computational and robotic research that

strives to simulate aspects of cognition and behavior, neuroscientific investigations of the neural bases of cognition using neural recording and brain scanning, and the development of philosophical theories of the nature of mind.

Introductory course An introductory survey course, CGSC 110, is normally taken by the end of the fall term of the sophomore year and prior to admission to the major.

Requirements of the major Fourteen term courses, for a total of thirteen and one half course credits, are required for the major, including the introductory course and the senior requirement. Each major program must include the elements described below. The particular selection of courses must be approved by the director of undergraduate studies in order to assure overall coherence. No course may be used to fulfill more than one requirement for the major.

Breadth requirement A breadth requirement introduces students to the subfields of cognitive science. Each major is required to take a course from four of the following six areas:

1. Computer science: CPSC 201
2. Economics and decision making: ECON 159, PSYC 553
3. Linguistics: LING 110, 116, 117, 130, 232, 253
4. Neuroscience: CGSC 201, MCDB 320, PSYC 160, 270
5. Philosophy: PHIL 126, 182, 269, 270, 271
6. Psychology: PSYC 110, 140, 304

Depth requirement Students fulfill a depth requirement by completing six courses that focus on a specific topic or area in cognitive science. The depth courses must be chosen from at least two disciplines, and are typically drawn from the six cognitive science subfields. It may be possible to draw depth courses from other fields when necessary to explore the student's focal topic, in consultation with the director of undergraduate studies. All six depth courses must be at the intermediate or advanced level; for most disciplines, courses numbered 300 or above fulfill the requirement. With permission of the director of undergraduate studies, up to two directed reading or research courses may count toward the depth requirement.

Skills requirement Because formal techniques are fundamental to cognitive science, one skills course is required, preferably prior to the senior year. Courses that fulfill the skills requirement for the B.A. include CPSC 112, 202, LING 224, PSYC 200, and 270. Other courses may fulfill this requirement with permission of the director of undergraduate studies. The skills requirement for the B.S. is fulfilled by PSYC 200 or an equivalent course in statistics.

Junior colloquium In the junior year, students are required to take CGSC 395, a half-credit colloquium in which majors discuss current issues and research in cognitive science and select a senior essay topic.

Senior requirement In the senior year, students take CGSC 491, a full-credit capstone course in which the senior essay is written. Students in the course meet regularly with

one another and with the faculty to discuss current work in cognitive science and their own developing research projects.

B.S. degree The B.S. degree is typically awarded to students who conduct empirical research as part of their senior requirement. This normally includes designing an experiment and collecting and analyzing data.

B.A. degree The B.A. degree is typically awarded to students who conduct a nonempirical senior essay. There are no restrictions on the research format for the B.A.

Credit/D/Fail Courses taken Credit/D/Fail may not be counted toward the requirements of the major, except with permission of the director of undergraduate studies.

Application to the major Students may apply to enter the major at any point after the freshman year. Applications must be made in writing to the director of undergraduate studies. Applications must include (a) an official or unofficial transcript of work at Yale, (b) a brief statement of purpose, which indicates academic interests and expected focus within the areas of the Cognitive Science major, and (c) a list of the six upper-level courses that the student plans to take as part of the research focus. Application forms and answers to frequently asked questions are available on the program's Web site (http://www.yale.edu/cogsci/info_undergrad.html).

REQUIREMENTS OF THE MAJOR

Prerequisite CGSC 110

Number of courses 14 term courses, for a total of 13.5 course credits (incl prereq and senior req)

Specific course required CGSC 395

Distribution of courses 1 course each in 4 of 6 subfields, as specified; 6 courses in a specific topic or area, as specified; 1 skills course, as specified

Senior requirement *B.S.* – Empirical research and senior essay in CGSC 491; *B.A.* – Nonempirical senior essay in CGSC 491

Introductory Courses

CGSC 110a / PSYC 130a, Introduction to Cognitive Science Brian Scholl

An introduction to the interdisciplinary study of how the mind works. Discussion of tools, theories, and assumptions from psychology, computer science, neuroscience, linguistics, and philosophy. so

CGSC 216b / LING 116b, Cognitive Science of Language Robert Frank

The study of language from the perspective of cognitive science. Exploration of mental structures that underlie the human ability to learn and process language, drawing on studies of normal and atypical language development and processing, brain imaging, neuropsychology, and computational modeling. Innate linguistic structure vs. determination by experience and culture; the relation between linguistic and nonlinguistic cognition in the domains of decision making, social cognition, and musical cognition; the degree to which language shapes perceptions of color, number, space, and gender. so

CGSC 277b / AFAM 198b / EP&E 494b / PHIL 177b, Propaganda, Ideology, and Democracy Jason Stanley

Historical, philosophical, psychological, and linguistic introduction to the issues and challenges that propaganda raises for liberal democracy. How propaganda can work to undermine democracy; ways in which schools and the press are implicated; the use of propaganda by social movements to address democracy's deficiencies; the legitimacy of propaganda in cases of political crisis. HU

CGSC 282a / PHIL 182a / PSYC 182a, Perspectives on Human Nature Joshua Knobe

Comparison of philosophical and psychological perspectives on human nature. Nietzsche on morality, paired with contemporary work on the psychology of moral judgment; Marx on religion, paired with systematic research on the science of religious belief; Schopenhauer paired with social psychology on happiness. HU

*** CGSC 371a / PSYC 371a, Laboratory in Animal Cognition** Staff

An introduction to current issues, laboratory techniques, and methods in animal cognition. Students help develop and pilot research projects on canine cognition. Topics include number, theory of mind, and causality.

Advanced Courses

*** CGSC 390a, Junior Seminar in Cognitive Science** Mark Sheskin

Discussion of historically important papers in cognitive science. Topics are varied and reflect student interests. Some attention to planning for the senior project. Intended for juniors in the Cognitive Science major.

*** CGSC 406a / PSYC 406a, The Evolution of Morality** Mark Sheskin

The evolution of moral judgment and behavior. Foundational topics include competing characterizations of moral cognition, inclusive fitness, and literature on cross-cultural universals and differences. Debates include how much of adult morality is early-emerging in development vs. a late-emerging product that relies heavily on learning, the presence of morality in other species, and the relationship between the evolution of morality and the evolution of religious belief. SO

*** CGSC 425b / PSYC 425b, Social Perception** Brian Scholl

Connections between visual perception, among the earliest and most basic of human cognitive processes, and social cognition, among the most advanced forms of higher-level cognition. The perception of animacy, agency, and goal-directedness; biological motion; face perception (including the perception of facial attractiveness); gaze processing and social attention; "thin-slicing" and "perceptual stereotypes"; and social and cultural influences on perception. SO

*** CGSC 426b / EP&E 490b / PHIL 426b / PSYC 422b, The Cognitive Science of Morality** Joshua Knobe

Introduction to the emerging field of moral cognition. Focus on questions about the philosophical significance of psychological findings. Topics include the role of emotion in moral judgment; the significance of character traits in virtue ethics and personality psychology; the reliability of intuitions and the psychological processes that underlie them. HU

Courses for Majors

*** CGSC 395b, Junior Colloquium in Cognitive Science** Mark Sheskin

Survey of contemporary issues and current research in cognitive science. By the end of the term, students select a research topic for the senior essay. Enrollment limited to Cognitive Science majors. ½ Course cr

*** CGSC 471a and CGSC 472b, Directed Research in Cognitive Science** Joshua Knobe
Research projects for qualified students. The student must be supervised by a member of the Cognitive Science faculty, who sets the requirements and directs the research. To register, a student must submit a written plan of study to the director of undergraduate studies and the faculty supervisor. The normal minimum requirement is a written report of the completed research, but individual faculty members may set alternative equivalent requirements. Only one term may be offered toward the major, with permission of the director of undergraduate studies; two terms may be offered toward the bachelor's degree.

*** CGSC 473a and CGSC 474b, Directed Reading in Cognitive Science** Joshua Knobe
Individual study for qualified students who wish to investigate an area of cognitive science not covered in regular courses. The student must be supervised by a member of the Cognitive Science faculty, who sets the requirements and meets regularly with the student. To register, a student must submit a written plan of study to the director of undergraduate studies and the faculty supervisor. The normal minimum requirement is a term paper, but individual faculty members may set alternative equivalent requirements. Only one term may be offered toward the major, with permission of the director of undergraduate studies; two terms may be offered toward the bachelor's degree.

*** CGSC 491b, Senior Project** Mark Sheskin

A research colloquium leading to the completion of the senior essay. Students attend regular colloquium presentations. Enrollment limited to Cognitive Science majors.

Related Courses That May Count toward the Major

CPSC 112b, Introduction to Programming Yang Yang

Development on the computer of programming skills, problem-solving methods, and selected applications. No previous experience with computers necessary. QR

CPSC 201a or b, Introduction to Computer Science Staff

Introduction to the concepts, techniques, and applications of computer science. Topics include computer systems (the design of computers and their languages); theoretical foundations of computing (computability, complexity, algorithm design); and artificial intelligence (the organization of knowledge and its representation for efficient search). Examples stress the importance of different problem-solving methods. After CPSC 112 or equivalent. QR

Math: Stat/Applied Math

CPSC 202a, Mathematical Tools for Computer Science Dana Angluin

Introduction to formal methods for reasoning and to mathematical techniques basic to computer science. Topics include propositional logic, discrete mathematics, and linear algebra. Emphasis on applications to computer science: recurrences, sorting, graph traversal, Gaussian elimination. QR

CPSC 470a, Artificial Intelligence Drew McDermott

Introduction to artificial intelligence research, focusing on reasoning and perception. Topics include knowledge representation, predicate calculus, temporal reasoning, vision, robotics, planning, and learning. After CPSC 201 and 202. QR

[CPSC 471, Advanced Topics in Artificial Intelligence]**ECON 159b, Game Theory** Barry Nalebuff

An introduction to game theory and strategic thinking. Ideas such as dominance, backward induction, Nash equilibrium, evolutionary stability, commitment, credibility, asymmetric information, adverse selection, and signaling are applied to games played in class and to examples drawn from economics, politics, the movies, and elsewhere. After introductory microeconomics. No prior knowledge of game theory assumed. QR, SO

LING 110a, Language: Introduction to Linguistics Jim Wood

The goals and methods of linguistics. Basic concepts in phonology, morphology, syntax, and semantics. Techniques of linguistic analysis and construction of linguistic models. Trends in modern linguistics. The relation of linguistics to psychology, logic, and other disciplines. SO

[LING 117, Language and Mind]**[LING 130, Evolution of Language]****[LING 169, Meaning]****LING 220b / PSYC 318b, General Phonetics** Staff

Investigation of possible ways to describe the speech sounds of human languages. Acoustics and physiology of speech; computer synthesis of speech; practical exercises in producing and transcribing sounds. SO

*** LING 224a, Formal Foundations of Linguistic Theories** Robert Frank

Study of formal systems that play an important role in the scientific study of language. Exploration of a range of mathematical structures and techniques; demonstrations of their application in theories of grammatical competence and performance including set theory, graphs and discrete structures, algebras, formal language, and automata theory. Evaluation of strengths and weaknesses of existing formal theories of linguistic knowledge. QR, SO

LING 227a / PSYC 327a, Language and Computation I Staff

Design and analysis of computational models of language. Topics include finite state tools, computational morphology and phonology, grammar and parsing, lexical semantics, and the use of linguistic models in applied problems. Prerequisite: prior programming experience or permission of instructor. QR, SO

LING 231b / PSYC 331b, Neurolinguistics Maria Piñango

The study of language as a cognitive neuroscience. The interaction between linguistic theory and neurological evidence from brain damage, degenerative diseases (e.g., Alzheimer's disease), mental illness (e.g., schizophrenia), neuroimaging, and neurophysiology. The connection of language as a neurocognitive system to other systems such as memory and music. SO

LING 232a, Introduction to Phonological Analysis Ryan Bennett

The structure of sound systems in particular languages. Phonemic and morphophonemic analysis, distinctive-feature theory, formulation of rules, and

problems of rule interpretation. Emphasis on problem solving. Prerequisite: LING 220, or a grade of B or above in LING 110. (Formerly LING 132) SO

*** LING 235b, Phonological Theory** Ryan Bennett

Topics in the architecture of a theory of sound structure. Motivations for replacing a system of ordered rules with a system of ranked constraints. Optimality theory: universals, violability, constraint types and their interactions. Interaction of phonology and morphology, as well as the relationship of phonological theory to language acquisition and learnability. Opacity, lexical phonology, and serial versions of optimality theory. Prerequisite: LING 232 or permission of instructor. SO RP

LING 253a, Syntax I Raffaella Zanuttini

An introduction to the syntax of natural language. Generative syntactic theory and key theoretical concepts. Syntactic description and argumentation. Topics include the structure of clauses and noun phrases, movement operations, and the notion of parameter. (Formerly LING 153) SO

LING 254b, Syntax II Jim Wood

Recent developments in the principles and parameters approach to syntactic theory. In-depth exploration of theoretical and empirical issues in long-distance dependencies (island effects, dependency types, movement vs. binding), the character of syntactic structure (constituency, thematic mapping, functional categories), and the architecture of grammatical derivations (logical form, operations for structure building, anaphora). Prerequisite: LING 253. SO

LING 263a, Semantics I Staff

Introduction to truth-conditional compositional semantics. Set theory, first- and higher-order logic, and the lambda calculus as they relate to the study of natural language meaning. Some attention to analyzing the meanings of tense/aspect markers, adverbs, and modals. QR, SO

*** LING 280b, Morphology** Jim Wood

The theory of word structure within a formal grammar. Relation to other areas of grammar (syntax, phonology); basic units of word structure; types of morphology (inflection, derivation, compounding). Prerequisites: LING 232 and 253, or permission of instructor. SO

MCDB 320a, Neurobiology Haig Keshishian and Paul Forscher

The excitability of the nerve cell membrane as a starting point for the study of molecular, cellular, and systems-level mechanisms underlying the generation and control of behavior. After a year of college-level chemistry; a course in physics is strongly recommended. SC

PHIL 126b, Introduction to Modern Philosophy from Descartes to Kant Michael Della Rocca

An introduction to major figures in the history of modern philosophy, with critical reading of works by Descartes, Malabranche, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Intended to be taken in conjunction with PHIL 125, although PHIL 125 is not a prerequisite. HU

PHIL 267b, Mathematical Logic Sun-Joo Shin

An introduction to the metatheory of first-order logic, up to and including the completeness theorem for the first-order calculus. Introduction to the basic concepts of set theory. Prerequisite: PHIL 115 or permission of instructor. QR
Math: Logic/Foundations

PHIL 269b, The Philosophy of Science Daniel Greco

Central questions about the nature of scientific theory and practice. Factors that make a discipline a science; how and why scientific theories change over time; interpreting probabilistic claims in science; whether simpler theories are more likely to be true; the laws of nature; whether physics has a special status compared to other sciences; the legitimacy of adaptationist thinking in evolutionary biology. HU

PHIL 270b, Epistemology Keith DeRose

Introduction to current topics in the theory of knowledge. The analysis of knowledge, justified belief, rationality, certainty, and evidence. HU

PSYC 110a or b, Introduction to Psychology Staff

A survey of major psychological approaches to the biological, cognitive, and social bases of behavior. SO

PSYC 140a, Developmental Psychology Frank Keil

An introduction to research and theory on the development of perception, action, emotion, personality, language, and cognition from a cognitive science perspective. Focus on birth to adolescence in humans and other species. Prerequisite: PSYC 110. SO
Psychology: Core
Psychology: Social Science

PSYC 150b, Social Psychology John Bargh

Study of social cognition, attitudes and persuasion, group processes, intergroup processes, prosocial behavior, aggression, and conformity. Theories, methodology, and applications of social psychology. Prerequisite: PSYC 110. SO
Psychology: Social Science
Psychology: Core

PSYC 160b, The Human Brain Gregory McCarthy

Introduction to the neural bases of human psychological function, including social, cognitive, and affective processing. Preparation for more advanced courses in cognitive and social neuroscience. Topics include memory, reward processing, neuroeconomics, individual differences, emotion, social inferences, and clinical disorders. Neuroanatomy, neurophysiology, and neuropharmacology are also introduced. SC
Psychology: Core
Psychology: Natural Science

PSYC 200b, Statistics Staff

Measures of central tendency, variability, association, and the application of probability concepts in determining the significance of research findings. QR

*** PSYC 270a or b, Research Methods in Behavioral Neuroscience** Nelson Donegan

Laboratory course in which students design and conduct research to study brain function and behavior. Emphasis on hands-on participation in behavioral and neuroscience techniques. Prerequisites: PSYC 160 or 170, and a course in statistics, or with permission of instructor. SC

Psychology: ResearchMethods

Psychology: Natural Science

College Seminars

Residential college seminars for the fall and spring terms are described on the college seminar program's Web site (<http://yalecollege.yale.edu/academics/special-academic-programs/residential-college-seminar-program>). The online listings contain course titles, descriptions, and prerequisites. Course syllabi are available on Classes*v2 (<http://classesv2.yale.edu>).

Students apply to college seminars before classes begin through an online tool on the program's Web site (<http://yalecollege.yale.edu/academics/special-academic-programs/residential-college-seminar-program/application-information>) or through a link in the online course description. Students may apply to, and enroll in, a maximum of two college seminars in a given term; choices are not ranked by order of preference. Students may enroll in no more than four college seminars total during their time at Yale. Auditing is not permitted in college seminars.

Computer Science

Director of undergraduate studies: James Aspnes, 401 AKW, 432-1232, james.aspnes@yale.edu; cpsc.yale.edu

FACULTY OF THE DEPARTMENT OF COMPUTER SCIENCE

Professors Dana Angluin, James Aspnes, †Dirk Bergemann, †Ronald Coifman, Julie Dorsey, Stanley Eisenstat, Joan Feigenbaum (*Chair*), Michael Fischer, David Gelernter, †Mark Gerstein, Drew McDermott, Vladimir Rokhlin, Holly Rushmeier, Brian Scassellati, Martin Schultz (*Emeritus*), Zhong Shao, Avi Silberschatz, Daniel Spielman, †Leandros Tassioulas, Y. Richard Yang, Steven Zucker

Associate Professors Daniel Abadi, Mahesh Balakrishnan

Assistant Professors †Wenjun Hu, †Amin Karbasi, †Smita Krishnaswamy, †Sahand Negahban, Ruzica Piskac, Mariana Raykova, †Friederick Shic, †Jakub Szefer

Senior Lecturer Stephen Slade

Lecturers Jason Hirschhorn, †Kyle Jensen, Eric Koskinen, Scott Petersen, Patrick Rebeschini, Brad Rosen, Andrew Sherman, Xiyin Tang

†A joint appointment with primary affiliation in another department or school.

The Department of Computer Science offers both B.S. and B.A. degree programs, as well as three combined majors in cooperation with other departments: Electrical Engineering and Computer Science (p. 281), Computer Science and Mathematics (p. 224), and Computer Science and Psychology (p. 225). Each major program not only provides a solid technical education but also allows students either to take a broad range of courses in other disciplines or to complete the requirements of a second major.

The Computer Science and combined major programs share a common core of five computer science courses. The first is CPSC 201, a survey that demonstrates

the breadth and depth of the field to students who have taken the equivalent of an introductory programming course. The remaining core courses cover discrete mathematics, data structures, systems programming and computer architecture, and algorithm analysis and design. Together these courses include the material that every major should know.

The core courses are supplemented by electives (and, for the combined majors, core courses in the other discipline) that offer great flexibility in tailoring a program to each student's interests. The capstone is the senior project, through which students experience the challenges and rewards of original research under the guidance of a faculty mentor.

Prospective majors are encouraged to discuss their programs with the director of undergraduate studies as early as possible.

Introductory courses The department offers a broad range of introductory courses to meet the needs of students with varying backgrounds and interests. Except for CPSC 200 and CPSC 201, none assumes previous knowledge of computers.

1. CPSC 100, taught jointly with Harvard University, teaches students majoring in any subject area how to program a computer and solve problems. No prior experience is required.
2. CPSC 112 teaches students majoring in any subject area how to program a computer and solve problems using the language Java. Students with previous programming experience should consider taking CPSC 201 instead.
3. CPSC 134 provides an introduction to computer music, including musical representations for computing, automated music analysis and composition, interactive systems, and virtual instrument design.
4. CPSC 150 explores how some of the key ideas in computer science have affected philosophy of mind, cognitivism, connectionism, and related areas. This humanities-style course has significant readings and a paper, and satisfies the writing and the humanities and arts distributional requirement.
5. CPSC 151 studies the history of the graphical user interface in an attempt to guess its future. This course also satisfies the writing distributional requirement.
6. CPSC 183 explores the myriad ways that law and technology intersect, with a special focus on the role of cyberspace. This course satisfies the social science distributional requirement.
7. CPSC 200, intended as a survey course for non-majors, focuses on practical applications of computing technology while examining topics including computer hardware, computer software, and related issues such as security and software engineering.
8. CPSC 201 surveys the field of computer science, including systems (computers and their languages) and theory (algorithms, complexity, and computability). Students with sufficient programming experience may elect CPSC 201 without taking CPSC 112. (These courses meet at the same time so that students are easily able to change levels if necessary.)
9. CPSC 202 presents the formal methods of reasoning and the concepts of discrete mathematics and linear algebra used in computer science and related disciplines.

Requirements of the major The B.S. and the B.A. degree programs have the same required core courses: CPSC 201; CPSC 202 or MATH 244; CPSC 223, 323, 365, and 490. The B.S. degree program requires six additional intermediate or advanced courses in Computer Science, for a total of twelve; the B.A. degree program, four, for a total of ten. CPSC 480 and 490 may not be counted toward these electives. All courses in the major must be taken for a letter grade.

Students majoring in Computer Science are advised to complete CPSC 201 and 223 by the end of the sophomore year.

For students who already know how to program, typical B.S. programs starting in the freshman and sophomore years are:

Freshman	Sophomore	Junior	Senior
CPSC 201a	CPSC 202a CPSC 323a	Two electives	CPSC 490a
CPSC 223b	CPSC 365b One elective	Two electives	One elective

and

Sophomore	Junior	Senior
CPSC 201a	CPSC 323a	CPSC 490a
CPSC 202a	One elective	Two electives
CPSC 223b	CPSC 365b One elective	Two electives

For typical B.A. programs, two of the electives would be omitted.

Electives The Computer Science department encourages interdisciplinary study in which computer science plays a major role. Advanced courses in other departments that involve concepts from computer science and are relevant to an individual program may, with permission of the director of undergraduate studies, be counted toward the requirements.

Students considering graduate study in computer science are advised to take CPSC 421 and 422, as well as courses covering the breadth of computer science, including programming languages and systems, artificial intelligence, scientific computing, and theoretical computer science.

Students interested in using computers to solve scientific and engineering problems are advised to take CPSC 440 as well as computational courses offered in Applied Mathematics (p. 132) and in Engineering and Applied Science (p. 284).

The core mathematical background necessary to complete the Computer Science major is provided in CPSC 202. However, many advanced courses in graphics, computer vision, neural networks, and numerical analysis assume additional knowledge of linear algebra and calculus. Students who plan to take such courses as electives and who are unsure whether they have the appropriate mathematical background are encouraged to take MATH 222 or 225 and MATH 120.

Senior requirement In the senior year students must take CPSC 490, an independent project course in which students select an adviser to guide them in research in a

subfield of computer science. With permission of the director of undergraduate studies, students may enroll in 490 more than once or before their senior year.

Schedule approval All Computer Science majors in the sophomore, junior, and senior years should have their programs approved by the director of undergraduate studies.

Combined B.S./M.S. degree program in Computer Science Exceptionally able and well-prepared students may complete a course of study leading to the simultaneous award of the B.S. and M.S. degrees after eight terms of enrollment. Eligibility requirements are described under "Simultaneous Award of the Bachelor's and Master's Degrees" in Section K, Special Arrangements (p. 66), in the Academic Regulations. Specific requirements for the combined degree in Computer Science are as follows:

1. Candidates must satisfy the Yale College requirements for the B.S. degree in Computer Science.
2. In fulfilling these requirements, students must complete eight graduate courses from the approved list, up to two of which may, with the permission of the director of undergraduate studies and the director of graduate studies, also be applied toward completion of the B.S. degree. At most one of these eight courses may be CPSC 690, 691, or 692.
3. At the end of their fifth term of enrollment students must have achieved at least three-fourths A or A- grades in all of their course credits directly relating to the major.

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses *B.S.* – 12 term courses taken for letter grades (incl senior project);
B.A. – 10 term courses taken for letter grades (incl senior project)

Specific courses required *B.S. and B.A.* – CPSC 201; CPSC 202 or MATH 244;
CPSC 223, 323, 365

Distribution of courses *B.S.* – 6 addtl intermediate or advanced Comp Sci courses;
B.A. – four addtl intermediate or advanced Comp Sci courses

Substitution permitted Advanced courses in other depts, with DUS permission

Senior requirement Senior project (CPSC 490)

Introductory Courses

* **CPSC 078b / ARCH 009b, See it, Change it, Make it** Julie Dorsey

Hands-on introduction to the theory and practice of digital capture, modeling, and fabrication. Topics include digital representations of shape, 3D scanning, shape modeling and editing, and physical production, including 3D printing, milling, and laser cutting. Architectural forms at a variety of scales used as vehicles for exploration and experimentation. There are no course prerequisites. Students are expected to be proficient in high school-level algebra, trigonometry, and geometry. No prior knowledge of architecture is expected. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. QR

CPSC 100a, Introduction to Computing and Programming Patrick Rebeschini

Introduction to the intellectual enterprises of computer science and to the art of programming, with attention to algorithmic thinking and efficient problem solving.

Topics include abstraction, algorithms, data structures, encapsulation, resource management, security, software engineering, and Web development. Programming in the languages C, PHP, and JavaScript, as well as SQL, CSS, and HTML. Applications in biology, cryptography, finance, forensics, and gaming. Students view most course lectures on line; all sections, office hours, and related events are held locally. No previous programming experience required. Open to students of all levels and majors.

QR

CPSC 112b, Introduction to Programming Yang Yang

Development on the computer of programming skills, problem-solving methods, and selected applications. No previous experience with computers necessary. QR

CPSC 134a / MUSI 372a, Programming Musical Applications Scott Petersen

Topics in computer music, including musical representations for computing, automated music analysis and composition, interactive systems, and virtual instrument design. Use of domain-specific programming languages and libraries to explore how the principles of computer science can be applied to music to create new interfaces, instruments, and tools. Recommended preparation: the ability to read music or play an instrument. QR

*** CPSC 150a, Computer Science and the Modern Intellectual Agenda** David Gelernter

Introduction to the basic ideas of computer science (computability, algorithm, virtual machine, symbol processing system), and of several ongoing relationships between computer science and other fields, particularly philosophy of mind. No previous experience with computers necessary. Enrollment limited to 25. WR, HU

CPSC 183a, Law, Technology, and Culture Brad Rosen

An exploration of the myriad ways in which law and technology intersect, with a special focus on the role of cyberspace. Topics include digital copyright, free speech, privacy and anonymity, information security, innovation, online communities, the impact of technology on society, and emerging trends. No previous experience with computers or law necessary. SO

*** CPSC 184b, Intellectual Property in the Digital Age** Xiyin Tang

The evolving and oftentimes vexing intellectual property regime of the new digital age. Focus on copyright, fair use, remix culture, access to knowledge, technological innovations, the increasing relevance of trademarks in the new information society, the tension between creativity/creating and the intellectual property rules which either foster or inhibit it, and the new information culture of the digital age. Prerequisite: CPSC 183 or permission of instructor. HU, SO

*** CPSC 185b, Control, Privacy, and Technology** Brad Rosen

The evolution of various legal doctrines with and around technological development. Topics include criminal law, privacy, search and seizure, digital rights, and the implications of technologically permitted methods of control on the law. Special attention to case law and policy. After CPSC 183. WR, SO

CPSC 200b, Introduction to Information Systems Stephen Slade

The real-world artifacts and implementations that comprise the vital computational organisms that populate our world. Hardware and software and the related issues of security, privacy, regulation, and software engineering. Examples stress practical

applications of technology, as well as limitations and societal issues. After CPSC 100 or 112 or equivalent. QR

CPSC 201a or b, Introduction to Computer Science Staff

Introduction to the concepts, techniques, and applications of computer science. Topics include computer systems (the design of computers and their languages); theoretical foundations of computing (computability, complexity, algorithm design); and artificial intelligence (the organization of knowledge and its representation for efficient search). Examples stress the importance of different problem-solving methods. After CPSC 112 or equivalent. QR

Math: Stat/Applied Math

CPSC 202a, Mathematical Tools for Computer Science Dana Angluin

Introduction to formal methods for reasoning and to mathematical techniques basic to computer science. Topics include propositional logic, discrete mathematics, and linear algebra. Emphasis on applications to computer science: recurrences, sorting, graph traversal, Gaussian elimination. QR

CPSC 213b, Apps, Software, and Entrepreneurship Kyle Jensen

Programming, software development, management, and entrepreneurship techniques used to build successful software start-ups. After CPSC 100, CPSC 112, or the equivalent. Not to be taken before, concurrently, or after CPSC 413. QR

CPSC 223a or b, Data Structures and Programming Techniques Stephen Slade

Topics include programming in C; data structures (arrays, stacks, queues, lists, trees, heaps, graphs); sorting and searching; storage allocation and management; data abstraction; programming style; testing and debugging; writing efficient programs. After CPSC 201 or equivalent. QR RP

CPSC 262a / AMTH 262a / STAT 262a, Computational Tools for Data Science Daniel Spielman

Introduction to the core ideas and principles that arise in modern data analysis, bridging statistics and computer science and providing students the tools to grow and adapt as methods and techniques change. Topics include principle component analysis, independent component analysis, dictionary learning, neural networks, clustering, streaming algorithms (streaming linear algebra techniques), online learning, large scale optimization, simple database manipulation, and implementations of systems on distributed computing infrastructures. Students require background in linear algebra, multivariable calculus, and programming. after or concurrently with MATH 222, 225, or 231; after or concurrently with MATH 120, 230, or ENAS 151; after or concurrently with CPSC 100, 112, or ENAS 130. QR

*** CPSC 290a or b, Directed Research** James Aspnes

Individual research. Requires a faculty supervisor and the permission of the director of undergraduate studies. May be taken more than once for credit.

MATH 244a / AMTH 244a, Discrete Mathematics Staff

Basic concepts and results in discrete mathematics: graphs, trees, connectivity, Ramsey theorem, enumeration, binomial coefficients, Stirling numbers. Properties of finite set systems. Recommended preparation: MATH 115 or equivalent. QR

Math: Stat/Applied Math

Math: Algebra/Number Theory

Intermediate Courses

CPSC 323a, Introduction to Systems Programming and Computer Organization

Stanley Eisenstat

Machine architecture and computer organization, systems programming in a high-level language, issues in operating systems, software engineering, prototyping in scripting languages. After CPSC 223. QR RP

CPSC 365b, Design and Analysis of Algorithms Daniel Spielman

Paradigms for problem solving: divide and conquer, recursion, greedy algorithms, dynamic programming, randomized and probabilistic algorithms. Techniques for analyzing the efficiency of algorithms and designing efficient algorithms and data structures. Algorithms for graph theoretic problems, network flows, and numerical linear algebra. Provides algorithmic background essential to further study of computer science. After CPSC 202 and 223. QR

Math: Stat/Applied Math

Advanced Courses

* **CPSC 410a, The Law and Technology of Cyber Conflict** Joan Feigenbaum

A cross-disciplinary seminar that addresses both technical and legal aspects of cyber conflict. Recent events, including the hacks of Sony and the U.S. Office of Personnel Management, illustrate the need for new thinking about the particular issues raised when cyber attacks originate from state or quasi-state actors. Professors from Yale Law School and the Computer Science Department will lead in-depth explorations of cyber conflict from both legal and technical points of view. Enrollment is limited to ten Yale College students. This is the first half of a yearlong course; the second half is CPSC 411. Students are required to make a yearlong, two term commitment. CPSC 201 and 223 or the equivalent and/or PLSC 233 or the equivalent, and/or GLBL 390 or the equivalent. QR

* **CPSC 411b, The Law and Technology of Cyber Conflict: Practicum** Joan Feigenbaum

A cross-disciplinary practicum that addresses both technical and legal aspects of cyber conflict. Recent events, including the hacks of Sony and the U.S. Office of Personnel Management, illustrate the need for new thinking about the particular issues raised when cyber attacks originate from state or quasi-state actors. Professors from Yale Law School and the Computer Science Department will oversee intensive student projects on both legal and technical aspects of cyber conflict. Enrollment is limited to ten Yale College students. This is the second half of a yearlong course; the first half is CPSC 410. Students are required to make a yearlong, two term commitment. CPSC 410. QR

* **CPSC 412a / ECON 421a, Designing the Digital Economy** Staff

Digitization is transforming a variety of markets from personal transportation services to advertising. This course explores the economic tools (market design, price theory, causal inference, etc.) and technical tools from computer science (machine learning, the analysis of algorithms, user interface design, etc.) students need to contribute meaningfully to this transformation. elementary training in both economics and computer science and some intermediate/advanced training in at least one relevant field. so

CPSC 413b, Advanced Apps, Software, and Entrepreneurship Daniel Abadi
Advanced programming, software development, management, and entrepreneurship techniques used to build successful software start-ups. CPSC 223. Not to be taken before, concurrently, or after CPSC 213. QR

* **CPSC 421b, Compilers and Interpreters** Zhong Shao
Compiler organization and implementation: lexical analysis, formal syntax specification, parsing techniques, execution environment, storage management, code generation and optimization, procedure linkage and address binding. The effect of language-design decisions on compiler construction. After CPSC 323. QR

CPSC 422a, Design and Implementation of Operating Systems Zhong Shao
The design and implementation of operating systems. Topics include synchronization, deadlock, process management, storage management, file systems, security, protection, and networking. After CPSC 323. QR

CPSC 423b, Principles of Operating Systems Abraham Silberschatz
A survey of the underlying principles of modern operating systems. Topics include process management, memory management, storage management, protection and security, distributed systems, and virtual machines. Emphasis on fundamental concepts rather than implementation. After CPSC 323. QR

CPSC 424b, Parallel Programming Techniques Andrew Sherman
Practical introduction to parallel programming, emphasizing techniques and algorithms suitable for scientific and engineering computations. Aspects of processor and machine architecture. Techniques such as multithreading, message passing, and data parallel computing using graphics processing units. Performance measurement, tuning, and debugging of parallel programs. Parallel file systems and I/O. After CPSC 223 and MATH 222 or 225, or equivalents. QR

CPSC 426a, Building Distributed Systems Mahesh Balakrishnan
Ubiquitous services such as Google, Facebook, and Amazon run on the back of massive distributed systems. This course covers the fundamental principles, abstractions, and mechanisms that inform the design of such systems, as well as the practical details of real-world implementations. Technical topics covered include properties such as consistency, availability, durability, isolation, and failure atomicity; as well as protocols such as RPC, consensus, consistent hashing, and distributed transactions. The final project involves implementing a real-world distributed service. After CPSC 323. QR

CPSC 427a, Object-Oriented Programming Michael Fischer
Object-oriented programming as a means to efficient, reliable, modular, reusable code. Use of classes, derivation, templates, name-hiding, exceptions, polymorphic functions, and other features of C++. After CPSC 223. QR

[CPSC 428, Language-Based Security]

[CPSC 430, Formal Semantics]

CPSC 431a, Computer Music: Algorithmic and Heuristic Composition Scott Petersen
Study of the theoretical and practical fundamentals of computer-generated music, with a focus on high-level representations of music, algorithmic and heuristic composition, and programming languages for computer music generation. Theoretical concepts are supplemented with pragmatic issues expressed in a high-level programming language. Ability to read music is assumed. After CPSC 202 and 223. QR

CPSC 432b, Computer Music: Sound Representation and Synthesis Scott Petersen
Study of the theoretical and practical fundamentals of computer-generated music, with a focus on low-level sound representation, acoustics and sound synthesis, scales and tuning systems, and programming languages for computer music generation. Theoretical concepts are supplemented with pragmatic issues expressed in a high-level programming language. Ability to read music is assumed. After CPSC 202 and 223. QR

[CPSC 433, Computer Networks]

[CPSC 435, Internet-Scale Applications]

[CPSC 436, Networked Embedded Systems and Sensor Networks]

CPSC 437a, Introduction to Databases Abraham Silberschatz
Introduction to database systems. Data modeling. The relational model and the SQL query language. Relational database design, integrity constraints, functional dependencies, and normal forms. Object-oriented databases. Database data structures: files, B-trees, hash indexes. After CPSC 223. QR

[CPSC 438, Database System Implementation and Architectures]

[CPSC 439, Software Engineering]

CPSC 440b, Numerical Computation Vladimir Rokhlin
Algorithms for numerical problems in the physical, biological, and social sciences: solution of linear and nonlinear systems of equations, interpolation and approximation of functions, numerical differentiation and integration, optimization. After CPSC 112 or an equivalent introductory programming course; MATH 120; and MATH 222 or 225 or CPSC 202. QR
Math: Stat/Applied Math

CPSC 445a / AMTH 445a, Introduction to Data Mining Guy Wolf
Study of algorithms and systems that allow computers to find patterns and regularities in databases, to perform prediction and forecasting, and to improve their performance generally through interaction with data. After CPSC 202, 223, and MATH 222, or equivalents. QR

* **CPSC 451b, The User Interface** David Gelernter
The user interface (UI) in the context of modern design, where tech has been a strong and consistent influence from the Bauhaus and U.S. industrial design of the 1920s and 1930s through the IBM-Eames design project of the 1950s to 1970s. The UI in the context of the windows-menus-mouse desktop, as developed by Alan Kay and Xerox in the 1970s and refined by Apple in the early 1980s. Students develop a detailed design and simple implementation for a UI. Prerequisite: CPSC 223 or equivalent.

CPSC 453a, Computational Methods for Analysis and Modeling of Biological Data
Smita Krishnaswamy
Applications of machine learning methods in the analysis of high-throughput biological data with focus on genomic and proteomic data. Topics include methods for denoising data; non-linear dimensionality reduction for visualization and progression analysis; unsupervised clustering; and information theoretic analysis of gene regulatory and signaling networks.

[CPSC 454, **Software Analysis and Verification**][CPSC 455, **Economics and Computation**][CPSC 457, **Sensitive Information in a Connected World**]**CPSC 458a, Automated Decision Systems** Stephen Slade

The spectrum of automated decision models and tools, with a focus on their costs and effectiveness. Examples from a variety of fields, including finance, risk management, robotics, medicine, and politics. After CPSC 223 or equivalents. QR

[CPSC 462, **Graphs and Networks**][CPSC 465, **Theory of Distributed Systems**]**CPSC 467a, Cryptography and Computer Security** Mariana Raykova

A survey of such private and public key cryptographic techniques as DES, RSA, and zero-knowledge proofs, and their application to problems of maintaining privacy and security in computer networks. Focus on technology, with consideration of such societal issues as balancing individual privacy concerns against the needs of law enforcement, vulnerability of societal institutions to electronic attack, export regulations and international competitiveness, and development of secure information systems. Some programming may be required. After CPSC 202 and 223. QR

CPSC 468b, Computational Complexity James Aspnes

Introduction to the theory of computational complexity. Basic complexity classes, including polynomial time, nondeterministic polynomial time, probabilistic polynomial time, polynomial space, logarithmic space, and nondeterministic logarithmic space. The roles of reductions, completeness, randomness, and interaction in the formal study of computation. After CPSC 365 or with permission of instructor. QR

CPSC 469a, Randomized Algorithms James Aspnes

A study of randomized algorithms from several areas: graph algorithms, algorithms in algebra, approximate counting, probabilistically checkable proofs, and matrix algorithms. Topics include an introduction to tools from probability theory, including some inequalities such as Chernoff bounds. After CPSC 365; a solid background in probability is desirable. QR

CPSC 470a, Artificial Intelligence Drew McDermott

Introduction to artificial intelligence research, focusing on reasoning and perception. Topics include knowledge representation, predicate calculus, temporal reasoning, vision, robotics, planning, and learning. After CPSC 201 and 202. QR

[CPSC 471, **Advanced Topics in Artificial Intelligence**]**CPSC 472a, Intelligent Robotics** Brian Scassellati

Introduction to the construction of intelligent, autonomous systems. Sensory-motor coordination and task-based perception. Implementation techniques for behavior selection and arbitration, including behavior-based design, evolutionary design, dynamical systems, and hybrid deliberative-reactive systems. Situated learning and adaptive behavior. After CPSC 201 and 202 or equivalents. May not be taken after CPSC 473. QR

* **CPSC 473b, Intelligent Robotics Laboratory** Brian Scassellati

Students work in small teams to construct novel research projects using one of a variety of robot architectures. Project topics may include human-robot interaction, adaptive

intelligent behavior, active perception, humanoid robotics, and socially assistive robotics. Enrollment limited to 20. After CPSC 472. QR

CPSC 475a / BENG 475a / EENG 475a, Computational Vision and Biological Perception Steven Zucker

An overview of computational vision with a biological emphasis. Suitable as an introduction to biological perception for computer science and engineering students, as well as an introduction to computational vision for mathematics, psychology, and physiology students. Prerequisite: CPSC 112 and MATH 120, or with permission of instructor. QR, SC RP

[**CPSC 476, Advanced Computational Vision**]

CPSC 478b, Computer Graphics Holly Rushmeier

Introduction to the basic concepts of two- and three-dimensional computer graphics. Topics include affine and projective transformations, clipping and windowing, visual perception, scene modeling and animation, algorithms for visible surface determination, reflection models, illumination algorithms, and color theory. After CPSC 202 and 223. QR

[**CPSC 479, Advanced Topics in Computer Graphics**]

* **CPSC 480a or b, Directed Reading** James Aspnes

Individual study for qualified students who wish to investigate an area of computer science not covered in regular courses. A student must be sponsored by a faculty member who sets the requirements and meets regularly with the student. Requires a written plan of study approved by the faculty adviser and the director of undergraduate studies. May be taken more than once for credit.

* **CPSC 490a or b, Special Projects** James Aspnes

Individual research intended to fulfill the senior requirement. Requires a faculty supervisor and the permission of the director of undergraduate studies. The student must submit a written report about the results of the project.

Computer Science and Mathematics

Directors of undergraduate studies: James Aspnes (Computer Science), 401 AKW, 432-1232, james.aspnes@yale.edu; Andrew Casson (Mathematics), 216 LOM, 432-7056, andrew.casson@yale.edu

Computer Science and Mathematics is an interdepartmental major for students who are interested in computational mathematics, the use of computers in mathematics, mathematical aspects of algorithm design and analysis, and theoretical foundations of computing.

The major requires fourteen term courses as well as a senior project. Six of the fourteen courses must be in computer science: CPSC 201, 223, 323, and 365; one from CPSC 440, 462, 465, 468, or 469; and one additional advanced term course other than CPSC 480 or 490. The remaining eight courses must be in mathematics: MATH 120, either 222 or 225, 244, and five additional term courses numbered above MATH 200 other than MATH 470. MATH 230 and 231 may replace (but do not count in addition to) MATH 120 and 222 or 225.

The senior requirement is a project or an essay on a topic acceptable to both departments. An oral report on the mathematical aspects of the project must be presented to the Mathematics faculty.

The entire program of each student majoring in Computer Science and Mathematics must be approved by the director of undergraduate studies in each department. Courses taken Credit/D/Fail may not be counted toward the major.

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 14 term courses (not incl senior req)

Specific courses required CPSC 201, 223, 323, 365; one from CPSC 440, 462, 465, 468, or 469; MATH 120, 222 or 225, 244

Distribution of courses 5 addtl courses in math numbered above 200 (may not be MATH 470); 1 addtl advanced course in comp sci (may not be CPSC 480 or 490)

Substitution permitted MATH 230, 231 for MATH 120 and 222 or 225

Senior requirement Senior project or senior essay on topic acceptable to Comp Sci and Math depts; oral report to Math dept on mathematical aspects of project

Computer Science and Psychology

Directors of undergraduate studies: James Aspnes (Computer Science), 401 AKW, 432-1232, james.aspnes@yale.edu; Woo-kyoung Ahn (Psychology), 319 SSS, 432-9626, woo-kyoung.ahn (woo-kyoung.ahn@yale.edu)@yale.edu (laurie.santos@yale.edu)

Computer Science and Psychology is an interdepartmental major designed for students interested in integrating work in these two fields. Each area provides tools and theories that can be applied to problems in the other. Examples of this interaction include cognitive science, artificial intelligence, and biological perception.

The prerequisite for the major is PSYC 110, from which students who have scored 5 on the Advanced Placement test in Psychology are exempt. Beyond the prerequisite, the major requires fourteen term courses as well as a senior project.

Eight of the fourteen courses must be in computer science: CPSC 201, 202, 223, 323, 365, and three advanced computer science courses in artificial intelligence (e.g., CPSC 470, 471, 473, or 475). MATH 244 may substitute for CPSC 202. CPSC 480 and 490 may not be counted as one of these courses.

The remaining six courses must be in psychology, including PSYC 200, at least one from PSYC 210–299, at least two Psychology courses from the social science point of view, and at least one course in cognitive psychology or cognitive science listed in Psychology. Courses in the range PSYC 490–499 may not be counted toward this requirement. At least one of the two psychology courses from the social science point of view must be designated as Core in the course listings.

A second course in cognitive psychology or cognitive science may substitute for one of the courses in artificial intelligence. An additional course in psychology and an examination arranged with the instructor of PSYC 200 may substitute for PSYC 200.

Senior requirement Students must take either CPSC 490 or PSYC 499, and the project must be approved by the director of undergraduate studies in each department.

Approval of program The entire program of each student majoring in Computer Science and Psychology must be approved by the director of undergraduate studies in each department. No course in Computer Science taken Credit/D/Fail may be counted toward the major; no more than one course in Psychology taken Credit/D/Fail may be counted toward the major. No 200-level course in Psychology taken Credit/D/Fail may be counted.

REQUIREMENTS OF THE MAJOR

Prerequisite PSYC 110

Number of courses 14 term courses beyond prereq (not incl senior project)

Specific courses required CPSC 201, 202, 223, 323, 365; PSYC 200

Distribution of courses 8 courses in Comp Sci, with 3 advanced AI courses; 6 courses in Psych, with at least 1 from PSYC 210–299 and at least 1 in cognitive psych or cognitive science listed in Psych; at least 2 courses in Psych from social science point of view, at least 1 designated Core

Substitution permitted For CPSC 202, MATH 244; for 1 course in AI, 1 addtl course in cognitive psych or cognitive science; for PSYC 200, 1 addtl course in Psych and exam arranged with instructor

Senior requirement CPSC 490 or PSYC 499, with project approved by DUS in each dept

Computing and the Arts

Director of undergraduate studies: Julie Dorsey (Computer Science), 507 AKW, 432-4249, julie.dorsey@yale.edu

Computing and the Arts is an interdepartmental major designed for students who wish to integrate work in computing with work in one of five arts disciplines: architecture, art, history of art, music, or theater studies.

For students with a computing perspective, issues in these disciplines present interesting and substantive problems: how musicians use computers to compose; the limitations of current software tools used by artists; the types of analyses done by art historians; challenges in designing and using virtual sets in the theater; ways that virtual worlds might help to envision new forms of artistic expression; and lessons that can be learned from trying to create a robotic conductor or performer.

For students with an artistic perspective, computing methods offer a systematic approach to achieving their vision. A foundation in computer science allows artists to understand existing computing tools more comprehensively and to use them more effectively. Furthermore, it gives them insight into what fundamentally can and cannot be done with computers, so they can anticipate the future development of new tools for computing in their field.

Prerequisites The prerequisite for all students in the major is either CPSC 100 or CPSC 112, which should be taken during the freshman year. There is one additional prerequisite for the Architecture track, ARCH 150, and two additional prerequisites for the Art track, ART 111 and 114. There are no additional prerequisites for the History of Art track. An additional prerequisite for the Music track is MUSI 210, as determined by the music theory placement test. (Students who do not place into or out of MUSI 210 may need to take a lower-level course first.) Additional prerequisites for the Theater

Studies track are THST 110 and 111. There is no required favorable review of studio work for admission to the major in any track.

Requirements of the major for the Class of 2018 and previous classes Students in the Class of 2018 and previous classes may fulfill the requirements of Computing and the Arts that were in place when they entered the major, as described in previous editions of this bulletin. Alternatively, they may fulfill the requirements for the major as described below for the Class of 2019 and subsequent classes.

Requirements of the major for the Class of 2019 and subsequent classes Twelve term courses are required beyond the prerequisites, not including the two-term senior project. Six of the courses must be in Computer Science, including CPSC 201, 202, and 223. Students are advised to complete CPSC 202 and 223 by the end of the sophomore year. MATH 244 may be substituted for CPSC 202. The six remaining courses are selected from one of the arts disciplines. Students choose a track in architecture, art, history of art, music, or theater studies. All requirements for a single track must be satisfied, as specified below.

The Architecture track requires the following courses in addition to the Computer Science courses listed above: (1) ARCH 154, 249, 260, 261; (2) two elective courses from Architectural History and Theory; Materials and Technology; or Structures and Computation; (3) two courses from CPSC 475, 478, or 479; and (4) one additional intermediate or advanced CPSC course (excluding CPSC 490).

The Art track requires the following courses in addition to the Computer Science courses listed above: (1) two 100-level courses beyond ART 111 and 114, such as ART 132, 138, or 145; (2) two courses in Art at the 200 or 300 level; (3) ART 395; (4) one course in Art at the 400 level; (5) two courses selected from CPSC 475, 478, and 479; (6) one additional intermediate or advanced Computer Science course (excluding CPSC 490).

The History of Art track requires the following courses in addition to the Computer Science courses listed above: (1) one introductory History of Art course: HSAR 112, 142, or 143; (2) two History of Art courses at the 200, 300, or 400 level (the courses must represent two different areas as defined in the History of Art program description); (3) one studio art course (students may need to take a prerequisite course in Art to prepare for the studio course); (4) HSAR 401; (5) one 400-level seminar in History of Art; (6) two courses selected from CPSC 437, 475, 478, or 479, one of which must be CPSC 478 or 479; (7) one additional intermediate or advanced Computer Science course (excluding CPSC 490).

The Music track requires the following courses in addition to the Computer Science courses listed above: (1) MUSI 325; (2) five term courses chosen from MUSI 231, S290, 295, 309, 312, 313, 343, 371, 412, 413, 471, and 472; (3) CPSC 431; (4) CPSC 432; (5) one additional intermediate or advanced Computer Science course (excluding CPSC 490).

The Theater Studies track requires the following courses in addition to the Computer Science courses listed above: (1) THST 210; (2) three courses in dramatic literature or theater history; (3) two upper-level Theater Studies production seminars in design, directing, or playwriting; (4) CPSC 431 or 432; (5) CPSC 478 or 479; (6) one additional intermediate or advanced Computer Science course (excluding CPSC 490).

Senior requirement The senior project requires two terms: one term of CPAR 491, and one term of ARCH 491, ART 495, HSAR 499, MUSI 490 or 491, or THST 471 or 491, depending on the track chosen. The project must be approved by the director of undergraduate studies and be acceptable to both departments. Students must submit a written report, including an electronic abstract and Web page(s).

Approval of program The entire program of each student majoring in Computing and the Arts must be approved by the director of undergraduate studies.

Credit/D/Fail Courses taken Credit/D/Fail may not be counted toward the major.

REQUIREMENTS OF THE MAJOR

Prerequisites *All tracks*—CPSC 100 or CPSC 112; *Architecture track*—ARCH 150; *Art track*—ART 111, 114; *Music track*—MUSI 210; *Theater Studies track*—THST 110, 111

Number of courses 12 term courses beyond prereqs (not incl senior project)

Specific courses required *All tracks*—CPSC 201, 202, 223; *Architecture track*—ARCH 154, 249, 260, 261; 2 courses from CPSC 475, 478, or 479; *Art track*—ART 395, 2 from CPSC 475, 478, 479; *History of Art track*—2 from CPSC 437, 475, 478, 479, including 1 of CPSC 478, 479; 1 from HSAR 112, 142, 143; HSAR 401; *Music track*—CPSC 431, 432; MUSI 325; *Theater Studies track*—CPSC 431 or 432; CPSC 478 or 479; THST 210

Distribution of courses *All tracks*—3 addtl courses in Comp Sci, incl 1 intermediate or advanced course beyond specific reqs (excluding CPSC 490); *Architecture track*—2 courses from Architectural History and Theory; Materials and Technology; or Structures and Computation; *Art track*—2 courses in Art at 100 level (excluding prereqs), 2 at 200 or 300 level, and 1 at 400 level (in addition to senior req); *History of Art track*—2 courses in different areas of History of Art at 200, 300, or 400 level; one 400-level sem in History of Art; 1 studio art course; *Music track*—5 courses from MUSI 231, S290, 295, 309, 312, 313, 343, 371, 412, 413, 471, 472; *Theater Studies track*—3 courses in dramatic lit or theater history; 2 production sems, as specified

Substitution permitted MATH 244 for CPSC 202

Senior requirement *All tracks*—Two-term senior project including CPAR 491, approved by DUS; *Architecture track*—ARCH 491; *Art track*—ART 495; *History of Art track*—HSAR 499; *Music track*—MUSI 490 or 491; *Theater Studies track*—THST 471 or 491

Courses

* CPAR 291a or b, Special Projects Staff

Individual research project in computing and the arts. Requires a faculty supervisor and permission of the director of undergraduate studies. May be taken more than once for credit.

* CPAR 491a, Senior Project in Computing and the Arts Staff

Individual research project for majors in Computing and the Arts. Requires two faculty supervisors, one from Computer Science and one from the department in the chosen track. Requires permission of the director of undergraduate studies. The student must present both a verbal and a written report describing the results of the project. May be taken more than once for credit.

DeVane Lecture Course

Information to come.

Directed Studies

Director of undergraduate studies: Kathryn Slanski, Rm. 321, 53 Wall St., 432-6630, kathryn.slanski@yale.edu; chair of Humanities: Bryan Garsten, Rm. 212, 53 Wall St., 432-1313, bryan.garsten@yale.edu; directedstudies.yale.edu

Directed Studies, a selective program for freshmen, is an interdisciplinary introduction to some of the most influential texts that have shaped Western civilization. Spanning works from ancient Greece to the twentieth century, Directed Studies is a coherent program of study that encourages students to put rich and complex texts into conversation with one another across time and to make connections across traditional disciplinary boundaries. Students in Directed Studies learn to analyze challenging and urgent texts, become valuable members of seminar discussions, and write clear and persuasive analytic essays.

The Directed Studies program consists of three integrated full-year courses in Literature, Philosophy, and Historical and Political Thought. One hundred twenty-five members of the freshman class are accepted each year. Students entering the program must enroll in all three courses and are expected to enroll for both terms.

Each of the three courses meets weekly for one lecture and two seminars. Seminars have a maximum of eighteen students and provide an opportunity to work closely with Yale faculty. The regular lectures and seminars are complemented by a series of colloquia that feature distinguished speakers from within and without Yale. Study of written texts is enhanced by sessions at the Yale Art Gallery, the Yale Center for British Art, and the Beinecke Rare Book and Manuscript Library.

Prerequisites: Directed Studies has no prerequisites and is designed for students with or without any background in humanities or Western civilization, ancient or modern. (In order to enroll for the second term, students must have completed the first term's courses.)

Directed Studies enables students to fulfill a number of Yale College distributional requirements, including the two required course credits in the humanities and arts (HU), the two required course credits in the social sciences (SO), and the two required course credits in writing (WR). Moreover, courses taken in Directed Studies can be counted toward satisfying requirements in a variety of majors. For example, both terms of DRST 005, 006, Historical and Political Thought, may be counted toward the History major, and one term may be counted toward the major in Political Science; both terms of DRST 001, 002, Literature, may be counted toward the Literature major. The program serves as a strong foundation for all majors in Yale College, including those in any of the STEM fields, and is an outstanding basis for careers in law, public policy, business, education, the arts, journalism, consulting, engineering, and medicine.

Courses

*** DRST 001a and DRST 002b, Directed Studies: Literature** Staff

An examination of major literary works with an aim of understanding how a tradition develops. In the fall term, works and authors include Homer, Aeschylus, Sophocles, Virgil, the Bible, and Dante. In the spring term, authors vary somewhat from year to year and include Petrarch, Cervantes, Shakespeare, Milton, Wordsworth, Goethe, Tolstoy, Proust, and Eliot. WR, HU

*** DRST 003a and DRST 004b, Directed Studies: Philosophy** Staff

An examination of major figures in the history of Western philosophy with an aim of discerning characteristic philosophical problems and their interconnections. Emphasis on Plato and Aristotle in the fall term. In the spring term, modern philosophers include Descartes, Berkeley, Hume, Kant, and Nietzsche. WR, HU

*** DRST 005a and DRST 006b, Directed Studies: Historical and Political Thought**
Staff

A study of works of primary importance to political thought and intellectual history. Focus on the role of ideas in shaping events, institutions, and the fate of the individual. In the fall term, Herodotus, Thucydides, Plato, Aristotle, Augustine, and Aquinas. In the spring term, Machiavelli, Hobbes, Locke, Rousseau, Burke, Tocqueville, Emerson, Marx, Nietzsche, and Arendt. SO

East Asian Languages and Literatures

Director of undergraduate studies: Mick Hunter, 320 York St., 432-7529,
mickhunter@yale.edu (mick.hunter@yale.edu); eall.yale.edu

FACULTY OF THE DEPARTMENT OF EAST ASIAN LANGUAGES AND LITERATURES

Professors Kang-i Sun Chang, Aaron Gerow, Edward Kamens, Tina Lu (*Chair*), Jing Tsu

Assistant Professors Lucas Bender, Michael Hunter, Seth Jacobowitz

Senior Lecturer Pauline Lin

Senior Lecturer II Seungja Choi

Senior Lectors Hsiu-hsien Chan, Min Chen, Koichi Hiroe, Angela Lee-Smith, Rongzhen Li, Ninghui Liang, Fan Liu, Yoshiko Maruyama, Michiaki Murata, Hiroyo Nishimura, Yu-lin Wang Saussy, Masahiko Seto, Jianhua Shen, Mari Stever, Wei Su, Haiwen Wang, Peisong Xu, Yongtao Zhang, William Zhou

Lectors Aoi Saito, Chuanmei Sun

Affiliated Faculty Chloe Starr (*Divinity School*)

The major in East Asian Languages and Literatures provides an intellectually focused and rigorous immersion in the East Asian humanities. The department's courses reflect the breadth, depth, and variety of East Asian textual traditions, premodern through modern, including film and theater. The major is focused on the analysis of literature, culture, and thought, and is built on a solid foundation of language study. Students elect either the Chinese or the Japanese track, but are encouraged to take courses in

both tracks and to become familiar with aspects of East Asian literary culture that transcend geographic parameters.

Course numbering Language courses use the subject codes CHNS, JAPN, or KREN. Courses with the subject code EALL are content courses whose focus is critical and humanistic; those numbered 200 to 299 are introductory, and those numbered 300 to 399 are advanced. Courses numbered EALL 001 to 099 are freshman seminars on East Asian literature, film, and humanities.

Courses for nonmajors All courses offered by the Department of East Asian Languages and Literatures are open to nonmajors.

Prerequisite Candidates for the major must complete CHNS 140 or JAPN 140 or the equivalent.

Requirements of the major The major consists of at least eleven term courses beyond the prerequisite. Students must take two terms of advanced modern Chinese (CHNS 150 and 151 or equivalents) or advanced Japanese (JAPN 150 and 151 or equivalents), as well as two terms of literary Chinese or Japanese (CHNS 170 and 171, or JAPN 170 and 171). Students also take a survey course in Chinese, Japanese, or East Asian history and culture, preferably early in their studies. Three courses are required in literature in translation, taught in English, selected from EALL 200–399; one must be focused primarily on premodern content. These three may include courses on theater and film. In addition, two advanced courses with readings in literary or modern Chinese and/or Japanese are required.

Senior requirement Students prepare a one-term senior essay in EALL 491 or a yearlong senior essay in EALL 492 and 493. Those who elect a yearlong essay effectively commit to taking twelve term courses in the major, because the second term of the essay may not be substituted for any of the eleven required courses.

Credit/D/Fail A maximum of one course taken Credit/D/Fail may be counted toward the requirements of the major, with permission of the director of undergraduate studies.

Placement examination Students who enroll in the department's language courses for the first time but who have studied Chinese, Japanese, or Korean elsewhere, and students who have skills in one of these languages because of family background, must take a placement examination at the beginning of the academic year. The times and places of the examinations are listed on the departmental Web site (<http://eall.yale.edu/academics/language-programs>) in August. The Chinese and Japanese examinations have online components accessed through the same site. Students of Japanese, Chinese, and Korean returning from programs abroad must take a placement examination unless the course work was completed at an institution preapproved by the Richard U. Light Fellowship program. For questions, consult with the director of undergraduate studies.

Study abroad Students are encouraged to study abroad. Interested students should consult with the director of undergraduate studies and with the office of the Richard U. Light Fellowship (<http://www.yale.edu/iefp/light/overview.html>) to apply for support for programs in China, Japan, and Korea.

REQUIREMENTS OF THE MAJOR

Prerequisite CHNS 140 or JAPN 140 or equivalent

Number of courses 11 courses (incl one-term senior essay) or 12 courses (incl yearlong senior essay) beyond prereq

Specific courses required *Chinese track*—CHNS 150, 151, 170, 171, or equivalents;
Japanese track—JAPN 150, 151, 170, 171, or equivalents

Distribution of courses 1 course in Chinese, Japanese, or East Asian hist and culture;
3 courses in lit in translation numbered EALL 200–399, one of them premodern; 2 adv courses with readings in Chinese and/or Japanese

Senior requirement One-term senior essay (EALL 491) or yearlong senior essay (EALL 492, 493)

East Asian Humanities

EALL 200a / HUMS 270, The Chinese Tradition Tina Lu

An introduction to the literature, culture, and thought of premodern China, from the beginnings of the written record to the turn of the twentieth century. Close study of textual and visual primary sources, with attention to their historical and cultural backdrops. No knowledge of Chinese required. HU TR

EALL 203b / LITR 197b, The Tale of Genji Edward Kamens

A reading of the central work of prose fiction in the Japanese classical tradition in its entirety (in English translation) along with some examples of predecessors, parodies, and adaptations (the latter include Noh plays and twentieth-century short stories). Topics of discussion include narrative form, poetics, gendered authorship and readership, and the processes and premises that have given *The Tale of Genji* its place in "world literature." Attention will also be given to the text's special relationship to visual culture. No knowledge of Japanese required. A previous college-level course in the study of literary texts is recommended but not required. WR, HU TR

EALL 210b / LITR 172b, Man and Nature in Chinese Literature Kang-i Sun Chang

An exploration of man and nature in traditional Chinese literature, with special attention to aesthetic and cultural meanings. Topics include the concept of nature and literature; neo-Taoist self-cultivation; poetry and Zen (Chan) Buddhism; travel in literature; loss, lament, and self-reflection in song lyrics; nature and the supernatural in classical tales; love and allusions to nature; religious pilgrimage and allegory. All readings in translation; no knowledge of Chinese required. Some Chinese texts provided for students who read Chinese. Formerly CHNS 200. HU TR

EALL 211a / LITR 174a / WGSS 405a, Women and Literature in Traditional China

Kang-i Sun Chang

A study of major women writers in traditional China, as well as representations of women by male authors. The power of women's writing; women and material culture; women in exile; courtesans; Taoist and Buddhist nuns; widow poets; cross-dressing women; the female body and its metaphors; footbinding; notions of love and death; the aesthetics of illness; women and revolution; poetry clubs; the function of memory in women's literature; problems of gender and genre. All readings in translation; no knowledge of Chinese required. Some Chinese texts provided for students who read Chinese. Formerly CHNS 201. HU TR

* **EALL 217b, Chinese Informal Prose** Tina Lu

Translation and discussion of classical essays: first, models of *guwen* (ancient-style prose) from the Tang and Song dynasties, and second, the transformation of these models in the late Ming and early Qing into *xiaopin* ("lesser works"). *Guwen* as a choice both for philosophical and speculative writing and for describing the minutiae of everyday life. Prerequisite: CHNS 171 or equivalent. Formerly CHNS 181. HU

* **EALL 239b / EAST 402b / THST 443b, Race, Gender, and Performance in East Asia**
Staff

Survey of contemporary performances in and around East Asia to more clearly understand the embodied processes in which racial and gendered social practices are shaped. Situating discussions in the specific political and cultural context of East Asia, students examine contemporary concert dance, K-pop idols, club and social dances, and protests and festivals in tandem with exploration of key concepts and theories. HU

EALL 255b, Japanese Modernism Seth Jacobowitz

Japanese literature and art from the 1920s through the 1940s. The avant-garde and mass culture; popular genre fiction; the advent of new media technologies and techniques; effects of Japanese imperialism, militarism, and fascism on cultural production; experimental writers and artists and their resistance to, or complicity with, the state. HU

EALL 256b / EAST 358b / GLBL 251b / HUMS 272b / LITR 265b, China in the World
Jing Tsu

Recent headlines about China in the world, deciphered in both modern and historical contexts. Interpretation of new events and diverse texts through transnational connections. Topics include China and Africa, Mandarinization, labor and migration, Chinese America, nationalism and humiliation, and art and counterfeit. Readings and discussion in English. HU

* **EALL 281a / FILM 304a, Japanese Cinema and Its Others** Aaron Gerow

Critical inquiry into the myth of a homogeneous Japan through analysis of how Japanese film and media historically represents "others" of different races, ethnicities, nationalities, genders, and sexualities, including blacks, ethnic Koreans, Okinawans, Ainu, undocumented immigrants, LGBT minorities, the disabled, youth, and monstrous others like ghosts. HU

* **EALL 286b / PORT 360b, The Modern Novel in Brazil and Japan** Seth Jacobowitz

Brazilian and Japanese novels from the late nineteenth century to the present. Representative texts from major authors are read in pairs to explore their commonalities and divergences. Topics include nineteenth-century realism and naturalism, the rise of mass culture and the avant-garde, and existentialism and postmodernism. No knowledge of Portuguese or Japanese required. HU TR

* **EALL 302b, Readings in Classical Chinese Prose** Kang-i Sun Chang

Close reading of classical prose and critical texts. Readings vary from year to year. Topics include literature, politics, textual transmission, reception, and premodern Chinese culture. Readings in Chinese; discussion in English. Prerequisite: CHNS 171 or equivalent, or permission of instructor. Formerly CHNS 302. HU

* **EALL 303a, Readings in Classical Chinese Poetry** Kang-i Sun Chang

Fundamentals of classical Chinese poetry and poetics. Readings vary from year to year; topics include poetry and history, intertextuality, and poetic reception. Readings in

Chinese; discussion in English. Prerequisite: CHNS 171 or equivalent, or permission of instructor. Formerly CHNS 303. HU

* **EALL 308b / PHIL 410b, Sages of the Ancient World** Michael Hunter

Comparative survey of ancient discourses about wisdom from China, India, the Near East, Egypt, Greece, and Rome. Topics include teaching, scheming, and dying. HU

* **EALL 351a or b, Advanced Readings in Modern Chinese Literature** Jing Tsu

An introduction to literary criticism and history using texts in the original language. Fiction and nonfiction written in Chinese in different parts of the world, with a focus on the period from the nineteenth century to the present. Readings in Chinese; texts in both simplified and traditional characters. After CHNS 163, 164, 165, or equivalent. HU

* **EALL 357a, Meiji Literature and Visual Culture** Seth Jacobowitz

Introduction to the literature and visual culture of Meiji Japan (1868–1912), including novels, poetry, calligraphy, woodblock prints, painting, photography, and cinema. The relationship between theories and practices of fine art and literature; changes in word and image relations; transformations from woodblock to movable-type print culture; the invention of photography and early forms of cinematic practice. No knowledge of Japanese required. HU TR

* **EALL 470a and EALL 471b, Independent Tutorial** Staff

For students with advanced Chinese, Japanese, or Korean language skills who wish to engage in concentrated reading and research on literary works in a manner not otherwise offered in courses. The work must be supervised by a specialist and must terminate in a term paper or its equivalent. Ordinarily only one term may be offered toward the major or for credit toward the degree. Permission to enroll requires submission of a detailed project proposal by the end of the first week of classes and its approval by the director of undergraduate studies.

* **EALL 491a or b, Senior Essay** Staff

Preparation of a one-term senior essay under faculty supervision.

* **EALL 492a and EALL 493b, Yearlong Senior Essay** Staff

Preparation of a two-term senior essay under faculty supervision. Credit for EALL 492 only on completion of EALL 493.

Chinese

* **CHNS 110a, Elementary Modern Chinese I** Staff

Intended for students with no background in Chinese. An intensive course with emphasis on spoken language and drills. Pronunciation, grammatical analysis, conversation practice, and introduction to reading and writing Chinese characters. Credit only on completion of CHNS 120. L1 RP 1½ Course cr

* **CHNS 120a or b, Elementary Modern Chinese II** Staff

Continuation of CHNS 110. After CHNS 110 or equivalent. L2 RP 1½ Course cr

* **CHNS 130a or b, Intermediate Modern Chinese I** Staff

An intermediate course that continues intensive training in listening, speaking, reading, and writing and consolidates achievements from the first year of study. Students improve oral fluency, study more complex grammatical structures, and enlarge both reading and writing vocabulary. After CHNS 120 or equivalent. L3 RP 1½ Course cr

* **CHNS 132a, Elementary Modern Chinese for Advanced Learners I** Fan Liu and Hsiu-hsien Chan

First level of the advanced learner sequence, intended for students with some aural proficiency but limited ability in reading and writing Chinese. Training in listening and speaking, with emphasis on reading and writing. Placement confirmed by placement test and by instructor. L3 RP 1½ Course cr

* **CHNS 140b, Intermediate Modern Chinese II** Staff

Continuation of CHNS 130. To be followed by CHNS 150. After CHNS 130 or equivalent. L4 RP 1½ Course cr

* **CHNS 142b, Elementary Modern Chinese for Advanced Learners II** Fan Liu and Hsiu-hsien Chan

Continuation of CHNS 132. After CHNS 132 or equivalent. L4 RP 1½ Course cr

* **CHNS 150a, Advanced Modern Chinese I** Rongzhen Li

Third level of the standard foundational sequence of modern Chinese, with study in speaking, listening, reading, and writing. Use of audiovisual materials, oral presentations, skits, and longer and more frequent writing assignments to assimilate more sophisticated grammatical structures. Further introduction to a wide variety of written forms and styles. Use of both traditional and simplified forms of Chinese characters. After CHNS 140 or equivalent. L5 1½ Course cr

* **CHNS 151b, Advanced Modern Chinese II** Rongzhen Li and Ling Mu

Continuation of CHNS 150. After CHNS 150 or equivalent. L5 1½ Course cr

* **CHNS 152a and CHNS 153b, Intermediate Modern Chinese for Advanced Learners** Haiwen Wang

The second level of the advanced learner sequence. Intended for students with intermediate to advanced oral proficiency and high elementary reading and writing proficiency. Students receive intensive training in listening, speaking, reading, and writing, supplemented by audio and video materials. The objective of the course is to balance these four skills and work toward attaining an advanced level in all of them. After CHNS 142 or equivalent. L5 1½ Course cr per term

* **CHNS 154a, Advanced Modern Chinese III** Staff

Fourth level of the standard foundational sequence of modern Chinese, with study in speaking, listening, reading, and writing. Readings in a wide range of subjects form the basis of discussion and other activities. Students consolidate their skills, especially speaking proficiency, at an advanced level. Materials use both simplified and traditional characters. After CHNS 151 or equivalent. L5

* **CHNS 155b, Advanced Modern Chinese IV** Staff

Continuation of CHNS 154. After CHNS 154 or equivalent. L5

* **CHNS 162a and CHNS 163b, Advanced Modern Chinese for Advanced Learners** Wei Su

Third level of the advanced learner sequence in Chinese. Intended for students with advanced speaking and listening skills (able to conduct conversations fluently) and with high intermediate reading and writing skills (able to write 1,000–1,200 characters). Further readings on contemporary life in China and Taiwan, supplemented with authentic video materials. Class discussion, presentations, and regular written

assignments. Texts in simplified characters with vocabulary in both simplified and traditional characters. After CHNS 153 or equivalent. L5

*** CHNS 164a, Readings in Contemporary Chinese Fiction** Wei Su

Selected readings in Chinese fiction of the 1980s and 1990s. Development of advanced language skills in reading, speaking, and writing for students with an interest in literature and literary criticism. After CHNS 155, 162, or equivalent. L5

*** CHNS 165b, Readings in Modern Chinese Fiction** Wei Su

Reading and discussion of modern short stories, most written prior to 1949. Development of advanced language skills in reading, speaking, and writing for students with an interest in literature and literary criticism. After CHNS 155, 162, or equivalent. L5

*** CHNS 166a and CHNS 167b, Chinese Media and Society** Staff

Advanced language course with a focus on speaking and writing skills. Issues in contemporary Chinese society explored through media forms such as newspapers, radio, television, and Internet blogs. After CHNS 155, 162, or equivalent. L5

*** CHNS 168a and CHNS 169b, Chinese for Global Enterprises** Min Chen

Advanced language course with a focus on Chinese business terminology and discourse. Discussion of China's economic and management reforms, marketing, economic laws, business culture and customs, and economic relations with other countries. Case studies from international enterprises that have successfully entered the Chinese market. After CHNS 155, 162, or equivalent. L5

CHNS 170a, Introduction to Literary Chinese I Michael Hunter

Reading and interpretation of texts in various styles of literary Chinese (*wenyan*), with attention to basic problems of syntax and literary style. After CHNS 151, 153, or equivalent. L5

CHNS 171b, Introduction to Literary Chinese II Pauline Lin

Continuation of CHNS 170. After CHNS 170. L5

Japanese

*** JAPN 110a, Elementary Japanese I** Aoi Saito, Koichi Hiroe, Michiaki Murata, Mari Stever, and Hiroyo Nishimura

Introductory language course for students with no previous background in Japanese. Development of proficiency in listening, speaking, reading, and writing, including 50 hiragana, 50 katakana, and 75 kanji characters. Introduction to cultural aspects such as levels of politeness and group concepts. In-class drills in pronunciation and conversation. Individual tutorial sessions improve conversational skills. Credit only on completion of JAPN 120. L1 RP 1½ Course cr

*** JAPN 120b, Elementary Japanese II** Aoi Saito, Koichi Hiroe, Michiaki Murata, Mari Stever, and Hiroyo Nishimura

Continuation of JAPN 110, with additional materials such as excerpts from television shows, anime, and songs. Introduction of 150 additional kanji. After JAPN 110 or equivalent. L2 RP 1½ Course cr

*** JAPN 130a, Intermediate Japanese I** Yoshiko Maruyama and Masahiko Seto

Continued development in both written and spoken Japanese. Aspects of Japanese culture, such as history, art, religion, and cuisine, explored through text, film, and

animation. Online audio and visual aids facilitate listening, as well as the learning of grammar and kanji. Individual tutorial sessions improve conversational skills. After JAPN 120 or equivalent. L3 RP 1½ Course cr

* **JAPN 140b, Intermediate Japanese II** Yoshiko Maruyama and Masahiko Seto
Continuation of JAPN 130. After JAPN 130 or equivalent. L4 RP 1½ Course cr

* **JAPN 150a, Advanced Japanese I** Mari Stever and Yoshiko Maruyama
Advanced language course that further develops proficiency in reading, writing, speaking, and listening. Reading and discussion materials include works by Nobel Prize winners. Japanese anime and television dramas are used to enhance listening and to develop skills in culturally appropriate speech. Writing of essays, letters, and criticism solidifies grammar and style. Individual tutorial sessions improve conversational skills. After JAPN 140 or equivalent. L5 RP 1½ Course cr

* **JAPN 151b, Advanced Japanese II** Mari Stever and Yoshiko Maruyama
Continuation of JAPN 150. After JAPN 150 or equivalent. L5 RP 1½ Course cr

* **JAPN 156a, Advanced Japanese III** Michiaki Murata and Hiroyo Nishimura
Close reading of modern Japanese writing on current affairs, social science, history, and literature. Development of speaking and writing skills in academic settings, including formal speeches, interviews, discussions, letters, e-mail, and expository writing. Interviews of and discussions with native speakers on current issues. Individual tutorial sessions provide speaking practice. After JAPN 151 or equivalent. L5 RP 1½ Course cr

* **JAPN 157b, Advanced Japanese IV** Michiaki Murata and Hiroyo Nishimura
Continuation of JAPN 156. After JAPN 156 or equivalent. L5 1½ Course cr

* **JAPN 162a, Reading Academic Japanese I** Masahiko Seto
Close reading of major writings from the Meiji era to the present, including newspaper articles, scholarly works, fiction, and prose. Students gain a command of academic Japanese through comprehensive study of grammar in the context of culture. Individual tutorial sessions provide speaking practice. After JAPN 157 or equivalent; recommended to be taken after or concurrently with JAPN 170. L5

* **JAPN 163b, Reading Academic Japanese II** Masahiko Seto
Continuation of JAPN 162. After JAPN 162 or equivalent; recommended to be taken after JAPN 170. L5

* **JAPN 164a and JAPN 165b, Academic and Professional Spoken Japanese** Koichi Hiroe

Advanced language course with a focus on the speaking skills necessary in academic and professional settings. Includes online interviews, discussions, and debates with native Japanese students and scholars on contemporary topics such as globalization, environment, technology, human rights, and cultural studies. Individual tutorial sessions provide speaking practice. After JAPN 163 or equivalent. L5

JAPN 170a, Introduction to Literary Japanese Edward Kamens
Introduction to the grammar and style of the premodern literary language (*bungotai*) through a variety of texts. After JAPN 151 or equivalent. L5

Korean

* **KREN 110a, Elementary Korean I** Angela Lee-Smith

A beginning course in modern Korean. Pronunciation, lectures on grammar, conversation practice, and introduction to the writing system (*Hankul*). Credit only on completion of KREN 120. L1 RP 1½ Course cr

* **KREN 120b, Elementary Korean II** Seungja Choi

Continuation of KREN 110. After KREN 110 or equivalent. L2 RP 1½ Course cr

* **KREN 130a, Intermediate Korean I** Seungja Choi

Continued development of skills in modern Korean, spoken and written, leading to intermediate-level proficiency. After KREN 120 or equivalent. L3 RP 1½ Course cr

* **KREN 132a, Intermediate Korean for Advanced Learners I** Seungja Choi

Intended for students with some oral proficiency but little or no training in *Hankul*. Focus on grammatical analysis, the standard spoken language, and intensive training in reading and writing. L3 RP 1½ Course cr

* **KREN 140b, Intermediate Korean II** Angela Lee-Smith

Continuation of KREN 130. After KREN 130 or equivalent. L4 RP 1½ Course cr

* **KREN 142b, Intermediate Korean for Advanced Learners II** Angela Lee-Smith

Continuation of KREN 132. After KREN 132 or equivalent. L4 RP 1½ Course cr

* **KREN 152a, Advanced Korean for Advanced Learners** Angela Lee-Smith

An advanced course in modern Korean. Reading of short stories, essays, and journal articles, and introduction of 200 Chinese characters. Students develop their speaking and writing skills through discussions and written exercises. After KREN 142 or 151, or with permission of instructor. L5 1½ Course cr

* **KREN 154b, Advanced Korean III** Seungja Choi

An advanced language course designed to develop reading and writing skills using Web-based texts in a variety of genres. Students read texts independently and complete comprehension and vocabulary exercises through the Web. Discussions, tests, and intensive writing training in class. After KREN 151 or equivalent. L5

East Asian Studies

Director of undergraduate studies: Frances Rosenbluth, 308 RKZ, 432-5256,
frances.rosenbluth@yale.edu; ceas.yale.edu

FACULTY ASSOCIATED WITH THE PROGRAM OF EAST ASIAN STUDIES

Professors Daniel Botsman (*History*), Kang-i Sun Chang (*East Asian Languages & Literatures*), Deborah Davis (*Sociology*), Fabian Drixler (*History*), Aaron Gerow (*East Asian Languages & Literatures; Film & Media Studies*), Valerie Hansen (*History*), Edward Kamens (*East Asian Languages & Literatures*), William Kelly (*Anthropology*), Tina Lu (*East Asian Languages & Literatures*), Peter Perdue (*History*), Frances Rosenbluth (*Political Science*), Helen Siu (*Anthropology*), William Summers (*History of Science & Medicine*), Jing Tsu (*East Asian Languages & Literatures; Comparative Literature*), Anne Underhill (*Anthropology*), Mimi Yiengpruksawan (*History of Art*)

Associate Professors William Honeychurch (*Anthropology*), Andrew Quintman (*Religious Studies*), Chloe Starr (*Divinity School*)

Assistant Professors Lucas Bender (*East Asian Languages & Literatures*), Eric Greene (*Religious Studies*), Denise Ho (*History*), Michael Hunter (*East Asian Languages & Literatures*), Seth Jacobowitz (*East Asian Languages & Literatures*), Youn-mi Kim (*History of Art*), Eric Weese (*Economics*)

Senior Lecturers Annping Chin (*History*), Pauline Lin (*East Asian Languages & Literatures*)

Lecturers Marc Opper, Cindi Textor, Klaus Yamamoto-Hammering, Soo Ryon Yoon

Senior Lector II Seungja Choi

Senior Lectors Hsiu-hsien Chan, Min Chen, Koichi Hiroe, Angela Lee-Smith, Rongzhen Li, Ninghui Liang, Fan Liu, Yoshiko Maruyama, Michiaki Murata, Hiroyo Nishimura, Yu-lin Wang Saussy, Masahiko Seto, Jianhua Shen, Mari Stever, Wei Su, Haiwen Wang, Peisong Xu, Yongtao Zhang, William Zhou

Lectors Aoi Saito, Chuanmei Sun

In the East Asian Studies major, students focus on a country or an area within East Asia and concentrate their work in the humanities or the social sciences. The major offers a liberal education that serves as excellent preparation for graduate study or for business and professional careers in which an understanding of East Asia is essential.

The major The major in East Asian Studies is interdisciplinary, and students typically select classes from a wide variety of disciplines. The proposed course of study must be approved by the director of undergraduate studies.

The prerequisite to the major is completion of study at the L2 level of an East Asian language taught at Yale or the equivalent. Beyond this prerequisite, the major consists of thirteen course credits, which may include up to six taken in a preapproved program of study abroad. Six course credits must be taken in East Asian language courses, including a course at the L4 level and one year of advanced study (L5) with readings in the East Asian language.

Beyond the language requirement, the major includes seven course credits, six in the country or area of concentration and one outside it. Of the course credits in the area of concentration, one must be in the premodern period, at least two must be seminars, and one is the senior requirement (see below). These courses are normally taken at Yale during the academic year, but with prior approval of the director of undergraduate studies the requirement may be fulfilled through successful course work undertaken elsewhere.

Credit/D/Fail A maximum of one course taken Credit/D/Fail may be counted toward the requirements of the major, with permission of the director of undergraduate studies.

Senior requirement During the senior year, all students must satisfy a senior requirement consisting of a major research project that uses Chinese, Japanese, or Korean-language materials, reflects an up-to-date understanding of the region, and demonstrates a strong command of written English. This requirement can be met in

one of three ways. Students may take a seminar that relates to the country or area of concentration, culminating in a senior thesis. Alternatively, students who are unable to write a senior essay in a seminar may complete a one-term senior essay in EAST 480 or a one-credit, two-term senior research project in EAST 491, 492 culminating in an essay. The adviser for the senior project should be a faculty member associated with the Council on East Asian Studies (<http://ceas.yale.edu>) with a reading knowledge of the target language materials consulted for the essay.

Selection of courses Upon entering the major, students are expected to draw up an intellectually coherent sequence of courses in consultation with the director of undergraduate studies. They must consult with the director of undergraduate studies each term concerning their course schedules. They should identify as soon as possible a faculty adviser in their area of specialization. As a multidisciplinary program, East Asian Studies draws on the resources of other departments and programs in the University. Students are encouraged to examine the offerings of other departments in both the humanities and the social sciences, as well as residential college seminars, for additional relevant courses. The stated area of concentration of each student determines the relevance and acceptability of other courses. For a complete listing of courses approved for the major, see the Council East Asian Studies Web site (<http://ceas.yale.edu>).

Courses in the graduate and professional schools Qualified students may elect pertinent courses in the Graduate School and in some of the professional schools with permission of the instructor, the director of undergraduate studies, and the director of graduate studies or the dean or registrar of the professional school.

Combined B.A./M.A. degree program Exceptionally able and well-prepared students may complete a course of study leading to the simultaneous award of the B.A. and M.A. degrees after eight terms of enrollment. See "Simultaneous Award of the Bachelor's and Master's Degrees" in section K (p. 66) of the Academic Regulations. Interested students should consult the director of undergraduate studies prior to the fifth term of enrollment for specific requirements in East Asian Studies.

REQUIREMENTS OF THE MAJOR

Prerequisite L2 level of an East Asian lang taught at Yale or the equivalent

Number of courses 13 course credits beyond prereq (incl senior req); up to 6 may be in preapproved study abroad

Distribution of courses 6 course credits in East Asian lang courses, incl 1 L4 course and 1 year at L5 level with readings in the lang; 6 addtl course credits in country or area of concentration, incl 1 in premodern era and 2 sems; 1 course credit on East Asia outside country or area of concentration

Senior requirement Senior sem culminating in a senior thesis, or one-term senior essay in EAST 480, or one-credit, two-term senior research project in EAST 491, 492

* **EAST 030a / HIST 030a, Tokyo** Fabian Drixler

Four centuries of Japan's history explored through the many incarnations, destructions, and rebirths of its foremost city. Focus on the solutions found by Tokyo's residents to the material and social challenges of concentrating such a large population in one place. Tensions between continuity and impermanence, authenticity and modernity,

and social order and the culture of play. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **EAST 032b / HIST 032b, Shanghai** Denise Ho

History of the city of Shanghai, with a focus on how Shanghai has been seen and what its experience reveals about modern China. Shanghai's unique place in imagining China; its transformation in the nineteenth century from a fishing village to an international "treaty port" and China's gateway to the West; twentieth-century Shanghai as a site of innovation, from politics and capitalism to media and fashion; the city's vilification in the early Mao years and later reemergence as a symbol of China's modernization. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **EAST 145a, Cross-Cultural Narratives of Desire** William Summers

Discourses of desire as reflected in literature, history, popular culture, medicine, and science, with both Western and non-Western examples. Connections with shifting notions of gender and sexuality; intersections with race, class, and culture. HU

EAST 301b / HIST 307b, The Making of Japan's Great Peace, 1550–1850 Fabian Drixler

Examination of how, after centuries of war in Japan and overseas, the Tokugawa shogunate built a peace that lasted more than 200 years. Japan's urban revolution, the eradication of Christianity, the Japanese discovery of Europe, and the question of whether Tokugawa Japan is a rare example of a complex and populous society that achieved ecological sustainability. HU

* **EAST 309a / HIST 309Ja, Uses of the Past in Modern China** Denise Ho

Modern China's use of the past in state-sponsored narratives of nation, in attempts to construct heritage by elites and intellectuals, and in grassroots projects of remembrance. Theories on history and memory; primary sources in English translation; case studies from twentieth-century China. Interdisciplinary readings in art history, anthropology, cultural studies, and history. WR, HU

* **EAST 326b / HIST 326Jb, Yale and Japan** Daniel Botsman

Exploration of Yale's rich historical connections to Japan. Focus on use of the University's museum and library collections to learn about various aspects of the Japanese past, from ancient times to the post-World War II era. Knowledge of Japanese helpful but not required. WR, HU

* **EAST 335a / RLST 135a, Zen Buddhism** Eric Greene

Survey of the history and teachings of Zen Buddhism in China and Japan. Emphasis on reading and interpretation of primary Zen texts in their historical and religious context, along with investigation of modern interpretations and appropriations of Zen in the West. HU

EAST 338a / ECON 338a / GLBL 318a, The Next China Stephen Roach

Economic development in China since the late 1970s. Emphasis on factors pushing China toward a transition from its modern export- and investment-led development model to a pro-consumption model. The possibility of a resulting identity crisis, underscored by China's need to embrace political reform and by the West's long-standing misperceptions of China. Prerequisite: introductory macroeconomics. SO

EAST 353a / HSAR 353a, Korean Art and Culture Youn-mi Kim

The history of Korea from ancient times to the present, with a focus on art and culture. Intersections of art, religion, and politics, as well as interaction with Chinese and Japanese cultures. The transmission of Buddhism and the formation of early Korean kingdoms; controversies regarding national identity; the premodern porcelain industry; Buddhism and Confucianism in politics and aesthetics; religion and art of the Japanese colonial period; contemporary popular culture. Includes a visit to the Metropolitan Museum of Art in New York. HU

EAST 358b / EALL 256b / GLBL 251b / HUMS 272b / LITR 265b, China in the World
Jing Tsu

Recent headlines about China in the world, deciphered in both modern and historical contexts. Interpretation of new events and diverse texts through transnational connections. Topics include China and Africa, Mandarinization, labor and migration, Chinese America, nationalism and humiliation, and art and counterfeit. Readings and discussion in English. HU

EAST 375a / HIST 375a, China from Mao to Now Denise Ho

The history of the People's Republic of China from Mao to now, with a focus on understanding the recent Chinese past and framing contemporary events in China in historical context. How the party-state is organized; interactions between state and society; causes and consequences of economic disparities; ways in which various groups – from intellectuals to religious believers – have shaped the meaning of contemporary Chinese society. HU

*** EAST 401a / EALL 282, Popular Culture in Motion** Staff

Exploration of Korean and Japanese popular culture through a transnational lens – including literature, film, TV dramas, anime, manga, and pop music – in the twentieth century. Introduction of key concepts and debates in cultural studies of the Japanese empire and its contemporary vestiges in Japan and Korea. HU

*** EAST 402b / EALL 239b / THST 443b, Race, Gender, and Performance in East Asia**
Staff

Survey of contemporary performances in and around East Asia to more clearly understand the embodied processes in which racial and gendered social practices are shaped. Situating discussions in the specific political and cultural context of East Asia, students examine contemporary concert dance, K-pop idols, club and social dances, and protests and festivals in tandem with exploration of key concepts and theories. HU

*** EAST 403a, Recognition, Shame, and the State in Contemporary Japan** Staff

Exploration of the historical relation between the Japanese state and certain marginalized social groups, specifically the stigma which attaches to some groups and the role of the state in producing these stigmas. Social groups considered include: construction workers or day laborers of postwar recovery; the burakumin or outcaste class; resident foreigners, such as the Chinese and Koreans; Okinawans; Fukushima residents, radical leftists, and World War II comfort women. SO

*** EAST 404b, Contemporary State Building in Asia** Staff

Consideration of the legacies of war and revolution in China, Vietnam, Malaysia, and other areas of Southeast Asia. Exploration of the process and consequences of political strategies in wartime and the establishment of political institutions, with empirical

focus on the Chinese Revolution and how the legacies of that conflict shaped the modern Chinese state. SO

* **EAST 408a / EP&E 269a / SOCY 395a, Wealth and Poverty in Modern China**

Deborah Davis

The underlying causes and consequences of the changing distribution of income, material assets, and political power in contemporary China. Substantive focus on inequality and stratification. Instruction in the use of online Chinese resources relevant to research. Optional weekly Chinese language discussions. Prerequisite: a previous course on China since 1949. SO

* **EAST 417a / ANTH 414a, Hubs, Mobilities, and World Cities** Helen Siu

Analysis of urban life in historical and contemporary societies. Topics include capitalist and postmodern transformations; class, gender, ethnicity, and migration; and global landscapes of power and citizenship. SO RP

* **EAST 454b / ECON 474b / GBLB 312b, Economic and Policy Lessons from Japan**

Stephen Roach

An evaluation of Japan's protracted economic problems and of their potential implications for other economies, including the United States, Europe, and China. Currency pressures, policy blunders, Abenomics, bubbles, and the global economic crisis of 2008; dangers to the global economy from a protracted postcrisis recovery period. Focus on policy remedies to avert similar problems in other countries. Prerequisite: a course in macroeconomics. SO

* **EAST 470a / HSAR 480a, The Arts of Nomads in China, 900–1400** Youn-mi Kim

Visual culture of the nomadic Kitans and Mongols, ranging from gold death masks and murals excavated from tombs to religious artworks that reflect hybrid and diverse religious practices. Arts produced during the empires founded by the Liao (907–1125) and Yuan (1279–1368) located in a broad transregional context, including their role in the cultural and political landscapes of East, Central, and South Asia from the tenth century to the fifteenth. HU

EAST 480a or b, One-Term Senior Essay Frances Rosenbluth

Preparation of a one-term senior essay under the guidance of a faculty adviser. Students must receive the prior agreement of the director of undergraduate studies and of the faculty member who will serve as the senior essay adviser. Students must arrange to meet with that adviser on a regular basis throughout the term.

* **EAST 491a and EAST 492b, Senior Research Project** Frances Rosenbluth

Two-term directed research project under the supervision of a ladder faculty member. Students should write essays using materials in East Asian languages when possible. Essays should be based on primary material, whether in an East Asian language or English. Summary of secondary material is not acceptable. Credit for EAST 491 only on completion of EAST 492. ½ Course cr per term

Electives within the Major

PREMODERN PERIOD

CHNS 170a, Introduction to Literary Chinese I Michael Hunter

Reading and interpretation of texts in various styles of literary Chinese (*wenyan*), with attention to basic problems of syntax and literary style. After CHNS 151, 153, or equivalent. L5

CHNS 171b, Introduction to Literary Chinese II Pauline Lin

Continuation of CHNS 170. After CHNS 170. L5

EALL 200a / HUMS 270, The Chinese Tradition Tina Lu

An introduction to the literature, culture, and thought of premodern China, from the beginnings of the written record to the turn of the twentieth century. Close study of textual and visual primary sources, with attention to their historical and cultural backdrops. No knowledge of Chinese required. HU TR

EALL 203b / LITR 197b, The Tale of Genji Edward Kamens

A reading of the central work of prose fiction in the Japanese classical tradition in its entirety (in English translation) along with some examples of predecessors, parodies, and adaptations (the latter include Noh plays and twentieth-century short stories). Topics of discussion include narrative form, poetics, gendered authorship and readership, and the processes and premises that have given *The Tale of Genji* its place in "world literature." Attention will also be given to the text's special relationship to visual culture. No knowledge of Japanese required. A previous college-level course in the study of literary texts is recommended but not required. WR, HU TR

EALL 210b / LITR 172b, Man and Nature in Chinese Literature Kang-i Sun Chang

An exploration of man and nature in traditional Chinese literature, with special attention to aesthetic and cultural meanings. Topics include the concept of nature and literature; neo-Taoist self-cultivation; poetry and Zen (Chan) Buddhism; travel in literature; loss, lament, and self-reflection in song lyrics; nature and the supernatural in classical tales; love and allusions to nature; religious pilgrimage and allegory. All readings in translation; no knowledge of Chinese required. Some Chinese texts provided for students who read Chinese. Formerly CHNS 200. HU TR

EALL 211a / LITR 174a / WGSS 405a, Women and Literature in Traditional China

Kang-i Sun Chang

A study of major women writers in traditional China, as well as representations of women by male authors. The power of women's writing; women and material culture; women in exile; courtesans; Taoist and Buddhist nuns; widow poets; cross-dressing women; the female body and its metaphors; footbinding; notions of love and death; the aesthetics of illness; women and revolution; poetry clubs; the function of memory in women's literature; problems of gender and genre. All readings in translation; no knowledge of Chinese required. Some Chinese texts provided for students who read Chinese. Formerly CHNS 201. HU TR

* **EALL 217b, Chinese Informal Prose** Tina Lu

Translation and discussion of classical essays: first, models of *guwen* (ancient-style prose) from the Tang and Song dynasties, and second, the transformation of these models in the late Ming and early Qing into *xiaopin* ("lesser works"). *Guwen* as a choice

both for philosophical and speculative writing and for describing the minutiae of everyday life. Prerequisite: CHNS 171 or equivalent. Formerly CHNS 181. HU

* **EALL 302b, Readings in Classical Chinese Prose** Kang-i Sun Chang

Close reading of classical prose and critical texts. Readings vary from year to year. Topics include literature, politics, textual transmission, reception, and premodern Chinese culture. Readings in Chinese; discussion in English. Prerequisite: CHNS 171 or equivalent, or permission of instructor. Formerly CHNS 302. HU

* **EALL 303a, Readings in Classical Chinese Poetry** Kang-i Sun Chang

Fundamentals of classical Chinese poetry and poetics. Readings vary from year to year; topics include poetry and history, intertextuality, and poetic reception. Readings in Chinese; discussion in English. Prerequisite: CHNS 171 or equivalent, or permission of instructor. Formerly CHNS 303. HU

* **EALL 308b / PHIL 410b, Sages of the Ancient World** Michael Hunter

Comparative survey of ancient discourses about wisdom from China, India, the Near East, Egypt, Greece, and Rome. Topics include teaching, scheming, and dying. HU

* **HIST 307Jb, The Confucian Dilemma in the Later Centuries** Annping Chin

How the political experience of the scholar-officials in China's second millennium helped to revise and retool the relationship of self, society, and the state that Confucians had articulated in the previous centuries. WR, HU

* **HIST 308Ja, History and Politics in Early China** Staff

How the history and politics of early China came to shape political thinking and policy debates in two thousand years of imperial rule. WR, HU

HIST 373b, The Silk Road Valerie Hansen

A journey along the overland and sea routes that connected China, India, and Iran from 200 to 1000 C.E. and served as conduits for cultural exchange. The lives of merchants, envoys, pilgrims, and travelers interacting in cosmopolitan communities. Exploration of long-known and newly discovered archaeological ruins, along with primary sources in translation. HU

History: Preindustrial

HSAR 142b / RLST 187b / SAST 265b, Introduction to the History of Art: The Classical Buddhist World Youn-mi Kim

Buddhist art and architecture of India, Pakistan, Afghanistan, and central Asia from earliest beginnings to the tenth century, and including Greco-Roman, Persian, and Islamic contact. HU

HSAR 353a / EAST 353a, Korean Art and Culture Youn-mi Kim

The history of Korea from ancient times to the present, with a focus on art and culture. Intersections of art, religion, and politics, as well as interaction with Chinese and Japanese cultures. The transmission of Buddhism and the formation of early Korean kingdoms; controversies regarding national identity; the premodern porcelain industry; Buddhism and Confucianism in politics and aesthetics; religion and art of the Japanese colonial period; contemporary popular culture. Includes a visit to the Metropolitan Museum of Art in New York. HU

HSAR 357a, Art and Architecture of Japan Mimi Yiengpruksawan

Survey of Japanese art and architecture from earliest times through the early nineteenth century. Introduction to paradigmatic monuments, with a focus on programmatic

multimedia ensembles as found at Buddhist temples, Shinto shrines, Zen monastic enclaves, military installations and castles, vernacular living spaces, and public institutions of governance. HU

* **HSAR 453b, Textiles of Asia, 800–1800 C.E.** Ruth Barnes

Survey of the great textile traditions of China, India, and the Islamic world from the ninth through eighteenth centuries C.E. The roles of central and southeast Asia in the transmission of styles and techniques. The cultural meaning, mobility, and cross-cultural significance of textiles in Asia. Extensive use of the Yale University Art Gallery's textile collections. HU

* **HSAR 480a / EAST 470a, The Arts of Nomads in China, 900–1400** Youn-mi Kim

Visual culture of the nomadic Kitans and Mongols, ranging from gold death masks and murals excavated from tombs to religious artworks that reflect hybrid and diverse religious practices. Arts produced during the empires founded by the Liao (907–1125) and Yuan (1279–1368) located in a broad transregional context, including their role in the cultural and political landscapes of East, Central, and South Asia from the tenth century to the fifteenth. HU

* **HSAR 488a, Buddhist Mandalas** Mimi Yiengpruksawan

Study of Buddhist mandalas, objects such as paintings, relief sculptures, sand works, engravings on stone, and textiles that represent graphically what is written in scripture. Examination of Indian, Japanese, and Tibetan mandalas and the texts on which they are based. Focus on the intersection of text and image in the material or visual representation of Buddhist discourse. HU

JAPN 170a, Introduction to Literary Japanese Edward Kamens

Introduction to the grammar and style of the premodern literary language (*bungotai*) through a variety of texts. After JAPN 151 or equivalent. L5

* **RLST 020b, Himalayan Pilgrimage** Andrew Quintman

Exploration of the many ways in which the Himalayan landscape has been imagined as circumscribing a sacred space, from traditional literature to multi-media representations of popular Western culture. Critical inquiry of Buddhist traditions, religious texts, and ritual practices in Tibet, Nepal, North India, and Bhutan; the mythos of Tibet as Shangri-la; and the status of pilgrimage in contemporary Himalayan culture.

Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **RLST 182b / SAST 459b, Buddhist Traditions of Mind and Meditation** Andrew Quintman

Buddhist meditation practices examined in the context of traditional theories of mind, perception, and cognition. Readings both from Buddhist canonical works and from secondary scholarship on cognitive science and ritual practice. Recommended preparation: a course in Asian religions. HU

MODERN PERIOD

ANTH 254a, Japan: Culture, Society, Modernity Sarah LeBaron von Baeyer

Introduction to Japanese society and culture. The historical development of Japanese society; family, work, and education in contemporary Japan; Japanese aesthetics; and psychological, sociological, and cultural interpretations of Japanese behavior. WR, SO Anthropology: Sociocultural

- * **ANTH 414a / EAST 417a, Hubs, Mobilities, and World Cities** Helen Siu
Analysis of urban life in historical and contemporary societies. Topics include capitalist and postmodern transformations; class, gender, ethnicity, and migration; and global landscapes of power and citizenship. SO RP
- * **ARCH 341a / LAST 318a, Globalization Space** Keller Easterling
Infrastructure space as a primary medium of change in global polity. Networks of trade, energy, communication, transportation, spatial products, finance, management, and labor, as well as new strains of political opportunity that reside within their spatial disposition. Case studies include free zones and automated ports around the world, satellite urbanism in South Asia, high-speed rail in Japan and the Middle East, agripoles in southern Spain, fiber optic submarine cable in East Africa, spatial products of tourism in North Korea, and management platforms of the International Organization for Standardization. HU
- EALL 255b, Japanese Modernism** Seth Jacobowitz
Japanese literature and art from the 1920s through the 1940s. The avant-garde and mass culture; popular genre fiction; the advent of new media technologies and techniques; effects of Japanese imperialism, militarism, and fascism on cultural production; experimental writers and artists and their resistance to, or complicity with, the state. HU
- * **EALL 281a / FILM 304a, Japanese Cinema and Its Others** Aaron Gerow
Critical inquiry into the myth of a homogeneous Japan through analysis of how Japanese film and media historically represents “others” of different races, ethnicities, nationalities, genders, and sexualities, including blacks, ethnic Koreans, Okinawans, Ainu, undocumented immigrants, LGBT minorities, the disabled, youth, and monstrous others like ghosts. HU
- * **EALL 286b / PORT 360b, The Modern Novel in Brazil and Japan** Seth Jacobowitz
Brazilian and Japanese novels from the late nineteenth century to the present. Representative texts from major authors are read in pairs to explore their commonalities and divergences. Topics include nineteenth-century realism and naturalism, the rise of mass culture and the avant-garde, and existentialism and postmodernism. No knowledge of Portuguese or Japanese required. HU TR
- * **EALL 351a or b, Advanced Readings in Modern Chinese Literature** Jing Tsu
An introduction to literary criticism and history using texts in the original language. Fiction and nonfiction written in Chinese in different parts of the world, with a focus on the period from the nineteenth century to the present. Readings in Chinese; texts in both simplified and traditional characters. After CHNS 163, 164, 165, or equivalent. HU
- * **EALL 357a, Meiji Literature and Visual Culture** Seth Jacobowitz
Introduction to the literature and visual culture of Meiji Japan (1868–1912), including novels, poetry, calligraphy, woodblock prints, painting, photography, and cinema. The relationship between theories and practices of fine art and literature; changes in word and image relations; transformations from woodblock to movable-type print culture; the invention of photography and early forms of cinematic practice. No knowledge of Japanese required. HU TR

* **GLBL 312b / EAST 454b / ECON 474b, Economic and Policy Lessons from Japan**
Stephen Roach

An evaluation of Japan's protracted economic problems and of their potential implications for other economies, including the United States, Europe, and China. Currency pressures, policy blunders, Abenomics, bubbles, and the global economic crisis of 2008; dangers to the global economy from a protracted postcrisis recovery period. Focus on policy remedies to avert similar problems in other countries.

Prerequisite: a course in macroeconomics. SO

Global Affairs: Development

GLBL 318a / EAST 338a / ECON 338a, The Next China Stephen Roach

Economic development in China since the late 1970s. Emphasis on factors pushing China toward a transition from its modern export- and investment-led development model to a pro-consumption model. The possibility of a resulting identity crisis, underscored by China's need to embrace political reform and by the West's long-standing misperceptions of China. Prerequisite: introductory macroeconomics. SO

Global Affairs: Development

HIST 303a, Japan's Modern Revolution Daniel Botsman

A survey of Japan's transformation over the course of the nineteenth century from an isolated, traditional society on the edge of northeast Asia to a modern imperial power.

Aspects of political, social, and cultural history. HU

HSAR 368b, Practices of Japanese Painting and Printmaking Mimi Yiengpruksawan

Introduction to the Japanese painting and print traditions that inform Western modernism. Definition of specific formats, approaches, styles, and transitions.

Paintings and prints as artifacts and as imaginative spaces in which social and cultural meanings unfold and can be analyzed in comparative perspective. HU

* **PLSC 162a, Japan and the World** Frances Rosenbluth

The historical development of Japan's international relations since the late Tokugawa period; World War II and its legacy; domestic institutions and foreign policy; implications for the United States; and interactions between nationalism and regionalism. SO

* **SOCY 086a, China in the Age of Xi Jinping** Deborah Davis

An overview of the major social institutions in contemporary China, with a focus on the changing relationship between individual and society. Use of print and visual sources to explore the social consequences of China's recent retreat from socialism and its rapid integration into the global economy. May count toward the Sociology major as an intermediate course. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. SO

* **RLST 383a / SAST 467a, Biography in Asian Religions** Andrew Quintman

The significance of life writing in the religious traditions of Asia. Readings both from primary texts in translation and from theoretical works on biography and autobiography. HU

Ecology and Evolutionary Biology

Director of undergraduate studies: Marta Martínez Wells, 103 OML, 432-6294
 marta.wells@yale.edu; eeb.yale.edu

FACULTY OF THE DEPARTMENT OF ECOLOGY AND EVOLUTIONARY BIOLOGY

Professors †Richard Bribiescas, †Nicholas Christakis, Michael Donoghue, †Alison Galvani, †Vivian Irish, Thomas Near, David Post, Jeffrey Powell, Richard Prum, †Eric Sargis, †Oswald Schmitz, †David Skelly, Stephen Stearns, Paul Turner (*Chair*), †J. Rimas Vaišnys, Günter Wagner

Associate Professors Walter Jetz, †James Noonan, †Jeffrey Townsend, David Vasseur

Assistant Professors †Liza Comita, †Forrest Crawford, Alvaro Sanchez, Carla Staver

Senior Lecturer Marta Martínez Wells

Lecturers Adalgisa Caccone, Linda Puth

†A joint appointment with primary affiliation in another department or school.

The Department of Ecology and Evolutionary Biology (EEB) offers broad education in the biological sciences. The subject matter includes molecules, cells, organs, organisms, and ecosystems and the evolutionary processes that shape them. The department offers a B.A. and a B.S. degree. The B.A. program is intended for students who are interested in ecology, evolution, and organismal diversity as part of a liberal education but do not intend to pursue graduate work in the discipline. The B.S. program is designed for students planning to attend medical or veterinary school or to pursue graduate study in ecology and evolutionary biology, other biological disciplines, or the environmental sciences. The two programs share the same prerequisites and core requirements but differ in their electives and senior requirements.

Students majoring in EEB select one of two tracks. The requirements for Track 1 emphasize courses appropriate for careers in ecology, evolutionary biology, and environmental science; Track 2 is most appropriate for premedical and preveterinary students because it allows them to use as electives many courses required by medical schools. The EEB major offers opportunities for independent research in both laboratory-based and field-based scientific investigations.

Courses for nonmajors Several EEB courses have no college-level prerequisites and are suitable for nonmajors. These include all 100-level offerings as well as 200-level courses that deal with particular organism groups such as plants, fish, mammals, birds, or insects.

Prerequisites The prerequisites for the major are intended to provide core scientific literacy; they include courses in biology, chemistry, physics, and mathematics. The introductory biology sequence BIOL 101, 102, 103, and 104 is required. Also required are a two-term lecture sequence in general chemistry, CHEM 161, 165 or CHEM 163, 167, taken with associated laboratories, CHEM 134L or 136L, and one term of organic chemistry, CHEM 174 or 175, or CHEM 220 or 221, with associated laboratories, CHEM 222L or 223L. CHEM 174, 175, taken with CHEM 222L, 223L, satisfies both chemistry requirements. Two terms of physics are required, PHYS 170, 171 or higher,

and one term of mathematics, MATH 115 or higher (not MATH 190), or STAT 101–106. A different statistics course approved by the director of undergraduate studies may be substituted for the mathematics prerequisite.

Acceleration credit awarded in chemistry, mathematics, and physics, or completion of advanced courses in those departments, is accepted in place of the corresponding prerequisites for the EEB major. Students who have mathematics preparation equivalent to MATH 115 or higher are encouraged to take a statistics course (most often STAT 101–106) and/or additional mathematics courses such as MATH 120, 121, 222, or 225. Because chemistry courses are prerequisite to several EEB courses, students are strongly urged to take general and organic chemistry in the freshman and sophomore years. Students who place out of general chemistry should take organic chemistry during their freshman year. Finishing the prerequisites early allows for a more flexible program in later years.

Placement Students can place out of the introductory biology sequence (BIOL 101, 102, 103, 104) only by means of the biology placement examination administered jointly by the biological science departments, EEB, MB&B, and MCDB.

Potential EEB majors are expected to take the mathematics placement test. Those who place above the level of MATH 112 may proceed to prerequisite courses for the EEB major; those who place into MATH 112 must take calculus before other prerequisites.

For information about placement examinations, refer to the *Calendar for the Opening Days of College* and the Freshman Web site (<http://catalog.yale.edu/freshman-handbook/academic-information/special-programs-placement-preregistration/biology>). The Chemistry department arranges placement in chemistry courses.

Requirements of the major Beyond the prerequisites, the B.A. requires three lecture courses and one laboratory, for three and one-half course credits, and the senior requirement. In Track 1, the required courses are E&EB 220, 225, and a lecture course on organismal diversity chosen from E&EB 246–272, along with its associated laboratory. Required courses in Track 2 include E&EB 290, 291L, BENG 350, and MCDB 300.

The B.S. requirements are the same as those for the B.A., with the addition of at least two electives, for two course credits, in either Track 1 or Track 2. At least one of the electives must be a lecture or a seminar. Most EEB, MCDB, or MB&B courses numbered 200 or above qualify as electives, as do most research courses and laboratories in a biological sciences department or in the Yale School of Medicine. Courses from other departments may qualify with permission of the director of undergraduate studies.

Substitutions permitted Two upper-level courses in Geology and Geophysics (excluding paleobiology courses), Mathematics, Computer Science, or Engineering and Applied Science can be substituted for the required term of organic chemistry and laboratory. A second term of organic chemistry and laboratory and up to two terms of physics laboratories are allowed as electives. Courses from other departments may also be suitable as electives. All substitutions require the permission of the director of undergraduate studies. College seminars may not be counted toward the requirements of the major.

Senior requirement Students in the B.A. degree program fulfill the senior requirement either by completing one term of independent study in E&EB 470, Student Tutorial, or by writing a senior essay. The senior essay may be related to the subject matter of a course, but the senior essay is a separate departmental requirement in addition to any work done in a course and does not count toward the grade in any course. Students intending to write a senior essay must obtain an approval form from the office of the director of undergraduate studies and have it signed by the senior essay adviser before the end of the course selection period. Senior essays must be submitted to the director of undergraduate studies by the last day of classes.

Students in the B.S. degree program fulfill the senior requirement by completing one term of original research in E&EB 475, 495, or 496.

Credit/D/Fail No course taken Credit/D/Fail may be counted toward the EEB major, including prerequisites.

Limit on research courses While independent research courses may be taken multiple times for credit, there are restrictions on the number of such courses that can be included in a student's curriculum. See Course Credits and Course Loads (p. 46) in the Academic Regulations. Interested underclassmen can take E&EB 469 and E&EB 474.

Graduate courses of interest to undergraduates Graduate courses in the biological and biomedical sciences that may be of interest to undergraduates are listed in the Graduate School's online bulletin (<http://www.yale.edu/printer/bulletin/htmlfiles/grad>), and many are posted on the Biological and Biomedical Sciences Web site (<http://bbs.yale.edu>). Additional information is available from the director of undergraduate studies and the director of graduate studies. Undergraduates with an appropriate background may enroll with the permission of the director of graduate studies and the instructor.

Advising Freshmen considering a major in Ecology and Evolutionary Biology are invited to consult with the director of undergraduate studies. After the freshman year, students should choose an adviser from the department faculty who has interests comparable to their own and/or is a fellow of their residential college. For additional information, visit the EEB departmental Web site (<http://eeb.yale.edu>). The course schedules of all EEB majors (including sophomores intending to major in EEB) must be signed by a faculty member in EEB; the signature of the director of undergraduate studies is not required. Students whose regular adviser is on leave can consult the director of undergraduate studies to arrange for an alternate.

Study abroad Participation in study abroad field programs is encouraged. Credit for such programs may apply toward the major; interested students should consult the director of undergraduate studies prior to going abroad.

REQUIREMENTS OF THE MAJOR

Prerequisites Introductory biology sequence (BIOL 101, 102, 103, 104); 2-term general chemistry lecture sequence (CHEM 161, 165 or CHEM 163, 167) with labs (CHEM 134L, 136L); 1 term of organic chemistry (CHEM 174 or 175, or CHEM 220 or 221) with laboratory, (CHEM 222L or 223L); CHEM 174, 175 taken with CHEM 222L, 223L satisfies both chemistry requirements; 2 terms of physics (PHYS 170, 171 or higher); 1 term of MATH 115 or higher (not MATH 190) or STAT 101–106

Number of courses *B.A.* – 3½ course credits beyond prereqs (not incl senior req);

B.S. – 5½ course credits beyond prereqs (not incl senior req)

Specific courses required *Track 1* – E&EB 220, 225; 1 from E&EB 246–272, with lab;

Track 2 – E&EB 290, 291L, BENG 350, MCDB 300

Distribution of courses *B.S.* – 2 electives

Substitutions permitted With DUS permission: other stat course for math or stat prereq; two upper-level courses in G&G, MATH, CPSC, or ENAS for organic chemistry and lab; the second term of organic chemistry and lab and two physics labs for electives

Senior requirement *B.A.* – E&EB 470 or senior essay; *B.S.* – E&EB 475, 495, or 496

Introductory Courses

* **E&EB 106a / HLTH 155a / MCDB 106a, Biology of Malaria, Lyme, and Other Vector-Borne Diseases** Alexia Belperron

Introduction to the biology of pathogen transmission from one organism to another by insects; special focus on malaria, dengue, and Lyme disease. Biology of the pathogens including modes of transmission, establishment of infection, and immune responses; the challenges associated with vector control, prevention, development of vaccines, and treatments. Intended for non-science majors; preference to freshmen and sophomores. Prerequisite: high school biology. SC

E&EB 115a / F&ES 315a, Conservation Biology Staff

An introduction to ecological and evolutionary principles underpinning efforts to conserve Earth's biodiversity. Efforts to halt the rapid increase in disappearance of both plants and animals. Discussion of sociological and economic issues. SC

* **E&EB 125b / G&G 125b, History of Life** Derek Briggs and Bhart-Anjan Bhullar

Examination of fossil and geologic evidence pertaining to the origin, evolution, and history of life on Earth. Emphasis on major events in the history of life, on what the fossil record reveals about the evolutionary process, on the diversity of ancient and living organisms, and on the evolutionary impact of Earth's changing environment. SC

E&EB 145b, Plants and People Linda Puth

The interaction of plants and people throughout history explored from biological, historical, anthropological, and artistic perspectives. Basic botany; plants in the context of agriculture; plants as instruments of trade and societal change; plants as inspiration; plants in the environment. Includes field trips to the greenhouses at Yale Marsh Botanical Garden, the Yale Peabody Museum and Herbarium, the Yale Farm, and the Yale Art Gallery. SC

E&EB 210a / STAT 101a, Introduction to Statistics: Life Sciences Walter Jetz

Statistical and probabilistic analysis of biological problems, presented with a unified foundation in basic statistical theory. Problems are drawn from genetics, ecology, epidemiology, and bioinformatics. QR

E&EB 246a, Plant Diversity and Evolution Michael Donoghue

Introduction to the major plant groups and their evolutionary relationships, with an emphasis on the diversification and global importance of flowering plants. To be taken concurrently with E&EB 247L. Prerequisite: a general understanding of biology and evolution. SC

E&EB 247La, Laboratory for Plant Diversity and Evolution Michael Donoghue
Hands-on experience with the plant groups examined in the accompanying lectures. Local field trips. To be taken concurrently with E&EB 246. SC ½ Course cr

E&EB 250a, Biology of Terrestrial Arthropods Marta Wells
Evolutionary history and diversity of terrestrial arthropods (body plan, phylogenetic relationships, fossil record); physiology and functional morphology (water relations, thermoregulation, energetics of flying and singing); reproduction (biology of reproduction, life cycles, metamorphosis, parental care); behavior (migration, communication, mating systems, evolution of sociality); ecology (parasitism, mutualism, predator-prey interactions, competition, plant-insect interactions). SC

E&EB 251La, Laboratory for Biology of Terrestrial Arthropods Marta Wells
Comparative anatomy, dissections, identification, and classification of terrestrial arthropods; specimen collection; field trips. Concurrently with or after E&EB 250. SC ½ Course cr

* **E&EB 272b, Ornithology** Richard Prum
An overview of avian biology and evolution, including the structure, function, behavior, and diversity of birds. The evolutionary origin of birds, avian phylogeny, anatomy, physiology, neurobiology, breeding systems, and biogeography. Enrollment limited to 50. SC

* **E&EB 273Lb, Laboratory for Ornithology** Richard Prum
Laboratory and field studies of avian morphology, diversity, phylogeny, classification, identification, and behavior. Enrollment limited to 12. SC ½ Course cr

Intermediate and Advanced Courses

Prerequisites for all intermediate and advanced E&EB courses are BIOL 101, 102, 103, and 104, or permission of the instructor.

E&EB 220a / EVST 223a, General Ecology David Vasseur and David Post
The theory and practice of ecology, including the ecology of individuals, population dynamics and regulation, community structure, ecosystem function, and ecological interactions at broad spatial and temporal scales. Topics such as climate change, fisheries management, and infectious diseases are placed in an ecological context. Prerequisite: MATH 112 or equivalent. SC

* **E&EB 223Lb, Evolution, Functional Traits, and the Tree of Life** Marta Wells
Study of evolutionary novelties, their functional morphology, and their role in the diversity of life. Introduction to techniques used for studying the diversity of animal body plans. Evolutionary innovations that have allowed groups of organisms to increase their diversity. SC ½ Course cr

E&EB 225b, Evolutionary Biology Alvaro De Andres Sanchez
An overview of evolutionary biology as the discipline uniting all of the life sciences. Reading and discussion of scientific papers to explore the dynamic aspects of evolutionary biology. Principles of population genetics, paleontology, and systematics; application of evolutionary thinking in disciplines such as developmental biology, ecology, microbiology, molecular biology, and human medicine. SC
Psychology: AdvSci NeuroTrk

E&EB 228b, Ecology and Evolution of Infectious Diseases Paul Turner

Overview of the ecology and evolution of pathogens (bacteria, viruses, protozoa) and their impact on host populations. Topics include theoretical concepts, ecological and evolutionary dynamics, molecular biology, and epidemiology of ancient and emerging diseases. Prerequisite: E&EB 122 or permission of instructor. SC

*** E&EB 230a / EVST 221a / F&ES 221a, Field Ecology** Linda Puth

A field-based introduction to ecological research, using experimental and descriptive approaches, comparative analysis, and modeling for field and small-group projects. Weekly field trips explore local lake, salt marsh, rocky intertidal, traprock ridge, and upland forest ecosystems. Includes one Saturday field trip and a three-day trip during the October recess. Concurrently with or after E&EB 220 or with permission of instructor. SC

*** E&EB 235a / HLTH 250a, Evolution and Medicine** Stephen Stearns

Introduction to the ways in which evolutionary science informs medical research and clinical practice. Diseases of civilization and their relation to humans' evolutionary past; the evolution of human defense mechanisms; antibiotic resistance and virulence in pathogens; cancer as an evolutionary process. Students view course lectures on line; class time focuses on discussion of lecture topics and research papers. Prerequisite: BIOL 101–104. WR, SC

E&EB 290b, Comparative Developmental Anatomy of Vertebrates Günter Wagner

A survey of the development, structure, and evolution of major vertebrate groups. Topics include the micro-anatomy of major organ systems, the developmental underpinnings of the vertebrate body plan, and the development, structure, and evolution of the major organ systems such as the locomotory system, sensory organs, digestive tract, reproductive tract, and nervous system. SC

*** E&EB 291Lb, Comparative Anatomy of Vertebrates Laboratory** Günter Wagner

Microscopic examination of histological and embryological preparations. Dissection of selected vertebrate species including shark, bony fish, frog, lizard, and rat. To be taken with E&EB 290. SC ½ Course cr

*** E&EB 380b, Life History Evolution** Stephen Stearns

Life history evolution studies how the phenotypic traits directly involved in reproductive success are shaped by evolution to solve ecological problems. The intimate interplay between evolution and ecology. After E&EB 220 and 225, or with permission of instructor. SC

E&EB 428a / AMTH 428a / G&G 428a / PHYS 428a, Science of Complex Systems Jun Korenaga

Introduction to the quantitative analysis of systems with many degrees of freedom. Fundamental components in the science of complex systems, including how to simulate complex systems, how to analyze model behaviors, and how to validate models using observations. Topics include cellular automata, bifurcation theory, deterministic chaos, self-organized criticality, renormalization, and inverse theory. Prerequisite: PHYS 301, MATH 247, or equivalent. QR, SC

*** E&EB 460b / HLTH 480b, Studies in Evolutionary Medicine I** Stephen Stearns

Principles of evolutionary biology applied to issues in medical research and practice. Lactose and alcohol tolerance; the "hygiene hypothesis"; genetic variation in drug response and pathogen resistance; spontaneous abortions, immune genes, and mate

choice; the evolution of aging; the ecology and evolution of disease; the emergence of new diseases. Students develop proposals for research to be conducted during the summer. Admission by competitive application; forms are available on the Ecology & Evolutionary Biology Web site. SC

* **E&EB 461a / HLTH 481a, Studies in Evolutionary Medicine II** Paul Turner
Continuation of E&EB 460. Prerequisite: E&EB 460 or permission of instructor. SC

* **E&EB 469a or b, Tutorial** Marta Wells

Individual or small-group study for qualified students who wish to investigate an area of ecology or evolutionary biology not presently covered by regular courses. A student must be sponsored by a faculty member who sets requirements and meets weekly with the student. One or more written examinations and/or a term paper are required. To register, the student must submit a written plan of study approved by the faculty instructor to the director of undergraduate studies. Students are encouraged to apply during the term preceding the tutorial. Proposals must be submitted no later than the first day of the second week of the term in which the student enrolls in the tutorial. The final paper is due in the hands of the director of undergraduate studies by the last day of reading period in the term of enrollment. In special cases, with approval of the director of undergraduate studies, this course may be elected for more than one term, but only one term may be counted as an elective toward the requirements of the major. Normally, faculty sponsors must be members of the EEB department.

* **E&EB 470a or b, Senior Tutorial** Marta Wells

Tutorial for seniors in the B.A. degree program who elect a term of independent study to complete the senior requirement. A student must be sponsored by a faculty member who sets requirements and meets weekly with the student. One or more written examinations and/or a term paper are required. To register, the student must submit a written plan of study approved by the faculty instructor to the director of undergraduate studies. Students are encouraged to apply during the term preceding the tutorial. Proposals must be submitted no later than the first day of the second week of the term in which the student enrolls in the tutorial. The final paper is due in the hands of the director of undergraduate studies by the last day of reading period in the term of enrollment. Normally, faculty sponsors must be members of the EEB department. Enrollment limited to seniors. Fulfills the senior requirement for the B.A. degree.

* **E&EB 474a or b, Research** Marta Wells

One term of original research in an area relevant to ecology or evolutionary biology. This may involve, for example, laboratory work, fieldwork, or mathematical or computer modeling. Students may also work in areas related to environmental biology such as policy, economics, or ethics. The research project may not be a review of relevant literature but must be original. In all cases students must have a faculty sponsor who oversees the research and is responsible for the rigor of the project. Students are expected to spend ten hours per week on their research projects. Using the form available from the office of undergraduate studies or from the Classes server, students must submit a research proposal that has been approved by the faculty sponsor to the director of undergraduate studies, preferably during the term preceding the research. Proposals are due no later than the first day of the second week of the term in which the student enrolls in the course. The final research paper is due in the hands

of the of the director of of undergraduate studies by the last day of reading period in the term of enrollment.

*** E&EB 475a or b, Senior Research** Marta Wells

One term of original research in an area relevant to ecology or evolutionary biology. This may involve, for example, laboratory work, fieldwork, or mathematical or computer modeling. Students may also work in areas related to environmental biology such as policy, economics, or ethics. The research project may not be a review of relevant literature but must be original. In all cases students must have a faculty sponsor who oversees the research and is responsible for the rigor of the project. Students are expected to spend ten hours per week on their research projects. Using the form available from the office of undergraduate studies or from the Classes server, students must submit a research proposal that has been approved by the faculty sponsor to the director of undergraduate studies, preferably during the term preceding the research. Proposals are due no later than the first day of the second week of the term in which the student enrolls in the course. The final research paper is due in the hands of the director of undergraduate studies by the last day of reading period in the term of enrollment. Enrollment limited to seniors. Fulfills the senior requirement for the B.S. degree.

*** E&EB 495a and E&EB 496b, Intensive Senior Research** Marta Wells

One term of intensive original research during the senior year under the sponsorship of a Yale faculty member. Similar to other research courses except that a more substantial portion of a student's time and effort should be spent on the research project (a minimum average of twenty hours per week). A research proposal approved by the sponsoring faculty member must be submitted to the director of undergraduate studies; forms are available from the office of undergraduate studies. For research in the fall term, approval is encouraged during the spring term of the junior year. Proposals are due no later than the first day of the second week of the term in which the student enrolls in the course. The final research paper is due in the hands of the director of undergraduate studies by the last day of reading period in the term of enrollment. One term of intensive research fulfills a portion of the senior requirement for the B.S. degree. 2 Course cr per term

Economics

Director of undergraduate studies: Ebonya Washington, Rm. 305, 28 Hillhouse Ave., 432-9901, qazi.azam@yale.edu; economics.yale.edu/undergraduate-program

FACULTY OF THE DEPARTMENT OF ECONOMICS

Professors Joseph Altonji, Donald Andrews, Dirk Bergemann, Steven Berry, Truman Bewley, Xiaohong Chen, Ray Fair, John Geanakoplos, Pinelopi Goldberg, Timothy Guinnane, Philip Haile, Johannes Horner, Gerald Jaynes, Dean Karlan, Yuichi Kitamura, Alvin Klevorick, Samuel Kortum, Naomi Lamoreaux, Giovanni Maggi, Konstantinos Meghir, Giuseppe Moscarini, William Nordhaus, Peter Phillips, Benjamin Polak, Mark Rosenzweig, Larry Samuelson, Robert Shiller, Anthony Smith, Aleh Tsyvinski, Christopher Udry, Edward Vytlačil, Ebonya Washington

Associate Professors Costas Arkolakis, Eduardo Faingold, Amanda Kowalski, Nancy Qian

Assistant Professors Timothy Armstrong, Jose-Antonio Espin-Sanchez, Zhen Huo, Mitsuru Igami, Daniel Keniston, Ilse Lindenlaub, Michael Peters, Nicholas Ryan, Joseph Shapiro, Eric Weese

Senior Lecturers Cheryl Doss, Tolga Koker, Douglas McKee

Lecturers Michael Boozer, Katerina Simons

Economics concerns the wealth of nations, its origins in production and exchange, its allocation among competing uses, its distribution among individuals, and its accumulation or decline. Economics at Yale is regarded and taught as part of a liberal education, not as a preparation for any particular vocation. Nonetheless, economics provides an especially relevant background for a number of professions.

Requirements of the major Students majoring in Economics are required to take twelve term courses. Two of these may be introductory economics courses, one in microeconomics and one in macroeconomics. All majors must take the following courses: one term of intermediate microeconomics (ECON 121 or 125); one term of intermediate macroeconomics (ECON 122 or 126); one term of econometrics (ECON 131, 132, or 136); and one Yale mathematics course, usually selected from MATH 112, 115, 118, or 120. Students who place out of these mathematics courses must take a higher-level mathematics course at Yale and should consult the director of undergraduate studies in Economics. All of these required courses should be completed prior to the senior year. Majors must also take two courses numbered ECON 400–491, at least one of which must be taken in the senior year.

Subject to approval by the director of undergraduate studies, students may count toward the major one course related to economics but taught in another field, in addition to the required course in mathematics.

Students who take a term abroad or take summer courses not at Yale may petition the director of undergraduate studies to count at most two courses from outside Yale toward the requirements of the major. Students who take a year abroad may petition to count at most three courses. Many economics courses taken outside Yale do not meet the requirements of the Economics major; students should consult with the director of undergraduate studies before taking such courses. Courses taken outside Yale may not be counted toward the major requirements in intermediate microeconomics, intermediate macroeconomics, or econometrics.

Courses taken Credit/D/Fail and residential college seminars may not be counted toward the requirements of the major.

Introductory courses Introductory courses serve students considering a major in Economics as well as others who seek an introduction to the subject. Most students enroll in ECON 115 and 116, lecture courses with a discussion section. ECON 115 is concerned with microeconomics and includes such topics as markets, prices, production, distribution, and the allocation of resources. ECON 116 covers such macroeconomic issues as unemployment, inflation, growth, and international economics; it has a microeconomics prerequisite.

ECON 110 and 111 are limited-enrollment alternatives to ECON 115 and 116; they are open only to freshmen selected from those who preregister. ECON 108 also covers

microeconomics, but with a greater emphasis on quantitative methods and examples. It is intended for, but not restricted to, freshmen with little or no experience with calculus. Enrollment is limited, and preregistration is required. ECON 108, 110, and 115 are similar in substance, and ECON 111 and 116 are similar in substance as well. A student may receive credit for only one course each in introductory microeconomics and introductory macroeconomics.

The department recommends that students interested in majoring in Economics take introductory economics in the freshman year. In order to make the introductory courses available to all freshmen and to students majoring in other subjects, the introductory courses do not have a mathematics requirement.

Placement and exemptions for introductory courses Students with a score of 5 on the Advanced Placement tests for microeconomics and macroeconomics *and* a score of 5 on the Advanced Placement Calculus BC test may petition the director of undergraduate studies to place out of introductory microeconomics and introductory macroeconomics and enroll directly in intermediate microeconomics. It is recommended that students with a score of 5 on the Advanced Placement economics tests but without a 5 on the Calculus BC test take a Yale mathematics course such as MATH 115 or 120 and then petition the director of undergraduate studies to place out of introductory microeconomics and take intermediate microeconomics in the following term. Students with high scores on examinations equivalent to Advanced Placement, such as the GCE A-level or Higher Level International Baccalaureate, may also petition to be exempted from the introductory courses. For other placement and exemption questions, consult the departmental Web site (<http://economics.yale.edu/undergraduate-program>).

Mathematics Students are advised to meet the mathematics requirement for the major during their freshman year. The department also recommends that majors either complete MATH 118 or complete two term courses including MATH 120 and either 222 or 225. The latter two-term sequence is preferable for students who wish to take further mathematics courses or who plan to pursue a graduate degree in economics.

Econometrics Students are advised to take a two-term sequence of statistics and econometrics courses, especially if they are considering writing a senior essay. One option is to take ECON 131 followed by 132. Students with a stronger mathematics background or who plan to pursue a graduate degree in economics are encouraged to take either ECON 135 or STAT 241 and 242, followed by ECON 136. Prospective majors are urged to start their econometrics sequence in the fall of sophomore year.

Intermediate microeconomics and macroeconomics Along with econometrics, intermediate microeconomics and macroeconomics form the core of the major. Two options are available in both microeconomics and macroeconomics. The standard intermediate courses are ECON 121 and 122. Students with a stronger mathematics background are encouraged to take ECON 125 and 126 instead. The intermediate courses need not be taken in sequence: in particular, ECON 125 is not required for 126.

Field courses The department offers a wide selection of upper-level courses that explore in greater detail material presented in introductory courses. Advanced fields of economics include theoretical, quantitative, and mathematical economics; market organization; human resources; finance; international and development economics; public policy and the public sector; and economic history. Some advanced field courses

have only introductory microeconomics as a prerequisite. Others apply intermediate-level theory or econometrics to economic problems and institutions, and for this reason list one or more of the theory or econometrics courses as prerequisites.

Advanced lecture courses Advanced lecture courses, numbered ECON 400–439, are limited-enrollment courses that cover relatively advanced material in more depth than regular field courses. Prerequisites usually include two of intermediate microeconomics, intermediate macroeconomics, and econometrics or a mathematics course such as MATH 120. Advanced lecture courses may be applied toward the senior requirement. While these courses vary in approach, they share features of other Economics courses: like field courses, they devote some time to traditional lecturing, and like seminars, they emphasize class interaction, the writing of papers, and the reading of journal articles.

Seminars Although there is diversity in approaches in the various seminars (courses numbered ECON 440–489), all have in common an emphasis on class interaction, the writing of papers, and the reading of journal articles. Seminars represent an opportunity for students to apply and extend the economics they have learned through their earlier course work.

Enrollment in seminars and advanced lecture courses is limited. Senior Economics majors who have not yet completed the senior requirement for the major are given priority for these courses and may preregister; see the departmental Web site (<http://economics.yale.edu/undergraduate-program>) for instructions. Students must take two of three core courses in intermediate microeconomics, intermediate macroeconomics, and econometrics before enrolling in a seminar. Underclassmen in the major and nonmajors may also enroll in Economics seminars and advanced lecture courses as space permits, but they do not preregister.

Senior requirement Majors are required to take two departmental courses numbered ECON 400–491, at least one of which must be taken in the senior year. The senior requirement must be met by Yale Economics courses; courses in other departments or taken elsewhere do not suffice.

Senior essay Only those majors who submit a senior essay are eligible for Distinction in the Major. There are three types of senior essay: (1) students may write a one-term essay in the fall of the senior year as an independent project on a topic of their own design under the close and regular supervision of a faculty adviser (ECON 491); (2) students may write a two-term essay starting in the fall of the senior year as an independent project on a topic of their own design under the close and regular supervision of a faculty adviser (ECON 491 and 492); or (3) students may write a one-term essay in an advanced departmental course (numbered 400–489) taken during the fall term of the senior year, with the option of completing the essay in the spring of the senior year as an independent project under the close and regular supervision of a faculty adviser (ECON 492); under this option the instructor of the advanced departmental course taken in the fall term typically serves as the faculty adviser.

Note that the essay must be written during the senior year and that students may submit a senior essay only if they have an approved prospectus and a senior essay adviser. Senior essays that are not submitted on time will receive a grade of Incomplete.

Senior essays with grades of Incomplete without permission of the residential college dean are subject to grade penalties when submitted.

Meetings for seniors to discuss the senior essay will be held on Wednesday, August 31, 2016 at 4:30 p.m. and Thursday, September 1, 2016 at 1:30 p.m. in Room 106, 28 Hillhouse Avenue. Details regarding calculations for Distinction in the Major will be discussed in these meetings, and senior essay guidelines will be distributed. Senior essay prospectus forms are due Monday, October 3, 2016.

Distinction in the Major To be considered for Distinction, students must meet the appropriate grade standards as described in this bulletin under Honors (p. 32) and submit a senior essay to the Economics department. Students who fail to submit an essay will not be considered for Distinction in the Major. Grade computation for Distinction does not include the introductory economics courses, the required mathematics course, or courses taken outside Yale.

Graduate courses Well-qualified students who have acquired the requisite background in undergraduate courses may, with written permission of the instructor, the director of undergraduate studies, and the director of graduate studies, be admitted to graduate courses and seminars. Descriptions of courses are available in the Economics department office.

Students who are planning graduate work in economics should take additional mathematics courses beyond the one-term course required for the major. Many graduate programs in economics require courses in multivariate calculus and linear algebra. Students are urged to discuss their plans for graduate work with the director of undergraduate studies as early in their college careers as possible.

Faculty representatives The Economics department has faculty representatives/ advisers for each residential college, typically fellows of that college. Students majoring in Economics should consult with and secure written approval of their course selection from one of their college representatives. Questions concerning the major or programs of study should also be directed to the college representative. College representatives are listed below.

BK	X. Chen, I. Lindenlaub, E. Weese	MC	G. Jaynes, Y. Kitamura, M. Rosenzweig, R. Shiller, A. Smith, E. Vytlačil
BR	S. Kortum, J. Shapirio, C. Udry	PC	D. Bergemann, P. Haile, J. Horner, N. Qian
CC	A. Kowalski, W. Nordhaus, E. Washington, N. Lamoreux	SM	T. Armstrong, G. Moscarini
DC	S. Berry, P. Goldberg, D. Keniston	SY	J. Altonji, R. Bewley, D. Karlan
ES	J. Espin-Sanchez, J. Geanakoplos, M. Peters	TC	R. Fair, C. Meghir, L. Samuelson, A. Tsyvinski
JE	C. Arkolakis, T. Guinnane, Z. Huo	TD	D. Andrews, M. Igami, G. Maggi, N. Ryan

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 12 term courses (incl senior req)

Distribution of courses 1 intro course in microeconomics, 1 in macroeconomics (or equivalents with DUS permission); 1 math course, as specified

Specific courses required ECON 121 or 125; ECON 122 or 126; ECON 131, 132, or 136

Substitution permitted 1 related course in another dept, with DUS approval

Senior requirement 2 courses numbered ECON 400–491, at least 1 in senior year

Introductory Courses

* **ECON 108a or b, Quantitative Foundations of Microeconomics** Staff

Introductory microeconomics with a special emphasis on quantitative methods and examples. Intended for students with limited or no experience with calculus. Enrollment limited. Online preregistration is required; visit economics.yale.edu/undergraduate-program for more information. May not be taken after ECON 110 or 115. QR, SO

* **ECON 110a or b, An Introduction to Microeconomic Analysis** Staff

Similar to ECON 115, but taught as a lecture discussion with limited enrollment. Enrollment limited to freshmen. Online preregistration is required; visit economics.yale.edu/undergraduate-program for more information. May not be taken after ECON 108 or 115. QR, SO

* **ECON 111a or b, An Introduction to Macroeconomic Analysis** Staff

Similar to ECON 116, but taught as a lecture discussion with limited enrollment. Enrollment limited to freshmen. Online preregistration is required; visit economics.yale.edu/undergraduate-program for more information. May not be taken after ECON 116. Prerequisite: ECON 108, 110, or 115. SO

ECON 115a or b, Introductory Microeconomics Staff

An introduction to the basic tools of microeconomics to provide a rigorous framework for understanding how individuals, firms, markets, and governments allocate scarce resources. The design and evaluation of public policy. May not be taken after ECON 108 or 110. QR, SO

ECON 116a or b, Introductory Macroeconomics Staff

An introduction that stresses how the macroeconomy works, including the determination of output, unemployment, inflation, interest rates, and exchange rates. Economic theory is applied to current events. May not be taken after ECON 111. Prerequisite: ECON 108, 110, or 115. SO

Intermediate Courses

ECON 121a or b, Intermediate Microeconomics Staff

The theory of resource allocation and its applications. Topics include the theory of choice, consumer and firm behavior, production, price determination in different market structures, welfare, and market failure. After introductory microeconomics and completion of the mathematics requirement for the major or its equivalent. Elementary techniques from multivariate calculus are introduced and applied, but prior knowledge is not assumed. May not be taken after ECON 125. QR, SO

ECON 122a or b, Intermediate Macroeconomics Staff

Contemporary theories of employment, finance, money, business fluctuations, and economic growth. Their implications for monetary and fiscal policy. Emphasis on

empirical studies, financial and monetary crises, and recent policies and problems. Enrollment limited in the fall term. After two terms of introductory economics and completion of the mathematics requirement for the major or its equivalent. May not be taken after ECON 126. QR, SO

ECON 125a, Microeconomic Theory Eduardo Faingold

Similar to ECON 121 but with a more intensive treatment of consumer and producer theory, and covering additional topics including choice under uncertainty, game theory, contracting under hidden actions or hidden information, externalities and public goods, and general equilibrium theory. Recommended for students considering graduate study in economics. After introductory economics, and MATH 118 or 120 or equivalent. May not be taken after ECON 121. QR, SO

* **ECON 126b, Macroeconomic Theory** Anthony Smith

Similar to ECON 122 but with a more intensive treatment of the mathematical foundations of macroeconomic modeling, and with rigorous study of additional topics. Recommended for students considering graduate study in economics. After two terms of introductory economics, and MATH 118 or 120 or equivalent. May not be taken after ECON 122. QR, SO

Econometrics and Statistics Courses

ECON 131a or b, Econometrics and Data Analysis I Staff

Basic probability theory and statistics, distribution theory, estimation and inference, bivariate regression, introduction to multivariate regression, introduction to statistical computing. After introductory microeconomics and MATH 112 or equivalent. QR, SO

ECON 132a or b, Econometrics and Data Analysis II Staff

Continuation of ECON 131, with a focus on multivariate regression. Topics include statistical inference, choice of functional form, heteroskedasticity, serial correlation, two-stage least squares, qualitative choice models, time series models, and forecasting. Emphasis on statistical computing and the mechanics of how to conduct and present empirical research. After two terms of introductory economics, completion of the mathematics requirement for the major, and ECON 131 or 135 or a course in the STAT 101–106 series. QR, SO

ECON 135a, Introduction to Probability and Statistics Timothy Armstrong

Foundations of mathematical statistics: probability theory, distribution theory, parameter estimation, hypothesis testing, regression, and computer programming. Recommended for students considering graduate study in economics. After introductory microeconomics and either (1) MATH 118; or (2) MATH 120 and either MATH 222 or MATH 225. QR, SO

ECON 136b, Econometrics Yuichi Kitamura

Continuation of ECON 135 with a focus on econometric theory and practice: problems that arise from the specification, estimation, and interpretation of models of economic behavior. Topics include classical regression and simultaneous equations models; panel data; and limited dependent variables. Recommended for students considering graduate study in economics. After ECON 135 or STAT 241 and 242. QR, SO

Field Courses

ECON 159b, Game Theory Barry Nalebuff

An introduction to game theory and strategic thinking. Ideas such as dominance, backward induction, Nash equilibrium, evolutionary stability, commitment, credibility, asymmetric information, adverse selection, and signaling are applied to games played in class and to examples drawn from economics, politics, the movies, and elsewhere. After introductory microeconomics. No prior knowledge of game theory assumed. QR, SO

ECON 170a, Health Economics and Public Policy Howard Forman

Application of economic principles to the study of the U.S. health care system. Emphasis on basic principles about the structure of the U.S. system, current problems, proposed solutions, and the context of health policy making and politics. After introductory microeconomics. SO

ECON 171b / AFAM 469b / EDST 271b, Urban Inequalities and Educational Inequality Gerald Jaynes

Analysis of contemporary policy problems related to academic under performance in lower income urban schools and the concomitant achievement gaps among various racial and ethnic groups in United States K-12 education. Historical review of opportunity inequalities and policy solutions proposed to ameliorate differences in achievement and job readiness. Students benefit from practical experience and interdisciplinary methods, including a lab component with time spent in a New Haven high school. Prerequisites: Any course offered by Education Studies, or one course in history or any social science, either: Anthropology, Economics, Political Science, Psychology, Sociology. EDST 110 is preferred, although not required. SO

ECON 182b / HIST 135b, American Economic History Staff

The growth of the American economy since 1790, both as a unique historical record and as an illustration of factors in the process of economic development. The American experience viewed in the context of its European background and patterns of industrialization overseas. After introductory microeconomics. WR, SO

ECON 184b / GLBL 234b, International Economics Peter Schott

Introduction to conceptual tools useful for understanding the strategic choices made by countries, firms, and unions in a globalized world. After two terms of introductory economics. SO

ECON 185a / GLBL 237a, Debates in Macroeconomics Stephen Roach and Aleh Tsyvinski

Introduction to current theoretical and practical debates in macroeconomics. In-class debates between the instructors on topics such as economic crises, fiscal and monetary policy, inflation, debt, and financial regulations. Prerequisites: introductory microeconomics and macroeconomics. SO

ECON 186a, European Economic History, 1700–1815 Timothy Guinnane

European economic growth and development from the late seventeenth century through the first stages of the British industrial revolution. The role of institutional development, trade and imperialism, agricultural improvements, and industrialization. Particular attention to comparisons between Britain and other parts of Europe. After ECON 115 or 121, and ECON 116 or 122. SO

ECON 211b / GLBL 211b / SAST 278b, Economic Performance and Challenges in India

Staff

India's transition from being one of the poorest countries in the world to having one of the fastest-growing economies. Economic reform processes, trade and policy implications, and changes within the agriculture, industry, and service sectors.

Prerequisites: introductory microeconomics and macroeconomics. SO

ECON 251b, Financial Theory John Geanakoplos

Study of the financial system as part of the global economy, rather than only the financial world. Topics include cover bond pricing, the capital asset pricing model, option pricing, the social security system, the mortgage market, hedge funds, collateral, default, and financial crises. After introductory microeconomics. QR, SO

ECON 252b, Financial Markets Robert Shiller

An overview of the ideas, methods, and institutions that permit human society to manage risks and foster enterprise. Description of practices today and analysis of prospects for the future. Introduction to risk management and behavioral finance principles to understand the functioning of securities, insurance, and banking industries. After two terms of introductory economics. SO

ECON 255a, Introduction to Corporate Finance Jose-Antonio Espin-Sanchez

Introduction to the concepts and techniques necessary to analyze and implement optimal investment decisions. Prerequisite: introductory microeconomics and introductory macroeconomics. SO

ECON 256b, The Economics of Strategy Mitsuru Igami

Study of systematic thinking about competition and strategy using key concepts of microeconomics. Analysis of data, with consideration of economic theory and statistical methods using tools in Excel and Stata. Topics include logical thinking, empirical analysis, modeling, and estimation. Prerequisite: introductory microeconomics, but some familiarity with statistics and econometrics will be helpful. SO

ECON 275b / PLSC 218b, Public Economics Ebonya Washington

The role of government in the economy and in our economic lives. Reasons for government intervention in the market economy and the impact of government expenditure programs and taxation systems on welfare and behavior. Tools of microeconomics applied to issues such as government response to global warming, the impact of redistribution and social insurance on individual behavior, school choice, social security vs. private retirement savings accounts, and government vs. private health insurance. After introductory microeconomics. SO

ECON 325a, Economics of Developing Countries Nancy Qian

Analysis of current problems of developing countries. Emphasis on the role of economic theory in informing public policies to achieve improvements in poverty and inequality, and on empirical analysis to understand markets and responses to poverty. Topics include microfinance, education, health, agriculture, intrahousehold allocations, gender, and corruption. After introductory microeconomics and econometrics. SO

ECON 326b, Advanced Development Economics Daniel Keniston

Comprehensive overview of the most influential theories of development microeconomics and consideration from contemporary empirical research on the

validity of these theories. ECON 121 or ECON 125; ECON 325, ECON 327, or GBLB 225; ECON 131 or 136 or equivalent; MATH 118, 120, or equivalent SO

ECON 327a, The Economics of Poverty Alleviation Dean Karlan

Measures that succeed and fail—and why—in the fight against poverty in developing countries. Fundamentals of behavioral economics and their application to policy and program design. When and how to use experimental methods to evaluate ideas and programs. Interventions and policies that apply to households, small firms, and communities, with particular attention to microfinance, health, and education. After introductory microeconomics and econometrics. WR, SO

ECON 330b / EVST 340b, Economics of Natural Resources Robert Mendelsohn

Microeconomic theory brought to bear on current issues in natural resource policy. Topics include regulation of pollution, hazardous waste management, depletion of the world's forests and fisheries, wilderness and wildlife preservation, and energy planning. After introductory microeconomics. QR, SO

ECON 338a / EAST 338a / GBLB 318a, The Next China Stephen Roach

Economic development in China since the late 1970s. Emphasis on factors pushing China toward a transition from its modern export- and investment-led development model to a pro-consumption model. The possibility of a resulting identity crisis, underscored by China's need to embrace political reform and by the West's longstanding misperceptions of China. Prerequisite: introductory macroeconomics. SO

ECON 350a, Mathematical Economics: General Equilibrium Theory Truman Bewley

An introduction to general equilibrium theory and its extension to equilibria involving uncertainty and time. Discussion of the economic role of insurance and of intertemporal models, namely, the overlapping generations model and the optimal growth theory model. Recommended for students considering graduate study in economics. After MATH 118 or 120, and intermediate microeconomics. QR, SO

ECON 351b, Mathematical Economics: Game Theory Eduardo Faingold

Introduction to game theory and choice under uncertainty. Analysis of the role of information and uncertainty for individual choice behavior, as well as application to the decision theory under uncertainty. Analysis of strategic interaction among economic agents, leading to the theory of auctions and mechanism design. Recommended for students considering graduate study in economics. After MATH 118, 120, and intermediate microeconomics. QR, SO

Advanced Lecture Courses

Senior Economics majors may preregister for advanced lecture courses; see the departmental Web site (<http://economics.yale.edu/undergraduate-program>) for instructions. Other interested students may enroll with permission of the instructor during the course selection period.

* **ECON 405b, Economics of Health and Health Care** Amanda Kowalski

Economic principles and empirical methods applied to issues in health economics. Discussion of policies to address market failures in health care markets. Consumer behavior in medical markets, valuing medical improvements, and evaluating health insurance reform. Prerequisites: intermediate microeconomics and econometrics. SO

* **ECON 407a / GBL 310a, International Finance** Staff

A study of how consumers and firms are affected by the globalization of the world economy. Topics include trade costs, the current account, exchange rate pass-through, international macroeconomic co-movement, multinational production, and gains from globalization. Prerequisite: intermediate macroeconomics or equivalent. SO

ECON 409a or b, Firms, Markets, and Competition Staff

Analysis of imperfectly competitive markets, focusing on the interactions among firm behavior, market structure, and market outcomes. Topics include oligopoly, collusion, predation, firm entry, advertising, and price discrimination as well as public policy implications of market behavior. After intermediate microeconomics or equivalent.

QR, SO

* **ECON 410b, The Economics of Innovation** Mitsuru Igami

Study of forces that drive the process of innovation. Creativity and creative destruction; the innovator's dilemma; incentives to innovate; competitive advantage; industry evolution; intellectual property. Use of both formal theoretical models and quantitative empirical studies, as well as descriptive studies from management strategy and economic history. Prerequisites: econometrics and intermediate microeconomics.

* **ECON 413b / AMTH 437b / EENG 437b, Optimization Techniques** Sekhar

Tatikonda

Fundamental theory and algorithms of optimization, emphasizing convex optimization. The geometry of convex sets, basic convex analysis, the principle of optimality, duality. Numerical algorithms: steepest descent, Newton's method, interior point methods, dynamic programming, unimodal search. Applications from engineering and the sciences. Prerequisites: MATH 120 and 222, or equivalents. May not be taken after AMTH 237. QR

ECON 414a, Economic Models of New Technology Evangelia Chalioti

Analysis of firms' incentives to innovate, focusing on the effects of market power on the intensity of innovative activity. Topics include strategic investment in innovation, patent races, the diffusion of knowledge, intellectual property (IP) protection systems, IP licensing, research joint ventures, litigation, venture capital, and conflicts between IP rights and antitrust regulation. Prerequisites: intermediate microeconomics and econometrics. SO

ECON 415a, Political Economics Eric Weese

Introduction to the theory of political decision-making. Presentation of both classic results and more recently developed models. Topics include Arrow's impossibility theorem, the median voter theorem, the potential for Condorcet cycles in more complicated policy spaces, lobbying, and the credibility of monetary policy. Prerequisites: intermediate microeconomics and econometrics. Recommended preparation: experience with game theory and multivariable calculus. SO

ECON 416b, Labor Economics: Employment, Wages, and Skills Ilse Lindenlaub

Topics in labor economics from theoretical and empirical points of view. Models of supply and demand in a competitive market economy; changes in the allocation of workers to jobs, wage distribution, and wage inequality; reasons why the labor market may not be perfectly competitive; and what determines unemployment and the reallocation of workers after job loss. Prerequisites: intermediate microeconomics and econometrics. SO

ECON 417b, Computational Methods in Economics Anthony Smith

Introduction to the basic tools of numerical analysis and how to apply them to the study of economic models in a variety of subdisciplines, including macroeconomics, labor economics, industrial organization, public finance, and environmental economics. Prerequisite: intermediate microeconomics, intermediate macroeconomics, and econometrics. SO

*** ECON 421a / CPSC 412a, Designing the Digital Economy** Staff

Digitization is transforming a variety of markets from personal transportation services to advertising. This course explores the economic tools (market design, price theory, causal inference, etc.) and technical tools from computer science (machine learning, the analysis of algorithms, user interface design, etc.) students need to contribute meaningfully to this transformation. elementary training in both economics and computer science and some intermediate/advanced training in at least one relevant field. SO

Seminars

Senior Economics majors may preregister for departmental seminars; see the departmental Web site (<http://economics.yale.edu/undergraduate-program>) for instructions. Other interested students may enroll with permission of the instructor during the course selection period.

*** ECON 443b, Neuroeconomics for Economists** Ifat Levy

Study of neuroscience, neuroimaging, and the tools and training needed by economics students to join neuroscientists and psychologists in the emerging field of neuroeconomics. Critical reading of neuroeconomics papers, translating experimental economics models into neuroeconomics paradigms, and use of neuroscientific data in economics research. Prerequisite: intermediate microeconomics and econometrics. SO

*** ECON 444b, The Economics of Hedge Funds** Michael Pascutti

The role of hedge funds in the United States financial markets and hedge fund behavior; understanding what hedge funds do, why they exist, and how they are different from other investment vehicles. Study of investment strategies that provide opportunity and risk for investors and study of academic papers analyzing (risky) arbitrage strategies. Prerequisite: intermediate microeconomics and econometrics. SO

*** ECON 445a, The U.S. Banking System** Michael Pascutti

The special functions of banks in the U.S. economy. The benefits but fragile nature of the banking system. Prerequisites: intermediate macroeconomics, microeconomics, and econometrics. SO

*** ECON 450a, Investment Analysis** Dean Takahashi

Examination of investment management in theory and practice. Discussion of asset allocation, investment strategy, and manager selection from the perspective of an institutional investor. Focus on the degree of market efficiency and opportunity for generating attractive returns. SO

*** ECON 452b / EP&E 300b / GLBL 302b, Contemporary Issues in Energy Policy**

Ioannis Kessides

Overview of challenges in the global energy framework generated by concerns about energy security and climate change; public policies necessary for addressing these

issues. Potential contributions and limitations of existing, improved or transitional, and advanced technologies. SO

* **ECON 456a, Private Equity Investing** Michael Schmertzler

A case-oriented study of principal issues and investment types found in substantial private equity portfolios. Discussion of enterprise valuation, value creation, business economics, negotiation, and legal structure, based on primary source materials and original cases. Prerequisites: intermediate microeconomics and econometrics. SO

* **ECON 457a / EP&E 221a, Economics, Politics, and History: Institutional Design and Institutional Change** Jose-Antonio Espin-Sanchez

The efficiency and distributive consequences of institutions' governing of human relationships. Efficiency concerns with the size of the "pie"; ways in which different institutions generate a bigger "pie" than others. Distribution concerns with who gets a bigger piece of the "pie." Why "bad" institutions persist over time; what can be done to change from bad/old institutions to good/new institutions. Prerequisites: intermediate micro- or macroeconomics, and a course in statistics and probability. SO

* **ECON 461b, Economics, Addiction, and Public Policy** Jody Sindelar

Smoking, alcoholism, illicit drugs, and obesity studied from economic and policy perspectives. Focus on causes of and solutions to problems. After introductory microeconomics. SO

* **ECON 465a / EP&E 224a / GLBL 330a, Debating Globalization** Ernesto Zedillo

Facets of contemporary economic globalization, including trade, investment, and migration. Challenges and threats of globalization: inclusion and inequality, emerging global players, global governance, climate change, and nuclear weapons proliferation. Prerequisite: background in international economics and data analysis. Preference to seniors majoring in Economics or EP&E. SO RP

* **ECON 467b / GLBL 307b, Economic Evolution of the Latin American and Caribbean Countries** Ernesto Zedillo

Economic evolution and prospects of the Latin American and Caribbean (LAC) countries. Topics include the period from independence to the 1930s; import substitution and industrialization to the early 1980s; the debt crisis and the "lost decade"; reform and disappointment in the late 1980s and the 1990s; exploration of selected episodes in particular countries; and speculations about the future. Prerequisites: intermediate microeconomics and macroeconomics. SO

* **ECON 471b / EP&E 297b, Topics in Cooperative Game Theory** Pradeep Dubey

The theory and applications of cooperative games. Topics include matching, bargaining, cost allocation, market games, voting games, and games on networks. Prerequisite: intermediate microeconomics.

* **ECON 472b / EP&E 474b, Evaluating Charitable Organizations** Dean Karlan

A hands-on exercise in effective philanthropy. Development of a practical framework for evaluating causes and charities; determining what constitutes evidence on aid effectiveness; implementation of a remotely conducted evaluation. Students make funding recommendations to a nonprofit organization that focuses on cost-effective solutions to poverty issues in developing countries. Prerequisites: intermediate microeconomics and econometrics SO

* **ECON 473b / EP&E 227b / PLSC 343b, Equality** John Roemer

Egalitarian theories of justice and their critics. Readings in philosophy are paired with analytic methods from economics. Topics include Rawlsian justice, utilitarianism, the veil of ignorance, Dworkin's resource egalitarianism, Roemer's equality of opportunity, Marxian exploitation, and Nozickian procedural justice. Some discussion of American economic inequality, Nordic social democracy, and the politics of inequality. Recommended preparation: intermediate microeconomics. SO

* **ECON 474b / EAST 454b / GBLB 312b, Economic and Policy Lessons from Japan**
Stephen Roach

An evaluation of Japan's protracted economic problems and of their potential implications for other economies, including the United States, Europe, and China. Currency pressures, policy blunders, Abenomics, bubbles, and the global economic crisis of 2008; dangers to the global economy from a protracted postcrisis recovery period. Focus on policy remedies to avert similar problems in other countries. Prerequisite: a course in macroeconomics. SO

* **ECON 475b / EP&E 286b, Discrimination in Law, Theory, and Practice** Gerald Jaynes

How law and economic theory define and conceptualize economic discrimination; whether economic models adequately describe behaviors of discriminators as documented in court cases and government hearings; the extent to which economic theory and econometric techniques aid our understanding of actual marketplace discrimination. Prerequisites: introductory microeconomics and at least one additional course in Economics, African American Studies, Ethnicity, Race, and Migration, or Women's, Gender, and Sexuality Studies.

* **ECON 481a / EP&E 298a, Empirical Microeconomics** Jessica Reyes

Introduction to empirical microeconomics and its methodologies. Academic research in the field explored using tools from economic theory and econometrics. Topics include approaches to identification, environmental effects on health, and the economics of crime, gender, and race. Prerequisites: intermediate microeconomics and econometrics. SO

* **ECON 484b / EP&E 482b, Political Economy: Separatism and Annexation** Eric Weese

Formal political-economy models of jurisdiction formation, with a focus on changes in national and subnational boundaries. Application of models to issues such as problematic colonial boundaries in Africa, the apparent success of very small countries, and the role of democracy in recent municipal amalgamations in Canada and Japan. Prerequisites: econometrics and intermediate micro- and macroeconomics. RP

* **ECON 488a, Experimental Economics** Shyam Sunder

The use of economic experiments to investigate the behavior of economic markets and institutions. Students are actively involved in the design, execution, and analysis of experiments. Examples of experiments include auctions, information aggregation, and stock markets and public goods provision. After intermediate microeconomics or equivalent. QR, SO

Senior Essay and Directed Reading Courses

* **ECON 491a and ECON 492b, The Senior Essay** Staff

Students deciding to write one-term senior essays by enrolling in ECON 491, or two-term senior essays by enrolling in ECON 491 and 492, must choose their topics and advisers by Monday, October 3, 2016. One-term senior essays are due at the end of the last week of classes in the fall term. Two-term senior essays are due by 4:30 p.m. on Monday, April 3, 2017. Students writing senior essays who would like to be considered for Distinction in the Major must submit three copies of their essay to the Economics department office by 4:30 p.m. on Monday, April 3, 2017. Advisers are chosen with the assistance of the director of undergraduate studies. The format and character of the departmental senior essay may vary to suit the interest of the student and the demands of the topic, but it is expected that the tools and concepts of economic analysis will be employed and that the essay will contain original research. Paper lengths may vary; the normal expectation is thirty pages. Students may receive up to two credits for the senior essay, though it counts as only one departmental seminar whether one or two terms are taken. Meetings for seniors to discuss the senior essay will be held on Wednesday, August 31, at 4:30 p.m. and Thursday, September 1, at 1:30 p.m. in Room 106, 28 Hillhouse Avenue. Seniors planning to write either a one-term or a two-term senior essay should attend one of these meetings. Details regarding calculation of Distinction will be discussed and senior essay guidelines will be distributed.

* **ECON 498a and ECON 499b, Directed Reading** Staff

Students desiring a directed reading course in special topics in economics not covered in other graduate or undergraduate courses may elect this course, usually not more than once, with written permission of the director of undergraduate studies and of the instructor. The instructor meets with the student regularly, typically for an hour a week, and the student writes a paper or a series of short essays. Does not meet the requirement for a departmental seminar.

Economics and Mathematics

Directors of undergraduate studies: Ebonya Washington, Rm. 305, 28 Hillhouse Ave., 432-9901, qazi.azam@yale.edu; Andrew Casson (Mathematics), 216 LOM, 432-7056, andrew.casson@yale.edu

The Economics and Mathematics major is intended for students with a strong intellectual interest in both mathematics and economics and for students who may pursue a graduate degree in economics.

Prerequisites The major has prerequisites in both mathematics and economics: MATH 120; ECON 110 or 115; and ECON 111 or 116. With permission of the directors of undergraduate studies, upper-level courses may be substituted for prerequisite courses. Upper-level courses substituted for prerequisites do not count toward the total of twelve term courses (beyond the introductory level in economics and mathematics) required for the major.

Requirements of the major A total of twelve term courses is required beyond the introductory level in economics and in mathematics: seven term courses in economics and five term courses in mathematics. These courses must include:

1. One intermediate microeconomics course chosen from ECON 121 or 125, and one intermediate macroeconomics course chosen from ECON 122 or 126
2. A year of mathematical economics, ECON 350 and 351
3. Two courses in econometrics, ECON 135 and 136 (with permission of the director of undergraduate studies in Economics, STAT 241 and 242 may be taken instead of ECON 135, in which case they count as one economics course and not as mathematics courses)
4. A course in linear algebra, MATH 222 or 225 (or 230 and 231, for two course credits)
5. An introductory course in analysis, MATH 300 or 301
6. The senior seminar in mathematics, MATH 480

Credit/D/Fail Courses taken Credit/D/Fail may not be counted toward the requirements of the major.

Distinction in the Major To be considered for Distinction in the Major, students must meet minimum grade standards, as specified in the Undergraduate Curriculum (p. 32) section, and submit a senior essay written either in an Economics department seminar or in ECON 491 or in ECON 491 and 492 to the Economics department; for details see under Economics (p. 256). (The paper must be written in a course taken in the senior year.) All courses beyond the introductory level in Mathematics and Economics are counted in the computation of grades for Distinction.

Approval of program Students interested in the major should consult both directors of undergraduate studies, and verify with each that their proposed program meets the relevant guidelines. Registration forms must be signed by both directors of undergraduate studies each term.

REQUIREMENTS OF THE MAJOR

Prerequisites MATH 120; ECON 110 or 115; ECON 111 or 116

Number of courses 12 term courses beyond prereqs (incl senior req)

Distribution of courses 5 courses in math and 7 in econ

Specific courses required ECON 121 or 125; ECON 122 or 126; ECON 135, 136, 350, 351; MATH 222 or 225 (or 230, 231); MATH 300 or 301

Substitution permitted STAT 241 and 242 for ECON 135, with permission of DUS in Econ

Senior requirement Senior sem in math (MATH 480); optional senior essay in Econ

Education Studies

Director: Elizabeth Carroll, 111 SSS, 432-4631, elizabeth.carroll@yale.edu;
yalecollege.yale.edu/content/education-studies

Education Studies is a special academic program in Yale College that provides a structure for students interested in educational institutions, policy, teaching, and learning. The program promotes a multidisciplinary understanding of the role of education historically, socially, politically, and economically.

Any Yale College student interested in education studies may take the introductory survey course, EDST 110, Foundations in Education Studies. This lecture course explores the historical, philosophical, and theoretical underpinnings of the field and

helps students understand the critical role of education in society. The course examines aspects of education practice, research, and policy.

In the fall of the sophomore year, students who have successfully completed or are currently enrolled in EDST 110 may apply to become a Yale Education Studies Scholar. The program selects students with appropriate background and interest in education practice, research, and/or policy, and develops their experience and involvement in issues related to education. Each cohort of students participates in symposia and other events, explores educational topics through collaboration, and establishes an advising relationship with mentors. Education Studies Scholars also gain practical experience through an appropriate academic-year educational opportunity or summer field experience.

Each Education Studies Scholar develops a course plan that advances the student's interests in an aspect of education studies. To fulfill the requirements of the program, students must complete EDST 110, at least two electives, a capstone senior seminar during the fall term of the senior year, a capstone thesis-equivalent research project during the spring term of the senior year, and the requirements of a Yale College major.

Courses

EDST 110a, Foundations in Education Studies Elizabeth Carroll

Introduction to key issues and debates in the U.S. public education system. Focus on the nexus of education practice, policy, and research. Social, scientific, economic, and political forces that shape approaches to schooling and education reform. Theoretical and practical perspectives from practitioners, policymakers, and scholars. SO

* **EDST 125a / CHLD 125a / PSYC 125a, Child Development** Nancy Close and Carla Horwitz

The reading of selected material with supervised participant-observer experience in infant programs, a day-care and kindergarten center, or a family day-care program. Regularly scheduled seminar discussions emphasize both theory and practice. An assumption of the course is that it is not possible to understand children – their behavior and development – without understanding their parents and the relationship between child and parents. The focus is on infancy as well as early childhood.

Enrollment limited to juniors and seniors. WR, SO

* **EDST 127a / CHLD 127a / PSYC 127a, Theory and Practice of Early Childhood Education** Carla Horwitz

Development of curricula for preschool children – infants through six-year-olds – in light of current research and child development theory. WR, SO RP

EDST 150a, Theory and Practice of Emotional Intelligence Marc Brackett

The role of emotions and emotional intelligence in everyday life and in education. Why emotions matter; how emotional intelligence is defined, measured, and taught; social and emotional learning. Research, theory, educational practices, and government policies that promote students' social, emotional, and academic competence from preschool through high school. SO

* **EDST 210a, Theory and Practice in American Education** Richard Hersh

Roles played by primary, secondary, and higher education in American society. The idealized purposes, nature, and value of education compared to actual practice. The goals of education at all levels; the degree to which such goals are being achieved. Vocational vs. liberal education; the obligations and limits of formal education in helping students overcome social and economic inequities. Preference to Education Studies Scholars and to students who have completed EDST 110. SO

* **EDST 230b, American Education and the Law** William Garfinkel

Interactions between American primary-school education and the American legal system, with a focus on historical and contemporary case law. The relationship between schooling and the state; constitutional, statutory, and regulatory law governing the rights and responsibilities of educators, students, and parents; equal educational opportunity. Recommended preparation: EDST 110. Preference to Education Studies Scholars. SO

* **EDST 250b, Contemporary Challenges to Liberal Education** Richard Hersh

The evolving nature and purpose of liberal learning. Ways in which contemporary liberal education is threatened by challenges such as the rising costs of attending liberal arts colleges and disagreements about the purpose and value of higher education. Students evaluate their Yale experience against national liberal education norms and develop models for strengthening liberal education in America. May not be taken after CSBK 300. WR, SO

EDST 271b / AFAM 469b / ECON 171b, Urban Inequalities and Educational Inequality Gerald Jaynes

Analysis of contemporary policy problems related to academic under performance in lower income urban schools and the concomitant achievement gaps among various racial and ethnic groups in United States K-12 education. Historical review of opportunity inequalities and policy solutions proposed to ameliorate differences in achievement and job readiness. Students benefit from practical experience and interdisciplinary methods, including a lab component with time spent in a New Haven high school. Prerequisites: Any course offered by Education Studies, or one course in history or any social science, either: Anthropology, Economics, Political Science, Psychology, Sociology. EDST 110 is preferred, although not required. SO

* **EDST 280a, Arts Education as a Foundation for Social Change** Staff

The value, nature, purpose, and effects of arts education as compared to intellectual education alone. The emotional and moral cultivation that is possible in arts-based learning. Ways in which arts-based education can become the basis for a morally and emotionally healthy society; how the arts can be a model for creative application. Preference to Education Studies Scholars. SO

* **EDST 290a, Leadership, Change, and Improvement in Education** Staff

Analysis of the most significant challenges faced by the United States educational system, drawing upon research from a range of academic disciplines to understand how schools and districts operate and why certain educational challenges persist, sometimes over multiple generations of students. Students will study successful educational improvement efforts to better understand the political and organizational strategies necessary to improve student experiences and outcomes at scale, as well as the leadership practices necessary to successfully implement and sustain such strategies.

Preference given to Education Studies Scholars or others who have taken EDST 110.
SO

*** EDST 400b, Senior Colloquium and Project** Elizabeth Carroll

Culmination of the Education Studies Undergraduate Scholars program. Students conduct a rigorous project on a topic of their choice in education research, policy, and/or practice. Enrollment limited to senior Education Studies Scholars.

Electrical Engineering

Director of undergraduate studies: Mark Reed, 523 BCT, 432-4306,
mark.reed@yale.edu; seas.yale.edu/departments/electrical-engineering

FACULTY OF THE DEPARTMENT OF ELECTRICAL ENGINEERING

Professors James Duncan, Jung Han, Roman Kuc, Tso-Ping Ma, A. Stephen Morse, Kumpati Narendra, Mark Reed, Peter Schultheiss (*Emeritus*), Lawrence Staib, Hemant Tagare, Leandros Tassioulas, J. Rimas Vaišnys, Y. Richard Yang

Associate Professors Minjoo Lee, Richard Lethin (*Adjunct*), Hongxing Tang, Sekhar Tatikonda

Assistant Professors Wenjun Hu, Amin Karbasi, Jakub Szefer, Fengnian Xia

Electrical Engineering broadly encompasses disciplines such as microelectronics, photonics, computer engineering, signal processing, control systems, and communications, all of which enable and underpin a modern technological society. Three degree programs are offered that allow students to select the level of technical depth appropriate for individual goals. The B.A. in Engineering Sciences (Electrical) is suitable for a career outside technology, in which a student nevertheless benefits from an appreciation of electrical engineering perspectives. The B.S. in Engineering Sciences (Electrical) provides more technical exposure while retaining academic options outside the electrical engineering core area. The B.S. in Electrical Engineering, accredited by the Engineering Accreditation Commission of ABET, Inc., is appropriate for highly motivated students who are interested in learning the scientific fundamentals and the technologies and creative processes of contemporary electrical engineering.

The program's educational objectives prepare students for four potential paths. An academic path qualifies graduates to enter a top-tier graduate program conducting research with broad applications or significant consequences, and eventually to teach at an academic or research institution. Graduates following an industrial path can enter a managerial or policy-making position that provides significant value to a company. An entrepreneurial path allows graduates to bring broad knowledge to a startup company, which can deliver a device that meets societal needs. Graduates who elect a nontraditional engineering path might complete a professional program such as business, law, or medicine, to which their engineering knowledge can be applied.

Because the introductory courses are common to all three degree programs, students do not usually need to make a final choice before the junior year. An interdepartmental program with Computer Science (p. 281) is also offered, and students can pursue interdisciplinary studies in other areas of engineering and science.

Prerequisites All three degree programs require MATH 112, 115, ENAS 151 or MATH 120 or higher, ENAS 130, and PHYS 180, 181 or higher (PHYS 170, 171 is acceptable for the B.A. degree). Acceleration credits awarded on entrance can be used to satisfy the MATH 112 and 115 requirements. Students whose preparation exceeds the level of ENAS 151 or MATH 120 are asked to take a higher-level mathematics course instead, such as MATH 250. Similarly, students whose preparation at entrance exceeds the level of PHYS 180, 181 are asked to take higher-level physics courses instead, such as PHYS 200, 201. Students whose programming skills exceed the level of ENAS 130 are asked to take a more advanced programming course instead, such as CPSC 201; consult with the director of undergraduate studies.

B.S. degree program in Electrical Engineering The ABET-accredited B.S. in Electrical Engineering requires, beyond the prerequisites, four term courses in mathematics and science and thirteen term courses in topics in engineering. These courses include:

1. Mathematics and basic science (four term courses): ENAS 194; MATH 222 or 225; APHY 322 or equivalent; STAT 238, 241, or equivalent.
2. Electrical engineering and related subjects (thirteen term courses): EENG 200, 201, 202, 203, 310, 320, 325, 348, 481 (the senior project); and four engineering electives, at least three of which should be at the 400 level. MENG 390, CPSC 365, and all 400-level Computer Science courses qualify as ABET electives.

Each student's program must be approved by the director of undergraduate studies.

For students who have taken the equivalent of one year of calculus in high school, a typical ABET-accredited B.S. program might include:

Freshman	Sophomore	Junior	Senior
EENG 200	EENG 202	APHY 322	EENG 481
EENG 201	EENG 203	EENG 310	Four electives
ENAS 151 or MATH 120	ENAS 130	EENG 320	
MATH 222	ENAS 194	EENG 325	
PHYS 180	STAT 241	EENG 348	
PHYS 181			

For students who start with MATH 112, a typical ABET-accredited B.S. program might include:

Freshman	Sophomore	Junior	Senior
EENG 201	EENG 200	EENG 202	APHY 322
ENAS 130	ENAS 151 or MATH 120	EENG 203	EENG 481
MATH 112	ENAS 194	EENG 310	STAT 241
MATH 115	MATH 222	EENG 320	Four electives
	PHYS 180	EENG 325	
	PHYS 181	EENG 348	

Faster-paced and slower-paced variations are possible, depending on the student's level of preparation and commitment to the major; consult with the director of undergraduate studies.

B.S. degree program in Engineering Sciences (Electrical) This program requires fewer technical courses and allows more freedom for work in technical areas outside the traditional electrical engineering disciplines (e.g., economics or cognitive psychology). It requires thirteen technical term courses beyond the prerequisites, specifically: MATH 222 or 225; ENAS 194; EENG 200, 201, 202, 203; EENG 471 or 472, or, with permission of the director of undergraduate studies, 481 (the senior project); and six electives approved by the director of undergraduate studies, at least three of which must be at the 400 level.

For students who have taken the equivalent of one year of calculus in high school, a typical program for this degree might include:

Freshman	Sophomore	Junior	Senior
EENG 200	EENG 202	Three electives	EENG 471 or 472
EENG 201	EENG 203		Three electives
ENAS 151 or MATH 120	ENAS 130		
MATH 222	ENAS 194		
PHYS 180			
PHYS 181			

For students who start with MATH 112, a typical program for this degree might include:

Freshman	Sophomore	Junior	Senior
EENG 201	EENG 200	EENG 202	EENG 471 or 472
ENAS 130	ENAS 151 or MATH 120	EENG 203	Four electives
MATH 112	ENAS 194	Two electives	
MATH 115	MATH 222		
	PHYS 180		
	PHYS 181		

Faster-paced and slower-paced variations are possible, depending on the student's level of preparation and commitment to the major; consult with the director of undergraduate studies. The implied flexibility during the junior and senior years in the schedules above is often used to accommodate a second major, such as Economics (p. 256), or to master a related technical area, such as recent developments in biology or environmental studies.

B.A. degree program in Engineering Sciences (Electrical) This program is appropriate for those planning a career in fields such as business, law, or medicine where scientific and technical knowledge is likely to be useful. It requires eight technical term courses beyond the prerequisites, specifically: MATH 222 or 225, or ENAS 194; EENG 200, 201, 202, and 471 or 472 (the senior requirement); and three approved electives.

Senior requirement A research or design project carried out in the senior year is required in all three programs. The student must take EENG 471, 472, or 481, present a written report, and make an oral presentation. The written report is due in the departmental office by the last day of reading period. Arrangements to undertake a project in fulfillment of the senior requirement must be made by the end of the reading period of the preceding term, when a registration form (available from the departmental office), signed by the intended faculty adviser and the director of undergraduate studies, must be submitted.

Credit/D/Fail Courses taken Credit/D/Fail may not be counted toward the requirements of the major.

Approval of programs All Electrical Engineering and Engineering Sciences majors must have their programs approved by the director of undergraduate studies. Arrangements to take EENG 471, 472, or 481 must be made during the term preceding enrollment in the course. Independent research courses taken before the senior year are graded on a Pass/Fail basis but may be counted toward the requirements of the major.

REQUIREMENTS OF THE MAJOR ELECTRICAL ENGINEERING, B.S.

Prerequisites MATH 112, 115; ENAS 151 or MATH 120 or higher; ENAS 130; PHYS 180, 181 or higher

Number of courses 17 term courses beyond prereqs, incl senior req

Specific courses required ENAS 194; MATH 222 or 225; APHY 322; STAT 238 or 241; EENG 200, 201, 202, 203, 310, 320, 325, 348

Distribution of courses 4 engineering electives, 3 at 400 level

Senior requirement One-term design project (EENG 481)

ENGINEERING SCIENCES (ELECTRICAL), B.S. AND B.A.

Prerequisites *Both degrees* – MATH 112, 115; ENAS 151 or MATH 120 or higher; ENAS 130; *B.S.* – PHYS 180, 181 or higher; *B.A.* – PHYS 170, 171 or higher

Number of courses *B.S.* – 13 term courses beyond prereqs, incl senior req; *B.A.* – 8 term courses beyond prereqs, incl senior req

Specific courses required *B.S.* – ENAS 194; MATH 222 or 225; EENG 200, 201, 202, 203; *B.A.* – 1 from ENAS 194 or MATH 222 or 225; EENG 200, 201, 202

Distribution of courses *B.S.* – 6 electives approved by DUS, 3 at 400 level; *B.A.* – 3 electives approved by DUS

Senior requirement *B.S.* – one-term research or design project (EENG 471 or 472 or, with permission of DUS, 481); *B.A.* – one-term research or design project (EENG 471 or 472)

Courses

EENG 111b, The Science of Science Fiction Mark Reed

An exploration of the scientific basis, and inaccuracies, of modern science fiction. Technologies explored include nanotechnology, the theory of relativity, information technology, and environmental sustainability and terraforming. SC

EENG 200a, Introduction to Electronics Minjoo Lee

Introduction to the basic principles of analog and digital electronics. Analysis, design, and synthesis of electronic circuits and systems. Topics include current and voltage laws that govern electronic circuit behavior, node and loop methods for solving circuit problems, DC and AC circuit elements, frequency response, nonlinear circuits, semiconductor devices, and small-signal amplifiers. A lab session approximately every other week. After or concurrently with MATH 115 or equivalent. QR, SC

EENG 201b, Introduction to Computer Engineering Jakub Szefer

Introduction to the theoretical principles underlying the design and programming of simple processors that can perform algorithmic computational tasks. Topics include data representation in digital form, combinational logic design and Boolean algebra, sequential logic design and finite state machines, and basic computer architecture principles. Hands-on laboratory involving the active design, construction, and programming of a simple processor. QR, SC

EENG 202a, Communications, Computation, and Control Wenjun Hu

Introduction to systems that sense, process, control, and communicate. Topics include communication systems (compression, channel coding); network systems (network architecture and routing, wireless networks, network security); estimation and learning (classification, regression); and signals and systems (linear systems, Fourier techniques, bandlimited sampling, modulation). MATLAB programming and laboratory experiments illustrate concepts. Prerequisite: MATH 115. QR, SC

EENG 203b, Circuits and Systems Design Hongxing Tang

Introduction to design in a laboratory setting. A wide variety of practical systems are designed and implemented to exemplify the basic principles of systems theory. Systems include audio filters and equalizers, electrical and electromechanical feedback systems, radio transmitters and receivers, and circuits for sampling and reconstructing music. Prerequisites: EENG 200 and 202. QR, SC RP

*** EENG 235a, Special Projects** Staff

Faculty-supervised individual or small-group projects with emphasis on laboratory experience, engineering design, or tutorial study. Students are expected to consult the director of undergraduate studies and appropriate faculty members about ideas and suggestions for suitable topics during the term preceding enrollment. These courses may be taken at any time during the student's career. Enrollment requires permission of both the instructor and the director of undergraduate studies, and submission to the latter of a one- to two-page prospectus signed by the instructor. The prospectus is due in the departmental office one day prior to the date that the student's course schedule is due. ½ Course cr

EENG 310b, Signals and Systems Kumpati Narendra

Concepts for the analysis of continuous and discrete-time signals including time series. Techniques for modeling continuous and discrete-time linear dynamical systems including linear recursions, difference equations, and shift sequences. Topics include continuous and discrete Fourier analysis, Laplace and Z transforms, convolution, sampling, data smoothing, and filtering. Prerequisite: MATH 115. Recommended preparation: EENG 202. QR

*** EENG 320a, Introduction to Semiconductor Devices** Mark Reed

An introduction to the physics of semiconductors and semiconductor devices. Topics include crystal structure; energy bands in solids; charge carriers with their statistics and dynamics; junctions, p-n diodes, and LEDs; bipolar and field-effect transistors; and device fabrication. Additional lab one afternoon per week. Prepares for EENG 325 and 401. Prerequisites: PHYS 180 and 181 or permission of instructor. Recommended preparation: EENG 200. QR, SC

EENG 325a, Electronic Circuits Fengnian Xia

Models for active devices; single-ended and differential amplifiers; current sources and active loads; operational amplifiers; feedback; design of analog circuits for particular functions and specifications, in actual applications wherever possible, using design-oriented methods. Includes a team-oriented design project for real-world applications, such as a high-power stereo amplifier design. Electronics Workbench is used as a tool in computer-aided design. Additional lab one afternoon per week. Prerequisite: EENG 200. QR RP

EENG 348b, Digital Systems Roman Kuc

Development of engineering skills through the design and analysis of digital logic components and circuits. Introduction to gate-level circuit design, beginning with single gates and building up to complex systems. Hands-on experience with circuit design using computer-aided design tools and microcontroller programming. Recommended preparation: EENG 201. QR

EENG 401b / APHY 321b, Semiconductor Silicon Devices and Technology Tso-Ping Ma

Introduction to integrated circuit technology, theory of semiconductor devices, and principles of device design and fabrication. Laboratory involves the fabrication and analysis of semiconductor devices, including Ohmic contacts, Schottky diodes, p-n junctions, solar cells, MOS capacitors, MOSFETs, and integrated circuits. Prerequisite: EENG 320 or equivalent or permission of instructor. QR, SC

EENG 408a, Electronic Materials: Fundamentals and Applications Jung Han

Survey and review of fundamental issues associated with modern microelectronic and optoelectronic materials. Topics include band theory, electronic transport, surface kinetics, diffusion, materials defects, elasticity in thin films, epitaxy, and Si integrated circuits. Prerequisite: EENG 320 or permission of instructor. QR, SC

EENG 436a, Systems and Control Kumpati Narendra

Design of feedback control systems with applications to engineering, biological, and economic systems. Topics include state-space representation, stability, controllability, and observability of discrete-time systems; system identification; optimal control of systems with multiple outputs. Prerequisites: ENAS 194, MATH 222 or 225, and EENG 310 or permission of instructor. QR

*** EENG 437b / AMTH 437b / ECON 413b, Optimization Techniques** Sekhar Tatikonda

Fundamental theory and algorithms of optimization, emphasizing convex optimization. The geometry of convex sets, basic convex analysis, the principle of optimality, duality. Numerical algorithms: steepest descent, Newton's method, interior point methods, dynamic programming, unimodal search. Applications from engineering and the

sciences. Prerequisites: MATH 120 and 222, or equivalents. May not be taken after AMTH 237. QR

*** EENG 442a / AMTH 342a, Linear Systems** A. Stephen Morse

Introduction to finite-dimensional, continuous, and discrete-time linear dynamical systems. Exploration of the basic properties and mathematical structure of the linear systems used for modeling dynamical processes in robotics, signal and image processing, economics, statistics, environmental and biomedical engineering, and control theory. Prerequisite: MATH 222 or permission of instructor. QR

EENG 445a / BENG 445a, Biomedical Image Processing and Analysis James Duncan and Lawrence Staib

A study of the basic computational principles related to processing and analysis of biomedical images (e.g., magnetic resonance, computed X-ray tomography, fluorescence microscopy). Basic concepts and techniques related to discrete image representation, multidimensional frequency transforms, image enhancement, motion analysis, image segmentation, and image registration. Prerequisite: BENG 352 or EENG 310 or permission of instructors. Recommended preparation: familiarity with probability theory.

*** EENG 449a, Computer Architectures for Cognitive Processing and Machine Learning** Richard Lethin

Introduction to the development of computer architectures specialized for cognitive processing, including both offline 'thinking machines' and embedded devices. The history of machines, from early conceptions in defense systems to contemporary initiatives. Instruction sets, memory systems, parallel processing, analog architectures, probabilistic architectures. Application and algorithm characteristics. Prerequisites: EENG 201, 325, and CPSC 112. QR

EENG 450a, Applied Digital Signal Processing Roman Kuc

An analysis, by computer, of processing requirements. Relevant probability and estimation theories applied to measurements corrupted by noise. Point estimates and system identification from random processes. MATLAB simulations verify the analysis. Prerequisite: EENG 310 or permission of instructor. QR

EENG 454b / AMTH 364b / STAT 364b, Information Theory Andrew Barron

Foundations of information theory in communications, statistical inference, statistical mechanics, probability, and algorithmic complexity. Quantities of information and their properties: entropy, conditional entropy, divergence, redundancy, mutual information, channel capacity. Basic theorems of data compression, data summarization, and channel coding. Applications in statistics and finance. After STAT 241. QR

*** EENG 471a and EENG 472b, Advanced Special Projects** Staff

Faculty-supervised individual or small-group projects with emphasis on research (laboratory or theory), engineering design, or tutorial study. Students are expected to consult the director of undergraduate studies and appropriate faculty members about ideas and suggestions for suitable topics during the term preceding enrollment. These courses may be taken at any appropriate time during the student's career and may be taken more than once. Enrollment requires permission of both the instructor and the director of undergraduate studies, and submission to the latter of a one- to two-page prospectus signed by the instructor. The prospectus is due in the departmental office one day prior to the date that the student's course schedule is due.

EENG 475a / BENG 475a / CPSC 475a, Computational Vision and Biological Perception Steven Zucker

An overview of computational vision with a biological emphasis. Suitable as an introduction to biological perception for computer science and engineering students, as well as an introduction to computational vision for mathematics, psychology, and physiology students. Prerequisite: CPSC 112 and MATH 120, or with permission of instructor. QR, SC RP

* **EENG 481b, Advanced ABET Projects** Staff

Study of the process of designing an electrical device that meets performance specifications, including project initiation and management, part specification, teamwork, design evolution according to real-world constraints, testing, ethics, and communication skills. Design project consists of electronic sensor, computer hardware, and signal analysis components developed by multidisciplinary teams. Prerequisites: EENG 310, 320, 325, and 348. RP

Electrical Engineering and Computer Science

Directors of undergraduate studies: Mark Reed (Electrical Engineering), 523 BCT, 432-4306, mark.reed@yale.edu; James Aspnes (Computer Science), 401 AKW, 432-1232, james.aspnes@yale.edu

Electrical Engineering and Computer Science is an interdepartmental major designed for students who want to integrate work in these two fields. It covers discrete and continuous mathematics, algorithm analysis and design, digital and analog circuits, signals and systems, systems programming, and computer engineering. It provides coherence in its core program, but allows flexibility to pursue technical electives.

Prerequisites The prerequisites for the major are MATH 112, 115, and ENAS 151 or MATH 120; CPSC 112; and PHYS 180 and 181, or 200 and 201. Acceleration credits may be used to satisfy some of these requirements. However, because the B.S. programs in Electrical Engineering and in Engineering Sciences (Electrical) both limit the use of such credits, students who wish to retain the option of switching to these programs should consult the director of undergraduate studies in Electrical Engineering when planning their course schedules.

B.S. degree program The major requires fifteen term courses beyond the prerequisites: CPSC 201, 202, 223, 323, and 365; EENG 200, 201, 202, and 203; one from MATH 222, 225, or STAT 241; four advanced electives, two in electrical engineering, two in computer science; and a senior project. MATH 244 may be substituted for CPSC 202. Electives must be 300- or 400-level courses in the departments of Electrical Engineering (p. 274) and Computer Science (p. 214), or must be approved by the director of undergraduate studies in each department. Double-titled courses may be counted either way to fulfill this requirement. CPSC 480 and 490 may not be used as electives. With permission of the director of undergraduate studies in each department, EENG 471 or 472 may be used as an electrical engineering elective.

For students who have taken the equivalent of one year of calculus in high school and have some programming experience, a typical program would be:

Freshman	Sophomore	Junior	Senior
EENG 200a	CPSC 201a	CPSC 202a	Senior project
ENAS 151a	EENG 202a	CPSC 323a	One elective
PHYS 180a			
EENG 201b	CPSC 223b	CPSC 365b	Two electives
PHYS 181b	EENG 203b	One elective	
	MATH 222b		

Students with no programming experience should take CPSC 112 in the fall of their freshman year and either postpone EENG 200 until their sophomore year or take ENAS 151 or MATH 120 in the spring.

For students with one term of calculus and no programming experience, a typical program would be:

Freshman	Sophomore	Junior	Senior
CPSC 112a	CPSC 201a	CPSC 202a	Two electives
MATH 115a	EENG 200a	CPSC 323a	
PHYS 180a	EENG 202a	STAT 241a	
EENG 201b	CPSC 223b	CPSC 365b	Senior project
MATH 120b	EENG 203b	One elective	One elective
PHYS 181b			

For students with no calculus and no programming experience, a typical program would be:

Freshman	Sophomore	Junior	Senior
CPSC 112a	CPSC 201a	CPSC 202a	Two electives
MATH 112a	EENG 200a	CPSC 323a	
PHYS 170a	ENAS 151a	EENG 202a	
EENG 201b	CPSC 223b	CPSC 365b	Senior project
MATH 115b	MATH 222b	EENG 203b	One elective
PHYS 171b		One elective	

Students who start with MATH 112 may satisfy the physics prerequisite by taking PHYS 170 and 171 in their freshman year, as shown in the table above. However, because the B.S. programs in Electrical Engineering and in Engineering Sciences (Electrical) do not allow this substitution, students who wish to retain the option of switching to these programs should postpone physics until their sophomore year.

Senior requirement The senior project must be completed in CPSC 490 or EENG 471 or 472, depending on the adviser's department, and must be approved by the director of undergraduate studies in each department.

Credit/D/Fail Courses taken Credit/D/Fail may not be counted toward the requirements of the major.

Approval of programs The entire program of a student majoring in Electrical Engineering and Computer Science must be approved by the director of undergraduate studies in each department.

Accreditation Students interested in pursuing an ABET-accredited degree should consider the B.S. program in Electrical Engineering. See under Electrical Engineering (p. 274).

REQUIREMENTS OF THE MAJOR

Prerequisites MATH 112, 115, and ENAS 151 or MATH 120; CPSC 112; PHYS 180, 181, or 200, 201 (PHYS 170, 171 is acceptable for students who need to take MATH 112)

Number of courses 15 term courses beyond prereqs (incl senior project)

Specific courses required CPSC 201, 202, 223, 323, and 365; EENG 200, 201, 202, and 203; one from MATH 222 or 225 or STAT 241

Distribution of courses 4 addtl 300- or 400-level electives, 2 in electrical engineering, 2 in comp sci

Substitution permitted MATH 244 for CPSC 202; advanced courses in other depts, with permission of DUS in each dept

Senior requirement Independent project (CPSC 490 or EENG 471 or 472) approved by DUS in each dept

Energy Studies

Energy Studies is a multidisciplinary academic program in Yale College. The curriculum is designed to provide select undergraduates with the broad knowledge and skills needed for advanced studies, leadership, and success in energy-related fields, at a time when the world faces enormous challenges in moving its energy systems toward greener, more sustainable sources, while eliminating energy poverty and providing affordable access to modern energy. The curriculum is divided in three tracks, Energy Science and Technology, Energy and the Environment, and Energy and Society, and requires the completion of six term courses plus a senior capstone project.

In addition to their participation in the program, Energy Studies Scholars must complete the requirements of a Yale College major. Yale College does not offer a major in energy studies.

Admission to the Energy Studies Undergraduate Scholars program is by application, normally in the second term of sophomore year. Accepted students are assigned an adviser from one of the departments associated with Energy Studies. Upon successful completion of the requirements, students receive a letter acknowledging their completion of the program and are invited to attend the annual Yale Alumni in Energy Conference.

For additional information, including program requirements and application instructions, visit the program's Web site (<http://climate.yale.edu/prog-init/energy-studies>).

Engineering

Dean of the School of Engineering & Applied Science: T. Kyle Vanderlick, 222 DL, 432-4200, engineering@yale.edu; seas.yale.edu

Engineering programs are offered in the departments of Biomedical Engineering, Chemical and Environmental Engineering, Computer Science, Electrical Engineering, and Mechanical Engineering and Materials Science. These departments are administered by the dean of the School of Engineering & Applied Science. The School also offers interdisciplinary courses bearing on engineering programs.

Curricula in Yale's undergraduate engineering programs range from technically intensive ones to those with lesser technical content that allow students considerable freedom to include courses of a nontechnical nature in their studies. Programs accredited by the Engineering Accreditation Commission of ABET, Inc., the accreditor for university programs in engineering, are the most intensive. ABET-accredited programs include B.S. degrees in Chemical Engineering, Electrical Engineering, and Mechanical Engineering.

Some students find that less intensive programs better meet their needs when considering a joint major and/or careers in fields requiring less comprehensive technical knowledge. Such non-ABET programs include the B.S. in Biomedical Engineering, Computer Science, or Environmental Engineering and the B.S. in Engineering Sciences – Chemical, Electrical, or Mechanical – as well as the B.A. in Computer Science or in Engineering Sciences – Electrical, Environmental, or Mechanical – designed for students planning careers in business, law, medicine, journalism, or politics who want their liberal arts education to include study of the impact science and technology have on society. A related major in Applied Mathematics is also available.

For engineering courses and descriptions of the major programs mentioned above, see under Applied Mathematics (p. 132), Biomedical Engineering (p. 171), Chemical Engineering (p. 177), Computer Science (p. 214), Electrical Engineering (p. 274), Engineering and Applied Science (p. 284), Environmental Engineering (p. 308), and Mechanical Engineering (p. 511).

Engineering and Applied Science

Director of undergraduate studies: Vincent Wilczynski, 238 DL, 432-4221, vincent.wilczynski@yale.edu

Courses in Engineering and Applied Science fall into three categories: those intended primarily for students majoring in one of the several engineering and applied science disciplines; those designed for students majoring in subjects other than engineering, the applied sciences, and the natural sciences; and those designed to meet common interests of students majoring in engineering, the applied sciences, or the natural sciences.

In the first category, the departments of Biomedical Engineering, Chemical and Environmental Engineering, Computer Science, Electrical Engineering, and Mechanical Engineering and Materials Science offer courses intended primarily for majors in engineering and applied science disciplines. Courses in these departments may also be

relevant for students with appropriate backgrounds who are majoring in chemistry, physics, biology, geology and geophysics, and mathematics. For information about majors in engineering and their related courses, see under Biomedical Engineering (p. 171), Chemical Engineering (p. 177), Computer Science (p. 214), Electrical Engineering (p. 274), Environmental Engineering (p. 308), and Mechanical Engineering (p. 511).

The School of Engineering and Applied Science (<http://seas.yale.edu>) is responsible for courses in the other two categories: technology for students majoring in subjects other than engineering, the applied sciences, and the natural sciences; and topics common to students majoring in engineering, the applied sciences, and the natural sciences. Courses for non–science majors are intended for all students seeking a broad perspective on issues of scientific and technological import, and they introduce students who may be planning careers in law, business, or public service to concepts and methods of engineering and applied science. Courses for science and engineering majors include topics in applied mathematics and computation.

Courses without Prerequisites in Engineering

* **ENAS 100a / APHY 100a / EVST 100a / G&G 105a / PHYS 100a, Energy Technology and Society** Daniel Prober

The technology and use of energy. Impacts on the environment, climate, security, and economy. Application of scientific reasoning and quantitative analysis. Intended for non–science majors with strong backgrounds in math and science. Enrollment limited to 24. For application instructions, visit the course site on Classes*v2 (<http://classesv2.yale.edu>). QR, SC

* **ENAS 120b / CENG 120b / ENVE 120b, Introduction to Environmental Engineering** Jordan Peccia

Introduction to engineering principles related to the environment, with emphasis on causes of problems and technologies for abatement. Topics include air and water pollution, global climate change, hazardous chemical and emerging environmental technologies. Prerequisites: high school calculus and chemistry or CHEM 161, 165 or CHEM 163, 167 (may be taken concurrently) or permission of instructor. QR, SC

ENAS 360b / ENVE 360b, Green Engineering and Sustainable Design Julie Zimmerman

Study of green engineering, focusing on key approaches to advancing sustainability through engineering design. Topics include current design, manufacturing, and disposal processes; toxicity and benign alternatives; policy implications; pollution prevention and source reduction; separations and disassembly; material and energy efficiencies and flows; systems analysis; biomimicry; and life cycle design, management, and analysis. Prerequisites: CHEM 161, 165 or 163, 167 (or CHEM 112, 113, or 114, 115), or permission of instructor.

Applied Mathematics and Computation Courses

* ENAS 450b / APHY 450b / MENG 450b, **Advanced Synchrotron Techniques and Electron Spectroscopy of Materials** Charles Ahn

Introduction to concepts of advanced x-ray and electron-based techniques used for understanding the electronic, structural, and chemical behavior of materials. Students learn from world-leading experts on fundamentals and practical applications of various diffraction, spectroscopy, and microscopy methods. Course highlights the use of synchrotrons in practical experiments. Prerequisites: physics and quantum mechanics/physical chemistry courses for physical science and engineering majors, or by permission of instructor. QR, SC

ENAS 496b / MATH 251b / STAT 251b, Stochastic Processes Sahand Negahban
Introduction to the study of random processes including linear prediction and Kalman filtering, Poisson counting process and renewal processes, Markov chains, branching processes, birth-death processes, Markov random fields, martingales, and random walks. Applications chosen from communications, networking, image reconstruction, Bayesian statistics, finance, probabilistic analysis of algorithms, and genetics and evolution. Prerequisite: STAT 241 or equivalent. QR

English Language and Literature

Director of undergraduate studies: Jessica Brantley, 107 LC, 432-7663, jessica.brantley@yale.edu; associate director of undergraduate studies: Joseph North, 107 LC, 432-2224, joseph.north@yale.edu; registrar: Erica Sayers, 106 LC, 432-2226, erica.sayers@yale.edu; assistant registrar: Jane Bordiere, 107 LC, 432-2224, jane.bordiere@yale.edu; english.yale.edu/welcome-english-major

FACULTY OF THE DEPARTMENT OF ENGLISH

Professors Harold Bloom, Jessica Brantley, Leslie Brisman, David Bromwich, Ardis Butterfield, Jill Campbell, Janice Carlisle, Joseph Cleary, Michael Denning, Wai Chee Dimock, Anne Fadiman (*Adjunct*), Roberta Frank, Paul Fry, Louise Glück (*Adjunct*), Jacqueline Goldsby, Langdon Hammer, Margaret Homans, Amy Hungerford, David Scott Kastan, Jonathan Kramnick, Traugott Lawler (*Emeritus*), Lawrence Manley, Donald Margulies (*Adjunct*), Stefanie Markovits, J. D. McClatchy (*Adjunct*), Alastair Minnis, Stephanie Newell, Annabel Patterson (*Emeritus*), John Durham Peters, Caryl Phillips, David Quint, Claudia Rankine, Claude Rawson (*Emeritus*), Joseph Roach, Marc Robinson, John Rogers, Caleb Smith, Robert Stepto, Katie Trumpener, Michael Warner, Ruth Yeazell

Associate Professors Catherine Nicholson, Anthony Reed, R. John Williams

Assistant Professors Marta Figlerowicz, Benjamin Glaser, Joseph North, Jill Richards, Sunny Xiang

Senior Lecturers James Berger, John Crowley, Michael Cunningham, Richard Deming, Shifra Sharlin, Fred Strebeigh, Cynthia Zarin

Lecturers Steven Brill, Jordan Brower, Jami Carlacio, Danielle Chapman, Susan Choi, Igor DeSouza, Andrew Ehrgood, Randi Epstein, Joseph Gordon, Karin Gosselink, Alfred Guy, Jessie Hill, Briallen Hopper, Amity Gaige, Michael Gibbons, Rona Johnston Gordon, David Gorin, Derek Greene, Rosemary Jones, Heather Klemann, Verlyn

Klinkenborg, Timothy Kreiner, Penelope Laurans, Katja Lindskog, Stephen Longmire, Pamela Newton, Mark Oppenheimer, Timothy Robinson, Karin Roffman, Madeleine Saraceni, Pamela Schirmeister, Adam Sexton, Shifra Sharlin, Kim Shirkhani, Margaret Spillane, Joseph Stadolnik, Michele Stepto, Barbara Stuart, J. Antonio Templanza, Ryan Wepler, Andrew Willson, Christian Wiman, Bob Woodward

The undergraduate program in English teaches students foundational research and writing skills and cultivates their powers of argument and analysis. Courses offered by the department are designed to develop students' understanding of important works of English, American, and world literatures in English; to provide historical perspectives from which to read and analyze these works; and to deepen students' insight into their own experience. For students interested in creative writing, the department offers an array of courses taught by renowned professional writers. Student writers at Yale work in all of the major genres, including fiction, poetry, play and film writing, nonfiction prose, and journalism, and they often enjoy the satisfaction of publication or performance for both local and national audiences.

The ability to write well remains a rare but prized skill in almost every domain of our world, and English majors go on to careers in many fields of endeavor. The analytic talents and the writing and speaking skills honed in the major can lead graduates to careers in fields such as advocacy, publishing, teaching, the arts, law, venture capital, medicine, and policy making.

Introductory courses Courses numbered from 114 to 130 are introductory and are open to all students in Yale College. Students planning to elect an introductory course in English should refer to the departmental Web site (<http://english.yale.edu/undergraduate/preregistration-places-introductory-courses>) for information about preregistration. Once preregistered, students must attend the first and all subsequent class meetings for that particular section until the end of the second week of classes in order to retain a place. If a student misses a class meeting during this period without informing the instructor beforehand, his or her place will immediately be filled from the waiting list. Students may change their section by attending the desired section. If there are no available seats, the student may be placed on the waiting list for that section.

Advanced courses Courses numbered 150 and above are open to upperclassmen; the faculty recommends that students both within and outside the major prepare for such work with two terms of introductory English. Seminars are intended primarily for junior and senior English majors; sophomores and nonmajors may be admitted where openings are available.

When choosing courses, students should bear in mind that the English department's lecture courses and seminars play different roles in the curriculum. Lecture courses cover major periods, genres, and figures of English and American literature. They serve as general surveys of their subjects, and are typically offered every year or every other year. Seminars, by contrast, offer more specialized or intensive treatment of their topics, or engage topics not addressed in the lecture courses (for example, topics that span periods and genres). While seminars are often offered more than once, students should not expect the same seminars to be offered from one year to the next. Sophomores and

juniors are encouraged to enroll in lecture courses in order to gain broad perspectives in preparation for more specialized study.

Writing courses Besides introductory courses that concentrate on the writing of expository prose (ENGL 114, 115, 120, and 121), the English department offers a number of creative writing courses. The introductory creative writing course, ENGL 123, is open to any student who has not taken an intermediate or advanced course in the writing of fiction, poetry, or drama. Interested students must preregister for ENGL 123, but they need not submit a writing sample to gain admission. Many of the more advanced creative writing courses require an application in advance, with admission based on the instructor's judgment of the student's work. Application details and forms are available at the departmental office in 107 LC and on the English department Web site (<http://english.yale.edu/undergraduate/applications-and-deadlines>). Students with questions about this process should visit the office of the director of undergraduate studies in 107 LC.

Students may in some cases arrange a tutorial in writing (ENGL 470), normally after having taken intermediate and advanced writing courses. All students interested in creative writing courses should also consult the current listing of residential college seminars (<http://yalecollege.yale.edu/academics/special-academic-programs/residential-college-seminar-program>).

Prerequisites It is valuable for students majoring in English to have both a detailed understanding of major poets who have written in English and some acquaintance with the classics of European and American literature. The prerequisites for the major are ENGL 125 and 126, the program's foundational courses in English poetry. Prospective English majors are strongly encouraged to complete the prerequisites, as well as one or more introductory literature courses such as ENGL 127, 129, or 130, by the end of the sophomore year. Those who have not enrolled in the Directed Studies program should consider taking both ENGL 129 and 130, foundational courses in the European literary tradition. A student may count up to five introductory courses toward the major.

If, due to a late change of major or other circumstance, it is impossible to take ENGL 125 and 126, students may satisfy the prerequisite for the major by taking (1) two other introductory literature courses from ENGL 115, 127, 129, 130, or DRST 001, 002 and (2) four advanced courses that deal substantially and intensively with poets included in ENGL 125 and 126. Two of these courses should substitute for two of the four units in ENGL 125 (Chaucer, Spenser, Shakespeare, and Donne), and two should substitute for two of the four units in ENGL 126 (Milton, Pope, Wordsworth, and Eliot, or other modern anglophone poet). Courses that deal with more than one poet are acceptable for this purpose, but substitute courses in Shakespeare must concern his poetry and not his plays. Substitute courses for the prerequisite may also count toward the requirement of three courses in English literature before 1800 and one course in English literature before 1900.

The major At least fourteen courses are required for the major, including prerequisites and the senior requirement. Each student, in consultation with a departmental faculty adviser, bears the responsibility for designing a coherent program, which must include the following elements.

Each student must take: (1) three courses in literature written in English before 1800, one course in literature written in English before 1900, and one course in American literature, all representing a variety of periods and figures. Courses satisfying this requirement are indicated by the designations "Pre-1800 Lit," "Pre-1900 Lit," or "American Lit" in the course listings. Pre-1800 courses can, by definition, satisfy the pre-1900 requirement. Courses in American literature in the pre-1800 or pre-1900 periods may be counted toward both the relevant period requirement and the American requirement; (2) at least one seminar in both the junior and the senior years. Certain residential college seminars, with permission of the director of undergraduate studies, may be substituted for a departmental seminar; courses in creative writing may not.

A student whose program meets these requirements may, with permission of the director of undergraduate studies, count as electives toward the major as many as two upper-level courses in other departments. One of these courses should be a literature course in English translation or in another language, and neither may be counted toward the pre-1800 or the pre-1900 requirement. No more than two courses in creative writing may be counted toward the major; ENGL 123 does not count toward this limit. A student may petition the director of undergraduate studies for permission to include a third creative writing course.

For the Class of 2018 and subsequent classes Each senior English major must make an appointment to meet with Yale's Librarian for Literature in English or another research librarian within the first four weeks of the semester during which the student is fulfilling the first of the two term senior requirements for the major. It is recommended that members of the Class of 2017 take advantage of this opportunity as well.

Senior requirement Students must complete a two-course senior requirement consisting of one of the following combinations: (1) two senior seminars; (2) a senior seminar and a one-term senior essay; (3) a two-term senior essay, with permission of the director of undergraduate studies; (4) a senior seminar or one-term senior essay and the senior project in the writing concentration. Students who wish to complete the senior requirement by the end of the fall term of the senior year may begin it in the spring of the junior year. Each English major must make an appointment to meet with Yale's Librarian for Literature in English or another research librarian within the first four weeks of the semester during which the student is fulfilling the first of the two semester requirements for the major. A junior seminar in which the student, with the permission of the director of undergraduate studies and of the instructor, fulfills the senior requirement may be counted as a senior seminar. At the start of term the student must arrange with the instructor to do any additional work necessary to make the course an appropriate capstone experience.

Senior seminar Senior seminars, usually numbered 400–449, are designated "Senior Seminar" in the course listings, but they are open to interested juniors, as well. The final essays written for senior seminars are intended to provide an appropriate culmination to the student's work in the major and in Yale College. Such essays should rest on substantial independent work and should be approximately twenty double-spaced pages in length. In researching and writing the essay, the student should consult regularly with the seminar instructor, and may consult with other faculty members as well.

The senior essay The senior essay is an independent literary-critical project on a topic of the student's own design, which is undertaken in regular consultation with a faculty adviser. It should ordinarily be written on a topic in an area on which the student has focused in previous studies. It may be written during one or two terms; single-term essays may be converted to yearlong essays through application to the director of undergraduate studies. See the course listings for ENGL 490 and 491 for procedures. Students fulfilling the senior requirement through a two-term senior essay or through a senior essay and the senior writing concentration project must take a seminar during their senior year, but it need not be a 400-level seminar.

Prospectuses and applications for senior essays should be submitted to the office of the English department in 107 LC or on line as directed on the English department Web site (<http://english.yale.edu/undergraduate/applications-and-deadlines>). They should be submitted during the designated sign-up period in the term before enrollment is intended.

Credit/D/Fail Courses taken Credit/D/Fail may be counted toward the requirements of the major.

Advising Students planning a program of study in English are strongly encouraged to consult a faculty adviser in the English department, the departmental representative in their residential college, or the director of undergraduate studies for advice about their course choices. A list of departmental representatives is available on the English department Web site (<http://english.yale.edu/undergraduate/departmental-representatives-residential-colleges>).

Schedules for all majors should be discussed with, and approved by, a faculty adviser from the English department. The director of undergraduate studies and the associate director of undergraduate studies can also discuss and approve schedules. Schedules may be submitted to the residential college dean's office only after approval. During the sixth term, each student, in consultation with his or her adviser, completes a statement outlining progress in the major.

Individual programs of study In exceptional cases, a student whose interests and aims are well defined may, in consultation with the director of undergraduate studies, work out a program of study departing from the usual requirements of the major. Such a program must, however, meet the stated general criteria of range and coherence. For interdepartmental programs that include courses covering English literature, see the Literature Major (p. 485); Directed Studies (p. 229); American Studies (p. 112); African American Studies (p. 95); Ethnicity, Race, and Migration (p. 331); Theater Studies (p. 671); and Women's, Gender, and Sexuality Studies (p. 679).

The writing concentration The writing concentration is a special course of study open to students in the English major with demonstrated interest and achievement in writing. Admission is competitive. Interested English majors normally apply for admission to the concentration during the second term of their junior year. Application can also be made during the first term of the senior year. Every student admitted to the concentration must complete at least eleven literature courses as well as the other requirements of the major. Students admitted to the writing concentration may count up to four creative writing courses toward completion of the B.A. degree in English; the four courses must include at least two courses in one genre and at least one course

in another genre; at least three must be at level 451 or higher. ENGL 120 and 123 do not count toward the writing concentration. Residential college seminars are not acceptable for credit toward the writing concentration, except by permission of the director of undergraduate studies. As one of the four writing courses, each student must complete ENGL 489, The Writing Concentration Senior Project, a tutorial in which students produce a single sustained piece of writing or a portfolio of shorter works. The writing concentration senior project may be offered in partial fulfillment of the senior requirement. Concentrators should fulfill the senior library requirement in the semester in which they do the literature component of their senior requirement.

Applications for the writing concentration should be submitted to the English department office in 107 LC or on line as directed on the departmental Web site (<http://english.yale.edu/undergraduate/applications-and-deadlines>). They should be submitted during the designated sign-up period in the term before enrollment is intended. Students are admitted selectively on the overall strength of their performance in the major and on the quality of their writing samples.

Graduate school Students considering graduate work in English should be aware that a reading knowledge of certain classical and modern European languages is ordinarily required for admission to graduate study, and that a course orienting them to critical theory can be especially helpful preparation.

REQUIREMENTS OF THE MAJOR

Prerequisites ENGL 125 and 126 or, with 4 addtl courses in major English poets, 2 terms selected from 115, 127, 129, 130, or DRST 001, 002

Number of courses At least 14 courses (incl prereq and senior req)

Distribution of courses 3 pre-1800 lit courses, 1 pre-1900 lit course, 1 American lit course, all representing a variety of periods and figures; 2 sems, 1 in junior, 1 in senior year; no more than 5 courses numbered ENGL 130 or below; no more than 2 creative writing courses; *Writing concentration* – same, except 4 creative writing courses, incl 2 in one genre and 1 in another genre, with at least 3 numbered 451 or above; at least 11 lit courses

Substitutions permitted Residential college sem for departmental sem; 2 upper-level courses in other depts for electives in the major; 2 intro lit courses and 4 courses in major English poets for ENGL 125 and 126; all substitutions with permission of DUS

Senior requirement *Standard major* – 2 senior sems; or 1 senior sem and one-term senior essay (ENGL 490); or, with DUS permission, two-term senior essay (ENGL 490, 491); *Writing concentration* – senior sem or one-term senior essay, and writing concentration senior project (ENGL 489); *For the Class of 2018 and subsequent classes* – meeting with Yale librarian

* **ENGL 010b, Jane Austen** Stefanie Markovits

Close study of Austen's novels, with special attention to the critique of social and literary convention. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

English: Pre-1900 Lit

* **ENGL 015a / AFST 015a, South African Writing after Apartheid** Ardis Butterfield
An introduction to creative writing published in South Africa from the end of Apartheid in 1994 to the present. Close readings of contemporary fiction with additional material drawn from popular culture, including films, magazines, and music. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **ENGL 017b, Shakespeare's Major Tragedies** David Kastan
Detailed exploration of Shakespeare's *Hamlet*, *Othello*, *King Lear*, and *Macbeth*. What makes the plays great in a way that almost all readers and audiences have recognized. The works as plays to be performed, as drama to be read, as texts that have been constructed by the activities of various people, and as plays deeply embedded in the history of their own moment, as well as in later histories for which they are in some part responsible. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU
English: Pre-1800 Lit

* **ENGL 018b, Sequels, Prequels, Reverberations, Revisions in Modern Literature**
Joseph Gordon
Close reading of novels, memoirs, and journalism from the nineteenth and twentieth centuries to understand how certain novelists have set about to rework fiction and nonfiction source materials to create new narrative. The significance of such artistic means as revising the setting, altering or questioning gender identity or sexual orientation of characters, or shifting the historical moment or political framework of the action. Exploration of how new works dispose the reader to reinterpret earlier works, providing a basis for redefining what constitutes originality in writing fiction. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **ENGL 114a or b, Writing Seminars** Staff
Instruction in writing well-reasoned analyses and academic arguments, with emphasis on the importance of reading, research, and revision. Using examples of nonfiction prose from a variety of academic disciplines, individual sections focus on topics such as the city, childhood, globalization, inequality, food culture, sports, and war. WR

* **ENGL 115a or b, Literature Seminars** Staff
Exploration of major themes in selected works of literature. Individual sections focus on topics such as war, justice, childhood, sex and gender, the supernatural, and the natural world. Emphasis on the development of writing skills and the analysis of fiction, poetry, drama, and nonfiction prose. WR, HU

* **ENGL 120a or b, Reading and Writing the Modern Essay** Staff
Close reading of great nonfiction prepares students to develop mastery of the craft of powerful writing in the humanities and in all fields of human endeavor, within the university and beyond. Study of some of the finest essayists in the English language, including James Baldwin, Joan Didion, Leslie Jamison, Jhumpa Lahiri, George Orwell, David Foster Wallace, and Virginia Woolf. Assignments challenge students to craft persuasive arguments from personal experience, to portray people and places, and to interpret fundamental aspects of modern culture. WR

* **ENGL 121b, Styles of Academic and Professional Prose** Staff
A seminar and workshop in the conventions of good writing in a specific field. Each section focuses on one academic or professional kind of writing and explores its

distinctive features through a variety of written and oral assignments, in which students both analyze and practice writing in the field. Section topics include legal, humor, travel, or nature writing; writing about medicine and public health, religion, the visual arts, or food; writing in the social sciences; writing reviews of the performing arts; and writing for radio. May be repeated for course credit in a section that treats a different genre or style of writing; may not be repeated for credit toward the major. ENGL 114, 115, 120, or another writing-intensive course at Yale. WR

* **ENGL 123a, Introduction to Creative Writing** Staff

Introduction to the writing of fiction, poetry, and drama. Development of the basic skills used to create imaginative literature. Fundamentals of craft and composition; the distinct but related techniques used in the three genres. Story, scene, and character in fiction; sound, line, image, and voice in poetry; monologue, dialogue, and action in drama. HU

* **ENGL 125a or b, Major English Poets from Chaucer to Donne** Staff

An introduction to the diversity and the continuity of the English literary tradition through close reading of four poets from the fourteenth through the seventeenth centuries, Chaucer, Spenser, Shakespeare, and Donne. Emphasis on developing skills of literary interpretation and critical writing. WR, HU

* **ENGL 126a or b, Major English Poets from Milton to T. S. Eliot** Staff

An introduction to the diversity and the continuity of the English literary tradition through close reading of four poets from the seventeenth through the twentieth centuries, Milton, Pope, Wordsworth, and Eliot or another modern anglophone poet. Emphasis on developing skills of literary interpretation and critical writing. WR, HU

* **ENGL 127a or b, Readings in American Literature** Staff

Major works of the American literary tradition in a variety of poetic and narrative forms and in diverse historical contexts. Emphasis on analytical reading and critical writing. Authors may include Melville, Poe, Hawthorne, Bryant, Whitman, Dickinson, Thoreau, Emerson, Douglass, Stowe, Twain, Wharton, Cather, H. Crane, Stevens, Stein, L. Hughes, Ellison, Baldwin, McKay, O'Connor, Ginsberg, Bishop, O'Hara, M. Robinson, C. McCarthy, Morrison, Rankine, E. P. Jones. WR, HU
English: American Lit

* **ENGL 129a / LITR 168a, Tragedy in the European Literary Tradition** Staff

The genre of tragedy from its origins in ancient Greece and Rome through the European Renaissance to the present day. Themes of justice, religion, free will, family, gender, race, and dramaturgy. Works include Homer's *Iliad* and plays by Aeschylus, Sophocles, Euripides, Seneca, Shakespeare, Racine, Ibsen, Chekhov, Brecht, Beckett, and Soyinka. Focus on textual analysis and on developing the craft of persuasive argument through writing. WR, HU

* **ENGL 130b / LITR 169b, Epic in the European Literary Tradition** Staff

The epic tradition traced from its foundations in ancient Greece and Rome to the modern novel. The creation of cultural values and identities; exile and homecoming; the heroic in times of war and of peace; the role of the individual within society; memory and history; politics of gender, race, and religion. Works include Homer's *Odyssey*, Vergil's *Aeneid*, Dante's *Inferno*, Cervantes's *Don Quixote*, and Joyce's *Ulysses*. Focus on textual analysis and on developing the craft of persuasive argument through writing. WR, HU

* **ENGL 134a or b, Reading Fiction for Craft** Adam Sexton

Fundamentals of the craft of fiction writing explored through readings from classic and contemporary short stories and novels. Focus on how each author has used the fundamentals of craft. Writing exercises emphasize elements such as voice, structure, point of view, character, and tone. HU

English: Creative Writing

* **ENGL 135a or b, Reading Poetry for Craft** Staff

An introduction to reading and writing poetry. Classic examples from Shakespeare and Milton, the modernist poetics of Stein, Pound, Moore, and Stevens, and recent work in a variety of forms and traditions. Students develop a portfolio of poems and write an essay on the poetic craft of poets who have influenced their work. HU

English: Creative Writing

* **ENGL 150a / LING 150a, Old English** Roberta Frank

An introduction to the literature and culture of earliest England. A selection of prose and verse, including riddles, heroic poetry, meditations on loss, a dream vision, and excerpts from *Beowulf*, all read in the original Old English. HU

English: Pre-1800 Lit

English: Junior Seminar

* **ENGL 155b / LING 183b, Readings in Old Norse Poetry and Prose: Chronicles of the Vikings** Roberta Frank

An introduction to the language and literature of earliest Norway and Iceland. Texts (to be read in the original) include runic inscriptions left behind by the Vikings, verse of their official skalds, the sometimes irreverent mythological poetry of the Edda, and the sagas telling of the Norse discovery of America. HU

English: Pre-1800 Lit

English: Junior Seminar

ENGL 193b / AFAM 185b, The Harlem Renaissance Anthony Reed

Study of the social, political, and aesthetic circumstances of the Harlem Renaissance, one of the most important periods in African American life. Focus on constitutive debates and key texts to better understand the origins and aims of the movement and its connection to formal politics and activism. Frequent use of relevant materials in Beinecke Library. HU

English: American Lit

ENGL 195a, The American Counterculture Robert Williams

A literary and historical introduction to the period, and set of ideals, known as "the counterculture." HU

English: American Lit

ENGL 196b / FILM 160b, Introduction to Media Staff

Introduction to the long history of media as understood in classical and foundational (and even more recent experimental) theories. Topics involve the technologies of modernity, reproduction, and commodity, as well as questions regarding knowledge, representation, public spheres, and spectatorship. Special attention given to philosophies of language, visuality, and the environment, including how digital culture continues to shape these realms. WR, HU

* **ENGL 197a / HIST 212Ja, The Book in Early Modern Britain** Staff

The influence of the book in Britain from 1475 to 1660, including both manuscript and print formats. The book as material, cultural, and political object; its role in religious, political, and social transformations of the period. Focus on objects from Yale's British history and art collections. WR, HU

English: Pre-1800 Lit

English: Junior Seminar

ENGL 200b, Shakespeare: Comedies and Romances Catherine Nicholson

Love, sex, gender, society, and theater practice in Shakespeare's comic genres, from the early farces and romantic comedies to the problem plays and late romances. WR, HU

English: Pre-1800 Lit

ENGL 201a, Shakespeare: Histories and Tragedies David Kastan

A study of Shakespeare's histories and tragedies, focusing on attentive reading of the play texts and consideration of the theatrical, literary, intellectual, political, and social worlds in which the plays were written, performed, and experienced. HU

English: Pre-1800 Lit

* **ENGL 202b, Medieval Women's Writing** Staff

This course explores writings by women in medieval Britain, with attention to questions of authorship, authority, and audience. Readings include the *Lais* of Marie de France, *Ancrene Wisse*, Christine de Pizan's *Book of the City of Ladies*, the *Showings* of Julian of Norwich, *The Book of Margery Kempe*, the Digby *Mary Magdalene* play, and the Paston letters. WR, HU

English: Pre-1800 Lit

* **ENGL 203b / FREN 300b / HUMS 161b, Medieval Shorts** Ardis Butterfield and R. Howard Bloch

Study of the medieval verse tales that are at the root core of humorous, realistic, and idealist literature in English, French, Italian, and Spanish. Readings include a wide range of short works such as French fabliaux, fables and lais, novella from Boccaccio's *Decameron*, English short tales and lyrics. English translations will be available for all texts, which will also be studied alongside their original languages. WR, HU

English: Pre-1800 Lit

* **ENGL 205a / HUMS 403a, Interpretations: Versions of Shakespeare's Tempest**

Lawrence Manley and Emily Greenwood

A study of Shakespeare's *Tempest* in relation to its ancient and contemporary sources and its extensive influence on literature (poems, drama, fiction, essays), the arts (film, opera, visual arts), and cultural theory from the seventeenth century to the present.

Examples from Europe, The Americas, Africa, and Asia. HU

* **ENGL 206b / LITR 407b, Shakespeare and Tragedy** David Quint

Examination of Shakespeare's depiction of tragic experience, the alienation of the tragic protagonist both from nature and from the normative ties of culture. Consideration of five major tragedies (*Hamlet*, *King Lear*, *Othello*, *Macbeth*, and *Antony and Cleopatra*), one history (*1 Henry IV, Part One*), and three major romances (*Cymbeline*, *The Winter's Tale*, and *The Tempest*). Readings also include theories of tragedy and tragic thought.

Prerequisite: for English majors, LITR 125 or 126. For Literature majors, LITR 120. The course is open to non-majors, but they will not have first priority. WR, HU

English: Pre-1800 Lit

* **ENGL 212b, Poetry of London** Lawrence Manley

A study of London in poetry from the Middle Ages to the present, with attention to the interplay of form, genre, and tradition with the changing life of the metropolis. ENGL 125-126 or equivalent. WR, HU

* **ENGL 216b, Minor English Poets** Catherine Nicholson

Poets who fall outside the mainstream of major English poetry, either by circumstance or by choice, and their role in the evolution of the English poetic tradition. Focus on poetry written between 1500 and 1800, when the idea and contours of a vernacular canon first took shape. The historically contingent character of qualities such as genius, beauty, and good taste. WR, HU

English: Junior Seminar

English: Pre-1800 Lit

* **ENGL 217a, Shakespeare's Political Plays** David Bromwich

Reading and interpretation of selected histories and tragedies from *Richard II* to *Coriolanus* with emphasis on the tension between individual freedom and political obligation. WR, HU

English: Pre-1800 Lit

* **ENGL 219b / HUMS 149b / ITAL 309b / LITR 179b / WGSS 179b, Gender and Genre in Renaissance Love Poetry** Ayesha Ramachandran

Introduction to the poetic genres of lyric, epic, and pastoral in the European Renaissance. Focus on questions of desire, love, and gendered subjectivity. The historical contexts and political uses of discourses of eroticism and pleasure in Italy, Spain, France, and England. Written exercises include poetic imitations of Renaissance texts. HU

English: Pre-1800 Lit

ENGL 220b, Milton John Rogers

A study of John Milton's poetry, his engagement with the cultural, social, and political struggles of the English Revolution, and his decisive influence on the course of English literature. WR, HU

English: Pre-1800 Lit

* **ENGL 222a / THST 390a, Modern European Drama** Marc Robinson

Intensive study of the major playwrights of modern European drama – Ibsen, Chekhov, Strindberg, Shaw, Brecht, and Beckett – along with pertinent theater theory. WR, HU

* **ENGL 224b / LITR 349b / THST 317b, Tragedy and Drama of Reconciliation** Staff

Close reading of dramas of reconciliation from the Western canon that have traditionally been categorized as tragedies. Ways in which the recategorization of such plays lends additional complexity and meaning to their endings and allows for new interpretations of the texts, their authors, and the history of drama. HU

* **ENGL 225a / WGSS 223a, Race and Gender in Transatlantic Literature, 1688–1818**

Jill Campbell

Construction of race and gender in literatures of Great Britain, North America, and the Caribbean from the late seventeenth to the early nineteenth century. Focus on the role of literature in advancing and contesting concepts of race and gender as features of identity and systems of power, with particular attention to the circulation of goods, people, ideas, and literary works among regions. Some authors include Aphra Behn, Phillis Wheatley, Olaudah Equiano, Leanora Sansay, Maria Edgeworth, Mary

Wollstonecraft, and Mary Shelley. First of a two-term sequence; each term may be taken independently. WR, HU
English: Pre-1800 Lit

*** ENGL 226b / WGSS 224b, Race and Gender in Transatlantic Literature, 1819 to the Present** Margaret Homans

Construction of race and gender in literatures of Great Britain, North America, and the Caribbean from the early nineteenth century to the present. Focus on the role of literature in advancing and contesting concepts of race and gender as features of identity and systems of power, with particular attention to the circulation of goods, people, ideas, and literary works among regions. Some authors include Charlotte Bronte, Sojourner Truth, Zora Neale Hurston, Virginia Woolf, Audre Lorde, Chimimanda Adichie, and Kabe Wilson. Second of a two-term sequence; each term may be taken independently. WR, HU

*** ENGL 227b / ER&M 305b, Postcolonial Asia** Sunny Xiang

Examination of "postcolonial" in relation to Asian Anglophone literature from 1948 to 2008. Concepts include independence and partition, Third Worldism, globalization, and financialization. HU

*** ENGL 230b / HUMS 402b / LITR 319b, Modernities: Selfhood, Race, Class, and Gender** Ayesha Ramachandran and Marta Figlerowicz

The fundamental notion of "the self" interrogates categories of race, class, and gender as dimensions of understanding personhood. Introduction to major philosophical frameworks for thinking about "the self" from antiquity to the present; students examine case studies from across the world, aiming to put contemporary debates about these issues in historical perspective. HU

*** ENGL 231b / AFAM 343b / AFST 326b / JDST 325b / LITR 343b, Literatures of Blacks and Jews from the Twentieth Century** Staff

Comparative study of representative writings by African, Caribbean, and African American authors of the past one hundred years, together with European, American, and South African Jewish authors writing in Yiddish, Hebrew, French, and English. Examination of the paradoxically central role played by minority, or marginal groups, in the creation of modern literature and the articulation of the modern experience. HU

*** ENGL 236a / AMST 330a, Dystopic and Utopian Fictions** James Berger

Attempts since the late nineteenth century to imagine, in literature, cinema, and social theory, a world different from the existing world. The merging of political critique with desire and anxiety; the nature and effects of social power; forms of authority, submission, and resistance. HU

English: American Lit

English: Junior Seminar

*** ENGL 244b / FILM 397b / THST 228b, Writing about the Performing Arts**
Margaret Spillane

Introduction to journalistic reporting on performances as current events, with attention to writing in newspapers, magazines, and the blogosphere. The idea of the audience explored in relation to both a live act or screening and a piece of writing about such an event. Students attend screenings and live professional performances of plays, music concerts, and dance events. HU

English: Creative Writing

*** ENGL 245a or b, Introduction to Writing Fiction** Staff

An intensive introduction to the craft of fiction, designed for aspiring creative writers. Focus on the fundamentals of narrative technique and peer review.

English: Creative Writing

*** ENGL 246a or b, Introduction to Writing Poetry** Staff

A seminar workshop for students who are beginning to write poetry or who have no prior workshop experience at Yale. RP

English: Creative Writing

*** ENGL 247a / HSAR 460a, Writing about Contemporary Figurative Art** Margaret Spillane

A workshop on journalistic strategies for looking at and writing about contemporary paintings of the human figure. Practitioners and theorists of figurative painting; controversies, partisans, and opponents. Includes field trips to museums and galleries in New York City. WR, HU

English: Creative Writing

*** ENGL 250a, Romantic Poetry** Leslie Brisman

Introduction to the work of Blake, Coleridge, Wordsworth, Shelley, and Keats, with some attention to Byron, to the poets' own problematic revisions, and to the minor poets of this rich period of poetic innovation and revolutionary spirit. WR, HU RP

English: Pre-1900 Lit

English: Junior Seminar

*** ENGL 253b / JDST 341b / LITR 322b, Jewish American Poetry** Peter Cole

Consideration of American poetry written by Jews and Jewish poetry written by Americans and the relation these poems bear to other American poetry and to the poetry written by Jews elsewhere in the world. Key figures include Emma Lazarus, Gertrude Stein, Moshe Leyb-Halpern, Charles Reznikoff, Louis Zukofsky, Allen Ginsberg, Anthony Hecht, Adrienne Rich, and Harold Bloom. All readings in English.

HU

English: American Lit

*** ENGL 254a / HUMS 154a, Defenses of Poetry** Paul Fry

Defenses of poetry's "ancient quarrel" with philosophy, science, and history. Readings in Plato, Aristotle, Sidney, Rousseau, Kant, Wordsworth, Peacock and Shelley, Arnold, Benjamin and Adorno, Heidegger, Cleanth Brooks, Jakobson, Kristeva, De Man; defenses in verse by Donne, Keats, Stevens, Moore and Bishop. WR, HU

*** ENGL 255b, Writing Humor** Ryan Wepler

Skills essential to humor writing, with an emphasis on texture, tone, character, and narrative. Students read the work of classmates and pieces by professional humor writers with the goal of generating an ever-expanding set of techniques for both reading humor and writing humorously. Recommended preparation: ENGL 120. WR

English: Creative Writing

*** ENGL 257a / THST 244a, Writing about Movement** Brian Seibert

A seminar and workshop in writing about the human body in motion, with a focus on the art of dance. Close reading of exemplary dance writing from the nineteenth and twentieth centuries. The challenges and possibilities of writing artfully about nonverbal expression. Students use a variety of approaches to write about dance and other performance genres. No previous knowledge of dance required. WR, HU

English: Creative Writing

*** ENGL 261b, Picture Writing with Photo-texts and Image-texts** Stephen Longmire

When words aren't enough, writers turn to photographs and images for inspiration and incorporation in their work. Students explore a series of models, past and present, to pair visual and verbal expression in various assignments, making the two complementary, and perhaps inseparable. WR, HU

English: Creative Writing

*** ENGL 263b, The Victorian Political Novel** Stefanie Markovits

The engagement of the Victorian novel with the world of politics. Emphasis on how systems interact with individual agents to make stories and how methods such as realism, romance, and the courtship plot portray the mechanics of government. Units on revolution and riot (Dickens and Gaskell), reform (Eliot and Trollope), and anarchy (James and Conrad). WR, HU

English: Pre-1900 Lit

ENGL 265b, The Victorian Novel Ruth Yeazell

A selection of nineteenth-century novels, with attention to cultural contexts. Authors chosen from the Brontës, Gaskell, Dickens, Collins, Eliot, Trollope, and Hardy. HU

English: Pre-1900 Lit

*** ENGL 270b, The English Lyric, 1820-1920** David Bromwich

Major shorter poems in English from the second generation of Romantics to the first generation of moderns. Among the poets likely to receive most attention are Shelley, Keats, Tennyson, Emily Bronte, Christina Rossetti, Dickinson, Hardy, Hopkins, Yeats, Robinson, Frost, and Eliot. Recommended though not required: English 126 or a course on pre-20th century poetry. WR, HU

*** ENGL 275b, Emerson, Hawthorne, and Melville** Richard Deming

Study of central works by three foundational writers of the nineteenth century. Cultural and historical context; questions concerning American identity, ethics, and culture, as well as the function of literature; the authors' views on the intersections of philosophy and religious belief, culture, race, gender, and aesthetics. Readings include novels, short fiction, and essays. WR, HU

English: Pre-1900 Lit

English: American Lit

English: Junior Seminar

*** ENGL 278a / AMST 281, Antebellum American Literature** Michael Warner

Introduction to writing from the period leading up to and through the Civil War. The growth of African American writing in an antislavery context; the national book market and its association with national culture; emergence of a language of environment; romantic ecology and American pastoral; the "ecological Indian"; evangelicalism and the secular; sentimentalism and gender; the emergence of sexuality; poetics. WR, HU

English: Pre-1900 Lit

English: American Lit

English: Junior Seminar

ENGL 283a, Poetry since 1950 Langdon Hammer

Poets and poetic movements from the second half of the twentieth century in the United States, England, Ireland, and the Caribbean. Authors include Bishop, Lowell,

O'Hara, Ginsberg, Plath, Ashbery, Merrill, Larkin, Gunn, Hill, Heaney, Muldoon, and Walcott. WR, HU

*** ENGL 285a / AFAM 386a / HUMS 456a, James Baldwin's American Scene**

Jacqueline Goldsby

In-depth examination of James Baldwin's canon, tracking his work as an American artist, citizen, and witness to United States society, politics, and culture during the Civil Rights and Black Arts Movements. Prerequisite: Background or course work in twentieth century African American history, African American literature, and/or American literature helpful but not required. WR, HU

English: American Lit

English: Junior Seminar

*** ENGL 287b, Literature and the Future, 1887 to the Present** Robert Williams

A survey of literature's role in anticipating and constructing potential futures since 1887. Early Anglo-American and European futurism during the years leading up to World War I; futures of speculative fiction during the Cold War; futuristic dreams of contemporary cyberpunk. What literature can reveal about the human need to understand both what is coming and how to respond to it. WR, HU

English: Junior Seminar

ENGL 300b / LITR 300b, Introduction to Theory of Literature Martin Hägglund

An examination of concepts and assumptions in contemporary views of literature. Theories of meaning, interpretation, and representation. Critical analysis of formalist, psychoanalytic, structuralist, poststructuralist, Marxist, and feminist approaches to theory and to literature. HU

*** ENGL 303a / WGSS 170a, Consciousness in the Novel from Austen to Woolf** Ruth

Yeazell

Close study of selected novels by Jane Austen, George Eliot, Henry James, and Virginia Woolf, with particular attention to the representation of consciousness and the development of free indirect discourse, as well as recent speculations about so-called theory of mind. Readings supplemented by narrative theory. Pre-1900 with permission of instructor. WR, HU

English: Junior Seminar

*** ENGL 313a, Poetry and Political Sensibility** Joseph North

Close reading of selected lyric poetry from the twentieth and twenty-first centuries. Focus on ways in which the poems illuminate and engage contemporary habits of political evaluation and response. Poets include Seamus Heaney, Dylan Thomas, W.B. Yeats, W.H. Auden, Lesbia Harford, Pablo Neruda, Bertolt Brecht, Frank O'Hara, Wislawa Szymborska, Edith Södergran, and Audre Lorde. WR, HU

English: Junior Seminar

*** ENGL 314b, The Irish Literary Revival** Joseph Cleary

A broad overview of Irish culture and literature between roughly 1890 and the end of World War II. The efforts of Irish writers to end Ireland's long-standing cultural subordination to England and to create a distinctive and distinguished Irish national literature. Discussion of recent postcolonial, Marxist, and world literature critical approaches to the period. Authors include Oscar Wilde, W. B. Yeats, James Joyce, Elizabeth Bowen, and Samuel Beckett. HU

* **ENGL 325b / AMST 257b, Modern Apocalyptic Narratives** James Berger

The persistent impulse in Western culture to imagine the end of the world and what might follow. Social and psychological factors that motivate apocalyptic representations. Differences and constant features in apocalyptic representations from the Hebrew Bible to contemporary science fiction. Attitudes toward history, politics, sexuality, social class, and the process of representation in apocalyptic texts. HU

English: Junior Seminar

English: American Lit

* **ENGL 354b / AMST 235b, Language, Disability, Fiction** James Berger

Portrayals of cognitive and linguistic impairment in modern fiction. Characters with limited capacities for language as figures of "otherness." Contemporaneous discourses of science, sociology, ethics, politics, and aesthetics. The ethics of speaking about or for subjects at the margins of discourse. HU

English: Junior Seminar

English: American Lit

* **ENGL 357a / LITR 426a / WGSS 340a, Feminist and Queer Theory** Marta Figlerowicz

Historical survey of feminist and queer theory from the Enlightenment to the present, with readings from key British, French, and American works. Focus on the foundations and development of contemporary theory. Shared intellectual origins and concepts, as well as divergences and conflicts, among different ways of approaching gender and sexuality. WR, HU

English: Junior Seminar

* **ENGL 358b, Literature for Young People** Michele Stepto

An eclectic approach to stories and storytelling for and by children. Authors include Nathaniel Hawthorne, Louisa May Alcott, Carlo Collodi, Jean de Brunhoff, Ursula LeGuin, J. K. Rowling, Dr. Seuss, Maurice Sendak, Philip Pullman, and Neil Gaiman.

WR, HU RP

English: Junior Seminar

* **ENGL 361b / THST 329b, Theater Now** Marc Robinson

Study of the drama, performance, and dance theater created in the last ten years, with special attention to work produced in 2014–2015. Readings from both published and unpublished American and British plays, contemporary criticism and theory, interviews, and essays by the artists themselves. Video of works created by companies such as Elevator Repair Service and the Nature Theater of Oklahoma. May include attendance of productions at performance spaces in and around New York City. HU

* **ENGL 395b / LITR 154b, The Bible as Literature** Leslie Brisman

Study of the Bible as a literature—a collection of works exhibiting a variety of attitudes toward the conflicting claims of tradition and originality, historicity and literariness. Pre-1800 with completion of supplementary assignments in the language of the King James Bible. If there is sufficient interest, a second section will be offered. WR, HU RP

English: Junior Seminar

* **ENGL 405b / AFAM 406b / AMST 405b, Autobiography in America** Robert Stepto

A study of autobiographical writings from Mary Rowlandson's Indian captivity narrative (1682) to the present. Classic forms such as immigrant, education, and cause narratives; prevailing autobiographical strategies involving place, work, and

photographs. Authors include Franklin, Douglass, Jacobs, Antin, Kingston, Uchida, Balakian, Rodriguez, and Bechdel. WR, HU
 English: Senior Seminar
 English: American Lit

* **ENGL 406a, Seventeenth-Century English Literature** John Rogers
 A survey of seventeenth-century poetry and prose, exclusive of Milton. Authors include poets Donne, Herbert, Crashaw, and Rochester; playwrights Webster and Ford; philosophers Bacon, Hobbes, and Locke; essayists Burton and Browne; and fiction writers Cavendish, Bunyan, and Behn. WR, HU
 English: Senior Seminar
 English: Pre-1800 Lit

* **ENGL 407a, Dickens and British Visual Art** Janice Carlisle
 Meeting in the Yale Center for British Art, this seminar examines Dickens's novels and tales in relation to British art. Texts that span his career, ranging from *Sketches by Boz* and *A Christmas Carol* to *Bleak House* and *Great Expectations*. Art objects include wood engravings, watercolors, oil paintings and eighteenth-century portraits, graphic satire, and works by Victorian artists, the Pre-Raphaelites such as Millais, Holman Hunt, Rossetti, along with Francis Frith, Madox Brown, and Turner. WR, HU
 English: Senior Seminar
 English: Pre-1900 Lit

* **ENGL 412b, Victorian Poetry** Leslie Brisman
 The major Victorian poets, Tennyson and Browning, in the context of the romanticism they inherited and transformed. A selection of other Victorians whose genius or popularity warrants attention, including Morris, the Rossettis, Hardy, Swinburne, Hopkins, and Barrett Browning. WR, HU RP
 English: Pre-1900 Lit
 English: Senior Seminar

* **ENGL 415b, Milton's Paradise Lost** David Kastan
 Close study of *Paradise Lost*, focusing on the literary, political, and theological pressures that affected Milton's writing and that continue to affect his reputation.
 Prerequisite: ENGL 220. WR, HU
 English: Pre-1800 Lit
 English: Senior Seminar

* **ENGL 421b, Austen and Brontë and Twentieth-Century Women's Novels** Katie Trumpener
 Examination of ways that twentieth-century Anglo-American writers rewrite, revise, and reconcile key novels by Jane Austen and Charlotte Brontë as prototypes of a women's novel tradition. Particular attention to narrative voice, reader identification, and the novel's function as a record of social norms and as an agent of historical change. Advanced courses are open to students normally after two terms of English or the equivalent, or with the permission of the instructor. Starred courses may be used to fulfill the two-seminar requirement for English majors. WR, HU
 English: Senior Seminar
 English: Pre-1900 Lit

* **ENGL 426b / LITR 412b, Modernism, Empire, World Crisis** Joseph Cleary
 Drawing on recent scholarship on modernist studies, postcolonial studies, and literary world-systems, this seminar explores how some leading Anglophone writers produced bold new works that engaged with conceptions of European civilizational crisis, the transfer of political power and cultural capital from Europe to the United States, and a rapidly-changing world order. Readings include Pascale Casanova, Alexis de Tocqueville, Henry James, Ford Maddox Ford, Ezra Pound, James Joyce, D. H. Lawrence, T. S. Eliot, W. B. Yeats, Gertrude Stein, and F. Scott Fitzgerald. WR, HU
 English: Senior Seminar

* **ENGL 431a, The Colonial Encounter** Caryl Phillips
 Study of the various ways in which contemporary literature has represented the encounter between the center and the periphery, with special attention paid to how this operates in the context of the British Empire. WR, HU
 English: Senior Seminar

* **ENGL 436a / AMST 478a, Global Cities, New York, Chicago, San Francisco** Wai Chee Dimock
 Explore the vibrant openness of New York, Chicago, and San Francisco through study of geographies invoked, literary genres experimented with, sights and sounds produced, collective pasts recalled, and collective futures intimated. Readings examine Upton Sinclair's immigrant labor force in *The Jungle*; Teju Cole's interweaving of Africa, Europe, and America in *Open City*; the detective fiction of Dashiell Hammett; the science fiction of Philip K. Dick; the poetry of Carl Sandburg; and the generational sagas of Sandra Cisneros, Julia Alvarez, Jonathan Safran Foer, and Amy Tan. WR, HU
 English: American Lit
 English: Senior Seminar

* **ENGL 438b / AMST 475b, Performing American Literature** Wai Chee Dimock
 A broad selection of short stories, poems, and novels, accompanied by class performances, culminating in a term project with a significant writing component. "Performance" includes a wide range of activities including: staging; making digital films and videos; building websites; game design; and creative use of social media. Readings include poetry by Walt Whitman, Emily Dickinson, Yusef Komunyakka, and Claudia Rankine; fiction by Herman Melville, F. Scott Fitzgerald, Jhumpa Lahiri, and Junos Diaz. WR, HU
 English: Pre-1900 Lit
 English: American Lit
 English: Senior Seminar

* **ENGL 443b / AFAM 408b / AMST 460b, African American Poets of the Modern Era**
 Robert Stepto
 The African American practice of poetry between 1900 and 1960, especially of sonnets, ballads, sermonic, and blues poems. Poets include Paul Laurence Dunbar, Langston Hughes, Sterling Brown, Gwendolyn Brooks, Margaret Walker, and Robert Hayden. Class sessions at the Beinecke Library for inspection and discussion of original editions, manuscripts, letters, and other archival material. HU
 English: American Lit
 English: Senior Seminar

* **ENGL 444b / AMST 466b, Contemporary Historical Novels** James Berger
 Attempts of contemporary American authors to put the complexities of history into written form. Narrative as the privileged mode of historical representation; differences between what is regarded as academic history, popular history, and historical fiction; the influence of power and of the writer's own historical position on historical narrative; effects of ethnicity, gender, and race on the creation and reception of history; writers' use of historical fiction to change the ways readers think about the present and the future. HU

English: American Lit

English: Senior Seminar

* **ENGL 449b / AFST 449b, Challenges to Realism in Contemporary African Fiction**
 Stephanie Newell

Introduction to experimental African novels that challenge realist and documentary modes of representation. Topics include mythology, gender subversion, politics, the city, migration, and the self. Ways of reading African and postcolonial literature through the lenses of identity, history, and nation. WR, HU

English: Senior Seminar

* **ENGL 450b, Daily Themes** Cynthia Zarin

Writing of prose at the intermediate level. Daily assignments of c. 300 words, a weekly lecture, and a weekly tutorial. Application forms available on the Web by mid-November. Application open to all undergraduates. Counts as a nonfiction course in the writing concentration. WR

English: Creative Writing

* **ENGL 451a, The Writing of Verse** J. D. McClatchy

A study of the writing of verse through a consideration of its use in a range of poems and through weekly assignments. RP

English: Creative Writing

* **ENGL 453a / THST 320a, Playwriting** Donald Margulies

A seminar and workshop in writing for the stage. Readings include modern American and British plays by Pinter, Mamet, Churchill, Kushner, Williams, and Wilder. Emphasis on play structure, character, and conflict. In addition to weekly exercises, students write a one-act play. RP

English: Creative Writing

* **ENGL 455a or b, Writing about Oneself** Anne Fadiman

A seminar and workshop in first-person writing. Students explore a series of themes (e.g., family, love, loss, identity) both by writing about their own lives and by reading British and American memoirs, autobiographies, personal essays, and letters. An older work, usually from the nineteenth or early twentieth century, is paired each week with a more recent one on the same theme. WR

English: Creative Writing

* **ENGL 456b / HUMS 427b / JDST 316b / LITR 348b, The Practice of Literary Translation** Peter Cole

Intensive readings in the history and theory of translation paired with practice in translating. Case studies from ancient languages (the Bible, Greek and Latin classics), medieval languages (classical Arabic literature), and modern languages (poetic texts).

HU

English: Creative Writing

* **ENGL 460a, Advanced Poetry Writing** Louise Glück

A seminar and workshop in the writing of verse. May be repeated for credit with a different instructor. RP

English: Creative Writing

* **ENGL 461b / FILM 396b, Writing for Film: Voice and Vision** John Crowley

Practice in all aspects of writing a screenplay. Focus on elements shared with other forms of fiction, including story, character, narrative, personal voice, and audience expectations. Study of one or more published screenplays in conjunction with viewings of the resulting films. Students plan, pitch, outline, and write a large part of a single screenplay, in addition to shorter exercises in screenplay craft. RP

English: Creative Writing

* **ENGL 465a or b, Advanced Fiction Writing** Staff

An advanced workshop in the craft of writing fiction. May be repeated for credit with a different instructor.

English: Creative Writing

* **ENGL 466a, Writing the Contemporary Essay** Cynthia Zarin

A seminar and workshop in the contemporary essay. Public versus private voice, the responsibilities of the essayist, and the evolution of writing in the first person. Readings include essays by Joan Didion, Jonathan Lethem, Jenny Diski, Zadie Smith, M. F. K. Fisher, Bruce Chatwin, John Berger, and Oliver Sacks.

English: Creative Writing

* **ENGL 467a or b / PLSC 253a or b, Journalism** Staff

The changing role and the practice of journalism. Challenges and opportunities related to the business model of journalism in a digital, global age. Emphasis on both imaginative and critical thinking as it applies to reporting and to creating a story for maximum impact. Optional field trips to New York. The core course for Yale Journalism Scholars. No prerequisites. WR

English: Creative Writing

* **ENGL 468b / THST 327b, Advanced Playwriting Workshop** Donald Margulies

An intensive workshop in advanced playwriting techniques. Discussion of works by contemporary playwrights. In addition to weekly exercises, students write a full-length play. Admission by application only. Application details and forms are available at english.yale.edu/undergraduate/applications-and-deadlines. RP

English: Creative Writing

* **ENGL 469a, Advanced Nonfiction Writing** Anne Fadiman

A seminar and workshop with the theme "At Home in America." Students consider the varied ways in which modern American literary journalists write about place, and address the theme themselves in both reportorial and first-person work. No prerequisites. WR, HU

English: Creative Writing

* **ENGL 470a or b, Tutorial in Writing** Staff

A writing tutorial in fiction, poetry, playwriting, screenwriting, or nonfiction for students who have already taken writing courses at the intermediate and

advanced levels. Conducted with a faculty member after approval by the director of undergraduate studies. Prerequisites: two courses in writing.

English: Creative Writing

* **ENGL 473b, The Journalism of Ideas** Mark Oppenheimer

The history and practice of writing journalistic essays or articles in which the principal actor is not a person but a notion or idea. Conventions, tropes, and authorial strategies that give rise to the best work in the genre; focus on twentieth-century writers such as George Orwell, Hannah Arendt, Tom Wolfe, Renata Adler, and Janet Malcolm.

Students write their own example of the journalism of ideas. WR, HU RP

English: Creative Writing

* **ENGL 474a, The Genre of the Sentence** Verlyn Klinkenborg

A workshop that explores the sentence as the basic unit of writing and the smallest unit of perception. The importance of the sentence itself versus that of form or genre.

Writing as an act of discovery. Includes weekly writing assignments. Not open to freshmen. HU

English: Creative Writing

* **ENGL 476b, Contemporary Poetry and Poetics** Richard Deming

A study of contemporary poetry and poetics that explores both literary criticism and creative writing. Ways to assess prevailing poetic values and articulate one's own.

Attention to critical skills for engaging recent developments in the field; development of a sense of the current aesthetic landscape. Includes four additional class meetings with influential contemporary poets who represent a variety of styles and modes. WR

English: Senior Seminar

English: Creative Writing

English: American Lit

* **ENGL 488a or b, Special Projects for Juniors or Seniors** Staff

Special projects set up by the student in an area of particular interest with the help of a faculty adviser and the director of undergraduate studies, intended to enable the student to cover material not otherwise offered by the department. The course may be used for research or for directed reading, but in either case a term paper or its equivalent is normally required. The student meets regularly with the faculty adviser. To apply for admission, a student must submit an application and prospectus signed by the faculty adviser to the office of the director of undergraduate studies. Students must apply by December 7, 2016, for spring-term projects and by April 21, 2017, for fall-term projects. Application details and forms are available at english.yale.edu/undergraduate/applications-and-deadlines.

* **ENGL 489a or b, The Writing Concentration Senior Project** Staff

A term-long project in writing, under tutorial supervision, aimed at producing a single longer work (or a collection of related shorter works). An application and prospectus signed by the student's adviser must be submitted to the office of the director of undergraduate studies by November 11, 2016, for spring-term projects and by April 13, 2017, for fall-term projects. The project is due by the end of the last week of classes (fall term), or the end of the next-to-last week of classes (spring term). Application details and forms are available at english.yale.edu/undergraduate/applications-and-deadlines.

* **ENGL 490a or b, The Senior Essay I** Staff

Students wishing to undertake an independent senior essay in English must apply through the office of the director of undergraduate studies. Applications are due by December 7, 2016, for spring-term essays or for yearlong essays beginning in the spring term; applications are due by April 21, 2017, for fall-term essays or for yearlong essays beginning in the fall term. Application details and forms are available at english.yale.edu/undergraduate/applications-and-deadlines. For one-term senior essays, the essay itself is due in the office of the director of undergraduate studies according to the following schedule: (1) end of the fourth week of classes: five to ten pages of writing and/or an annotated bibliography; (2) end of the ninth week of classes: a rough draft of the complete essay; (3) end of the last week of classes (fall term) or end of the next-to-last week of classes (spring term): the completed essay. Consult the director of undergraduate studies regarding the schedule for submission of the yearlong senior essay.

* **ENGL 491a or b, The Senior Essay II** Staff

Second term of the optional yearlong senior essay. Students may begin the yearlong essay in the spring term of the junior year, allowing for significant summer research, with permission of the instructor. After ENGL 490.

OTHER COURSES RELATED TO ENGLISH LANGUAGE AND LITERATURE

THST 110a and THST 111b, Survey of Theater and Drama Joseph Roach

An introduction to theater history, plays, aesthetic theories, and performance techniques. From antiquity to the Restoration period in the fall and continuing through to the present in the spring. HU

* **THST 315a, Acting Shakespeare** James Bundy

A practicum in acting verse drama, focusing on tools to mine the printed text for given circumstances, character, objective, and action; noting the opportunities and limitations that the printed play script presents; and promoting both the expressive freedom and responsibility of the actor as an interpretive and collaborative artist in rehearsal. The course will include work on sonnets, monologues, and scenes. Admission by audition. Preference to seniors and juniors; open to nonmajors. HU RP

* **THST 321a, Production Seminar: Playwriting** Deborah Margolin

A seminar and workshop in playwriting. Emphasis on developing an individual voice. Scenes read and critiqued in class. Admission by application, with priority to Theater Studies majors. A writing sample and statement of purpose should be submitted to the instructor before the first class meeting. RP

* **THST 322b, Advanced Playwriting** Deborah Margolin

A seminar and workshop in advanced playwriting that furthers the development of an individual voice. Study of contemporary and classical plays to understand new and traditional forms. Students write two drafts of an original one-act play or adaptation for critique in workshop sessions. Familiarity with basic playwriting tools is assumed. Open to juniors and seniors, nonmajors as well as majors, on the basis of their work; priority to Theater Studies majors. Writing samples should be submitted to the instructor before the first class meeting. Prerequisite: THST 320 or 321, or a college seminar in playwriting, or equivalent experience. RP

Environment

At Yale, the environment is studied from a variety of perspectives. Majors are offered in Architecture (p. 147), Chemical Engineering (p. 177), Ecology and Evolutionary Biology (p. 249), Environmental Engineering (p. 308), Environmental Studies (p. 312), and Geology and Geophysics (p. 371). The program in Forestry & Environmental Studies (p. 349) offers courses in environmental science, policy, and management. Many other departments and programs offer courses pertinent to the study of environment, including American Studies (p. 112), Anthropology (p. 123), Chemistry (p. 182), Economics (p. 256), English (p. 286), Global Affairs (p. 390), History (p. 405), History of Art (p. 430), Political Science (p. 588), Sociology (p. 640), and Study of the City (p. 671).

Some professional schools and programs offer relevant courses that may admit undergraduates, including Public Health (<http://publichealth.yale.edu>), Forestry & Environmental Studies (<http://environment.yale.edu>), the Law School (<http://www.law.yale.edu>), and the School of Management (<http://som.yale.edu>).

Environmental Engineering

Director of undergraduate studies: Jordan Peccia, 313C ML, 432-4385,
jordan.peccia@yale.edu; seas.yale.edu/departments/chemical-and-environmental-engineering

FACULTY ASSOCIATED WITH THE PROGRAM IN ENVIRONMENTAL ENGINEERING

Professors Paul Anastas (*Forestry & Environmental Studies*), Michelle Bell (*Forestry & Environmental Studies*), Gaboury Benoit (*Forestry & Environmental Studies*), Ruth Blake (*Geology & Geophysics*), Stephen Edberg (*School of Medicine*), Menachem Elimelech (*Chemical & Environmental Engineering*), Thomas Graedel (*Forestry & Environmental Studies*), Edward Kaplan (*School of Management*), Yehia Khalil (*Forestry & Environmental Studies*), Jaehong Kim (*Chemical & Environmental Engineering*), Jordan Peccia (*Chemical & Environmental Engineering*), Lisa Pfefferle (*Chemical & Environmental Engineering*), Joseph Pignatello (*Adjunct*) (*Chemical & Environmental Engineering*), James Saiers (*Forestry & Environmental Studies*)

Associate Professor Julie Zimmerman (*Chemical & Environmental Engineering*)

Assistant Professors Drew Gentner (*Chemical & Environmental Engineering*), Desiree Plata (*Chemical & Environmental Engineering*)

Environmental engineering encompasses the scientific assessment and development of engineering solutions to environmental problems affecting land, water, and air (the biosphere). The field embraces broad environmental concerns, including the safety of drinking water, groundwater protection and remediation, wastewater treatment, indoor and outdoor air pollution, solid and hazardous waste disposal, cleanup of contaminated sites, the prevention of pollution through product and process design, and strategies for sustainable water and energy use and production.

Environmental engineers must balance competing technical, social, and legal issues concerning the use of environmental resources. Because of the complexity

of these challenges, environmental engineers need a broad understanding not only of engineering disciplines but also of chemistry, biology, geology, and economics. Accordingly, the program allows students in the major to select an emphasis on environmental engineering technology, sustainability, global health, economics, or energy and climate change. The program prepares students for leadership positions in industry and government agencies or for further studies in engineering, science, business, law, and medicine.

Requirements of the major Two degree programs are offered: the B.S. in Environmental Engineering, and the B.A. in Engineering Sciences (Environmental). The B.S. degree program in Environmental Engineering is designed for students who desire a strong background in environmental engineering leading to a career in the field. The B.A. degree program in Engineering Sciences (Environmental) is intended for students whose careers will involve, but not be dominated by, the skills of environmental engineering. The B.A. program is appropriate for those contemplating a career in which scientific and technological problems can play an important role, as is often the case in law, business, medicine, or public service.

Prerequisites The B.S. degree program has the following prerequisites in mathematics and basic sciences: MATH 112, 115; MATH 120 or ENAS 151; ENAS 194; a two-term lecture sequence in chemistry, with corresponding labs; PHYS 180, 181; and BIOL 101 and 102 or 103 and 104. The B.A. degree program requires MATH 112 and 115; a two-term lecture sequence in chemistry; and PHYS 170, 171.

B.S. degree program in Environmental Engineering The B.S. degree program requires at least twelve term courses beyond the prerequisites, including the senior requirement. Students take CENG 300 or MENG 211, ENVE 120, 360, 373, 377, and either 315 or 448, EVST 344, and MENG 361 or F&ES 714. At least three electives must be chosen in consultation with the director of undergraduate studies, preferably within one of the following tracks: environmental engineering technology, sustainability, global health, economics, or energy and climate change.

B.A. degree program in Engineering Sciences (Environmental) The B.A. degree program requires nine term courses beyond the prerequisites, including the senior requirement. Students take ENVE 120, 360, and either 373 or 377. Five electives must be chosen in consultation with the director of undergraduate studies.

Senior requirement Students in the B.S. program must pass ENVE 416 in their senior year. Students in the B.A. program must pass ENVE 490 in their senior year.

Credit/D/Fail No course taken Credit/D/Fail may count toward the major, including prerequisites.

REQUIREMENTS OF THE MAJOR ENVIRONMENTAL ENGINEERING, B.S.

Prerequisites MATH 112, 115; MATH 120 or ENAS 151; ENAS 194; two-term lecture sequence in chemistry, with labs; PHYS 180, 181; BIOL 101 and 102 or 103 and 104

Number of courses 12 term courses beyond prereqs (incl senior req)

Specific courses required CENG 300 or MENG 211; ENVE 120, 360, 373, 377; ENVE 315 or 448; EVST 344; MENG 361 or F&ES 714

Distribution of courses 3 electives as specified

Senior requirement ENVE 416

ENGINEERING SCIENCES (ENVIRONMENTAL), B.A.

Prerequisites MATH 112, 115; two-term lecture sequence in chemistry; PHYS 170, 171

Number of courses 9 term courses beyond prereqs (incl senior req)

Specific courses required ENVE 120, 360; ENVE 373 or 377

Distribution of courses 5 electives approved by DUS

Senior requirement ENVE 490

Courses

* ENVE 120b / CENG 120b / ENAS 120b, Introduction to Environmental Engineering

Jordan Peccia

Introduction to engineering principles related to the environment, with emphasis on causes of problems and technologies for abatement. Topics include air and water pollution, global climate change, hazardous chemical and emerging environmental technologies. Prerequisites: high school calculus and chemistry or CHEM 161, 165 or CHEM 163, 167 (may be taken concurrently) or permission of instructor. QR, SC

ENVE 202b / CHEM 102b / EVST 102b, Introduction to Green Chemistry

Paul Anastas

Overview of the basic concepts and methods needed to design processes and synthesize materials in an environmentally benign way. Related issues of global sustainability. Case studies that suggest possible solutions for the serious environmental and toxicological issues currently facing industry and society. Intended for non-science majors with a basic high school background in chemistry and physics, as well as high school algebra. Does not satisfy premedical chemistry requirements or requirements for the Chemistry major.

ENVE 210a / CENG 210a, Principles of Chemical Engineering and Process Modeling

André Taylor

Analysis of the transport and reactions of chemical species as applied to problems in chemical, biochemical, and environmental systems. Emphasis on the interpretation of laboratory experiments, mathematical modeling, and dimensional analysis. Lectures include classroom demonstrations. Prerequisite: MATH 120 or permission of instructor.

QR, SC RP

ENVE 315b / CENG 315b, Transport Phenomena

Michael Loewenberg

Unified treatment of momentum, energy, and chemical species transport including conservation laws, flux relations, and boundary conditions. Topics include convective and diffusive transport, transport with homogeneous and heterogeneous chemical reactions and/or phase change, and interfacial transport phenomena. Emphasis on problem analysis and mathematical modeling, including problem formulation, scaling arguments, analytical methods, approximation techniques, and numerical solutions. Prerequisite: ENAS 194 or permission of instructor. QR, SC RP

ENVE 360b / ENAS 360b, Green Engineering and Sustainable Design

Julie Zimmerman

Study of green engineering, focusing on key approaches to advancing sustainability through engineering design. Topics include current design, manufacturing, and

disposal processes; toxicity and benign alternatives; policy implications; pollution prevention and source reduction; separations and disassembly; material and energy efficiencies and flows; systems analysis; biomimicry; and life cycle design, management, and analysis. Prerequisites: CHEM 161, 165 or 163, 167 (or CHEM 112, 113, or 114, 115), or permission of instructor.

ENVE 373a / CENG 373a, Air Pollution Control Drew Gentner

An overview of air quality problems worldwide with a focus on emissions, chemistry, transport, and other processes that govern dynamic behavior in the atmosphere. Quantitative assessment of the determining factors of air pollution (e.g., transportation and other combustion-related sources, chemical transformations), climate change, photochemical “smog,” pollutant measurement techniques, and air quality management strategies. Prerequisite: ENVE 210. QR, SC RP

* **ENVE 377a / CENG 377a, Water Quality Control** Jaehong Kim

Study of the preparation of water for domestic and other uses and treatment of wastewater for recycling or discharge to the environment. Topics include processes for removal of organics and inorganics, regulation of dissolved oxygen, and techniques such as ion exchange, electro dialysis, reverse osmosis, activated carbon adsorption, and biological methods. Prerequisite: ENVE 120 or permission of instructor. SC RP

* **ENVE 410Lb, Environmental Technology in the Developing World** Jaehong Kim

Practical application of environmental engineering fundamentals to solve real-world environmental and human-health problems in underdeveloped regions of the world. Issues related to water and wastewater treatment, water- and air-quality monitoring and control, subsurface remediation, and hygienic infrastructure. Includes a weeklong field trip to Nicaragua during spring break. Prerequisites: ENVE 373 and 377. Priority to Environmental Studies majors. ½ Course cr

ENVE 416b / CENG 416b, Chemical Engineering Process Design Eric Altman and Corey Wilson

Study of the techniques for and the design of chemical processes and plants, applying the principles of chemical engineering and economics. Emphasis on flowsheet development and equipment selection, cost estimation and economic analysis, design strategy and optimization, safety and hazards analysis, and environmental and ethical considerations. Enrollment limited to seniors majoring in Chemical Engineering or Environmental Engineering. QR, SC RP

ENVE 438a, Water Chemistry Desiree Plata

The quantitative treatment of chemical processes, primarily those involving inorganic chemicals, in aquatic systems such as lakes, oceans, rivers, estuaries, groundwaters, and wastewaters. Review of chemical thermodynamics, followed by discussions of acid-base, precipitation-dissolution, coordination, and reduction-oxidation reactions. Emphasis on equilibrium calculations as a tool for understanding variables that govern chemical composition of aquatic systems and the fate of inorganic pollutants. ENVE 120 and working knowledge of algebra. QR, SC

ENVE 441a, Biological Processes in Environmental Engineering Jordan Peccia

Fundamental aspects of microbiology and biochemistry, including stoichiometry, kinetics, and energetics of biochemical reactions, microbial growth, and microbial ecology, as they pertain to biological processes for the transformation of environmental contaminants; principles for analysis and design of aerobic and anaerobic processes,

including suspended- and attached-growth systems, for treatment of conventional and hazardous pollutants in municipal and industrial wastewaters and in groundwater. Prerequisites: CHEM 161, 165, or 163, 167 (or CHEM 112, 113, or 114, 115, or 118); MCDB 290 or equivalent; or with permission of instructor. SC

[ENVE 448, **Environmental Transport Processes**]

[ENVE 473, **Air Quality and Energy**]

* ENVE 490a or b, **Senior Project** Jordan Peccia

Individual research and design projects supervised by a faculty member in Environmental Engineering, or in a related field with permission of the director of undergraduate studies.

Environmental Studies

Director of undergraduate studies: Paul Sabin, 2677 HGS, 436-2516,
paul.sabin@yale.edu; www.yale.edu/evst

FACULTY ASSOCIATED WITH THE PROGRAM OF ENVIRONMENTAL STUDIES

Professors D. Michelle Addington (*School of Architecture, Forestry & Environmental Studies*), Paul Anastas (*Forestry & Environmental Studies*), Gaboury Benoit (*Forestry & Environmental Studies*), Graeme Berlyn (*Forestry & Environmental Studies*), Ruth Blake (*Geology & Geophysics*), Derek Briggs (*Geology & Geophysics*), Gary Brudvig (*Chemistry, Molecular Biophysics & Biochemistry*), Benjamin Cashore (*Forestry & Environmental Studies*), Michael Donoghue (*Ecology & Evolutionary Biology, Forestry & Environmental Studies*), Michael Dove (*Forestry & Environmental Studies, Anthropology*), Menachem Elimelech (*Chemical & Environmental Engineering*), John Mack Faragher (*History, American Studies*), Durland Fish (*Public Health, Forestry & Environmental Studies*), Thomas Graedel (*Forestry & Environmental Studies*), Daniel Kevles (*History, History of Medicine*), Benedict Kiernan (*History*), Robert Mendelsohn (*Forestry & Environmental Studies, Economics*), Alan Mikhail (*History*), Mark Pagani (*Geology & Geophysics*), Jeffrey Park (*Geology & Geophysics*), Peter Perdue (*History*), David Post (*Ecology & Evolutionary Biology*), Jeffrey Powell (*Ecology & Evolutionary Biology, Forestry & Environmental Studies*), Peter Raymond (*Forestry & Environmental Studies*), Nicholas Robinson (*Adjunct*) (*Forestry & Environmental Studies*), Susan Rose-Ackerman (*Law School, Political Science*), Paul Sabin (*History*), James Saiers (*Forestry & Environmental Studies*), Oswald Schmitz (*Forestry & Environmental Studies, Ecology & Evolutionary Biology*), James Scott (*Political Science, Anthropology*), Karen Seto (*Forestry & Environmental Studies*), Kalyanakrishnan Sivaramakrishnan (*Anthropology, Forestry & Environmental Studies*), David Skelly (*Forestry & Environmental Studies, Ecology & Evolutionary Biology*), Brian Skinner (*Geology & Geophysics*), Ronald Smith (*Geology & Geophysics, Forestry & Environmental Studies*), Stephen Stearns (*Ecology & Evolutionary Biology*), Charles Tomlin (*Forestry & Environmental Studies*) (*Visiting*), John Wargo (*Forestry & Environmental Studies, Political Science*), Harvey Weiss (*Near Eastern Languages & Civilizations, Anthropology*), John Wettlaufer (*Geology & Geophysics*), Robert Wyman (*Molecular, Cellular, & Developmental Biology*)

Associate Professors David Vasseur (*Ecology & Evolutionary Biology*), Julie Zimmerman (*Chemical & Environmental Engineering*)

Assistant Professors Mark Bradford (*Forestry & Environmental Studies*), Alex Felson (*Forestry & Environmental Studies*), Anjelica Gonzalez (*Biomedical Engineering*), William Rankin (*History, History of Science*)

Senior Lecturers Shimon Anisfeld, Carol Carpenter, Amity Doolittle, John Grim, Fred Strebeigh

Lecturers Mary Beth Decker, Kealoha Freidenburg, Gordon Geballe, Paul Lussier, Linda Puth, Catherine Skinner

Environmental Studies examines the complex relationships between humans and the environment. The major offers grounding in the natural sciences combined with a broad interdisciplinary curriculum. Earth and life sciences combine with the physical sciences to provide the means to observe and assess environmental changes. Study in the social sciences—anthropology, political science, and economics—encourages students to examine the role of nature in shaping communities, governments, and the institutions of human societies that in turn shape environments. Study in the humanities—including history, literature, ethics, religion, and the fine arts—allows students to consider the origins and influence of human values and practices, and also the ways that nature has been perceived and depicted.

Students can elect to pursue either a B.A. or a B.S. within Environmental Studies. The B.A. program is intended for those students interested in an interdisciplinary exploration of environmental issues. The B.S. program is designed for students who want to pursue training in interdisciplinary environmental science.

The major for the Class of 2018 and previous classes Students in the Class of 2018 and previous classes may fulfill the requirements of the major that were in place when they entered the major in Environmental Studies, as described in previous editions of this bulletin. Alternatively, they may fulfill the requirements for the major as described below for the Class of 2019 and subsequent classes.

The major for the Class of 2019 and subsequent classes For both degree programs, the major requires a group of prerequisites or equivalents; four core courses; a concentration of six courses; and a senior requirement, as described below.

Prerequisites Both degree programs require a natural science laboratory or field course focusing on research and analytic methods chosen from EVST 221, EVST 234L, EVST 244, EVST 290, EVST 362, or G&G 126L; and a term course in mathematics, physics or statistics selected from MATH 112 and above (excluding MATH 190), or PHYS 170 and above, or STAT 101 and above. For the B.A. degree, additional prerequisites are one term of chemistry from EVST 102, CHEM 161, or CHEM 163, and one term of biology from BIOL 101 and 102, or G&G 125, or MCDB 123. For the B.S. degree, additional prerequisites are a two-term lecture sequence in chemistry (or CHEM 118 or CHEM 167), and two terms of biology from BIOL 101-104, or G&G 125, or MCDB 123.

Students are advised to take chemistry and biology during the freshman year before enrolling in the EVST core courses in natural sciences. It is recommended that students complete the prerequisites by the end of their sophomore year, although this is not

required. Where relevant, students may employ acceleration credits to fulfill science prerequisites.

B.A. degree program In addition to the prerequisites, the B.A. degree requires at least eleven course credits, consisting of the core requirements, the concentration, and the senior requirement.

B.S. degree program In addition to the prerequisites, the B.S. degree requires at least twelve course credits, consisting of the core requirements, the concentration and the two-term senior requirement.

Core courses Two core courses in the humanities and social sciences selected from EVST 120, 226, 255, 340, or 345; and two natural science core courses from EVST 201 and 202L, 200, 223 or 242. Completing one course in each area is recommended before the end of the sophomore year.

Area of concentration Students plan their concentration in consultation with the director of undergraduate studies and the student's adviser. A concentration is defined as six courses that provide analytical depth in a particular environmental problem or issue of interest, as well as disciplinary expertise. One of these six courses must be an advanced seminar (200 level or higher) that exposes students to primary literature, extensive writing requirements, and experience with research methods. For the B.S. degree, three of the six courses must have the science (Sc) designation, and two must provide interdisciplinary context to the concentration. Past concentrations include Biodiversity and Conservation; Climate Change and Energy; Environmental History; Environmental Policy; Food and Agriculture; Human Health and Environment; and Urban Environments. Students also have the opportunity to design a unique concentration within the major, in consultation with the director of undergraduate studies.

Senior requirement For the B.A. degree, students complete EVST 496, which can be a one- or two-term senior project. One-term senior projects require the permission of the director of undergraduate studies, and are generally undertaken only in conjunction with a double major. Only those students who complete a two-term essay are eligible for Distinction in the Major. For the B.S. degree, students complete two terms of 496.

In the junior year, all students consult with their advisers on the design of the project and submit a preliminary plan to the director of undergraduate studies for approval.

Credit/D/Fail No course taken Credit/D/Fail may be counted toward the major, including prerequisites.

Application to the Environmental Studies major Students typically apply to enter the major during their sophomore year. Applications are accepted throughout the year but decisions are made after two deadlines annually, December 10 and April 10. Applications must be made in writing to the director of undergraduate studies; details can be found on the program's Web site. Juniors who have already completed considerable course work toward the major may also apply. Students considering a major in Environmental Studies should consult the director of undergraduate studies as early as possible in the freshman year.

Summer Environmental Fellowship During the summer between the junior and senior years, many students gain experience in the field through research or internships in an area pertinent to their senior research project. Internships may be arranged with nonprofit organizations, government agencies, or corporations. Although the summer program is optional, many students take advantage of this opportunity with some financial support from the program.

REQUIREMENTS OF THE MAJOR

Prerequisites *B.A. and B.S. degrees* – 1 course from EVST 221, 234L, 244, 290, 362, or G&G 126L; MATH 112 or above (excluding MATH 190), or PHYS 170 or above, or STAT 101 or above; *B.A.* – EVST 102, or CHEM 161, or CHEM 163; BIOL 101 and 102, or G&G 125, or MCDB 123; *B.S.* – two-term lecture sequence in chem, or CHEM 118 or CHEM 167; two terms from BIOL 101 and 102, or 103 and 104, or G&G 125, or 123

Number of courses *B.A.* – at least 11 course credits, incl senior project; *B.S.* – at least 12 course credits, incl senior project

Specific courses required *B.A. and B.S.* – 2 courses from EVST 201 and 202L, 200, 223, or 242; 2 from EVST 120, 226, 255, 340, 345

Distribution of courses *B.A.* – 6 courses in area of concentration, including 1 advanced sem as specified; *B.S.* – 6 courses in area of concentration, 3 of which must have Sc designation, and including 1 advanced sem as specified

Senior requirement *B.A.* – one- or two-term research project and colloq (EVST 496); *B.S.* – two-term research project and colloq (EVST 496)

Introductory Courses

* **EVST 010a / G&G 010a, Earth, Resources, Energy, and the Environment** Mary-Louise Timmermans

Humankind's interactions with, and place within, the natural world. Plate tectonics and natural disasters, biological evolution and mass extinction, human evolution, population growth and ecology, industrial resources, groundwater and pollution, fossil fuels and energy transitions, the carbon cycle and greenhouse gases, paleoclimates, current global warming, alternative energies, and a planetary perspective on the Earth as a singular oasis in space. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. SC

* **EVST 020a / F&ES 020a, Sustainable Development in Haiti** Gordon Geballe
The principles and practice of sustainable development explored in the context of Haiti's rich history and culture, as well as its current environmental and economic impoverishment. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR

* **EVST 100a / APHY 100a / ENAS 100a / G&G 105a / PHYS 100a, Energy Technology and Society** Daniel Prober

The technology and use of energy. Impacts on the environment, climate, security, and economy. Application of scientific reasoning and quantitative analysis. Intended for non-science majors with strong backgrounds in math and science. Enrollment limited to 24. For application instructions, visit the course site on Classes*v2 (<http://classesv2.yale.edu>). QR, SC

EVST 102b / CHEM 102b / ENVE 202b, Introduction to Green Chemistry Paul Anastas

Overview of the basic concepts and methods needed to design processes and synthesize materials in an environmentally benign way. Related issues of global sustainability. Case studies that suggest possible solutions for the serious environmental and toxicological issues currently facing industry and society. Intended for non-science majors with a basic high school background in chemistry and physics, as well as high school algebra. Does not satisfy premedical chemistry requirements or requirements for the Chemistry major.

Core Courses

HUMANITIES AND SOCIAL SCIENCES

EVST 120a / AMST 163a / HIST 120a / HSHM 204a, American Environmental History Paul Sabin

Ways in which people have shaped and been shaped by the changing environments of North America from precolonial times to the present. Migration of species and trade in commodities; the impact of technology, agriculture, and industry; the development of resources in the American West and overseas; the rise of modern conservation and environmental movements; the role of planning and impact of public policies. HU

*** EVST 132b, East Asian Religions and Ecology** John Grim

The religious traditions of Confucianism, Daoism, and East Asian Buddhism explored in relation to the emerging field of religion and ecology. Developments that highlight the traditions' ecological implications into the contemporary period. Religious concepts, textual analysis, ritual activities, and institutional formations are related to engaged, on-the-ground environmental projects. Includes lectures viewed on line. Meets for the second half of the term. Prerequisite: EVST 130. ½ Course cr

EVST 189b / HIST 246b, The History of Food Paul Freedman

The history of food and culinary styles from prehistory to the present, with a particular focus on Europe and the United States. How societies gathered and prepared food. Changing taste preferences over time. The influence of consumers on trade, colonization, and cultural exchange. The impact of colonialism, technology, and globalization. The current food scene and its implications for health, the environment, and cultural shifts. HU

EVST 196a / AFAM 196a / AMST 196a / ER&M 226a, Race, Class, and Gender in American Cities Laura Barraclough

Examination of how racial, gender, and class inequalities have been built, sustained, and challenged in American cities. Focus on the twentieth and twenty-first centuries. Topics include industrialization and deindustrialization, segregation, gendered public/private split, gentrification, transit equity, environmental justice, food access, and the relationships between public space, democracy, and community wellbeing. Includes field projects in New Haven. WR, SO

EVST 255b / F&ES 255b / PLSC 215b, Environmental Politics and Law John Wargo

Exploration of the politics, policy, and law associated with attempts to manage environmental quality and natural resources. Themes of democracy, liberty, power, property, equality, causation, and risk. Case histories include air quality, water quality

and quantity, pesticides and toxic substances, land use, agriculture and food, parks and protected areas, and energy. SO

EVST 340b / ECON 330b, Economics of Natural Resources Robert Mendelsohn
Microeconomic theory brought to bear on current issues in natural resource policy. Topics include regulation of pollution, hazardous waste management, depletion of the world's forests and fisheries, wilderness and wildlife preservation, and energy planning. After introductory microeconomics. QR, SO

ENVIRONMENTAL SCIENCE

EVST 201a / G&G 140a, Atmosphere, Ocean, and Environmental Change Ronald Smith

Physical processes that control Earth's atmosphere, ocean, and climate. Quantitative methods for constructing energy and water budgets. Topics include clouds, rain, severe storms, regional climate, the ozone layer, air pollution, ocean currents and productivity, the seasons, El Niño, the history of Earth's climate, global warming, energy, and water resources. Must be taken concurrently with EVST 202L. QR, SC

* **EVST 202La / G&G 141La, Laboratory for Atmosphere, Ocean, and Environmental Change** Ronald Smith

Laboratory and field exercises to accompany EVST 201. Must be taken concurrently with EVST 201. SC ½ Course cr

EVST 223a / E&EB 220a, General Ecology David Vasseur and David Post

The theory and practice of ecology, including the ecology of individuals, population dynamics and regulation, community structure, ecosystem function, and ecological interactions at broad spatial and temporal scales. Topics such as climate change, fisheries management, and infectious diseases are placed in an ecological context. Prerequisite: MATH 112 or equivalent. SC

Intermediate and Advanced Courses

The following courses have been approved for developing areas of concentration. Other courses may be suitable for designing an area of concentration with permission of the director of undergraduate studies.

* **EVST 200b / G&G 115b, Earth System Science** David Evans

A survey of geoscience. Interaction of lithosphere, hydrosphere, atmosphere, and Earth's deep interior; natural controls on environment and climate in past, present, and future; rocks, minerals, glaciers, earthquakes, and volcanoes; natural hazards and natural resources. (Formerly G&G 200) SC

EVST 211b / G&G 211b / HIST 416b / HSHM 211b, Global Catastrophe since 1750
William Rankin

A history of the geological, atmospheric, and environmental sciences, with a focus on predictions of global catastrophe. Topics range from headline catastrophes such as global warming, ozone depletion, and nuclear winter to historical debates about the age of the Earth, the nature of fossils, and the management of natural resources. Tensions between science and religion; the role of science in government; environmental economics; the politics of prediction, modeling, and incomplete evidence. HU

* **EVST 221a / E&EB 230a / F&ES 221a, Field Ecology** Linda Puth

A field-based introduction to ecological research, using experimental and descriptive approaches, comparative analysis, and modeling for field and small-group projects. Weekly field trips explore local lake, salt marsh, rocky intertidal, traprock ridge, and upland forest ecosystems. Includes one Saturday field trip and a three-day trip during the October recess. Concurrently with or after E&EB 220 or with permission of instructor. SC

* **EVST 234La, Field Science: Environment and Sustainability** L. Kealoha Freidenburg

A field course that explores the effects of human influences on the environment. Analysis of pattern and process in forested ecosystems; introduction to the principles of agroecology, including visits to local farms; evaluation of sustainability within an urban environment. Weekly field trips and one weekend field trip. SC

EVST 242a, Ecosystems and Landscapes Mark Bradford and Oswald Schmitz
Introduction to concepts in ecosystem and landscape ecology. Topics include element cycling, food web interactions, species-area relationships, whole system metabolism, and models of biodiversity. Understanding of ecological patterns and processes at multiple scales in order to study, manage, and conserve species and ecosystems. SC

* **EVST 244a, Coastal Environments in a Changing World** Mary Beth Decker
The effects of human action and natural phenomena on coastal marine ecosystems. Methods used by coastal scientists to address environmental issues; challenges associated with managing and conserving coastal environments. Priority to Environmental Studies majors; open to nonmajors as space permits. SC

EVST 245b / F&ES 245b / PLSC 146b, Global Environmental Governance Benjamin Cashore

The development of international environmental policy and the functioning of global environmental governance. Critical evaluation of theoretical claims in the literature and the reasoning of policy makers. Introduction of analytical and theoretical tools used to assess environmental problems. Case studies emphasize climate, forestry, and fisheries. SO

* **EVST 247b / EP&E 497b / PLSC 219b, Politics of the Environment** Peter Swenson
Historical and contemporary politics aimed at regulating human behavior to limit damage to the environment. Goals, strategies, successes, and failures of movements, organizations, corporations, scientists, and politicians in conflicts over environmental policy. Focus on politics in the U.S., including the role of public opinion; attention to international regulatory efforts, especially with regard to climate change. SO

* **EVST 258a / AMST 258a, Wilderness in the North American Imagination** Eric Rutkow

The idea of wilderness in American history, art, film, public policy, and literature, from the Puritans to the present. Authors include Thoreau, Faulkner, Jack London, Mary Rowlandson, Aldo Leopold, and Rachel Carson. A weekend field trip is held early in the term. HU

* **EVST 261a / F&ES 261a / G&G 261a, Minerals and Human Health** Ruth Blake
Study of the interrelationships between Earth materials and processes and personal and public health. The transposition from the environment of the chemical elements

essential for life. After one year of college-level chemistry or with permission of instructor; G&G 110 recommended. SC

EVST 265b / G&G 255b, Environmental Geomicrobiology Ruth Blake

Microbial diversity in natural geologic habitats and the role of microorganisms in major biogeochemical cycles. Introduction to prokaryote physiology and metabolic diversity; enrichment culture and molecular methods in geomicrobiology. Prerequisite: college-level chemistry. SC

* **EVST 275a / F&ES 275a, Ecosystems Patterns and Processes** Staff

Study of ecosystem ecology and biogeochemistry. The use of concepts and data from these disciplines to predict and manage the impact of environmental changes on ecosystem services underlying the provisioning of resources such as food and clean water. Case studies of environmental changes include invasive species and changing climate. Undergraduate enrollment limited to 15. SC RP

* **EVST 276La / F&ES 276La, Laboratory for Ecosystems Patterns and Processes**

Peter Raymond

Field trips to interpret the ecosystem-level functions of a wide variety of natural landscapes. *Must be taken concurrently with EVST 275a.* SC RP ½ Course cr

EVST 292a / GLOBL 217, Sustainability in the Twenty-First Century Daniel Esty

Sustainability as an overarching framework for life in the twenty-first century. Ways in which this integrated policy concept diverges from the approaches to environmental protection and economic development that were pursued in the twentieth century. The interlocking challenges that stem from society's simultaneous desires for economic, environmental, and social progress despite the tensions across these realms. SO

* **EVST 311a, Environmental Communication for Public Engagement & Policy** Paul Lussier

Analysis, assessment, and application of narrative strategies to the communication of climate and energy science toward public policy engagement and action. Emerging interdisciplinary theory and research in narratology, sociology, and psychology, as well as cultural, education, and media sciences. SO

* **EVST 312b, Advanced Science Communications with Impact** Paul Lussier

Exploration of advanced theoretical frameworks for the practice of science communication. Focus on methods that speak to stakeholder values across government and civil society. Application of strategies to several case projects in partnership with professionals across multiple sectors. EVST 311 (or precursor CSES 310) is recommended, but not expressly required. WR

* **EVST 321b / ANTH 320b / ARCG 320b / MMES 320b / NELC 320b, From Babylon to Bush** Harvey Weiss

Analysis of Mesopotamian transformations from the earliest agriculture villages to the earliest cities, states, and civilization, to the earliest empires, as well as the region-wide collapses that punctuated these developments. Forces that drove these uniquely early Mesopotamian developments. Essential archaeological questions, including why each transformation happened, developed, and evolved. The end of the Ottoman empire and the British (1917) and American (1991, 2003) invasions. HU, SO

* **EVST 348b, Yellowstone and Global Change** Susan Clark

Introduction to sustainability issues in natural resource management and policy, using the Greater Yellowstone ecosystem as a case study. Topics include large carnivores, wildlife conservation, parks, energy, and transportation. Priority to Environmental Studies majors.

* **EVST 352b, Food and Documentary** Ian Cheney

Survey of contemporary public debates and current scientific thinking about how America farms and eats explored through the medium of documentary film. Includes a brief history of early food and agrarian documentaries, with a focus on twenty-first century films that consider sustainable food. HU

* **EVST 362b / ARCG 362b / G&G 362b, Observing Earth from Space** Xuhui Lee

A practical introduction to satellite image analysis of Earth's surface. Topics include the spectrum of electromagnetic radiation, satellite-borne radiometers, data transmission and storage, computer image analysis, the merging of satellite imagery with GIS and applications to weather and climate, oceanography, surficial geology, ecology and epidemiology, forestry, agriculture, archaeology, and watershed management. Prerequisites: college-level physics or chemistry, two courses in geology and natural science of the environment or equivalents, and computer literacy. QR, SC

* **EVST 377b / ANTH 376b, Observing and Measuring Behavior** Eduardo Fernandez-Duque

Survey of theoretical issues and practical methods relevant to the study of animal and human behavior, primarily in the wild. Topics include research design, behavioral and ecological sampling protocols, basic methods for data analysis, including simple descriptive and analytical statistics, and widely-used technologies that facilitate the study of behavior, such as radiotelemetry. Working around a specific research question, students design their own behavioral study. Prerequisite: a course in evolutionary biology or in the study of animal behavior. SO

* **EVST 422a / ANTH 409a / F&ES 422a, Climate and Society from Past to Present**
Michael Dove

The history of scholarly thinking on the relationship between climate and society, focusing on the social sciences in general and on anthropology in particular. Historical theories about climate and society since the beginning of human civilization; the importance of such theories for understanding contemporary debates about climate change. Special attention to current debates regarding climate politics and science denial. SO

* **EVST 424a / ANTH 406a / PLSC 420a, Rivers: Nature and Politics** James Scott

The natural history of rivers and river systems and the politics surrounding the efforts of states to manage and engineer them. SO

* **EVST 463a or b / AMST 463a or b / FILM 455a or b, Documentary Film Workshop**
Charles Musser

A yearlong workshop designed primarily for majors in Film and Media Studies or American Studies who are making documentaries as senior projects. Seniors in other majors admitted as space permits. RP

* **EVST 473b / ANTH 473b / ARCG 473b, Abrupt Climate Change and Societal Collapse** Harvey Weiss

The coincidence of societal collapses throughout history with decadal and century-scale drought events. Challenges to anthropological and historical paradigms of cultural adaptation and resilience. Examination of archaeological and historical records and high-resolution sets of paleoclimate proxies. HU, SO

Departmental Seminars

* **EVST 285b / F&ES 285b, Political Ecology: Nature, Culture, and Power** Amity Doolittle

Study of the relationship between society and the environment. Global processes of environmental conservation, development, and conflicts over natural resource use; political-economic contexts of environmental change; ways in which understandings of nature are discursively bound up with notions of culture and identity. SO

* **EVST 290b / F&ES 290b, Geographic Information Systems** Charles Tomlin

A practical introduction to the nature and use of geographic information systems (GIS) in environmental science and management. Applied techniques for the acquisition, creation, storage, management, visualization, animation, transformation, analysis, and synthesis of cartographic data in digital form.

Senior Project

* **EVST 496a or b, Senior Research Project and Colloquium** John Wargo, Amity Doolittle, and Paul Sabin

Independent research under the supervision of members of the faculty, resulting in a senior essay. Students meet with peers and faculty members regularly throughout the fall term to discuss the progress of their research. Projects should offer substantial opportunity for interdisciplinary work on environmental problems. Students typically complete a two-term senior essay, but students completing the requirements of two majors may consider a one-term senior project.

Ethics, Politics, and Economics

Director of undergraduate studies: Andrew March, 31 Hillhouse Ave., 432-7178, andrew.march@yale.edu; epe.yale.edu

FACULTY ASSOCIATED WITH THE PROGRAM OF ETHICS, POLITICS, AND ECONOMICS

Professors Seyla Benhabib (*Political Science, Philosophy*), Dirk Bergemann (*Economics*), Donald Brown (*Economics*), David Cameron (*Political Science*), Stephen Darwall (*Philosophy*), Ron Eyerman (*Sociology*), Bryan Garsten (*Political Science*), Jacob Hacker (*Political Science*), Shelly Kagan (*Philosophy*), Joseph LaPalombara (*Emeritus*) (*Political Science*), Giovanni Maggi (*Economics*), William Nordhaus (*Economics*), Thomas Pogge (*Philosophy*), Douglas Rae (*Political Science*), John Roemer (*Political Science*), Susan Rose-Ackerman (*Political Science, Law School*), Frances Rosenbluth (*Political Science*), Andrew Sabl (*Visiting*), Nicholas Sambanis (*Director*) (*Political Science*), Ian Shapiro (*Political Science*), Peter Swenson (*Political Science*), Steven Wilkinson (*Political Science*)

Associate Professor Andrew March (*Political Science*)

Senior Lecturer Ioannis Kessides (*Visiting*)

Lecturers Stephen Latham (*Political Science*), David Leslie (*Political Science*), Vikram Mansharamani (*Political Science*)

In an era of global interdependence and rapid technological change, we need to think practically about the institutional dynamics of power and governance. We have to understand the technical complexities of economic and statistical analysis at the same time that we think critically about basic moral and political choices. Constructive responses to such problems as coping with natural and social hazards, allocation of limited social resources (e.g., medical care), or morally sensitive political issues (e.g., affirmative action and war crimes) require close knowledge of their political, economic, and social dimensions, and a capacity to think rigorously about the basic questions they raise.

The major in Ethics, Politics, and Economics joins the analytic rigor of the social sciences and the enduring normative questions of philosophy to promote an integrative and critical understanding of the institutions, practices, and policies that shape the contemporary world.

Requirements of the major Fourteen term courses are required for the major, including five introductory courses, one intermediate microeconomics course, three core courses, one advanced seminar, and four courses comprising a student's individual area of concentration. The concentration is developed in consultation with the director of undergraduate studies and should culminate in a senior essay written in the area defined by the concentration.

Introductory courses Introductory courses provide a basic familiarity with contemporary economic analysis and survey central issues in ethics and political philosophy. Such a background is necessary to understand theories that combine different approaches to the three areas of inquiry and to assess policies with complex social, economic, and moral implications.

The five introductory courses include two in economics (microeconomics and macroeconomics), one in political philosophy, one in ethics, and one in statistics. An intermediate course in microeconomics is also required.

Core courses Three core courses comprise the center of the major in Ethics, Politics, and Economics. The first core course, required for all majors, is EP&E 215, *Classics of Ethics, Politics, and Economics*. Students must complete two additional core courses, each selected from a different one of the following three groups: rationality and social choice, political systems, and social theory and cultural analysis. The three core courses must be taken before the senior year. Core courses are indicated by the designations "Rationality Core," "Political Systems Core," and "Social Theory Core" in the course listings in this bulletin and are listed by group on the program's Web site (<http://epe.yale.edu/undergraduate-information/requirements-major/#corereq>).

Advanced seminars All majors must complete one advanced seminar. The course is selected from an approved group of seminars that focus on how core modes of reasoning drawn from the major's three areas of inquiry can be applied to a particular area or problem. Courses that fulfill the advanced seminar requirement are indicated by the designation "Advanced Seminar" in the course listings in this bulletin and are listed

by group on the program's Web site (<http://cpe.yale.edu/undergraduate-information/requirements-major/#corereq>).

Area of concentration Each student defines an area of concentration in consultation with the director of undergraduate studies. The concentration enables students to frame an important problem and shape a systematic course of inquiry, employing analytical methods and substantive theories drawn from the three fields. Students should not only recognize the accomplishments of varied interdisciplinary efforts, but also attempt to represent and in some cases further develop those accomplishments in their own work.

For many students the concentration treats a contemporary problem with a substantial policy dimension (domestic or international), but some students may wish to emphasize philosophical and methodological issues. Areas of concentration must consist of four courses appropriate to the theme, including the seminar or independent study course in which the senior essay is written (see "Senior essay" below). In designing the area of concentration, students are encouraged to include seminars from other departments and programs. The director of undergraduate studies will also require students to show adequate competence in data analysis when the area of concentration requires it.

The following are examples of possible areas of concentration: distributive justice; government regulation of market economies; environmental policy; philosophy of law; gender relations; democracy and multiculturalism; contemporary approaches to public policy; war and coercion; war crimes and crimes against humanity; medical ethics; international political economy; philosophy of the social sciences; social theory and ethics; cultural analysis and political thought; civil society and its normative implications.

Some graduate and professional school courses are open to qualified undergraduates and may be of interest to EP&E majors, (e.g., courses in the Schools of Nursing, Forestry & Environmental Studies, Management, and Public Health). Permission to enroll is required from the instructor as well as the appropriate representative of the graduate or professional program. Note that not all professional school courses yield a full course credit in Yale College. See Courses in the Yale Graduate and Professional Schools (p. 71) in the Academic Regulations.

Senior essay A senior essay is required for the major and should constitute an intellectual culmination of the student's work in Ethics, Politics, and Economics. The essay should fall within the student's area of concentration and may be written within a relevant seminar, with the consent of the instructor and approval of the director of undergraduate studies. If no appropriate seminar is offered in which the essay might be written, the student may instead enroll in EP&E 491 with approval of the director of undergraduate studies and a faculty member who will supervise the essay. Students who wish to undertake a more substantial yearlong essay may enroll in EP&E 492, 493.

The senior essay reflects more extensive research than an ordinary Yale College seminar paper and employs a method of research appropriate to its topic. Some papers might be written entirely from library sources; others may employ field interviews and direct observation; still others may require statistical or econometric analysis. The student

should consult frequently with the seminar instructor or adviser, offering partial and preliminary drafts for criticism.

Senior essays written in the fall term are due on Monday, December 5, 2016. Senior essays written in the spring term and yearlong essays are due on Monday, April 10, 2017. One-term essays are normally expected to be forty to fifty pages in length; yearlong essays are normally expected to be eighty to one hundred pages in length.

Credit/D/Fail Students admitted to the major may take any one of their Ethics, Politics, and Economics courses Credit/D/Fail. Such courses count as non-A grades in calculations for Distinction in the Major.

Application to the Ethics, Politics, and Economics major Students must apply to enter the major at the end of the fall term of their sophomore year. Applications must be submitted via e-mail to the program's registrar at kellianne.farnham@yale.edu no later than 4 p.m. on Friday, December 2, 2016. Applications must include the application cover sheet, a transcript of work at Yale that indicates fall-term 2016 courses, and a brief application essay, all submitted in a single PDF file. If possible, applicants should include a copy of a paper written for a course related to the subject matter of Ethics, Politics, and Economics. More information regarding the application process and the cover sheet is available on the program's Web site (<http://epe.yale.edu/undergraduate-information/applying-major>).

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 14 (incl senior req)

Specific course required EP&E 215

Distribution of courses 1 intro course each in microeconomics, macroeconomics, political phil, ethics, and stat; 1 intermediate microeconomics course; 2 adttl core courses, as specified; 1 advanced sem, as specified; 4 courses, incl course for senior req, in area of concentration defined by student in consultation with DUS

Senior requirement Senior essay in area of concentration (in a sem or in EP&E 491 or in EP&E 492 and 493)

EP&E 203a / PLSC 452a / STAT 102a, Introduction to Statistics: Political Science

Jonathan Reuning-Scherer

Statistical analysis of politics, elections, and political psychology. Problems presented with reference to a wide array of examples: public opinion, campaign finance, racially motivated crime, and public policy. QR

EPE: Intro Statistics

EP&E 209a / PLSC 453a / STAT 103a, Introduction to Statistics: Social Sciences

Jonathan Reuning-Scherer

Descriptive and inferential statistics applied to analysis of data from the social sciences. Introduction of concepts and skills for understanding and conducting quantitative research. QR

EPE: Intro Statistics

* **EP&E 215a or b, Classics of Ethics, Politics, and Economics** Staff

A critical examination of classic and contemporary works that treat problems of ethics, politics, and economics as unities. Topics include changing conceptions of private and public spheres, the content and domain of individual freedom, and ethical and political limits to the market. Readings from the works of Aristotle, Hobbes, Locke, Smith, Bentham, Mill, Hegel, Marx, Hayek, Rawls, and others. HU, SO

EP&E 220b / PLSC 342b, Introduction to Rational Choice and Formal Political Theory
Milan Svobik

Introduction to formal political theory including application of rational choice and game theoretic analysis. Key topics and findings include: why voters vote in elections; how candidates choose platforms; why common resources tend to be overexploited; whether the state is needed for public good provision; how electoral systems shape politicians' and voters' behavior; whether voters can hold politicians accountable for their performance in office; how constitutions affect politicians' incentives to compromise; and why countries fight wars. SO

EPE: Rationality Core

* **EP&E 221a / ECON 457a, Economics, Politics, and History: Institutional Design and Institutional Change** Jose-Antonio Espin-Sanchez

The efficiency and distributive consequences of institutions' governing of human relationships. Efficiency concerns with the size of the "pie"; ways in which different institutions generate a bigger "pie" than others. Distribution concerns with who gets a bigger piece of the "pie." Why "bad" institutions persist over time; what can be done to change from bad/old institutions to good/new institutions. Prerequisites: intermediate micro- or macroeconomics, and a course in statistics and probability. SO

* **EP&E 224a / ECON 465a / GLBL 330a, Debating Globalization** Ernesto Zedillo

Facets of contemporary economic globalization, including trade, investment, and migration. Challenges and threats of globalization: inclusion and inequality, emerging global players, global governance, climate change, and nuclear weapons proliferation. Prerequisite: background in international economics and data analysis. Preference to seniors majoring in Economics or EP&E. SO RP

EPE: Rationality Core

* **EP&E 227b / ECON 473b / PLSC 343b, Equality** John Roemer

Egalitarian theories of justice and their critics. Readings in philosophy are paired with analytic methods from economics. Topics include Rawlsian justice, utilitarianism, the veil of ignorance, Dworkin's resource egalitarianism, Roemer's equality of opportunity, Marxian exploitation, and Nozickian procedural justice. Some discussion of American economic inequality, Nordic social democracy, and the politics of inequality. Recommended preparation: intermediate microeconomics. SO

EPE: Rationality Core

* **EP&E 230b / PLSC 310b, Self-Interest and Its Critics** Andrew Sabl

Debates surrounding the concept of self-interest from the seventeenth century to the present. Defining self-interest, its nature, and its limits, and distinguishing it from other motives for behavior; advantages and disadvantages of assuming self-interested motives for human actions; current scholarship on economic rationality, rational choice in political science, and philosophical ethics. SO

* **EP&E 235b / PHIL 457b / PLSC 283b, Recent Work on Justice** Thomas Pogge
In-depth study of one contemporary book, author, or debate in political philosophy, political theory, or normative economics. Focus varies from year to year based on student interest and may include a ground-breaking new book, the life's work of a prominent author, or an important theme in contemporary political thought. HU
EPE: Rationality Core

* **EP&E 236b / PLSC 466b, Ethics and the Multinational Business Firm** Susan Rose-Ackerman
Ethical challenges facing modern business leaders, with a focus on multinational corporations conducting business in developing countries. Topics include the normative basis of the market and firm, labor rights, environmental harms, corruption and fraud, and obligations of managers to shareholders and to other stakeholders. Priority to junior and senior majors in Ethics, Politics, and Economics. SO
EPE: Rationality Core

* **EP&E 242a / PLSC 372a, Politics and Markets** Peter Swenson
Examination of the interplay between market and political processes in different substantive realms, time periods, and countries. Inquiry into the developmental relationship between capitalism and democracy and the functional relationships between the two. Investigation of the politics of regulation in areas such as property rights, social security, international finance, and product, labor, and service markets. Topics include the economic motives of interest groups and coalitions in the political process. SO
EPE: PoliticalSystems Core

* **EP&E 243b / GLBL 336b / LAST 423b / PLSC 423b, Political Economy of Poverty Alleviation** Ana De La O
Overview of classic and contemporary approaches to the question of why some countries have done better than others at reducing poverty. Emphasis on the role of politics. SO

* **EP&E 245a / PLSC 152a, Global Firms and National Governments** Joseph LaPalombara
Interactions between large-scale firms that make international investments and policy makers and government officials in the “host” countries. National and subnational officials who work to attract investments (or not) and who set policies regulating global firms and their investments. Focus on less-developed countries. Theories as to why firms “globalize”; case studies of controversies created by overseas corporate investments; the changing economic landscape associated with investments by countries such as China, Brazil, and India. SO
EPE: PoliticalSystems Core

* **EP&E 248b / PLSC 256b, American Political Institutions** Michael Fotos
The origins and development of American political institutions, especially in relation to how institutions shape the policy process. Issues of temporality, policy feedback, and policy substance. SO
EPE: PoliticalSystems Core

* **EP&E 249a / MMES 377a / PLSC 377a / RLST 288a, Islam and Democracy in the Modern Middle East** Andrew March

The development of regimes of government in Muslim countries since the nineteenth century. Early constitutional movements, the rise of political Islam, the management of religion in various twentieth-century states, the Iranian revolution, and the growth of Salafi ideas, culminating in the ISIS "caliphate." so

* **EP&E 250a / PLSC 354a, The European Union** David Cameron

Origins and development of the European Community and Union over the past fifty years; ways in which the often-conflicting ambitions of its member states have shaped the EU; relations between member states and the EU's supranational institutions and politics; and economic, political, and geopolitical challenges. so
EPE: PoliticalSystems Core

* **EP&E 255b / PHIL 462b / PLSC 306b, Sovereignty** Andrew March

The history of the concept of sovereignty, including current debates over its meaning in political philosophy, international relations, and jurisprudence. Discussion of how these debates relate to both historical and contemporary political problems. so
EPE: PoliticalSystems Core

* **EP&E 258b / PLSC 446b / SOCY 369b, Welfare States across Nations** Sigrun Kahl

How different societies counterbalance capitalism and deal with social risks. Welfare state regimes and their approaches to inequality, unemployment, poverty, illness, disability, child rearing, and old age. Why the United States has an exceptionally small welfare state. so
EPE: PoliticalSystems Core

* **EP&E 259a / PLSC 183a, Europe, the United States, and the Iraq Crisis** Jolyon Howorth

Examination of the contrasting relations between the main European powers and the United States in their approaches to Iraq in order to understand the divisions attending the 2003 war and the subsequent transfer of sovereignty. Topics include the Iran-Iraq War (1980–88), the first Persian Gulf crisis (1990–91), the sanctions regime (1991–2002), problems of peacekeeping and nation building, and the Obama exit strategy. so
EPE: PoliticalSystems Core

* **EP&E 269a / EAST 408a / SOCY 395a, Wealth and Poverty in Modern China** Deborah Davis

The underlying causes and consequences of the changing distribution of income, material assets, and political power in contemporary China. Substantive focus on inequality and stratification. Instruction in the use of online Chinese resources relevant to research. Optional weekly Chinese language discussions. Prerequisite: a previous course on China since 1949. so
EPE: Social Theory Core

* **EP&E 286b / ECON 475b, Discrimination in Law, Theory, and Practice** Gerald Jaynes

How law and economic theory define and conceptualize economic discrimination; whether economic models adequately describe behaviors of discriminators as documented in court cases and government hearings; the extent to which economic theory and econometric techniques aid our understanding of actual marketplace discrimination. Prerequisites: introductory microeconomics and at least one additional

course in Economics, African American Studies, Ethnicity, Race, and Migration, or Women's, Gender, and Sexuality Studies.

EPE: PoliticalSystems Core

EP&E 295a / PLSC 344a, Game Theory and Political Science Deborah Beim
Introduction to game theory—a method by which strategic interactions among individuals and groups in society are mathematically modeled—and its applications to political science. Concepts employed by game theorists, such as Nash equilibrium, subgame perfect equilibrium, and perfect Bayesian equilibrium. Problems of cooperation, time-consistency, signaling, and reputation formation. Political applications include candidate competition, policy making, political bargaining, and international conflict. No prerequisites other than high school algebra. Political Science majors who take this course may not count ECON 159 toward the major. QR, SO

* **EP&E 297b / ECON 471b, Topics in Cooperative Game Theory** Pradeep Dubey
The theory and applications of cooperative games. Topics include matching, bargaining, cost allocation, market games, voting games, and games on networks. Prerequisite: intermediate microeconomics.

* **EP&E 298a / ECON 481a, Empirical Microeconomics** Jessica Reyes
Introduction to empirical microeconomics and its methodologies. Academic research in the field explored using tools from economic theory and econometrics. Topics include approaches to identification, environmental effects on health, and the economics of crime, gender, and race. Prerequisites: intermediate microeconomics and econometrics. SO

* **EP&E 299a / PLSC 332a, Philosophy of Science for the Study of Politics** Ian Shapiro
An examination of the philosophy of science from the perspective of the study of politics. Particular attention to the ways in which assumptions about science influence models of political behavior, the methods adopted to study that behavior, and the relations between science and democracy. Readings include works by both classic and contemporary authors. SO

* **EP&E 300b / ECON 452b / GBL 302b, Contemporary Issues in Energy Policy** Ioannis Kessides
Overview of challenges in the global energy framework generated by concerns about energy security and climate change; public policies necessary for addressing these issues. Potential contributions and limitations of existing, improved or transitional, and advanced technologies. SO
EPE: Advanced Seminar

* **EP&E 303a / AFST 303a / SOCY 330a, Civil Sphere and Democracy** Jeffrey Alexander
In dialogue with normative and empirical approaches to civil society, this course examines civil sphere theory. The sacred and profane binaries that animate the civil sphere are studied, as are such civil sphere organizations as polls, mass media, electoral system, law, and office. Topics include: United States presidential elections, immigration and its controversies, the civil rights movement, the crisis of contemporary journalism, recent controversies over church pedophilia, the financial system, telephone hacking, and the challenge of de-provincializing civil sphere theory. one intermediate sociology course, or by permission of the instructor. HU, SO

* **EP&E 324a / PLSC 244a, Journalism, Liberalism, Democracy** James Sleeper
The news media's role in configuring the democratic public sphere, from the early synergy of print capitalism and liberalism through the corporate consolidation of mass media and the recent fragmentation and fluidity of "news." Classical-humanist and civic-republican responses to these trends. SO

* **EP&E 334b / PHIL 455b, Normative Ethics** Shelly Kagan
A systematic examination of normative ethics, the part of moral philosophy that attempts to articulate and defend the basic principles of morality. The course surveys and explores some of the main normative factors relevant in determining the moral status of a given act or policy (features that help make a given act right or wrong). Brief consideration of some of the main views about the foundations of normative ethics (the ultimate basis or ground for the various moral principles). Prerequisite: a course in moral philosophy. HU
EPE: Advanced Seminar

* **EP&E 380a / PLSC 313a, Bioethics, Politics, and Economics** Stephen Latham
Ethical, political, and economic aspects of a number of contemporary issues in biomedical ethics. Topics include abortion, assisted reproduction, end-of-life care, research on human subjects, and stem cell research. SO

* **EP&E 396b / AMST 469b / PLSC 251b, Progressivism: Theory and Practice**
Stephen Skowronek
The progressive reform tradition in American politics. The tradition's conceptual underpinnings, social supports, practical manifestations in policy and in new governmental arrangements, and conservative critics. Emphasis on the origins of progressivism in the early decades of the twentieth century, with attention to latter-day manifestations and to changes in the progressive impulse over time. SO
EPE: Advanced Seminar

* **EP&E 410b / PLSC 304b, Business Ethics** Vikram Mansharamani
Current ethical problems facing business leaders. Visible and invisible factors that make ethical decisions complex and difficult to analyze. Anticipating ethical dilemmas; framing decisions and gathering information; the difficulties of taking appropriate, timely action.
EPE: Advanced Seminar

* **EP&E 471a or b, Directed Reading and Research** Staff
For individual reading and research unrelated to the senior essay. Students must obtain the signature of the faculty member supervising their independent work on an Independent Study Form (available from the Ethics, Politics, and Economics registrar's office). This form must be submitted to the director of undergraduate studies at the time the student's class schedule is submitted.

* **EP&E 474b / ECON 472b, Evaluating Charitable Organizations** Dean Karlan
A hands-on exercise in effective philanthropy. Development of a practical framework for evaluating causes and charities; determining what constitutes evidence on aid effectiveness; implementation of a remotely conducted evaluation. Students make funding recommendations to a nonprofit organization that focuses on cost-effective solutions to poverty issues in developing countries. Prerequisites: intermediate microeconomics and econometrics SO

* **EP&E 482b / ECON 484b, Political Economy: Separatism and Annexation** Eric Weese

Formal political-economy models of jurisdiction formation, with a focus on changes in national and subnational boundaries. Application of models to issues such as problematic colonial boundaries in Africa, the apparent success of very small countries, and the role of democracy in recent municipal amalgamations in Canada and Japan. Prerequisites: econometrics and intermediate micro- and macroeconomics. RP

* **EP&E 484a / AFST 347a / GLBL 243a / LAST 348a / PLSC 347a, Post-Conflict Politics** David Simon

Consideration of a range of issues and challenges faced by countries emerging from domestic conflict. Focus on elements of peace-building – disarmament and demobilization, post-conflict elections, institution-building, and reconstruction – as well as modes of transitional justice and mechanisms for truth and reconciliation. SO

* **EP&E 490b / CGSC 426b / PHIL 426b / PSYC 422b, The Cognitive Science of Morality** Joshua Knobe

Introduction to the emerging field of moral cognition. Focus on questions about the philosophical significance of psychological findings. Topics include the role of emotion in moral judgment; the significance of character traits in virtue ethics and personality psychology; the reliability of intuitions and the psychological processes that underlie them. HU

* **EP&E 491a or b, The Senior Essay** Staff

A one-term senior essay. The essay should fall within the student's area of concentration. If no appropriate seminar is offered in which the essay might be written, the student, in consultation with the director of undergraduate studies, should choose an appropriate member of the faculty to supervise the senior essay. Students must obtain the signature of the faculty member supervising their independent work on an Independent Study Form (available from the Ethics, Politics, and Economics registrar's office). This form must be submitted to the director of undergraduate studies at the time the student's class schedule is submitted.

* **EP&E 492a and EP&E 493b, The Yearlong Senior Essay** Staff

A two-term senior essay. The essay should fall within the student's area of concentration. The student, in consultation with the director of undergraduate studies, should choose an appropriate member of the faculty to supervise the senior essay. Students must obtain the signature of the faculty member supervising their independent work on an Independent Study Form (available from the Ethics, Politics, and Economics registrar's office). This form must be submitted to the director of undergraduate studies at the time the student's class schedule is submitted.

EP&E 494b / AFAM 198b / CGSC 277b / PHIL 177b, Propaganda, Ideology, and Democracy Jason Stanley

Historical, philosophical, psychological, and linguistic introduction to the issues and challenges that propaganda raises for liberal democracy. How propaganda can work to undermine democracy; ways in which schools and the press are implicated; the use of propaganda by social movements to address democracy's deficiencies; the legitimacy of propaganda in cases of political crisis. HU

* **EP&E 496a / PLSC 448a, Business and Government After Communism** Ian Shapiro
 Reassessment of business's place in society – and its relations with government – in an era when alternatives to capitalism are moribund. Topics include the role of business in regime change, corruption and attempts to combat it, business and the provision of low income housing and social services, and privatization of such core functions of government as prisons, the military, and local public services. Prerequisites: three courses in political science. SO

* **EP&E 497b / EVST 247b / PLSC 219b, Politics of the Environment** Peter Swenson
 Historical and contemporary politics aimed at regulating human behavior to limit damage to the environment. Goals, strategies, successes, and failures of movements, organizations, corporations, scientists, and politicians in conflicts over environmental policy. Focus on politics in the U.S., including the role of public opinion; attention to international regulatory efforts, especially with regard to climate change. SO

OTHER COURSES RELATED TO ETHICS, POLITICS, AND ECONOMICS

PHIL 175b, Introduction to Ethics Shelly Kagan

What makes one act right and another wrong? What am I morally required to do for others? What is the basis of morality? These are some of the questions raised in moral philosophy. Examination of two of the most important answers, the theories of Mill and Kant, with brief consideration of the views of Hume and Hobbes. Discussion of the question: Why be moral? HU

EPE: Intro Ethics

PLSC 114a, Introduction to Political Philosophy Bryan Garsten

Fundamental issues in contemporary politics investigated through reflection on classic texts in the history of political thought. Emphasis on topics linked to modern constitutional democracies, including executive power, representation, and political parties. Readings from Plato, Machiavelli, Hobbes, Locke, Rousseau, Madison and Hamilton, Lincoln, and Tocqueville, in addition to recent articles on contemporary issues. SO

EPE: Intro Political Phil

PLSC 118b, The Moral Foundations of Politics Ian Shapiro

An introduction to contemporary discussions about the foundations of political argument. Emphasis on the relations between political theory and policy debate (e.g., social welfare provision and affirmative action). Readings from Bentham, Mill, Marx, Burke, Rawls, Nozick, and others. SO

EPE: Intro Political Phil

Ethnicity, Race, and Migration

Director of undergraduate studies: Albert Laguna, Rm. 204, 35 Broadway, 436-9316, albert.laguna@yale.edu; (albert.laguna@yale.edu) erm.yale.edu

FACULTY ASSOCIATED WITH THE PROGRAM OF ETHNICITY, RACE, AND MIGRATION

Professors Ned Blackhawk (*History, American Studies*), Hazel Carby (*African American Studies, American Studies*), Michael Denning (*American Studies, English*), Inderpal Grewal (*American Studies, Women's, Gender, & Sexuality Studies*), Jonathan Holloway (*History, African American Studies*), Matthew Jacobson (*American Studies, African*

American Studies, History), Gilbert Joseph (*History*), Mary Lui (*American Studies, History*), Stephen Pitti (*History, American Studies*), Alicia Schmidt Camacho (*American Studies*), Jing Tsu (*East Asian Languages & Literatures*)

Associate Professors Zareena Grewal (*American Studies*), Daniel Magaziner (*History*)

Assistant Professors Rene Almeling (*Sociology*), Laura Barraclough (*American Studies*), Albert Laguna (*American Studies, Ethnicity, Race, & Migration*), Vida Maralani (*Sociology*), Dixia Ramirez (*American Studies, Ethnicity, Race, & Migration*)

Lecturers Jasmina Besirevic-Regan (*Sociology*), David Simon (*Political Science*)

The program in Ethnicity, Race, and Migration enables students to engage in an interdisciplinary, comparative study of forces that have created a multicultural, multiethnic, and multiracial world. The major emphasizes familiarity with the intellectual traditions and debates surrounding the concepts of indigeneity, ethnicity, nationality, and race; grounding in both the history of migration and its contemporary manifestations; and knowledge of and direct engagement with the cultures, structures, and peoples formed by these migrations.

Prospective majors should consult the director of undergraduate studies early in their academic careers to discuss an individual plan of study. Enrollment in the major requires permission of the director of undergraduate studies prior to the beginning of the fall term of the junior year.

Requirements of the major Students must complete twelve term courses in Ethnicity, Race, and Migration, including the senior requirement. These twelve normally include ER&M 200, an introductory course on the issues and disciplines involved in the study of ethnicity, race, and migration. In the junior year, all majors are required to take ER&M 300, a seminar that introduces majors to scholarship in ethnic studies, postcolonial studies, and cultural studies.

Distributional requirements In order to acquire a comparative sense of ethnicity, race, and migration, students are expected to take at least two courses in each of two distinct geographic areas. To gain familiarity with global movements of people within and across national borders, majors must take at least one course that examines historical or contemporary migrations. Students must also demonstrate evidence of interdisciplinary work related to ethnicity, race, and migration in at least two departments or academic fields.

Area of concentration In consultation with the director of undergraduate studies, each student defines an area of concentration consisting of five term courses, not including the senior essay or project. Advanced work in the foreign language related to a student's area of concentration is advised. Courses applied toward the area of concentration may also be used to fulfill the major's distributional requirements.

As a multidisciplinary program, Ethnicity, Race, and Migration draws on the resources of other departments and programs in the University. Students are encouraged to examine the offerings of other departments in both the humanities and the social sciences, interdisciplinary programs of study housed in the MacMillan Center and elsewhere, and residential college seminars for additional relevant courses. The stated area of concentration of each student determines the relevance and acceptability of

other courses. Students are also encouraged to engage in community-based learning opportunities.

Senior requirement The senior requirement has two components. In the fall term, all majors take the senior colloquium (ER&M 491) on theoretical and methodological issues. Students may choose to complete the requirement by writing a senior essay in the senior project seminar (ER&M 492) during the spring term. Alternatively, students may take an upper-level ER&M seminar and write a senior essay of thirty to thirty-five pages in addition to completing all course requirements. This seminar may be taken during either the fall or spring term. Majors planning to undertake an independent senior project must submit a proposal signed and approved by a faculty adviser to the director of undergraduate studies during the fall term.

Term abroad Because of the major's emphasis on international and transnational work, students are encouraged to undertake a term abroad. They should consult with the director of undergraduate studies to identify courses from study abroad programs that may count toward the major.

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 12 term courses (incl senior req)

Specific courses required ER&M 200, 300

Distribution of courses 5 courses in area of concentration; at least 2 courses in each of 2 geographic areas; at least 1 course on historical or contemporary migrations; at least 2 interdisciplinary courses from different departments or fields

Senior requirement Senior colloq (ER&M 491); senior essay or project in upper-level seminar or in ER&M 492

Required Courses

ER&M 200a, Introduction to Ethnicity, Race, and Migration Alicia Camacho
Historical roots of contemporary ethnic and racial formations and competing theories of ethnicity, race, and migration. Cultural constructions and social practices of race, ethnicity, and migration in the United States and around the world. HU, SO

* **ER&M 300b, Comparative Ethnic Studies** Laura Barraclough
Introduction to the methods and practice of comparative ethnic studies. Examination of racial formation in the United States within a transnational framework. Legacies of colonialism, slavery, and racial exclusion; racial formation in schools, prisons, and citizenship law; cultural politics of music and performance; social movements; and postcolonial critique. SO

Electives within the Major

* **AFAM 060b / AMST 060b / HIST 016b, Significance of American Slavery** Edward Rugemer

The history of American slavery, its destruction during the nineteenth century, and its significance today. Topics include the origins of slavery, the development of racism, the transatlantic slave trade, the experience of enslavement, resistance to slavery, the abolitionist movement, the process of emancipation, and the perpetuation of slavery

and other forms of unfree labor in the twenty-first century. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

*** AFAM 408b / AMST 460b / ENGL 443b, African American Poets of the Modern Era**
Robert Stepto

The African American practice of poetry between 1900 and 1960, especially of sonnets, ballads, sermonic, and blues poems. Poets include Paul Laurence Dunbar, Langston Hughes, Sterling Brown, Gwendolyn Brooks, Margaret Walker, and Robert Hayden. Class sessions at the Beinecke Library for inspection and discussion of original editions, manuscripts, letters, and other archival material. HU

*** AFAM 410b / AMST 310b / WGSS 410b, Interdisciplinary Approaches to African American Studies** Heather Vermeulen

An interdisciplinary, thematic approach to the study of race, nation, and ethnicity in the African diaspora. Topics include class, gender, color, and sexuality; the dynamics of reform, Pan-Africanism, neocolonialism, and contemporary black nationalism. Use of a broad range of methodologies. WR, HU, SO

*** AMST 348b, Space, Place, and Landscape** Laura Barraclough

Survey of core concepts in cultural geography and spatial theory. Ways in which the organization, use, and representation of physical spaces produce power dynamics related to colonialism, race, gender, class, and migrant status. Multiple meanings of home; the politics of place names; effects of tourism; the aesthetics and politics of map making; spatial strategies of conquest. Includes field projects in New Haven. SO

*** AMST 405b / AFAM 406b / ENGL 405b, Autobiography in America** Robert Stepto
A study of autobiographical writings from Mary Rowlandson's Indian captivity narrative (1682) to the present. Classic forms such as immigrant, education, and cause narratives; prevailing autobiographical strategies involving place, work, and photographs. Authors include Franklin, Douglass, Jacobs, Antin, Kingston, Uchida, Balakian, Rodriguez, and Bechdel. WR, HU

ANTH 254a, Japan: Culture, Society, Modernity Sarah LeBaron von Baeyer

Introduction to Japanese society and culture. The historical development of Japanese society; family, work, and education in contemporary Japan; Japanese aesthetics; and psychological, sociological, and cultural interpretations of Japanese behavior. WR, SO
Anthropology: Sociocultural

*** ANTH 302a / AMST 402a / FILM 324a / WGSS 380a, Gender and Sexuality in Media and Popular Culture** Laura Wexler

Investigation of visual media and popular culture in the United States and transnationally. Gender, race, class, and sexuality in relation to the production, circulation, consumption, and reception of media culture. Focus on theories of media and the visual. Significant lab component in which students use media technologies to make and illustrate theoretical arguments. HU
Anthropology: Sociocultural

*** ANTH 333a, Bilingualism in Social Context** J. Joseph Errington

The linguistic phenomenon of bilingualism presented through broad issues in social description inseparably linked to it: growth and change in bilingual communities; bilingual usage, social identity, and allegiance; and interactional significances of bilingual speech repertoire use. SO

Anthropology: Linguistic

* **ANTH 386b / GLBL 393b, Humanitarian Interventions: Ethics, Politics, and Health**

Catherine Panter-Brick

Analysis of humanitarian interventions from a variety of social science disciplinary perspectives. Issues related to policy, legal protection, health care, morality, and governance in relation to the moral imperative to save lives in conditions of extreme adversity. Promotion of dialogue between social scientists and humanitarian practitioners. WR, SO

Anthropology: Sociocultural

* **ANTH 438b, Culture, Power, Oil** Douglas Rogers

The production, circulation, and consumption of petroleum as they relate to globalization, empire, cultural performance, natural resource extraction, and the nature of the state. Case studies include the United States, Saudi Arabia, Nigeria, Venezuela, and the former Soviet Union. SO

Anthropology: Sociocultural

ER&M 187a / AMST 133a / HIST 107a, Introduction to American Indian History

Ned Blackhawk

Survey of American Indian history, beginning with creation traditions and migration theories and continuing to the present day. Focus on American Indian nations whose homelands are located within the contemporary United States. Complexity and change within American Indian societies, with emphasis on creative adaptations to changing historical circumstances. WR, HU

* **ER&M 218a / JDST 349a / LITR 435a / RLST 228a, Ethnicity, Religion, and Nationality in Modern Jewish Culture** Hannan Hever and Eliyahu Stern

Conception and development of cultural identity through the category of "the Jew" in modernity. Investigation of identity politics in modern Europe, the Middle East, and America with consideration of how discourses of colonialism, science, theology, and multiculturalism have determined the perception of self and relation to others. HU

ER&M 219a / HIST 219a / JDST 200a / MMES 149a / RLST 148a, Jewish History and Thought to Early Modern Times Ivan Marcus

A broad introduction to the history of the Jews from biblical beginnings until the European Reformation and the Ottoman Empire. Focus on the formative period of classical rabbinic Judaism and on the symbiotic relationships among Jews, Christians, and Muslims. Jewish society and culture in its biblical, rabbinic, and medieval settings. Counts toward either European or non-Western distributional credit within the History major, upon application to the director of undergraduate studies. HU RP

* **ER&M 221b / WGSS 222b, Introduction to Critical Refugee Studies** Quan Tran

Reconfiguring refugees as fluid subjects and sites of social, political, and cultural critiques. Departing from dominant understandings of refugees as victims, consideration instead of refugees as complex historical actors, made visible through processes of colonization, imperialism, war, displacement, state violence, and globalization, as well as ethical, social, legal, and political transformations. Focus on second-half of the twentieth century. SO

ER&M 226a / AFAM 196a / AMST 196a / EVST 196a, Race, Class, and Gender in American Cities Laura Barraclough

Examination of how racial, gender, and class inequalities have been built, sustained, and challenged in American cities. Focus on the twentieth and twenty-first centuries. Topics include industrialization and deindustrialization, segregation, gendered public/private split, gentrification, transit equity, environmental justice, food access, and the relationships between public space, democracy, and community wellbeing. Includes field projects in New Haven. WR, SO

ER&M 238a / AFST 238a / AMST 238a, Introduction to Third World Studies Staff

Introduction to the historical and contemporary theories and articulations of Third World studies (comparative ethnic studies) as an academic field and practice. Consideration of subject matters; methodologies and theories; literatures; and practitioners and institutional arrangements. SO

*** ER&M 291b / AFAM 352b / AMST 438b / LITR 295b / WGSS 343b, Caribbean Diasporic Literature** Hazel Carby

An examination of contemporary literature written by Caribbean writers who have migrated to, or who journey between, different countries around the Atlantic rim. Focus on literature written in English in the twentieth and twenty-first centuries, both fiction and nonfiction. Writers include Caryl Phillips, Nalo Hopkinson, and Jamaica Kincaid. HU

*** ER&M 305b / ENGL 227b, Postcolonial Asia** Sunny Xiang

Examination of "postcolonial" in relation to Asian Anglophone literature from 1948 to 2008. Concepts include independence and partition, Third Worldism, globalization, and financialization. HU

*** ER&M 306b / JDST 353b / LITR 308b, Literature at the Limit from Palestine and Israel** Hannan Hever and Robyn Creswell

Readings and films from post-1948 Palestine and Israel, with special attention given to historical and political contexts. Consideration of the limit, in the geographical sense of borders and checkpoints, as well as in the existential sense of extremity and trauma. HU

*** ER&M 311b / AMST 311b, Latina/o New Haven** Alicia Camacho

Introduction to the field of Latina/o studies, with a focus on community-based research in New Haven. Training in interdisciplinary methods of social research, including oral history, interviews, archival research, cultural analysis, and social documentation. Students design collaborative research projects. SO

*** ER&M 315a / AFAM 336a / AMST 336a / LAST 336, Haitian and Dominican Literature and Culture** Dixia Ramirez

The literature and culture of Haiti, the Dominican Republic, and their diasporas in the United States and Canada since 1804. Focus on texts that explore relations between the two nations, with some attention to each country's individual literary and cultural traditions. Conventional literary texts such as novels and poetry, as well as political documents, orally transmitted texts, and imagery. HU

ER&M 319b / JDST 318b / LITR 282b / NELC 282b, Cultural Critique and Israel
Hannan Hever

Major trends in cultural studies explored using Israel as a case study; focus on the political-critical approach. Theoretical questions regarding the definition of culture;

critical approaches to cultural texts; theories of high, low, and popular cultures; the constitution of the subject within the cultural arena. Attention to literature, cinema, music, and visual art. HU

* **ER&M 320a / AFAM 340a / LITR 332a, Narratives of Blackness in Latino and Latin America** Dixia Ramirez

Focus on the cultural and literary treatments of Afro-Latin American and Afro-Latina/o subjectivity in Spanish- and Portuguese-speaking Latin America and in the United States through the study of literature, historical first-hand accounts, film, and scholarship produced from the 16th century to the present. Themes include slave insurrections, the plantation system, piracy and buccaneering, the black roots of several Latin American musical genres, miscegenation, and the central role of sexuality in race-based social hierarchies. WR, HU

* **ER&M 324a / WGSS 325a, Asian Diasporas Since 1800** Quan Tran

Examination of the diverse historical and contemporary experiences of people from East, South, and Southeast Asian ancestry living in the Americas, Australia, Africa, the Middle East, Asia, and Europe. Organized thematically and comparative in scope, topics include labor migrations, community formations, chain migrations, transnational connections, intergenerational dynamics, interracial and ethnic relations, popular cultures, and return migrations. HU, SO

ER&M 325b / AFST 335b / HIST 335b, A History of South Africa Daniel Magaziner

An introduction to the history of southern Africa, especially South Africa. Indigenous communities; early colonial contact; the legacies of colonial rule; postcolonial mismanagement; the vagaries of the environment; the mineral revolution; segregationist regimes; persistent inequality and crime since the end of apartheid; the specter of AIDS; postcolonial challenges in Zimbabwe, Angola, and Mozambique. HU

* **ER&M 342a / HIST 372Ja / LAST 372a, Revolutionary Change and Cold War in Latin America** Gilbert Joseph

Analysis of revolutionary movements in Latin America against the backdrop of the Cold War. Critical examination of popular images and orthodox interpretations. An interdisciplinary study of the process of revolutionary change and cold war at the grassroots level. WR, HU

* **ER&M 358b / AMST 400b / HIST 119Jb, The History of Race in the Early Americas** Greta LaFleur

A broad survey of the history of racial thinking in the Atlantic world from the early modern period through the late nineteenth century. Students will denaturalize the idea that race is synonymous with skin color by turning to the long history of racism and racial thinking in the Atlantic world to illustrate the way that current ideas about what race "is" or means is a profoundly twentieth-century idea. HU

* **ER&M 359a or b / AMST 399a or b, Race and Material Culture** Greta LaFleur

Examination of how certain materials and material objects bear on racial formations and how those formations have changed over time; use of material culture in the construction of the racialized human. Themes include people and things, objects and the performance of race, materiality, posthumanism, media and immateriality, and more. HU

* **ER&M 364a / HIST 334Ja, Ethnicity, Nationalism, and the Politics of Knowledge in Latin America** Marcela Echeverri Munoz

Examination of ethnicity and nationalism in Latin America through the political lens of social knowledge. Comparative analysis of the evolution of symbolic, economic, and political perspectives on indigenous peoples, peasants, and people of African descent from the nineteenth century to the present. Consideration of the links between making ethnic categories in the social sciences and in literature and the rise of political mechanisms of participation and representation that have characterized the emergence of cultural politics. WR, HU

* **ER&M 370b / AMST 441b / HIST 130Jb, Indians and the Spanish Borderlands** Ned Blackhawk

The experiences of Native Americans during centuries of relations with North America's first imperial power, Spain. The history and long-term legacies of Spanish colonialism from Florida to California. WR, HU

* **ER&M 376b / MGRK 304b / PLSC 376b / SOCY 307b, Extreme and Radical Right Movements** Paris Aslanidis

Extreme and radical right movements and political parties are a recurrent phenomenon found in most parts of the world. Discussion of their foundational values and the causes of their continuous, even increasing, support among citizens and voters. SO

* **ER&M 407a / AFAM 399a / AMST 341a, Race and Capitalism** Aaron Carico

This interdisciplinary seminar explores, both theoretically and historically, how racial formations are bound to the formations of capitalism. Focus on the American scene, with sustained inquiry on slavery, its commodity logics, and their residues. Consideration of the effects of immigration and globalization. SO

* **ER&M 419a / AFAM 390 / SOCY 319a, Ethnography of the African American Community** Elijah Anderson

An ethnographic study of the African American community. Analysis of ethnographic and historical literature, with attention to substantive, conceptual, and methodological issues. Topics include the significance of slavery, the racial ghetto, structural poverty, the middle class, the color line, racial etiquette, and social identity. SO

* **ER&M 435b / AMST 422b / HIST 151Jb, Writing Tribal Histories** Ned Blackhawk

Historical overview of American Indian tribal communities, particularly since the creation of the United States. Challenges of working with oral histories, government documents, and missionary records. WR, HU

HIST 119b / AFAM 172b, The Civil War and Reconstruction Era, 1845–1877 David Blight

The causes, course, and consequences of the American Civil War. A search for the multiple meanings of a transformative event, including national, sectional, racial, constitutional, social, gender, intellectual, and individual dimensions. HU

HIST 127a / AMST 135a / WGSS 200a, U.S. Lesbian and Gay History George Chauncey

Introduction to the social, cultural, and political history of lesbians, gay men, and other socially constituted sexual minorities. Focus on understanding categories of sexuality in relation to shifting normative regimes, primarily in the twentieth century. The emergence of homosexuality and heterosexuality as categories of experience and identity; the changing relationship between homosexuality and transgenderism; the

development of diverse lesbian and gay subcultures and their representation in popular culture; religion and sexual science; generational change and everyday life; AIDS; and gay, antigay, feminist, and queer movements. HU

HIST 264b, Eastern Europe since 1914 Timothy Snyder

Eastern Europe from the collapse of the old imperial order to the enlargement of the European Union. Main themes include world war, nationalism, fascism, and communism. Special attention to the structural weaknesses of interwar nation-states and postwar communist regimes. Nazi and Soviet occupation as an age of extremes. The collapse of communism. Communism after 1989 and the dissolution of Yugoslavia in the 1990s as parallel European trajectories. HU

HIST 303a, Japan's Modern Revolution Daniel Botsman

A survey of Japan's transformation over the course of the nineteenth century from an isolated, traditional society on the edge of northeast Asia to a modern imperial power. Aspects of political, social, and cultural history. HU

HIST 323b, Southeast Asia since 1900 Staff

Comparative colonialism, nationalism, revolution, and independence in modern Southeast Asia. Topics include Indonesia and the Dutch, Indochina under French rule, the United States in the Philippines and Vietnam, Buddhism in Burma and Thailand, communist and peasant movements, and the Cambodian revolution and its regional repercussions. HU

HIST 332a / AFST 333a, African Encounters with Colonialism Daniel Magaziner

How African societies and peoples encountered, engaged, and endured the colonial and postcolonial world, from the arrival of Kiswahili-speaking traders at the shores of Lake Victoria in the 1840s through the rise and fall of European colonialism and the resulting forms of neocolonialism. Transformations and continuities in African religious life; gendered sociability; popular culture. HU

HIST 335b / AFST 335b / ER&M 325b, A History of South Africa Daniel Magaziner

An introduction to the history of southern Africa, especially South Africa. Indigenous communities; early colonial contact; the legacies of colonial rule; postcolonial mismanagement; the vagaries of the environment; the mineral revolution; segregationist regimes; persistent inequality and crime since the end of apartheid; the specter of AIDS; postcolonial challenges in Zimbabwe, Angola, and Mozambique. HU

*** HIST 388Ja / AFST 486a, Slavery and the Slave Trade in Africa** Robert Harms

The slave trade from the African perspective. Analysis of why slavery developed in Africa and how it operated. The long-term social, political, and economic effects of the Atlantic slave trade. WR, HU
History: Preindustrial

HSAR 373b / AFAM 215b, African American Art, 1963 to the Present Erica James

Modern African American artistic production explored in the context of American art and social history. Critical race theory and artistic discourse from the Spiral group in 1963, to the Black Arts Movement and the culture wars, to current readings in American and postblack art. The complicated relations between African American art and politics. Use of art objects from the Yale University Art Gallery. HU

LITR 143b / ENGL 192 / FILM 240b, World Cinema Dudley Andrew

Development of ways to engage films from around the globe productively. Close analysis of a dozen complex films, with historical contextualization of their production and cultural functions. Attention to the development of critical skills. Includes weekly screenings, each followed immediately by discussion. HU

*** PLSC 245a / AFAM 268a, Urban Politics and Policy** Cynthia Horan

Analysis of competing approaches to urban politics and political economy with a focus on how scholars debate the study of power, race, and space. Application of theories to contemporary policy issues such as policing, metropolitan disparities, and inner-city revitalization. SO

*** PLSC 280b / AFAM 270b, Poverty, Politics, and Policy in the American City**

Cynthia Horan

Examination of how politics informs the formulation and implementation of policies to address urban poverty. Consideration of alternative explanations for poverty and alternative government strategies. Focus on efforts by local organizations and communities to improve their situations within the context of government actions. SO

*** PLSC 368a, Global Politics** Stathis Kalyvas

Major issues in current international politics, from political economy to international security, with a broad geographic focus. Emphasis on analytic and synthetic skills. Themes include the politics of economic crisis, global governance, state failure, and political and economic development. SO

*** PLSC 436a / GLBL 361a, Violence: State and Society** Matthew Kocher

Examination of large-scale violence, generally within sovereign states. Why violence happens, why it takes place in some locations and not others, why it takes specific forms (insurgency, terrorism, civilian victimization), what explains its magnitude (the number of victims), and what explains targeting (the type or identity of victims). SO

*** PORT 394a / LAST 394a / LITR 294a, World Cities and Narratives** K. David

Jackson

Study of world cities and selected narratives that describe, belong to, or represent them. Topics range from the rise of the urban novel in European capitals to the postcolonial fictional worlds of major Portuguese, Brazilian, and Spanish American cities. Conducted in English. WR, HU TR

*** SOCY 319a / AFAM 390 / ER&M 419a, Ethnography of the African American Community** Elijah Anderson

An ethnographic study of the African American community. Analysis of ethnographic and historical literature, with attention to substantive, conceptual, and methodological issues. Topics include the significance of slavery, the racial ghetto, structural poverty, the middle class, the color line, racial etiquette, and social identity. SO

*** WGSS 380a / AMST 402a / ANTH 302a / FILM 324a, Gender and Sexuality in Media and Popular Culture** Laura Wexler

Investigation of visual media and popular culture in the United States and transnationally. Gender, race, class, and sexuality in relation to the production, circulation, consumption, and reception of media culture. Focus on theories of media and the visual. Significant lab component in which students use media technologies to make and illustrate theoretical arguments. HU

WGSS 405a / EALL 211a / LITR 174a, Women and Literature in Traditional China

Kang-i Sun Chang

A study of major women writers in traditional China, as well as representations of women by male authors. The power of women's writing; women and material culture; women in exile; courtesans; Taoist and Buddhist nuns; widow poets; cross-dressing women; the female body and its metaphors; footbinding; notions of love and death; the aesthetics of illness; women and revolution; poetry clubs; the function of memory in women's literature; problems of gender and genre. All readings in translation; no knowledge of Chinese required. Some Chinese texts provided for students who read Chinese. Formerly CHNS 201. HU TR

Individual Research and Senior Essay Courses

* **ER&M 471a, Individual Reading and Research for Juniors and Seniors** Albert Laguna

For students who wish to cover material not otherwise offered by the program. The course may be used for research or for directed reading. In either case a term paper or its equivalent is required. Students meet regularly with a faculty adviser. To apply for admission, students submit a prospectus signed by the faculty adviser to the director of undergraduate studies.

* **ER&M 491a, The Senior Colloquium: Theoretical and Methodological Issues** Albert Laguna

A research seminar intended to move students toward the successful completion of their senior projects, combining discussions of methodological and theoretical issues with discussions of students' fields of research.

Film and Media Studies

Director of undergraduate studies: Katerina Clark, Rm. 203, 451 College, 432-0712, katerina.clark@yale.edu (lawrence.staib@yale.edu) [F]; Ron Gregg, Rm. 323, 53 Wall, 432-3048, ronald.gregg@yale.edu (ronald.gregg@yale.edu) [Sp]; filmstudies.yale.edu

FACULTY ASSOCIATED WITH THE PROGRAM OF FILM AND MEDIA STUDIES

Professors *Dudley Andrew (*Comparative Literature, Film & Media Studies*), Hazel Carby (*African American Studies, American Studies*), *Francesco Casetti (*Chair*) (*Humanities, Film & Media Studies*), *Katerina Clark (*Comparative Literature, Slavic Languages & Literatures*), Michael Denning (*American Studies, English*), *Aaron Gerow (*East Asian Languages & Literatures, Film & Media Studies*), Inderpal Grewal (*Women's, Gender, & Sexuality Studies*), *John MacKay (*Film & Media Studies, Slavic Languages & Literatures*), *Millicent Marcus (*Italian*), Donald Margulies (*Adjunct*) (*English, Theater Studies*), Kobena Mercer (*History of Art, African American Studies*), Christopher L. Miller (*African American Studies, French*), *Charles Musser (*American Studies, Film & Media Studies*), John Durham Peters (*English, Film & Media Studies*) *Brigitte Peucker (*German, Film & Media Studies*), Joseph Roach (*English, Theater Studies*), Michael Roemer (*Adjunct*) (*Art, American Studies*), Alan Trachtenberg (*Emeritus*), *Katie Trumpener (*Comparative Literature, English*), *Laura Wexler (*American Studies, Women's, Gender, & Sexuality Studies*)

Associate Professors Moira Fradinger (*Comparative Literature*), Zareena Grewal (*Ethnicity, Race, & Migration*), Brian Walsh (*English*), R. John Williams (*English*)

Senior Lecturer *Ron Gregg (*American Studies, Film & Media Studies*)

Lecturers *Jonathan Andrews (*Art, Film & Media Studies*), James Charney (*School of Medicine*), *Michael Kerbel (*American Studies, Film & Media Studies*), *Marc Lapadula (*Film & Media Studies*)

Critic *Sandra Luckow (*Art*)

Senior Lecturer II Seungja Choi (*East Asian Languages & Literatures*)

Senior Lectors Krystyna Illakowicz (*Slavic Languages & Literatures*), Karen von Kunes (*Slavic Languages & Literatures*)

*Member of the Film and Media Studies Advisory Committee.

The major in Film and Media Studies focuses on the history, theory, criticism, and production of cinema and other moving-image media. Courses examine cinema and the broader landscape of audiovisual media as significant modern art forms, and the contributions of moving-image media as cultural and communicative practices of enduring social significance. As an interdisciplinary program centered in the humanities, Film and Media Studies offers students latitude in defining their course of study within the framework established by the Film and Media Studies Committee. With this freedom comes the responsibility of carefully planning a coherent and well-focused program. Because of the special demands of Film and Media Studies and the diversity of its offerings, potential majors are encouraged to consult the director of undergraduate studies early in their academic careers.

Prerequisite Students normally take FILM 150 in their freshman or sophomore year. This course is useful preparation, and in some cases a prerequisite, for many other courses in the major.

The major for the Class of 2018 and previous classes Students in the Class of 2018 and previous classes may fulfill the requirements of the major that were in place when they entered the major in Film and Media Studies, as described in previous editions of this bulletin. Alternatively, they may fulfill the requirements for the major as described below for the Class of 2019 and subsequent classes.

The major for the Class of 2019 and subsequent classes The Film and Media Studies major consists of twelve term courses, including the prerequisite and the senior requirement. Students are required to take FILM 160 and 320, preferably by the end of their sophomore year. In addition, students are required to take one upper-level course in the study of representative films from a non-American national cinema (e.g. German expressionist cinema, Italian cinema or world cinema) and one course in critical studies. Students also must take at least one course on the creative process in film; appropriate courses are listed under "Production Seminars." Courses taken outside the Film and Media Studies department will not count toward the major without the permission of the director of undergraduate studies. Admission to senior-level seminars is at the instructor's discretion, but the Film and Media Studies program will ensure that every senior major gains admission to the required number of seminars.

Preparation for a senior project Those students hoping to produce a film script or video as their senior project should make sure that they have taken enough courses in video production and screenwriting to be accepted into an advanced course in screenwriting or production. Senior creative projects in Film and Media Studies must be produced in conjunction with one such upper-level course. Students often start by completing FILM 161, 162 by the end of their sophomore year, and continue with FILM 355, 356 by the end of their junior year, to prepare for FILM 455, 456 or 483, 484 in their senior year. Those students interested in screenwriting often begin with FILM 350. Students interested in filmmaking should also take courses in screenwriting, and vice versa. Some production courses are available in the summer program in Prague.

Preparation for a senior essay Students in their senior year may prefer to write a senior essay rather than work on a creative project. To prepare, they should take advantage of the variety of courses in film history, media studies, criticism and theory offered by the program, as well as such topics as American independent cinema, film theory, and African American cinema.

Senior requirement During the senior year, each student takes one or two senior-level seminars or the equivalent and submits a senior essay or senior project, which should represent a culmination of work in the major and in Yale College. The senior requirement does require both critical writing and writing in images. Those undertaking creative senior projects should be expected to produce a paper of approximately fifteen pages in which the student discusses such questions as the genre to be used in the project, existing precedents for the topic, and his or her strategy in working on the project. Those undertaking to fulfill the senior requirement by writing a senior essay should additionally take a course in which they are expected to do, minimally, a small production assignment.

For the student writing a senior essay, several options are possible. First, the student may enroll in two terms of relevant senior-level seminars (usually courses numbered in the 400s) and write a substantial term paper of twenty-five pages, double-spaced, for one of these courses. Second, the student may do independent research on a yearlong senior essay (FILM 491, 492). This option is intended for students with clearly defined topics that do not relate closely to a senior-level seminar. During the first two weeks of the first term of senior year, a petition for permission to do independent research should be submitted to the director of undergraduate studies in the form of a brief prospectus, approved by the proposed faculty adviser to the essay. Such research receives two terms of credit; the product of a two-term research essay is a work of at least fifty pages. Third, the senior requirement may be completed by combining one single-term senior-level seminar with one term of an independent research project (FILM 491 or 492), resulting in a paper of thirty-five pages. Whichever option is chosen, the essay should be written on a topic informed by the student's previous course work at Yale College. In researching and writing the essay, the student should consult regularly with the seminar instructor, supplying preliminary drafts as appropriate, and may consult with other faculty members as well.

Students who wish to complete a senior project as an alternative to an essay must petition the Film and Media Studies Committee for approval of their project at the end of the junior year. Projects might include writing a screenplay or producing a video.

Students electing such an alternative should note that the project must be undertaken and accomplished over two terms. A limited number of students making films or videos are admitted to either the Advanced Fiction Film Workshop (FILM 483, 484) or the Documentary Film Workshop (FILM 455, 456), and receive three credits for their projects (two credits for FILM 483, 484 or 455, 456, and one for FILM 493 or 494). Such a choice effectively commits students to one extra course in addition to the twelve courses required for the major, because FILM 493 or 494 does not count toward the fourteen required courses when taken in conjunction with FILM 483, 484 or 455, 456. Students may undertake a production project outside the workshops if (1) the Film and Media Studies Committee approves their petition, (2) they have found a primary adviser qualified and willing to provide the necessary supervision, and (3) they have identified the equipment necessary to execute the project. Such students may count FILM 493 and 494 toward the twelve courses required for the major.

Majors graduating in December must submit their senior essays or senior projects to the director of undergraduate studies by Friday, December 9, 2016; those graduating in May, by Friday, April 28, 2017. A second reader assigned by the director of undergraduate studies participates in evaluating the essays and/or projects.

Credit/D/Fail No more than one course taken Credit/D/Fail may be counted toward the major with permission of the director of undergraduate studies.

The intensive major Students of substantial accomplishment and commitment to film and media studies are encouraged to pursue the intensive major. Students in the intensive major complete a senior project in production and also write a senior essay. The intensive major in Film and Media Studies is intended for students who are not pursuing two majors. Students must request approval from the Film and Media Studies Committee at the end of their junior year by submitting a proposal that outlines their objectives and general area of study.

Foreign Languages Study of relevant foreign languages is urged for all Film and Media Studies majors. Students considering graduate work should become proficient in French or another modern language. Those choosing to study film in relation to a foreign culture must have good listening and reading abilities in that language.

REQUIREMENTS OF THE MAJOR

Prerequisite FILM 150

Number of courses 12 term courses, incl prerequisite and senior requirement

Specific courses required FILM 160 and FILM 320

Distribution of courses 1 national or world cinema course (non-American); 1 production course; 1 critical studies course

Senior requirement *For senior essay*—2 terms of senior-level seminars, or 2 terms of senior essay (FILM 491, 492), or 1 term of each; or 2 terms of senior project in FILM 455, 456, or 483, 484, and either FILM 493 or 494, for a total of 13 term courses; *for senior project*—2 terms of senior project in FILM 493, 494 with approved petition

Intensive major Both senior essay and senior project

Required Courses

FILM 150a, Introduction to Film Studies Ronald Gregg

A survey of film studies concentrating on theory, analysis, and criticism. Students learn the critical and technical vocabulary of the subject and study important films in weekly screenings. Prerequisite for the major. WR, HU

* **FILM 320b / HSAR 490b, Close Analysis of Film** John MacKay

Ways in which traditional genres and alternative film forms establish or subvert convention and expectation and express thematic and ideological concerns. The balancing of narrative containment and excess, as well as action and image. Use of body and voice, space and music. Examples include films by Antonioni, Zhang, Ozu, and Hitchcock. Prerequisite: FILM 150. HU

National Cinemas

FILM 240b / ENGL 192 / LITR 143b, World Cinema Dudley Andrew

Development of ways to engage films from around the globe productively. Close analysis of a dozen complex films, with historical contextualization of their production and cultural functions. Attention to the development of critical skills. Includes weekly screenings, each followed immediately by discussion. HU

* **FILM 241b / PLSH 246b, Polish Communism and Postcommunism in Film**

Krystyna Illakowicz

The Polish film school of the 1950s and the Polish New Wave of the 1960s. Pressures of politics, ideology, and censorship on cinema. Topics include gender roles in historical and contemporary narratives, identity, ethos of struggle, ethical dilemmas, and issues of power, status, and idealism. Films by Wajda, Munk, Polanski, Skolimowski, Kieslowski, Holland, and Kedzierzawska, as well as selected documentaries. Readings by Milosz, Andrzejewski, Mickiewicz, Maslowska, Haltoff, and others. Readings and discussion in English. HU

* **FILM 304a / EALL 281a, Japanese Cinema and Its Others** Aaron Gerow

Critical inquiry into the myth of a homogeneous Japan through analysis of how Japanese film and media historically represents “others” of different races, ethnicities, nationalities, genders, and sexualities, including blacks, ethnic Koreans, Okinawans, Ainu, undocumented immigrants, LGBT minorities, the disabled, youth, and monstrous others like ghosts. HU

* **FILM 319b / GMAN 273b / LITR 368b, The Third Reich in Postwar German Film, 1945-2007** Jan Hagens

Close study of the intersection of aesthetics and ethics with regard to how German films, since 1945, have dealt with Nazi history. Through the study of German-language films (with subtitles), produced in postwar East, West, and unified Germany through 2007, students consider and challenge perspectives on the Third Reich and postwar Germany, while learning basic categories of film studies. HU

* **FILM 363a / LITR 360a, Radical Cinemas of Latin America** Moira Fradinger

Introduction to Latin American cinema, with an emphasis on post-World War II films produced in Cuba, Argentina, Brazil, and Mexico. Examination of each film in its historical and aesthetic aspects, and in light of questions concerning national cinema

and "third cinema." Examples from both pre-1945 and contemporary films. Conducted in English; knowledge of Spanish and Portuguese helpful but not required. HU

* **FILM 409a / LITR 306a / RSEE 327a / RUSS 327a, The Danube in Literature and Film** Marijeta Bozovic

The Danube River in the film, art, and literature of various Danubian cultural traditions, from the late nineteenth century to the present. Geography and history of the region that includes the river's shores and watershed; physical, historical, and metaphoric uses of the Danube; the region as a contested multilingual, multicultural, and multinational space, and as a quintessential site of cross-cultural engagement. Readings and discussion in English. HU TR

* **FILM 415a / FREN 398a, Seventeenth-Century France in Cinema** Christopher Semk

Introduction to seventeenth-century French literature and culture through cinematic adaptations of literary works and representations of the period in film. The influence of seventeenth-century France on contemporary French culture; ways in which the period and its literature continue to capture the imagination of film directors. L5, HU

* **FILM 443a / GMAN 272a / HUMS 472a, Fear** Paul North and Francesco Casetti
Examination of fear, as the pivotal passion in late modernity, through literature, philosophy, and film. Special emphasis on the twentieth century and the way cinema represents, causes, and reflects on fear. None. HU

* **FILM 457a / ITAL 303a / LITR 359a, Italian Film from Postwar to Postmodern**
Millicent Marcus

A study of important Italian films from World War II to the present. Consideration of works that typify major directors and trends. Topics include neorealism, self-reflexivity and metacinema, fascism and war, and postmodernism. Films by Fellini, Antonioni, Rossellini, De Sica, Visconti, Pasolini, Bertolucci, Wertmuller, Tornatore, and Moretti. Most films in Italian with English subtitles. WR, HU

Film Theory, Visual Media, and Special Topics

* **FILM 099a / LITR 099a, Film and the Arts** Dudley Andrew

A study of cinema as it developed into a significant art form, including its interactions with fiction, theater, and painting. Focus on André Bazin's reflections on cinema in response to Chaplin, Welles, and Cocteau, as well as to writers such as Faulkner, Sartre, and Malraux. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU RP

FILM 160b / ENGL 196b, Introduction to Media Staff

Introduction to the long history of media as understood in classical and foundational (and even more recent experimental) theories. Topics involve the technologies of modernity, reproduction, and commodity, as well as questions regarding knowledge, representation, public spheres, and spectatorship. Special attention given to philosophies of language, visuality, and the environment, including how digital culture continues to shape these realms. WR, HU

FILM 244a / AMST 247a / HIST 147a / HLTH 170a / HSHM 202a, Media and Medicine in Modern America John Warner

Relationships between medicine, health, and the media in the United States from 1870 to the present. The changing role of the media in shaping conceptions of the

body, creating new diseases, influencing health and health policy, crafting the image of the medical profession, informing expectations of medicine and constructions of citizenship, and the medicalization of American life. HU

* **FILM 305a / LITR 361a, History and Theory of Animation** Aaron Gerow
Survey of the history and theory of animation. Examples from around the world, from various traditions, and from different periods. HU

* **FILM 324a / AMST 402a / ANTH 302a / WGSS 380a, Gender and Sexuality in Media and Popular Culture** Laura Wexler
Investigation of visual media and popular culture in the United States and transnationally. Gender, race, class, and sexuality in relation to the production, circulation, consumption, and reception of media culture. Focus on theories of media and the visual. Significant lab component in which students use media technologies to make and illustrate theoretical arguments. HU

* **FILM 346b / GMAN 225b / LITR 362b, Intermediality in Film** Brigitte Peucker
Film is a hybrid medium, the meeting point of several others. This course focuses on the relationship of film to theater, painting, and video, suggesting that where two media are in evidence, there is usually a third. Topics include space, motion, framing, color, theatricality, tableau vivant, ekphrasis, spectatorship, and new media. Readings feature art historical and film theoretical texts as well as essays pertinent to specific films. Films by Fassbinder, Bergman, von Trier, Jarman, Godard, Haneke, Antonioni, Greenaway and others. HU

* **FILM 368a / HIST 275Ja / LITR 320a / MGRK 233a, The Culture of the Cold War in Europe** George Syrimis
European culture during and after the Cold War. Focus on the relation of politics and dominant ideologies to their correlative literary and cinematic aesthetics models and to popular culture. Themes include totalitarianism, Eurocommunism, decolonization, espionage, state surveillance, the nuclear threat, sports, and propaganda. HU

* **FILM 411b / LITR 380b, The Films of Alfred Hitchcock** Brigitte Peucker
An examination of Hitchcock's career as a filmmaker from *Blackmail* to *Frenzy*, with close attention to the wide variety of critical and theoretical approaches to his work. Topics include the status of the image; the representation of the feminine and of the body; spectatorship; painterliness and theatricality; generic and psychoanalytic issues. HU

* **FILM 417a / HSAR 497a, Painting and Cinema** Brigitte Peucker
Examination of the relationship between painting and cinema historically, materially, conceptually, and aesthetically from the 1890s to the present. Focus on the relationship between high art and popular culture, as well as critical interrogation of medium-specificity and the materiality of the objects under study. one film or one history of art course. HU

* **FILM 445a / LITR 450a, Adaptation and Representation in Cinema** Dudley Andrew
Cinematic adaptations of works from older arts, particularly literature. Adaptation as a sign of the modernity of cinema. Case studies of filmic transformations; the status of the arts in the twentieth and twenty-first centuries. RP

Production Seminars

* **FILM 161a / ART 141a, Introductory Film Writing and Directing** Michael Roemer
Problems and aesthetics of film studied in practice as well as in theory. In addition to exploring movement, image, montage, point of view, and narrative structure, students photograph and edit their own short videotapes. Emphasis on the writing and production of short dramatic scenes. Materials fee: \$150. Priority to majors in Art and in Film & Media Studies. Prerequisite for majors in Film & Media Studies: FILM 150.
RP

* **FILM 162a or b / ART 142a or b, Introductory Documentary Filmmaking** Staff
The art and craft of documentary filmmaking. Basic technological and creative tools for capturing and editing moving images. The processes of research, planning, interviewing, writing, and gathering of visual elements to tell a compelling story with integrity and responsibility toward the subject. The creation of nonfiction narratives. Issues include creative discipline, ethical questions, space, the recreation of time, and how to represent "the truth." Materials fee: \$150. RP

* **FILM 350a, Screenwriting** Marc Lapadula
A beginning course in screenplay writing. Foundations of the craft introduced through the reading of professional scripts and the analysis of classic films. A series of classroom exercises culminates in intensive scene work. Prerequisite: FILM 150. Not open to freshmen.

FILM 355a or b / ART 341a or b, Intermediate Film Writing and Directing Staff
In the first half of the term, students write three-scene short films and learn the tools and techniques of staging, lighting, and capturing and editing the dramatic scene. In the second half of the term, students work collaboratively to produce their films. Focus on using the tools of cinema to tell meaningful dramatic stories. Materials fee: \$150. Enrollment limited to 8. Priority to majors in Art and in Film & Media Studies. Prerequisites: ART 141 or 142, and FILM 150. RP

FILM 356b / ART 342b, Intermediate Documentary Filmmaking Staff
Students explore the storytelling potential of the film medium by making documentary art. The class concentrates on finding and capturing intriguing, complex scenarios in the world and then adapting them to the film form. Questions of truth, objectivity, style, and the filmmaker's ethics are considered using examples of students' work. Exercises in storytelling principles. Materials fee: \$150. Limited enrollment. Priority to majors in Art and in Film & Media Studies. Prerequisites: ART 141 or 142, and FILM 150. HU RP

* **FILM 396b / ENGL 461b, Writing for Film: Voice and Vision** John Crowley
Practice in all aspects of writing a screenplay. Focus on elements shared with other forms of fiction, including story, character, narrative, personal voice, and audience expectations. Study of one or more published screenplays in conjunction with viewings of the resulting films. Students plan, pitch, outline, and write a large part of a single screenplay, in addition to shorter exercises in screenplay craft. RP

* **FILM 397b / ENGL 244b / THST 228b, Writing about the Performing Arts**
Margaret Spillane
Introduction to journalistic reporting on performances as current events, with attention to writing in newspapers, magazines, and the blogosphere. The idea of the audience

explored in relation to both a live act or screening and a piece of writing about such an event. Students attend screenings and live professional performances of plays, music concerts, and dance events. HU

* **FILM 455a or b / AMST 463a or b / EVST 463a or b, Documentary Film Workshop**
Charles Musser

A yearlong workshop designed primarily for majors in Film and Media Studies or American Studies who are making documentaries as senior projects. Seniors in other majors admitted as space permits. RP

* **FILM 483a and FILM 484b / ART 442a and ART 443b, Advanced Film Writing and Directing** Jonathan Andrews

A yearlong workshop designed primarily for majors in Art and in Film & Media Studies making senior projects. Each student writes and directs a short fiction film. The first term focuses on the screenplay, production schedule, storyboards, casting, budget, and locations. In the second term students rehearse, shoot, edit, and screen the film. Materials fee: \$150. Enrollment limited to 8. Priority to majors in Art and in Film & Media Studies. Prerequisite: ART 341.

* **FILM 487a and FILM 488b, Advanced Screenwriting** Marc Lapadula

Students write a feature-length screenplay. Emphasis on multiple drafts and revision. Admission in the fall term based on acceptance of a complete step-sheet outline for the story to be written during the coming year. Primarily for Film & Media Studies majors working on senior projects. Prerequisite: FILM 395 or permission of instructor.

Individual Research and Senior Essay Course or Project

* **FILM 491a and FILM 492b, The Senior Essay** Staff

An independent writing and research project. A prospectus signed by the student's adviser must be submitted to the director of undergraduate studies by the end of the second week of the term in which the essay project is to commence. A rough draft must be submitted to the adviser and the director of undergraduate studies approximately one month before the final draft is due. Essays are normally thirty-five pages long (one term) or fifty pages (two terms).

* **FILM 493a and FILM 494b, The Senior Project** Staff

For students making a film or video, either fiction or nonfiction, as their senior project. Senior projects require the approval of the Film and Media Studies Committee and are based on proposals submitted at the end of the junior year. An interim project review takes place at the end of the fall term, and permission to complete the senior project can be withdrawn if satisfactory progress has not been made. For guidelines, consult the director of undergraduate studies. Does not count toward the fourteen courses required for the major when taken in conjunction with FILM 455, 456 or FILM 483, 484.

Forestry and Environmental Studies

Program adviser: John Wargo, 124 KRN, 432-5123, john.wargo@yale.edu

The School of Forestry & Environmental Studies is primarily a graduate and professional program designed to train leaders to solve worldwide environmental problems and to provide new understanding of local and global environments through interdisciplinary research in the natural and social sciences. The School offers numerous

courses to undergraduates in Environmental Studies, and undergraduates from any major can take courses in the School. Those undergraduates with significant interest should contact the School's undergraduate program adviser to discuss a joint degree program that allows Yale College students to earn both a bachelor's degree from Yale College and an M.E.M. degree from the School of Forestry & Environmental Studies in five years. For more information on the joint program, see the School's Web site (<http://environment.yale.edu/academics/degrees/five-year>). Most graduate-level courses are open to qualified undergraduates. Listings and detailed descriptions of these courses are available in the bulletin of the School of Forestry & Environmental Studies (<http://www.yale.edu/printer/bulletin/htmlfiles/forestry>), and most also appear in the online bulletin of the Graduate School of Arts and Sciences (<http://www.yale.edu/printer/bulletin/htmlfiles/grad>).

Information about the programs of the School of Forestry & Environmental Studies may be found on the School's Web site (<http://environment.yale.edu>). Most lectures and symposia are open to undergraduates, and a calendar of events is also posted on the School's Web site. (<http://environment.yale.edu>)

Courses

* **F&ES 020a / EVST 020a, Sustainable Development in Haiti** Gordon Geballe
The principles and practice of sustainable development explored in the context of Haiti's rich history and culture, as well as its current environmental and economic impoverishment. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR

* **F&ES 221a / E&EB 230a / EVST 221a, Field Ecology** Linda Puth
A field-based introduction to ecological research, using experimental and descriptive approaches, comparative analysis, and modeling for field and small-group projects. Weekly field trips explore local lake, salt marsh, rocky intertidal, traprock ridge, and upland forest ecosystems. Includes one Saturday field trip and a three-day trip during the October recess. Concurrently with or after E&EB 220 or with permission of instructor. SC

F&ES 245b / EVST 245b / PLSC 146b, Global Environmental Governance Benjamin Cashore
The development of international environmental policy and the functioning of global environmental governance. Critical evaluation of theoretical claims in the literature and the reasoning of policy makers. Introduction of analytical and theoretical tools used to assess environmental problems. Case studies emphasize climate, forestry, and fisheries. SO

F&ES 255b / EVST 255b / PLSC 215b, Environmental Politics and Law John Wargo
Exploration of the politics, policy, and law associated with attempts to manage environmental quality and natural resources. Themes of democracy, liberty, power, property, equality, causation, and risk. Case histories include air quality, water quality and quantity, pesticides and toxic substances, land use, agriculture and food, parks and protected areas, and energy. SO

* **F&ES 261a / EVST 261a / G&G 261a, Minerals and Human Health** Ruth Blake
Study of the interrelationships between Earth materials and processes and personal and public health. The transposition from the environment of the chemical elements essential for life. After one year of college-level chemistry or with permission of instructor; G&G 110 recommended. SC

* **F&ES 275a / EVST 275a, Ecosystems Patterns and Processes** Staff
Study of ecosystem ecology and biogeochemistry. The use of concepts and data from these disciplines to predict and manage the impact of environmental changes on ecosystem services underlying the provisioning of resources such as food and clean water. Case studies of environmental changes include invasive species and changing climate. Undergraduate enrollment limited to 15. SC RP

* **F&ES 276La / EVST 276La, Laboratory for Ecosystems Patterns and Processes**
Peter Raymond
Field trips to interpret the ecosystem-level functions of a wide variety of natural landscapes. *Must be taken concurrently with EVST 275a.* SC RP ½ Course cr

* **F&ES 285b / EVST 285b, Political Ecology: Nature, Culture, and Power** Amity Doolittle
Study of the relationship between society and the environment. Global processes of environmental conservation, development, and conflicts over natural resource use; political-economic contexts of environmental change; ways in which understandings of nature are discursively bound up with notions of culture and identity. SO

* **F&ES 290b / EVST 290b, Geographic Information Systems** Charles Tomlin
A practical introduction to the nature and use of geographic information systems (GIS) in environmental science and management. Applied techniques for the acquisition, creation, storage, management, visualization, animation, transformation, analysis, and synthesis of cartographic data in digital form.

F&ES 315a / E&EB 115a, Conservation Biology Staff
An introduction to ecological and evolutionary principles underpinning efforts to conserve Earth's biodiversity. Efforts to halt the rapid increase in disappearance of both plants and animals. Discussion of sociological and economic issues. SC

* **F&ES 422a / ANTH 409a / EVST 422a, Climate and Society from Past to Present**
Michael Dove
The history of scholarly thinking on the relationship between climate and society, focusing on the social sciences in general and on anthropology in particular. Historical theories about climate and society since the beginning of human civilization; the importance of such theories for understanding contemporary debates about climate change. Special attention to current debates regarding climate politics and science denial. SO

French

Director of undergraduate studies: Christopher Semk, Rm. 326, 82–90 Wall St., 432-4902, christopher.semk@yale.edu; language program director: Ruth Koizim, Rm. 319, 82–90 Wall St., 432-4904, ruth.koizim@yale.edu; french.yale.edu

FACULTY OF THE DEPARTMENT OF FRENCH

Professors R. Howard Bloch, Edwin M. Duval, Marie-Hélène Girard (*Visiting*), Alice Kaplan (*Chair*), Christopher L. Miller, Maurice Samuels

Assistant Professors Morgane Cadieu, Thomas C. Connolly, Christopher Semk

Senior Lecturers Lauren Pinzka, Maryam Sanjabi

Lecturer Diane Charney

Senior Lectors Kathleen Burton, Ruth Koizim, Soumia Koundi, Matuku Ngame, Françoise Schneider, Constance Sherak, Candace Skorupa

Lector Vanessa Vysosias

The Department of French has two distinct but complementary missions: to provide instruction in the French language at all levels of competence, and to lead students to a broad appreciation and deep understanding of the literatures and cultures of France and other French-speaking countries.

The major in French is a liberal arts major, designed for those who wish to study one of the world's greatest and richest literatures in depth. The department offers courses devoted to authors, works, and literary and cultural movements that span ten centuries and four continents. The curriculum also includes interdisciplinary courses on relations between literature and other areas of study such as history, law, religion, politics, and the arts. Majors are encouraged to explore all periods and genres of literature in French, as well as a wide variety of critical approaches.

Excellent knowledge of a foreign language and a mature, informed appreciation of a foreign literature open doors to many professions. The French major provides ideal preparation for careers not only in academia but also in a wide range of fields from law and diplomacy to journalism and the arts. Recent graduates have gone on to selective law schools and graduate programs in French and comparative literature. Others work in primary and secondary education, business, government, and a variety of nongovernmental agencies and international organizations.

French can be taken either as a primary major or as one of two majors, in consultation with the director of undergraduate studies. Appropriate majors to combine with French might include, but are not limited to, African American Studies, African Studies, English, Film and Media Studies, Global Affairs, History, History of Art, Humanities, Literature, Music, Philosophy, Political Science, Theater Studies, and Women's, Gender, and Sexuality Studies. Regulations concerning the completion of two majors can be found under Section K, Special Arrangements, (p. 66) in the Academic Regulations.

Study abroad Students are encouraged to spend a term or a year abroad, for which appropriate course credit is granted. Summer study abroad may also, in some cases,

receive course credit. Further information may be obtained from the Center for International and Professional Experience (<http://cipe.yalecollege.yale.edu>) and from Ruth Koizim (ruth.koizim@yale.edu), the study abroad adviser for the Department of French.

Prerequisite for the major Candidates for the major should take FREN 150 or the equivalent during the freshman or sophomore year. Prospective majors are strongly encouraged to take at least one literature course numbered 170 or above before the end of the sophomore year.

The standard major The standard major consists of ten term courses numbered 160 or above, including a one-term senior essay (see below). One of these ten courses must be FREN 170 or the equivalent, which should be completed early in a candidate's studies; at least four must be Group B courses numbered 200 or above. Students may count no more than two courses in the FREN 180–199 range and no more than two courses conducted in English (Group C) toward the major. With prior approval of the director of undergraduate studies, a maximum of four term courses taught outside the Yale Department of French but bearing directly on the student's principal interest may be counted toward the major. Up to two of these may be taken in other departments at Yale, and up to four may be taken as part of a Year or Term Abroad or summer study abroad program. However, the combined number of courses from other departments and from study abroad may not exceed four. (The director of undergraduate studies may grant exceptions to this limit for students who spend two academic terms in an approved study abroad program.) Relevant freshman seminars may count toward the major, with permission of the director of undergraduate studies.

The intensive major The intensive major is designed for students who wish to undertake a more concentrated study of literature in French. It is recommended for students considering graduate study in French or in comparative literature. The intensive major consists of twelve term courses numbered 160 or above, including a one-term or two-term senior essay (see below). At least five courses must be from Group B and numbered 200 or above. The requirement of FREN 170 and the stipulations for courses in the 180–199 range, courses conducted in English, and courses taken outside the department are identical to those for the standard major.

Senior requirement All majors must write a senior essay showing evidence of careful reading and research and substantial independent thought. Essays may be written in either French or English and must be prepared under the direction of a ladder faculty member in the Department of French. Students planning to pursue advanced work in French after graduation are encouraged to write their senior essay in French.

Students writing a one-term essay enroll in FREN 491 in the senior year. A one-term essay may be written in either the fall or the spring term and should be approximately thirty pages in length. A preliminary statement indicating the general area to be addressed and the name of the adviser must be submitted to the director of undergraduate studies by April 22, 2016 (fall-term essay) or November 11 (spring-term essay). A one-page prospectus and bibliography are due September 23 (fall term) or January 27 (spring term). A rough draft must be submitted to the adviser by November 4 (fall term) or March 31 (spring term). Two copies of the final essay are due in the department by December 6 (fall term) or April 25 (spring term).

Students electing a two-term essay for the intensive major must select their subject and adviser by the end of the junior year and enroll in FREN 493 and 494 during the senior year. The essay should be approximately sixty pages in length. A preliminary statement indicating the general area to be addressed and the name of the adviser must be submitted to the director of undergraduate studies by April 22, 2016. A one-page prospectus and bibliography are due September 23. Students must submit an initial rough draft to their adviser by January 27 and a complete draft by March 31. Two copies of the final essay are due in the department by April 25.

All majors Students in the major are encouraged to take as many advanced courses as possible in all historical periods from the Middle Ages to the present. Candidates for the major should consult the director of undergraduate studies as early as the beginning of the sophomore year and no later than the fall term of the junior year. Schedules must be approved and signed by the director of undergraduate studies. Students planning to study abroad or to petition for completion of two majors should contact the director of undergraduate studies during the sophomore year.

Credit/D/Fail Courses taken Credit/D/Fail may not be counted toward the requirements of the major.

Special Divisional Major The department will support the application of qualified students who wish to pursue an interdisciplinary course in French studies. Under the provisions of the Special Divisional Major, students may combine courses offered by the French department with subjects elected from other departments. Close consultation with departmental advisers is required; candidates for a Special Divisional Major should consult the director of undergraduate studies in French by the fall term of the junior year. For further information, see under Special Divisional Majors (p. 663).

Group A courses (FREN 110–159) This group consists of language courses that lead directly to courses counting toward the major. Preregistration is required for all Group A courses except FREN 125 and 145. For further details, students should consult the language program director (ruth.koizim@yale.edu).

Group B courses (FREN 160–449, not including Group C courses) This group contains more advanced courses that are taught in French and count toward the major. FREN 160 and 170 are gateway courses that prepare students for courses numbered FREN 200 and above. Courses in the FREN 180–199 range are advanced language courses. Courses numbered 200–449 are advanced courses in literature and culture. The 200–299 range contains courses devoted to broad, general fields defined by century or genre; the 300–449 range contains courses devoted to specific topics within or across those general fields.

Group C courses This group comprises courses taught in English; readings may be in French or English. Two term courses from this group may be counted for credit toward the major.

Placement The departmental placement exam in French is accessible online over the summer. Dates and information for the exam will be available on the French Department Web site (<http://french.yale.edu/academics/placement-and-registration>), in the *Calendar for the Opening Days of College*, and on the Center for Language Study Web site (<http://cls.yale.edu/placement-testing>).

All students who have not yet studied French at Yale (except those who have had no previous exposure to French whatsoever) are expected to take the departmental placement exam. Students who studied abroad over the summer with non-Yale programs must take the placement exam to be eligible to receive credit for their work.

Students who earned superior scores on standardized tests may be able to enroll in a course designated L5. The department strongly recommends, however, that advanced students of French take the departmental placement exam in order to be directed to the most appropriate courses. Students who earned a score of 5 on the Advanced Placement exam, a score of 6 or 7 on the Advanced-Level International Baccalaureate (IB) exam, a rating of C1 on the CEFR European test, or an A or B on the GCE A-Level exam are normally placed into a course at the 150 level and above.

Students who wish to begin taking French in the spring are advised to take the placement exam over the summer. Placement exam results remain valid for one year.

REQUIREMENTS OF THE MAJOR

Prerequisite FREN 150 or equivalent

Number of courses *Standard major*—10 term courses numbered 160 or above; *Intensive major*—12 term courses numbered 160 or above

Specific course required FREN 170 or equivalent

Distribution of courses *Standard major*—at least 4 courses in Group B numbered 200 or above; no more than 2 courses numbered FREN 180–199; no more than 2 courses conducted in English; *Intensive major*—same, plus 1 addtl Group B course numbered 200 or above

Substitution permitted With prior approval of DUS, up to 4 term courses outside French dept, as specified

Senior requirement *Standard major*—one-term senior essay in French or English (FREN 491); *Intensive major*—one-term (FREN 491) or two-term (FREN 493, 494) senior essay in French or English

Group A Courses

* FREN 110a, Elementary and Intermediate French I Staff

Intensive training and practice in all the language skills, with an initial emphasis on listening and speaking. Emphasis on communicative proficiency, self-expression, and cultural insights. Extensive use of audio and video material. Conducted entirely in French. Mandatory weekly tests given on Mondays at 30-minute intervals from 5 to 8:30 p.m. To be followed by FREN 120. For students with no previous experience of French. Daily classroom attendance is required. Credit only on completion of FREN 120. L1 RP 1½ Course cr

* FREN 120b, Elementary and Intermediate French II Staff

Continuation of FREN 110. Conducted entirely in French. Only after FREN 110. To be followed by FREN 130. L2 RP 1½ Course cr

* FREN 121a, Intermediate French Candace Skorupa

Designed for initiated beginners, this course develops all the language skills with an emphasis on listening and speaking. Activities include role playing, self-expression, and discussion of cultural and literary texts. Emphasis on grammar review and acquisition

of vocabulary. Frequent audio and video exercises. Conducted entirely in French. Daily classroom attendance is required. Placement according to placement test score. Online preregistration required; see french.yale.edu for details. L2 RP 1½ Course cr

* **FREN 125a, Intensive Elementary French** Constance Sherak

An accelerated course that covers in one term the material taught in FREN 110 and 120. Practice in all language skills, with emphasis on communicative proficiency. Admits to FREN 145. Conducted entirely in French. For students of superior linguistic ability. No preregistration required. L1, L2 RP 2 Course cr

* **FREN 130a or b, Intermediate and Advanced French I** Staff

The first half of a two-term sequence designed to develop students' proficiency in the four language skill areas. Prepares students for further work in literary, language, and cultural studies, as well as for nonacademic use of French. Oral communication skills, writing practice, vocabulary expansion, and a comprehensive review of fundamental grammatical structures are integrated with the study of short stories, novels, and films. Admits to FREN 140. Conducted entirely in French. After FREN 120, 121, or a satisfactory placement test score. L3 RP 1½ Course cr

* **FREN 140a or b, Intermediate and Advanced French II** Staff

The second half of a two-term sequence designed to develop students' proficiency in the four language skill areas. Introduction of more complex grammatical structures. Films and other authentic media accompany literary readings from throughout the francophone world, culminating with the reading of a longer novel and in-class presentation of student research projects. Admits to FREN 150. Conducted entirely in French. After FREN 130 or a satisfactory placement test score. L4 RP 1½ Course cr

* **FREN 145b, Intensive Intermediate and Advanced French** Candace Skorupa

An accelerated course that covers in one term the material taught in FREN 130 and 140. Emphasis on speaking, writing, and the conversion of grammatical knowledge into reading competence. Admits to FREN 150. For students of superior linguistic ability. Conducted entirely in French. After FREN 120, 121, or 125. No preregistration required. L3, L4 RP 2 Course cr

* **FREN 150a or b, Advanced Language Practice** Staff

An advanced language course intended to improve students' comprehension of spoken and written French as well as their speaking and writing skills. Modern fiction and nonfiction texts familiarize students with idiomatic French. Special attention to grammar review and vocabulary acquisition. Conducted entirely in French. After FREN 140, 145, or a satisfactory placement test score. May not be taken after FREN 151. Online preregistration required; see <http://french.yale.edu/academics/placement-and-registration> for details. L5 RP

Group B Courses

Group B courses are conducted entirely in French. Courses numbered from 160 to 199 are open to students who have passed FREN 150 or the equivalent, and to others with consent of the department. Courses numbered from 200 to 449 are open to students who have passed FREN 170, or with permission of the instructor. Students who have taken a course at the 200 level or higher may not ordinarily take a 100-level course for credit, with the exception of advanced language courses numbered 185 or higher. Students may take 200-, 300-, and 400-level courses in any order. Courses in the 200–

299 range are devoted to general fields; courses in the 300–449 range are devoted to specific topics.

GATEWAY COURSES

*** FREN 160a or b, Advanced Culture and Conversation** Staff

Intensive oral practice designed to further skills in listening comprehension, speaking, and reading through the use of videos, films, fiction, and articles. Emphasis on contemporary French and francophone cultures. Conducted entirely in French. Prerequisites: FREN 150, 151, or a satisfactory placement test score, or with permission of the course director. May be taken concurrently with or after FREN 170. L5 RP

*** FREN 170a or b, Introduction to the Study of Literature in French** Staff

Introduction to close reading and analysis of literary texts written in French. Works by authors such as Marie de France, Molière, Balzac, Hugo, Baudelaire, Duras, Proust, and Genet. May not be taken after FREN 171. L5, HU

ADVANCED LANGUAGE COURSES

*** FREN 195a, Advanced Writing Workshop** Lauren Pinzka

An advanced writing course for students who wish to work intensively on perfecting their written French. Frequent compositions of varying lengths, including creative writing, *rédactions* (compositions on concrete topics), and *dissertations* (critical essays). Recommended for prospective majors. Conducted entirely in French. After FREN 150 or higher, or a satisfactory placement test score. May be taken after courses in the 200–449 range. L5

*** FREN 198b, Applied Advanced French Grammar** Constance Sherak

In-depth study of grammar and discourse strategies. Advanced grammar exercises, linguistic analysis of literary selections, and English-to-French translation. Intended to improve students' written command of French and to prepare them for upper-level courses; recommended for prospective majors. After FREN 150 or higher, or a satisfactory placement test score. May be taken after courses in the 200–449 range. L5

GENERAL FIELDS

*** FREN 215a / MMES 165a, Introduction to Maghrebi Literature and Culture** Staff

Introduction to the literature and cultures of the Maghreb (Morocco, Algeria, Tunisia) from independence through the Arab Spring. Close analysis of fiction, poetry, and film. Focus on anticolonialism, decolonization, violence, multilingualism, Islam, feminism, migration, and social justice. HU

*** FREN 233a, French Fiction since the 1990s** Morgane Cadieu and Alice Kaplan

Exploration of literary life in contemporary France. Literature in the media; the figure of the writer, including prizes, publishing houses, and literary quarrels; the legal status of texts, trials for plagiarism, and violation of privacy; new literary movements and genres. Works by Modiano, Ernaux, Guibert, Angot, Houellebecq, Darrieussecq, NDiaye, Garréta, Toussaint, and Echenoz. L5, HU

FREN 240b / LITR 214b, The Modern French Novel Staff

A survey of major French novels, considering style and story, literary and intellectual movements, and historical contexts. Writers include Balzac, Flaubert, Proust, Camus, and Sartre. Readings in translation. One section conducted in French. HU TR

* **FREN 245b / THST 245b, Twentieth-Century French Theater** Christopher Semk
An introduction to the works of major twentieth-century playwrights, including Anouilh, Ionesco, Beckett, Sartre, and Genet. Special emphasis on theater of the absurd. The social, cultural, and political contexts of the plays; questions relating to theater in performance. L5, HU

FREN 270a / LITR 284a, Mad Poets of the Nineteenth and Twentieth Century

Thomas Connolly

Nineteenth- and twentieth-century French poetry explored through the lives and works of poets whose ways of behaving, creating, and perceiving the world might be described as insane. Authors include Nerval, Baudelaire, Rimbaud, Verlaine, Mallarmé, Lautréamont, Apollinaire, Jacob, Breton, and Artaud. Lectures in English; readings available both in French and in English translation. Discussion sections conducted in French or English. WR, HU

SPECIAL TOPICS

* **FREN 300b / ENGL 203b / HUMS 161b, Medieval Shorts** Ardis Butterfield and R. Howard Bloch

Study of the medieval verse tales that are at the root core of humorous, realistic, and idealist literature in English, French, Italian, and Spanish. Readings include a wide range of short works such as French fabliaux, fables and lais, novella from Boccaccio's *Decameron*, English short tales and lyrics. English translations will be available for all texts, which will also be studied alongside their original languages. WR, HU

* **FREN 318a, Renaissance Crises of Faith** Edwin Duval

Literary expressions of sixteenth-century religious ferment from late medieval mysticism to the wars of religion. Popular songs and plays, satires, epics, and polemics by Renaissance writers such as Marguerite de Navarre, Marot, Rabelais, Ronsard, d'Aubigné, and Montaigne.

L5, HU

* **FREN 333b, Women Vagabonds in Literature and Film** Staff

Examination of various representations of women vagabonds, such as nomads, maroons, flâneuses, and streetwalkers. Analyzation of how these representations deconstruct the traditional spatialization of sex and gender. French and Francophone literature by Colette, Confiant, Sebbar, Breton, Modiano, and NDiaye. Films by Duras, Akerman, Varda, and Truffaut. Theoretical excerpts on feminism and space theory.

HU

* **FREN 335b / HUMS 235b, Orientalism in French Literature and Art** Marie-Hélène Girard and Maryam Sanjabi

Examination of Oriental influences in French prose, theater, poetry, travel literature, and art from the seventeenth century to the twentieth. Topics include the problems of Orientalism; encounters with peoples, monuments, and cultures of the Muslim Middle East; social and political critique; and the popular lure of Oriental exoticism. Readings in English. HU

* **FREN 347b / HSAR 280b, Ekphrasis** Thomas Connolly

An exploration of ekphrasis, understood both as the verbal representation of visual representation and, more broadly, as the way in which one artistic discourse represents, critiques, or transgresses another. Manifestations of this rhetorical device in both

Western and non-Western cultures from antiquity to the present. Readings and discussion in English. HU TR

* **FREN 367a, Disclosures of Marie Antoinette** Staff

An examination of the life of the last queen of France, Marie-Antoinette, through memoirs, pamphlets, correspondence, and films. Readings include critical literature that has dealt with her legacy in historiography (Hunt, Thomas) and fiction (Chantal Thomas). Conducted entirely in French. For students of superior linguistic ability. L5

* **FREN 368a, Reasoning with Voltaire** Staff

An investigation of the French Enlightenment through its principal representative philosopher, Voltaire. An examination of Voltaire's preoccupations, including philosophy, religion, tolerance, freedom, and human rights. Readings include Voltaire's *contes*, major plays, entries from the *Dictionnaire philosophique*, treatises, and pamphlets. Conducted entirely in French. For students of superior linguistic ability. L5

* **FREN 388a / HUMS 162a, Feminine Voices in French Literature** R. Howard Bloch

An exploration of women's voices in French literature from the Middle Ages to the mid-twentieth century. The specificity of the feminine voice, the plurality of feminine voices, love and sexuality, and social and professional identity. Authors include Marie de France, Marguerite de Navarre, George Sand, Maryse Condé, and Marguerite Duras. Readings and discussion in English. WR, HU

* **FREN 389b, Lovers and Libertines of the Ancien Régime** Staff

A study of love and relationship in the literature of Old Regime France. Topics include major actors (the libertine, the fop), spaces (the boudoir, the salon, and the garden), and social practices (conversation). Authors include Molière, Madame de Lafayette, Crébillon fils, and Laclos. Conducted entirely in French. For students of superior linguistic ability. L5

* **FREN 398a / FILM 415a, Seventeenth-Century France in Cinema** Christopher Semk

Introduction to seventeenth-century French literature and culture through cinematic adaptations of literary works and representations of the period in film. The influence of seventeenth-century France on contemporary French culture; ways in which the period and its literature continue to capture the imagination of film directors. L5, HU

* **FREN 410a / AFAM 379a / LITR 299a, Colonial Narrative, Postcolonial Counternarrative** Christopher Miller

Readings of paradigmatic, colonial era texts that have provoked responses and rewritings from postcolonial writers and filmmakers. In some cases the rewriting is explicit and direct, in other cases the response is more oblique. Both profound differences of perspective and unexpected convergences will emerge. Readings may include: Aimé Césaire's *A Tempest* after Shakespeare's *Tempest*, Kamel Daoud's *The Meursault Investigation* after Camus's *The Stranger*, and Claire Denis's film *Chocolat* after Ferdinand Oyono's *Houseboy*.

* **FREN 414b / MMES 261b, The Algerian War of Independence and Its Literature** Staff

Survey of literature about the Algerian war of independence written in both France and Algeria since 1954. The role of women in the insurgency; the construction of an Algerian national identity; the issue of political commitment for intellectuals; debates

on terrorism and the use of torture. Some attention to film. Readings from the works of Camus, Dib, Kateb, Memmi, Stora, Blanchard, and Fanon.

L5, HU RP

* **FREN 416a, Social Mobility and Migration** Morgane Cadieu

Mobility in the French social landscape and representations of class in contemporary French fiction. The question of social change through gender, sexuality, and race; the representation of work and the workplace; the interaction between social class and literary style. Works by Ernaux, Genet, Eribon, Louis, and Marivaux. L5, HU

Special Tutorial and Senior Courses

* **FREN 470a and FREN 471b, Special Tutorial for Juniors and Seniors** Staff

Special projects set up by the student in an area of individual interest with the help of a faculty adviser and the director of undergraduate studies. Intended to enable the student to cover material not offered by the department. The project must terminate with at least a term paper or its equivalent and must have the approval of the director of undergraduate studies. Only one term may be offered toward the major, but two terms may be offered toward the bachelor's degree. For additional information, consult the director of undergraduate studies.

* **FREN 491a or b, The Senior Essay** Christopher Semk

A one-term research project completed under the direction of a ladder faculty member in the Department of French and resulting in a substantial paper in French or English. For additional information, consult the director of undergraduate studies.

* **FREN 493a and FREN 494b, The Senior Essay in the Intensive Major** Christopher Semk

A yearlong research project completed under the direction of a ladder faculty member in the Department of French and resulting in a paper of considerable length, in French or English. For additional information, consult the director of undergraduate studies.

Group C

Courses in this group are conducted in English; readings may be in French or English. Group C courses numbered above 100 are open to all students in Yale College.

* **FREN 005a / HUMS 060a, Tragedy** Staff

Exploration of representative works of tragedy from ancient Greece to the twenty-first century. The relationship between tragedy as a literary form and the tragic as a philosophical concept. Tragedy as a way to give meaning to catastrophe, trauma, and loss. The ethical and political implications of tragedy and the question of tragedy's relevance today. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **FREN 012a / LITR 020a, French Literature in Global Context** Staff

Introduction to contemporary French fiction in a global perspective. Close readings of prizewinning novels by writers of the former French Empire—in Africa, the Middle East, Southeast Asia, and the Caribbean—alongside key manifestos and theoretical essays that define or defy the notion of world literature. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **FREN 013b / HUMS 074b, The Major Works of Albert Camus** Alice Kaplan
An exploration of the major works—fiction, theater, political essays—of French writer Albert Camus (1913–1960). Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

Reading Course

* **FREN 109a or b, French for Reading** Maryam Sanjabi
Fundamental grammar structures and basic vocabulary are acquired through the reading of texts in various fields (primarily humanities and social sciences, and others as determined by student interest). Intended for students who either need a reading knowledge of French for research purposes or are preparing for French reading examinations and who have had no (or minimal) prior study of French. No preregistration required. Conducted in English. Does not satisfy the language requirement.

Freshman Seminar Program

The Freshman Seminar program offers a diverse array of courses open only to freshmen and designed with freshmen in mind. Enrollment in seminars is limited to fifteen or eighteen students, depending on the nature of the course. Most seminars meet twice each week and do not, unless otherwise noted, presume any prior experience in the field. Students must apply and preregister for freshman seminars before the beginning of each term. To ensure that all applicants share an equal chance at enrolling in a seminar, students are admitted by lottery from among those who apply. Students who do not preregister may be considered for placement at the instructor's discretion if space is available. Information regarding application procedures may be found on the program's Web site (<http://yalecollege.yale.edu/new-students/class-2019/academic-information/special-programs-placement-and-preregistration/freshman>).

COURSES

* **AFAM 008a / AFST 008a / HSAR 009a, Aesthetics and Meaning in African Arts and Cultures** Erica James

The diversity of artistic production on the African continent, both historically and materially. The creative consciousness and aesthetic values of a variety of African cultures from ancient to contemporary times. Questions that arise when writing these histories without fully taking into account concepts of "African time." Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **AFAM 030b / AMST 011b / HIST 023b, War and Rebellion in Early America**
Alejandra Dubcovsky-Joseph

The role of war and rebellion in early American history, from precontact to the War of 1812. Changing roles and meanings of war and rebellion; the impact of these violent events on European, Indian, and African populations; implications of using war and rebellion as historical categories. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **AFAM 060b / AMST 060b / HIST 016b, Significance of American Slavery** Edward Rugeimer

The history of American slavery, its destruction during the nineteenth century, and its significance today. Topics include the origins of slavery, the development of racism, the transatlantic slave trade, the experience of enslavement, resistance to slavery, the abolitionist movement, the process of emancipation, and the perpetuation of slavery and other forms of unfree labor in the twenty-first century. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **AMST 011b / AFAM 030b / HIST 023b, War and Rebellion in Early America** Alejandra Dubcovsky-Joseph

The role of war and rebellion in early American history, from precontact to the War of 1812. Changing roles and meanings of war and rebellion; the impact of these violent events on European, Indian, and African populations; implications of using war and rebellion as historical categories. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **AMST 020a, The Humanities from Plato to the Corporate University** James Berger
Inquiry into the relevancy of the humanities. Consideration of Plato's dismissal of any study that could not clearly demonstrate its own truth and moral validity, as well as recent focus on the alleged technological obtuseness of the humanities. Debate as to whether academic studies and artistic pursuits, criticized as both anti-modern and postmodern, economically worthless, and politically harmful, can defend themselves. Examination of these debates, from Plato's Academy to today's corporate university. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **AMST 025a / WGSS 025a, The American Essay Tradition** Greta LaFleur

Exploration of the American essay tradition, from some of its earliest moments to more recent iterations. Consideration of the essay as a rhetorical form, a political tool, and a literary tradition. Authors include Thomas Paine, Claudia Rankine, Benjamin Franklin, Virginia Woolf, James Baldwin, Cherrie Moraga, Sherman Alexie, and Hilton Als. Students will write political essays, as well as develop competencies in literary analysis. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **APHY 050b / PHYS 050b, Science of Modern Technology** Daniel Prober

Examination of the science behind selected advances in modern technology. Focus on the scientific and contextual basis of each advance. Topics are developed by the participants with the instructor and with guest lecturers, and may include nanotechnology, quantum computation and cryptography, optical systems for communication and medical diagnostics, transistors, satellite imaging and global positioning systems, large-scale immunization, and DNA made to order. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. SC RP

* **ARCH 005a, Modern Architecture and the City** Karla Britton

Issues in modern American architecture and urbanism examined through the work of prominent architects closely associated with Yale and New Haven. Perspectives on the character, development, and sociocultural consequences of building today. Enrollment

limited to freshmen. Preregistration required; see under Freshman Seminar Program.

HU

* **ART 002b, Paper** Elana Herzog

Paper at the crossroads of art technology and culture. How paper is made; its evolution and impact; its future. Myriad ways that paper appears in the collections of Yale's galleries and libraries. Creation of paper objects to explore the formal properties of sculpture, including volume, mass, line, and structure. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU RP

* **ART 003a, Blue** Jessica Helfand

The cultural and iconic history of the color blue and its role as both a method and a motive for making work in the studio. The word "blue" and its etymological core, evocative connotations, colloquial nuance, and semantic role in different languages and cultures; scientific and sociological issues; blue in film and the fine arts. Projects experiment with writing, collecting, collage, and digital video. Use of materials from the Beinecke Library. Enrollment limited to 15 freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **ART 004a, Words and Pictures** Dushan Petrovich

Introduction to visual narration, the combination of words and pictures to tell a story. Narrative point of view, counternarrative and counterculture, visual satire, personal history, depictions of space and time, and strategies and politics of representation. Sources include illuminated manuscripts, biblical paintings, picture-stories, comic strips, and graphic novels. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU RP

* **ART 006a, Art of the Printed Word** Richard Rose

Introduction to the art and historical development of letterpress printing and to the evolution of private presses. Survey of hand printing; practical study of press operations using antique platen presses and the cylinder proof press. Material qualities of printed matter, connections between content and typographic form, and word/image relationships. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **ART 007a, Art of the Game** Sarah Stevens-Morling

Introduction to interactive narrative through video game programming, computer animation, and virtual filmmaking. Topics include interactive storytelling, video game development and modification, animation, and virtual film production. Students produce a variety of works including web-based interactive narratives, collaboratively built video games, and short game-animated film production (machinima). Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program.

* **ASTR 030a, Search for Extraterrestrial Life** Michael Faison

Introduction to the search for extraterrestrial life. Review of current knowledge on the origins and evolution of life on Earth; applications to the search for life elsewhere in the universe. Discussion of what makes a planet habitable, how common these worlds are in the universe, and how we might search for them. Survey of past, current, and future searches for extraterrestrial intelligence. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, SC

[**ASTR 040, Expanding Ideas of Time and Space**]

* **CLCV 020a, The Arts of Persuasion** Egbert Bakker

Introduction to the theory and practice of rhetoric in ancient Greece and Rome. Analysis of rhetoric's role in American history and society, using insights from the study of ancient rhetoric. Students write their own speeches to be delivered in class. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

CLCV 042b, Magic, Witchcraft, and Mystery Cults in Classical Antiquity Jessica Lamont

Exploration of evidence for magic, witchcraft, and the occult in Greco-Roman antiquity. Topics include theoretical approaches to magic, magical objects (curse tablets, voodoo dolls, and amulets), practitioners of magic (witches and sorcerers), magical spells, and charms. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **CLCV 065a, Education and Learning in Antiquity** Sarah Insley Say

Exploration of educational systems in antiquity, from ideals of education in the Athenian *polis* to the fusion of classical and Christian models of education in the later Roman Empire. Topics include pedagogical methods and texts, evolution of “school” as an institution, ancient theories of education, and the impact of ancient educational systems on society at large. Course readings combine recent scholarship on ancient education and primary sources in translation. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **CPSC 078b / ARCH 009b, See it, Change it, Make it** Julie Dorsey

Hands-on introduction to the theory and practice of digital capture, modeling, and fabrication. Topics include digital representations of shape, 3D scanning, shape modeling and editing, and physical production, including 3D printing, milling, and laser cutting. Architectural forms at a variety of scales used as vehicles for exploration and experimentation. There are no course prerequisites. Students are expected to be proficient in high school-level algebra, trigonometry, and geometry. No prior knowledge of architecture is expected. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. QR

* **ENGL 010b, Jane Austen** Stefanie Markovits

Close study of Austen's novels, with special attention to the critique of social and literary convention. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU
English: Pre-1900 Lit

* **ENGL 015a / AFST 015a, South African Writing after Apartheid** Ardis Butterfield

An introduction to creative writing published in South Africa from the end of Apartheid in 1994 to the present. Close readings of contemporary fiction with additional material drawn from popular culture, including films, magazines, and music. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **ENGL 017b, Shakespeare's Major Tragedies** David Kastan

Detailed exploration of Shakespeare's *Hamlet*, *Othello*, *King Lear*, and *Macbeth*. What makes the plays great in a way that almost all readers and audiences have recognized. The works as plays to be performed, as drama to be read, as texts that have been constructed by the activities of various people, and as plays deeply embedded in the

history of their own moment, as well as in later histories for which they are in some part responsible. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU
English: Pre-1800 Lit

*** ENGL 018b, Sequels, Prequels, Reverberations, Revisions in Modern Literature**
Joseph Gordon

Close reading of novels, memoirs, and journalism from the nineteenth and twentieth centuries to understand how certain novelists have set about to rework fiction and nonfiction source materials to create new narrative. The significance of such artistic means as revising the setting, altering or questioning gender identity or sexual orientation of characters, or shifting the historical moment or political framework of the action. Exploration of how new works dispose the reader to reinterpret earlier works, providing a basis for redefining what constitutes originality in writing fiction. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

*** EVST 010a / G&G 010a, Earth, Resources, Energy, and the Environment** Mary-Louise Timmermans

Humankind's interactions with, and place within, the natural world. Plate tectonics and natural disasters, biological evolution and mass extinction, human evolution, population growth and ecology, industrial resources, groundwater and pollution, fossil fuels and energy transitions, the carbon cycle and greenhouse gases, paleoclimates, current global warming, alternative energies, and a planetary perspective on the Earth as a singular oasis in space. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. SC

*** EVST 020a / F&ES 020a, Sustainable Development in Haiti** Gordon Geballe

The principles and practice of sustainable development explored in the context of Haiti's rich history and culture, as well as its current environmental and economic impoverishment. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR

*** FILM 099a / LITR 099a, Film and the Arts** Dudley Andrew

A study of cinema as it developed into a significant art form, including its interactions with fiction, theater, and painting. Focus on André Bazin's reflections on cinema in response to Chaplin, Welles, and Cocteau, as well as to writers such as Faulkner, Sartre, and Malraux. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU RP

*** FREN 005a / HUMS 060a, Tragedy** Staff

Exploration of representative works of tragedy from ancient Greece to the twenty-first century. The relationship between tragedy as a literary form and the tragic as a philosophical concept. Tragedy as a way to give meaning to catastrophe, trauma, and loss. The ethical and political implications of tragedy and the question of tragedy's relevance today. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

*** FREN 012a / LITR 020a, French Literature in Global Context** Staff

Introduction to contemporary French fiction in a global perspective. Close readings of prizewinning novels by writers of the former French Empire—in Africa, the Middle East, Southeast Asia, and the Caribbean—alongside key manifestos and theoretical

essays that define or defy the notion of world literature. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **FREN 013b / HUMS 074b, The Major Works of Albert Camus** Alice Kaplan
An exploration of the major works—fiction, theater, political essays—of French writer Albert Camus (1913–1960). Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **HIST 009a, The Viking Age** Anders Winroth
Exploration of the ambiguous role of the Vikings in the history of the early Middle Ages. Focus both on the Vikings' impact in Europe (raids, trade, and settlement) and on developments in their Scandinavian homelands (Christianization and the creation of kingdoms). Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU
History: Preindustrial

* **HIST 030a / EAST 030a, Tokyo** Fabian Drixler
Four centuries of Japan's history explored through the many incarnations, destructions, and rebirths of its foremost city. Focus on the solutions found by Tokyo's residents to the material and social challenges of concentrating such a large population in one place. Tensions between continuity and impermanence, authenticity and modernity, and social order and the culture of play. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **HIST 032b / EAST 032b, Shanghai** Denise Ho
History of the city of Shanghai, with a focus on how Shanghai has been seen and what its experience reveals about modern China. Shanghai's unique place in imagining China; its transformation in the nineteenth century from a fishing village to an international "treaty port" and China's gateway to the West; twentieth-century Shanghai as a site of innovation, from politics and capitalism to media and fashion; the city's vilification in the early Mao years and later reemergence as a symbol of China's modernization. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **HIST 033a / WGSS 033a, Fashion in London and Paris, 1750 to the Present** Becky Conekin
Introduction to the history of Western fashion from the mid-eighteenth century to the present, with a focus on Paris and London. Approaches, methods, and theories scholars have historically employed to study fashion and dress. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **HIST 041b, The Americas in the Age of Revolutions** Marcela Echeverri Munoz
The connections, contrasts, and legacies of revolutions in the British, French, and Spanish Atlantic empires in the eighteenth and nineteenth centuries. Interactions between liberalism, black politics and antislavery, indigenous autonomy and citizenship, and revolutions in the Atlantic world between the 1760s and 1880s. Topics include the foundations of the Atlantic empires, strands of anticolonialism across the Americas, social aspects of the revolutionary movements, abolitionism and emancipation processes, and relations between the emergent American nations. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **HIST 045a, The Holocaust and Its Afterlives** Jennifer Allen

The history and memory of the Holocaust in Germany. How the Holocaust itself unfolded, and how Germany has worked through its legacy. Guilt and complicity, the logic of the concentration camps, the limits of totalitarianism, the representations of horror, the prosecution of atrocity, Holocaust memory across generations, and Germany's urban memory landscape. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **HIST 072b, The History of World History** Valerie Hansen

How the great historians of ancient Greece, Rome, China, the Islamic world, and nineteenth-century Europe created modern historical method. How to evaluate the reliability of sources, both primary and secondary, and assess the relationship between fact and interpretation. Using historical method to make sense of our world today. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU RP

* **HIST 099b / HSHM 009b, Computers, Culture, and Biology** Joanna Radin

Electronic life and the history of the current digital age, evaluated to better understand how it has transformed, and is continuing to transform, fundamental questions about what it means to be alive. Examination of early histories of computation and communication and their transformations and intersections with bodies and environments. Key topics include artificial intelligence, the Internet, virtual reality, "big data," and synthetic biology. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **HLTH 081a, Current Issues in Medicine and Public Health** Robert Bazell

Analysis of issues in public health and medicine that get extensive media attention and provoke policy debates. Topics include vaccination, the value of cancer screening and genetic testing, determinants of a healthy lifestyle, the U.S. role in global health, and the cost of health care. Enrollment limited to freshmen with a score of 4 or 5 on the Advanced Placement examination in Biology or the equivalent. Preregistration required; see under Freshman Seminar Program.

* **HSHM 009b / HIST 099b, Computers, Culture, and Biology** Joanna Radin

Electronic life and the history of the current digital age, evaluated to better understand how it has transformed, and is continuing to transform, fundamental questions about what it means to be alive. Examination of early histories of computation and communication and their transformations and intersections with bodies and environments. Key topics include artificial intelligence, the Internet, virtual reality, "big data," and synthetic biology. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **HUMS 071a, Intellectual Circles** Charles Hill

Study of the creative interactions produced by informal associations of innovative minds in literature, philosophy, politics, science, psychology, the arts, war, and law. Courtiers, advisors, disciples, and disputers around Confucius, Socrates, Lincoln, Freud, Wittgenstein, and Niebuhr are among the circles considered. Groups include American Founders, quantum physicists, computer scientists, Gertrude Stein's "Lost Generation" of Americans in Paris, "The Georgetown Set" of Cold War friends and rivals, and the Supreme Court. HU

* **HUMS 073b / LITR 087b, Uncertainty in Medicine Viewed through the Humanities**

William Sledge and Moira Fradinger

A survey that explores the rich conversation of science and humanistic study in experiences of uncertainty in medical practice. Professional relationships between doctor and patient examined through history, sociology, anthropology, literature, music and visual arts, and medical reflections. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **HUMS 076a / HSHM 007a, Epidemics in Global Perspective** William Summers
Interaction of epidemic diseases and society. The response of government, medicine, and the public to the threat or actual presence of widespread contagious diseases. The notion of major epidemics as one of the key contingencies of history, critically examined through contemporary medical, political, and literary accounts. The changing responses of societies and governments to epidemics as well as the reasons for those responses. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU, SO

* **HUMS 092a / RLST 012a, Divine Law in Historical Perspective** Christine Hayes
Exploration of the divergent notions of divine law in Greco-Roman antiquity and biblical Israel; the cognitive dissonance their historical encounter engendered and attempts by Jewish, Christian, and contemporary secular thinkers to negotiate competing claims. Topics include: debates over the attributes and nature of divine law versus human law; the grounds of divine law's authority; law as a religious expression versus law as debasement of the divine-human relationship; the impact of divine law debates on secular legal theory. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **LING 005a, The Mental Lexicon** Maria Piñango
Examination of the mental lexicon, a hypothesized space in the mind that is built on long-term memory and that holds and manipulates the basic building blocks of language. The structure of this space as it is currently understood; subsystems connected by the mental lexicon, including word structure, sound structure, and meaning structure; real-time word processing and bilingualism. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. SO

[**LING 010, Language and Power**]

* **MB&B 050b, Topics in Cancer Biology** Sandy Chang
Introduction to cancer as a genetic disease, with a focus on major discoveries in cancer biology that offer mechanistic insights into the disease process. A brief history of cancer; influence of the genomic revolution on cancer diagnostics; molecular defects underlying specific cancers; current and future cancer therapeutics. Patient case studies highlight specific molecular pathways and treatment strategies. Enrollment limited to freshmen with a strong background in biology and/or chemistry, typically demonstrated by a score of 4 or 5 on Advanced Placement examinations. Preregistration required; see under Freshman Seminar Program. SC

* **MCDB 040b, The Science and Politics of Cancer** Robert Bazell
Fundamentals of cell biology, Darwinian evolution, immunology, and genetics that underlie cancer; the history of cancer science and treatment; historical and current policy issues. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. SC

* **MCDB 050a, Immunology and Microbes** Paula Kavathas

Introduction to the immune system and its interaction with specific microbes. Attention both to microbes that cause illness, such as influenza, HIV, and HPV, and to microbes that live in harmony with humans, collectively called the microbiome. Readings include novels and historical works on diseases such as polio and AIDS. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. SC RP

* **MUSI 002a, The Role of the Performer in the Musical Experience** Michael Friedmann

Various models of the role of the performer in the composer-performer-audience partnership that comprises the musical experience. Repertoire for case studies ranges from baroque to mid-twentieth-century works, and from solo (both vocal and instrumental) to chamber and orchestral works. Audio and video recordings are used to introduce concepts of interpretation, stylistic approaches associated with specific historical periods, the performer as intermediary for the composer's wishes, and the performer's use of repertoire as a platform for personal expression. Extensive listening exercises. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. Prerequisite: ability to read music. HU

* **MUSI 010b, Music and Diplomacy** Rebekah Ahrendt

The history of music in cultural diplomacy, with a focus on theoretical frameworks that grew up around musical practices as a result of music's diplomatic functions. Scores, instruments, and performers mobilized in the service of diplomacy; the influence of past practices on contemporary policy; state-sponsored musical tours; diplomatic patronage; universal vs. national music, including the use of such labels to further diplomatic goals. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **MUSI 065a, Shape-Note Traditions of the United States** Ian Quinn

Introduction to the folk-song process known as shape-note or Sacred Harp singing, a unique tradition of community a cappella music-making. The tradition's roots in colonial New England, its growth in the southern states between the Civil War and the World Wars, and its complicated relationship to ethnic and national identity. Exploration of a way of relating to music that is fundamentally different from the performer-audience relationship; concepts of folk music and oral tradition. Students will participate in the local shape-note singing community. No singing experience or music-reading ability required. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **NELC 001a / AFST 001a / ARCG 001a, Egypt and Northeast Africa: A Multidisciplinary Approach** John Darnell

Examination of approximately 10,000 years of Nile Valley cultural history, with an introduction to the historical and archaeological study of Egypt and Nubia. Consideration of the Nile Valley as the meeting place of the cultures and societies of northeast Africa. Various written and visual sources are used, including the collections of the Peabody Museum and the Yale Art Gallery. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program.

WR, HU

* **PLSC 030a, Law and the Limits of Freedom** Alexander Rosas

This course evaluates the desired role of law in free and modern societies and dissects, more broadly, the relationship between law, the state, and the individual in such societies. Particularly, this course considers when, if ever, it is appropriate to use law to limit freedom in the name of equality, security, community, utility, and/or morality. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. SO

* **RLST 015a, Gods and Heroes in Indian Religions** Phyllis Granoff

The basic doctrines and practices of India's three classical religions, Buddhism, Jainism, and Hinduism, explored through close reading of texts in translation. Lives of the founders, great monks, nuns, and lay followers of Buddhism and Jainism; myths of the major Hindu gods; heroines and goddesses in the three traditions. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **RLST 017a, Authenticity** Noreen Khawaja

The origins of personal authenticity in Western thought and the impact of this idea on modern notions of truth, sincerity, and identity. The "true" self as a historical idea and as a social performance. Readings in philosophy, literature, and religious thought from antiquity to the present. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **RLST 020b, Himalayan Pilgrimage** Andrew Quintman

Exploration of the many ways in which the Himalayan landscape has been imagined as circumscribing a sacred space, from traditional literature to multi-media representations of popular Western culture. Critical inquiry of Buddhist traditions, religious texts, and ritual practices in Tibet, Nepal, North India, and Bhutan; the mythos of Tibet as Shangri-la; and the status of pilgrimage in contemporary Himalayan culture. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **RLST 022a, Religion and Science Fiction** Staff

Survey of contemporary science fiction with attention to its use and presentation of religious thought and practice. Focus on the ways in which different religious frameworks inform the literary imagination of this genre, and how science fiction in turn creates religious systems in both literature and society. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **RLST 025a, Scriptures** Nancy Levene

Investigation of the idea of scripture through the study of texts that either are deemed scriptural by communities of readers or circulate with the mark or metaphor of scripture. The foci will be on the interpretation of textual significance and the relationship of the sacred and the secular. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **SCIE 030a and SCIE 031b, Current Topics in Science** Staff

A series of modules in lecture and discussion format addressing scientific issues arising in current affairs. Topics are selected for their scientific interest and contemporary relevance, and may include global warming, human cloning, and the existence of extrasolar planets. Credit for SCIE 030 only on completion of SCIE 031; one course credit is awarded for successful completion of the year's work. Enrollment limited

to freshmen. Preregistration required; see under Freshman Seminar Program. SC
½ Course cr per term

* **SOCY 018b, The Sociological Imagination** Julia Adams

Introduction to the linked study of sociology and modernity. Topics include the dramatic rise of capitalism; colonialism and empire; the advent of democracy and bureaucracy; the world-historical invention of the individual; and the contested role of religion in modernity. Readings from classical and contemporary authors. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. SO

* **SOCY 086a, China in the Age of Xi Jinping** Deborah Davis

An overview of the major social institutions in contemporary China, with a focus on the changing relationship between individual and society. Use of print and visual sources to explore the social consequences of China's recent retreat from socialism and its rapid integration into the global economy. May count toward the Sociology major as an intermediate course. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. SO

* **SPAN 055b, Cervantes' Novelas ejemplares** Susan Byrnes

Close study of Miguel de Cervantes' *Novelas ejemplares*, with special attention to historical context and purported exemplarity. L5-level Spanish placement. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. L5, HU

* **SPAN 060a, Freshman Colloquium: Literary Studies in Spanish** Noël Valis

Introduction to the study of literature in general and to some of the most important texts in Hispanic literature. Selected texts in Spanish include short stories, essays, lyric, and theater. Open to students who have placed into L5 courses. Counts toward the requirements of the Spanish major with permission of the director of undergraduate studies. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. L5, HU

* **WGSS 032b, History of Sexuality** Maria Trumpler

Exploration of scientific and medical writings on sexuality over the past century. Focus on the tension between nature and culture in shaping theories, the construction of heterosexuality and homosexuality, the role of scientific studies in moral discourse, and the rise of sexology as a scientific discipline. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

Geology and Geophysics

Director of undergraduate studies: David Bercovici, 305 KGL, 432-3168,
david.bercovici@yale.edu; earth.yale.edu

FACULTY OF THE DEPARTMENT OF GEOLOGY AND GEOPHYSICS

Professors Jay Ague (*Chair*), David Bercovici, Ruth Blake, Mark Brandon, Derek Briggs, Peter Crane, David Evans, Alexey Fedorov, Debra Fischer, Jacques Gauthier, Shun-ichiro Karato, Jun Korenaga, Mark Pagani, Jeffrey Park, Peter Raymond, Danny Rye, James Sayers, Ronald Smith, John Wettlaufer

Associate Professors William Boos, Kanani Lee, Maureen Long, Trude Storelvmo, Mary-Louise Timmermans

Assistant Professors Bhart-Anjun Bhullar, Pincelli Hull, Noah Planavsky, Nadine Unger

Lecturers Marilyn Fox, Michael Oristaglio, Frank Robinson, Lawrence Schwartz, Ellen Thomas

The Geology and Geophysics program prepares students for the application of scientific principles and methods to the understanding of Earth, the environment, and life on a regional and a planetary scale. Subjects range from the history of Earth and life to present-day environmental processes, integrating the study of Earth's deep interior, tectonic plates, oceans, atmosphere, climate, land surface, natural resources, and biota. The emphasis of the curriculum is on employing basic principles from the core sciences (physics, chemistry, biology) to further an understanding of Earth's past and present, and addressing issues relating to its future. Students gain a broad background in the natural sciences, and also select a specific track to focus their work on planetary or environmental phenomena of particular interest. The four B.S. tracks emphasize hands-on research experience in fieldwork, in laboratories, or in computer modeling. While some graduates continue on to research, consulting, or industrial careers in Earth, environmental, and planetary sciences, the major's broad scientific training prepares students for a wide variety of other paths, including medicine, law, public policy, and teaching.

B.S. degree program Majors in the B.S. program in Geology and Geophysics choose from four tracks: Atmosphere, Ocean, and Climate; Environmental and Energy Geoscience; Paleontology and Geobiology; and Solid Earth Science. The tracks are suggested pathways to professional careers and major areas of research in geology and geophysics. Students may change tracks during their course of study with guidance from the director of undergraduate studies.

1. The Atmosphere, Ocean, and Climate track provides a comprehensive understanding of the theory, observation, and prediction of the atmosphere-ocean-climate system. Topics range from past climate changes, including the ice ages, to present-day storms and weather, to forecasting climate change and global warming. The prerequisites are CHEM 167; PHYS 180, 181 and PHYS 205L, 206L; ENAS 130 or equivalent; and mathematics through differential equations (MATH 120 or ENAS 151, and ENAS 194). The major requirements consist of at least eleven term courses, for ten and one-half course credits, beyond the prerequisites, including either the senior essay or the senior thesis. To begin study of Earth processes, majors take an introductory course in G&G, with any accompanying laboratory, selected from G&G 100; 110 or 115, and 111L; or 125 and 126L. A higher-level course in G&G can be substituted with the permission of the director of undergraduate studies. Six core courses, totaling five and one-half course credits, introduce students to Earth's climate system (G&G 140 and 141L), meteorology (G&G 322), physical oceanography (G&G 335), fluid mechanics (MENG 361), and statistics or linear algebra (STAT 230 or 238 or MATH 222). Three electives are chosen from topics in the environment and in processes that govern the atmosphere, ocean, and land surface; physics; and statistics. A list of suggested electives is available from the office of the director of undergraduate studies or on the departmental Web site

- (<http://earth.yale.edu/academics/undergraduate-program>). At least one elective must be from G&G.
2. The Environmental and Energy Geoscience track provides a scientific understanding of the natural and anthropogenic processes that shape the Earth-atmosphere-biosphere system, including energy and material flows among its components. It emphasizes comparative studies of past and current Earth processes to inform models of humankind's role within the environment's future. The prerequisites are broad and flexible and include CHEM 167 and mathematics through multivariate calculus (MATH 120 or ENAS 151). Depending on their area of focus, students may choose a prerequisite in physics (PHYS 170, 171; 180, 181; or 200, 201), or they may choose cellular biology (BIOL 101 and 102, or MCDB 120) and evolutionary biology (BIOL 103 and 104, or E&EB 122, or G&G 125 and 126L). The major requirements consist of at least eleven term courses, for eleven course credits, beyond the prerequisites, including either the senior essay or the senior thesis. To begin study of the Earth system, majors take two introductory courses in G&G, with any accompanying laboratories, selected from G&G 100; 110 or 115, and 111L; or 140 and 141L (G&G 125 and 126L may count toward this requirement if not selected as the evolutionary biology prerequisite). Higher-level courses in G&G can be substituted with the permission of the director of undergraduate studies. Four core courses are chosen from topics in general resource use and sustainability (G&G 205), Earth's surface processes (G&G 232), the microbiology of surface and near-surface environments (G&G 255), fossil fuels and energy transitions (G&G 274), renewable energies (G&G 275), geochemical principles (G&G 301), structural geology (G&G 312), meteorology (G&G 322), and satellite-based image analysis (G&G 362). Four electives chosen from Geology and Geophysics, Environmental Studies (p. 312), Ecology and Evolutionary Biology (p. 249), engineering, or related fields provide a broad approach to scientific study of the environment. A list of suggested electives is available from the office of the director of undergraduate studies or on the departmental Web site (<http://earth.yale.edu/academics/undergraduate-program>). Electives may be chosen from the core courses, and at least two must be from G&G.
 3. The Paleontology and Geobiology track focuses on the fossil record of life and evolution, geochemical imprints of life, and interactions between life and Earth. Topics range from morphology, function, relationships, and biogeography of the fossils themselves, through the contexts of fossil finds in terms of stratigraphy, sediment geochemistry, paleoecology, paleoclimate, and geomorphology, to analysis of the larger causes of paleontological, geobiological, and evolutionary patterns. Integrative approaches are emphasized that link fossil evidence with the physical and chemical evolution of Earth. The prerequisites are college-level biology (BIOL 101–104; or MCDB 120 and E&EB 122); CHEM 167; and mathematics through multivariate calculus (MATH 120 or ENAS 151). The major requirements consist of at least thirteen term courses, for twelve course credits, beyond the prerequisites, including either the senior essay or the senior thesis. Students take G&G 100; G&G 110 or 115, and 111L, to gain geological and environmental context, and they are introduced to the fossil record and evolution in G&G 125 and 126L; higher-level courses in G&G can be substituted with the permission of the director of undergraduate studies. Four core courses give majors a comprehensive background in sedimentary rocks and rock correlation (G&G 232 or equivalent), the study of

evolution (G&G 250 or equivalent), microbiology in past and present environments (G&G 255 or equivalent), Earth's carbon cycle (G&G 308 or equivalent), and statistical data analysis as applied to the life sciences (STAT 101 or equivalent). Four electives selected from Geology and Geophysics, Ecology and Evolutionary Biology (p. 249), Molecular, Cellular, and Developmental Biology (p. 532), and related fields offer students flexibility in pursuing their specific interests. A list of suggested electives is available from the office of the director of undergraduate studies or on the departmental Web site (<http://earth.yale.edu/academics/undergraduate-program>). At least one elective must be from G&G.

4. The Solid Earth Science track emphasizes an integrated geological, geochemical, and geophysical approach to the study of processes operating within Earth and their manifestation on the surface. It includes the structure, dynamics, and kinetics of Earth's interior and their impacts on our environment both in the long term (e.g., the evolution of the land surface) and in the short term (e.g., the causes for natural disasters such as earthquakes, tsunamis, and volcanic eruptions). Students acquire a fundamental understanding of the solid Earth system, both as it exists today and as it has evolved over geologic time scales. The prerequisites are CHEM 167; physics (PHYS 170, 171; 180, 181; or 200, 201); and mathematics through multivariate calculus (MATH 120 or ENAS 151). The major requirements consist of at least eleven courses, for eleven course credits, beyond the prerequisites, including either the senior essay or the senior thesis. To begin study of the Earth system, majors take two introductory courses in G&G, with any accompanying laboratories, selected from G&G 100; 110 or 115, and 111L; 125 and 126L; or 140 and 141L. Higher-level courses in G&G can be substituted with the permission of the director of undergraduate studies. The core of the track consists of four courses chosen from topics in mountain building and global tectonics (G&G 212), rocks and minerals (G&G 220), sedimentary rocks and processes (G&G 232 or equivalent), structural geology (G&G 312), and geochemical principles (G&G 301). Students also select four electives in geology, geochemistry, geophysics, or related topics. A list of suggested electives is available from the office of the director of undergraduate studies or on the departmental Web site (<http://earth.yale.edu/academics/undergraduate-program>). Electives may be chosen from core courses, and at least two must be from G&G.

B.A. degree program The B.A. degree in Geology and Natural Resources requires fewer upper-level courses than the B.S. degree. It may be more appropriate for students who wish to major in two separate Yale programs, who study geoscience in preparation for a career in law, business, government, or environmental fields, or who decide to pursue a science major only after the freshman year. The prerequisites include mathematics (MATH 115), biology (BIOL 101 and 102, or MCDB 120, or G&G 255), and a lecture course in chemistry. The major requirements consist of at least nine term courses beyond the prerequisites. These include two courses in G&G numbered 100–150, with any accompanying laboratories; courses in natural resources (G&G 205) and geochemical processes (G&G 220 or 232 or 280 or 301); and five additional courses at the 200 level or higher in Geology and Geophysics or related fields, approved by the director of undergraduate studies and including either the senior essay or the senior thesis. Course selections can be guided by any of the B.S. tracks described above.

Senior requirement Seniors in both degree programs must prepare either a senior essay based on one term of library, laboratory, or field research (G&G 492) or, with the consent of the faculty, a two-term senior thesis (G&G 490, 491), which involves innovative field, laboratory, or theoretical research. Students electing to do a senior thesis must first select a topic and obtain the consent of a faculty member to act as an adviser. They must then petition the faculty through the director of undergraduate studies for approval of the thesis proposal. The petition should be submitted by the end of the junior year. If the two-term senior thesis is elected, G&G 491 may count as an elective toward the major. A copy of each senior thesis or senior essay is made available on the departmental Web site (<http://earth.yale.edu>).

Selection of courses Geology and Geophysics majors may not employ the Credit/D/Fail option for prerequisites or for courses in the major. With permission of the director of undergraduate studies, acceleration credits awarded at matriculation for high scores on national or international examinations (such as Advanced Placement subject tests) may be used to satisfy prerequisites, even if the student does not choose to accelerate. Higher-level courses may, with the permission of the director of undergraduate studies, be substituted for prerequisites and for specific required courses. Qualified juniors and seniors are encouraged to enroll in graduate courses, with permission of the instructor and of the directors of graduate and undergraduate studies. Descriptions of graduate courses are available at the office of the director of undergraduate studies.

Practical experience In addition to prerequisites and required courses in Geology and Geophysics, candidates for the B.A. and B.S. degrees are strongly encouraged to gain practical experience in the Earth sciences. This can be done in two ways: (1) by attending a summer field course at another academic institution, or (2) by participating in summer research opportunities offered by the Department of Geology and Geophysics, by other academic institutions, or by certain government agencies and private industries. Consult the director of undergraduate studies or see the departmental Web site (<http://earth.yale.edu>) for further information.

Physics and Geosciences major The Department of Geology and Geophysics also offers a combined major with the Department of Physics. For more information, see under Physics and Geosciences (p. 586).

Combined B.S./M.S. degree program Exceptionally able and well-prepared students may complete a course of study leading to the simultaneous award of the B.S. and M.S. degrees after eight terms of enrollment. See “Simultaneous Award of the Bachelor’s and Master’s Degrees” under section K, Special Arrangements (p. 66), in the Academic Regulations. Interested students should consult the director of undergraduate studies prior to the sixth term of enrollment for specific requirements in Geology and Geophysics.

REQUIREMENTS OF THE MAJOR

Prerequisites *B.A.* – MATH 115; BIOL 101 and 102, or MCDB 120, or G&G 255; a lecture course in chem; *B.S.* – *All tracks* – CHEM 167; MATH 120 or ENAS 151; *Atmosphere, Ocean, and Climate track* – ENAS 130 or equivalent; ENAS 194; PHYS 180, 181, 205L, 206L; *Environmental and Energy Geoscience track* – physics (PHYS 170, 171, or 180, 181, or 200, 201) or biology (BIOL 101 and 102, or MCDB 120; and BIOL 103 and 104, or E&EB 122, or G&G 125 and 126L);

Paleontology and Geobiology track—BIOL 101–104, or MCDB 120 and E&EB 122;

Solid Earth Science track—PHYS 170, 171, or 180, 181, or 200, 201

Number of courses *B.A.*—at least 9 courses beyond prereqs for letter grades (incl senior req); *B.S.*—*Atmosphere, Ocean, and Climate track*—at least 11 courses, for 10½ credits, beyond prereqs for letter grades (incl senior req); *Environmental and Energy Geoscience and Solid Earth Science tracks*—at least 11 courses beyond prereqs for letter grades (incl senior req); *Paleontology and Geobiology track*—at least 13 courses, for 12 credits, beyond prereqs for letter grades (incl senior req)

Specific courses required *B.A.*—G&G 205; 1 from G&G 220, 232, 280, 301; *B.S.*—*All tracks*—G&G 100, 110 or 115; 111L; *Atmosphere, Ocean, and Climate track*—G&G 140, 141L, 322, 335; MENG 361; STAT 230 or 238 or MATH 222; *Environmental and Energy Geoscience track*—4 from G&G 205, 232, 255, 274, 275, 301, 312, 322, 362; *Paleontology and Geobiology track*—G&G 125, 126L, 4 from 232, 250, 255, 308, STAT 101 or equivalents; *Solid Earth Science track*—4 from G&G 212, 220, 232 or equivalent, 301, 312

Distribution of courses *B.A.*—2 intro courses in G&G, with labs, as specified; 5 addtl courses at 200 level or higher in G&G or related fields; *B.S.*—*Atmosphere, Ocean, and Climate track*—1 intro course in G&G, with lab, as specified; 3 electives as specified; *Environmental and Energy Geoscience and Solid Earth Science tracks*—2 intro courses in G&G, with labs, as specified; 4 electives as specified; *Paleontology and Geobiology track*—4 electives as specified

Substitution permitted *All programs*—with DUS permission, higher-level courses for prereqs or required courses

Senior requirement *All programs*—senior essay (G&G 492) or, with permission of faculty, two-term senior thesis (G&G 490, 491)

Courses

* **G&G 010a / EVST 010a, Earth, Resources, Energy, and the Environment** Mary-Louise Timmermans

Humankind's interactions with, and place within, the natural world. Plate tectonics and natural disasters, biological evolution and mass extinction, human evolution, population growth and ecology, industrial resources, groundwater and pollution, fossil fuels and energy transitions, the carbon cycle and greenhouse gases, paleoclimates, current global warming, alternative energies, and a planetary perspective on the Earth as a singular oasis in space. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. SC

[**G&G 020, Origins of Everything**]

* **G&G 105a / APHY 100a / ENAS 100a / EVST 100a / PHYS 100a, Energy Technology and Society** Daniel Prober

The technology and use of energy. Impacts on the environment, climate, security, and economy. Application of scientific reasoning and quantitative analysis. Intended for non-science majors with strong backgrounds in math and science. Enrollment limited to 24. For application instructions, visit the course site on Classes*v2 (<http://classesv2.yale.edu>). QR, SC

G&G 110a, Dynamic Earth Danny Rye and David Evans

An introduction to the processes that shape Earth's environment through the interactions of rocks, soils, the atmosphere, and the hydrosphere. Field trips and practical sessions in the properties of natural materials. Topics include evolution of landscapes; hydrologic and tectonic cycles; extreme geologic events such as earthquakes, floods, volcanism, and landslides; society's economic dependence on natural materials such as soils, minerals, and fossil fuels; and human influences on the natural environment. SC

G&G 111La, Dynamic Earth Laboratory and Field Methods Danny Rye and David Evans

Practical exercises in the laboratory and in the field to complement G&G 110 or 115. Identification of minerals and rocks; construction of geologic maps and cross sections to determine Earth-system processes and histories. Includes a field trip to the northern Appalachians during the October recess. After or concurrently with G&G 110, or after G&G 115. SC ½ Course cr

*** G&G 115b / EVST 200b, Earth System Science** David Evans

A survey of geoscience. Interaction of lithosphere, hydrosphere, atmosphere, and Earth's deep interior; natural controls on environment and climate in past, present, and future; rocks, minerals, glaciers, earthquakes, and volcanoes; natural hazards and natural resources. (Formerly G&G 200) SC

*** G&G 125b / E&EB 125b, History of Life** Derek Briggs and Bhart-Anjan Bhullar

Examination of fossil and geologic evidence pertaining to the origin, evolution, and history of life on Earth. Emphasis on major events in the history of life, on what the fossil record reveals about the evolutionary process, on the diversity of ancient and living organisms, and on the evolutionary impact of Earth's changing environment. SC

G&G 126Lb, Laboratory for the History of Life Pincelli Hull

A survey of the diversification of life using suites of fossils and related modern organisms drawn from critical evolutionary stages. Emphasis on direct observation and description of specimens, the solution of problems posed by the instructor, and the generation and testing of hypotheses by the students. To be taken concurrently with or following G&G 125. SC ½ Course cr

G&G 140a / EVST 201a, Atmosphere, Ocean, and Environmental Change Ronald Smith

Physical processes that control Earth's atmosphere, ocean, and climate. Quantitative methods for constructing energy and water budgets. Topics include clouds, rain, severe storms, regional climate, the ozone layer, air pollution, ocean currents and productivity, the seasons, El Niño, the history of Earth's climate, global warming, energy, and water resources. Must be taken concurrently with EVST 202L. QR, SC

*** G&G 141La / EVST 202La, Laboratory for Atmosphere, Ocean, and Environmental Change** Ronald Smith

Laboratory and field exercises to accompany EVST 201. Must be taken concurrently with EVST 201. SC ½ Course cr

G&G 205b, Natural Resources and Their Sustainability Jay Ague

The formation and distribution of renewable and nonrenewable energy, mineral, and water resources. Topics include the consequences of extraction and use; depletion and

the availability of substitutes; and economic and geopolitical issues. Recommended preparation: introductory chemistry and geology. SC

* **G&G 207b, The Science of Water** Kanani Lee

A study of water in its physical, chemical, biological, astronomical, geological, and environmental aspects. Topics include water's role in food and energy production, conservation and pollution, magnetic field generation, plate tectonics and volcanism, climate, and security. SC

G&G 211b / EVST 211b / HIST 416b / HSHM 211b, Global Catastrophe since 1750

William Rankin

A history of the geological, atmospheric, and environmental sciences, with a focus on predictions of global catastrophe. Topics range from headline catastrophes such as global warming, ozone depletion, and nuclear winter to historical debates about the age of the Earth, the nature of fossils, and the management of natural resources. Tensions between science and religion; the role of science in government; environmental economics; the politics of prediction, modeling, and incomplete evidence. HU

* **G&G 212b, Global Tectonics** David Evans and Mark Brandon

The architecture of continents and oceans; detailed geology of lithospheric plate margins and mountain chains. Examples of plate-interaction histories from the ancient geological record emphasize the interdisciplinary approaches used to determine interlinked Earth-system processes involving the mantle, crust, hydrosphere, atmosphere, and biosphere. The course features a field trip during spring break. Prerequisite: one course in G&G (preferably 100, 110, or 115), or permission of instructor. Enrollment limited to 15. SC

[**G&G 215, Global Warming: The Carbon Cycle**]

* **G&G 216b, Global Warming: Climate Physics** Trude Storelvmo

Lectures on the basics of global warming and presentations and discussions of some of the classic papers that combined have led to our current understanding of global warming. The knowns and the unknowns of global warming; the paper trail of cutting-edge climate science through time, from the late 1800s to the present. Recommended preparation: basic calculus and physics. SC

G&G 220b, Petrology and Mineralogy Danny Rye

Comprehensive study of the structures, chemistry, and physical properties of minerals. Interpretation of mineral associations and textures in terms of processes acting in the formation of igneous and metamorphic rocks. Study of the interplay between plate tectonics and the genesis of igneous and metamorphic rocks. After one year of college-level chemistry; G&G 110 recommended. SC

* **G&G 222a, Origin of Everything** David Bercovici

Study of major scientific origin hypotheses, including the origin of the universe, galaxies, the solar system and planets, continents, oceans, atmospheres, magnetic fields, and mono- and multicellular life. Climatic and geographical perspectives on the origin of civilizations and human history. SC

[G&G 235, Geomorphology and Surface Processes]**[G&G 240, Forensic Geoscience]**

G&G 247b / AMTH 247b / MATH 247b, Partial Differential Equations Stefan Steinerberger

Introduction to partial differential equations, wave equation, Laplace's equation, heat equation, method of characteristics, calculus of variations, series and transform methods, and numerical methods. Prerequisites: MATH 222 or 225, MATH 246, and ENAS 194, or equivalents. QR

G&G 255b / EVST 265b, Environmental Geomicrobiology Ruth Blake

Microbial diversity in natural geologic habitats and the role of microorganisms in major biogeochemical cycles. Introduction to prokaryote physiology and metabolic diversity; enrichment culture and molecular methods in geomicrobiology. Prerequisite: college-level chemistry. SC

*** G&G 261a / EVST 261a / F&ES 261a, Minerals and Human Health** Ruth Blake

Study of the interrelationships between Earth materials and processes and personal and public health. The transposition from the environment of the chemical elements essential for life. After one year of college-level chemistry or with permission of instructor; G&G 110 recommended. SC

*** G&G 274a, Fossil Fuels and Energy Transitions** Michael Oristaglio

The origins, geologic settings, exploration, distribution, and extraction of fossil fuels as finite Earth resources. Energy use today; transitions to future renewable resources. Topical issues include peak oil, deep-water exploration, carbon sequestration, and shale gas. Prerequisites: high school chemistry, mathematics, and Earth science. Recommended preparation: G&G 110 or 205. SC

[G&G 280, Organic Geochemistry]**[G&G 290, Earthquakes and Volcanoes]****[G&G 310, Isotope Geochemistry]**

G&G 312a, Structural Geology Mark Brandon

An introduction to the origin and structure of the lithosphere and continental and oceanic crust. Topics include what controls the solid versus fluid behavior of rocks during deformation, and what controls the character and motion of tectonic plates. Laboratory exercises and field trips. QR, SC

G&G 313a, Invertebrate Paleontology: Evolving Form and Function Derek Briggs

Exploration of the basic constraints and potentials that controlled adaptive radiation in the evolution of the invertebrate skeleton.

G&G 319a, Introduction to the Physics and Chemistry of Earth Materials Kanani Lee

Basic principles that control the physical and chemical properties of Earth materials. Thermodynamics, equation of state, phase transformations, elastic properties and phase diagrams. After CHEM 161, 165, or 167 (or CHEM 115), MATH 120, and PHYS 181, or equivalents. QR, SC

G&G 322a, Physics of Weather and Climate William Boos

The climatic system; survey of atmospheric behavior and climatic change; meteorological measurements and analysis; formulation of physical principles

governing weather and climate with selected applications to small- and large-scale phenomena. After PHYS 181 and MATH 120 or equivalents. QR, SC

G&G 323b, Climate Dynamics Alexey Fedorov

An introduction to climate dynamics. Special emphasis on phenomena controlled by large-scale interactions between the ocean and atmosphere, from El Niño to decadal climate variability. Topics include conceptual models of climate, general circulation of the atmosphere, ocean wind-driven and thermohaline circulation, abrupt climate changes, climate models by means of GCMs, and climate predictability. After PHYS 181, MATH 120 or equivalent, and one course in meteorology or physical oceanography; or with permission of instructor. QR, SC

G&G 325a, Vertebrate Paleontology Jacques Gauthier

Phylogeny and evolution of the major clades of vertebrates from Cambrian to recent, as inferred mainly from the fossilized remains of the musculoskeletal system (cranial, axial, and appendicular skeletons). Special attention to the evolution of vertebrate feeding, locomotor, and sensory systems. Prerequisite: E&EB 225, or with permission of instructor. SC 1½ Course cr

G&G 335a, Physical Oceanography Alexey Fedorov

An introduction to ocean dynamics and physical processes controlling large-scale ocean circulation, the Gulf Stream, wind-driven waves, tsunamis, tides, coastal upwelling, and other phenomena. Modern observational, theoretical, and numerical techniques used to study the ocean. The ocean's role in climate and global climate change. After PHYS 181 and MATH 120 or equivalents, or with permission of instructor. QR, SC

* **G&G 362b / ARCG 362b / EVST 362b, Observing Earth from Space** Xuhui Lee

A practical introduction to satellite image analysis of Earth's surface. Topics include the spectrum of electromagnetic radiation, satellite-borne radiometers, data transmission and storage, computer image analysis, the merging of satellite imagery with GIS and applications to weather and climate, oceanography, surficial geology, ecology and epidemiology, forestry, agriculture, archaeology, and watershed management. Prerequisites: college-level physics or chemistry, two courses in geology and natural science of the environment or equivalents, and computer literacy. QR, SC

[**G&G 370, Regional Perspectives on Global Geoscience**]

G&G 421b, Geophysical Fluid Dynamics Mary-Louise Timmermans

A survey of fluid dynamics, with applications to circulation in the ocean, atmosphere, mantle, and core. Mathematical models illustrate the fundamental dynamical principles of geophysical fluid phenomena such as convection, waves, boundary layers, flow stability, turbulence, and large-scale flows. After or concurrently with MENG 361 or equivalent and one course in meteorology or oceanography, or with permission of instructor. QR, SC

G&G 428a / AMTH 428a / E&EB 428a / PHYS 428a, Science of Complex Systems Jun Korenaga

Introduction to the quantitative analysis of systems with many degrees of freedom. Fundamental components in the science of complex systems, including how to simulate complex systems, how to analyze model behaviors, and how to validate models using observations. Topics include cellular automata, bifurcation theory, deterministic chaos,

self-organized criticality, renormalization, and inverse theory. Prerequisite: PHYS 301, MATH 247, or equivalent. QR, SC

[G&G 450, Deformation of Earth Materials]

G&G 456b, Introduction to Seismology Maureen Long

Earthquakes and seismic waves, P and S waves, surface waves and free oscillations. Remote sensing of Earth's deep interior and faulting mechanisms. Prerequisites: MATH 120, 222, and PHYS 181, or equivalents. QR, SC

*** G&G 487a or b, Individual Study in Geology and Geophysics** Staff

Individual study for qualified undergraduates under faculty supervision. To register for this course, each student must submit a written plan of study, approved by the adviser, to the director of undergraduate studies. May be taken more than once for credit. ½ Course cr

*** G&G 488a and G&G 489b, Research in Geology and Geophysics** Staff

Individual study for qualified juniors and seniors under faculty supervision. To register for this course, each student must submit a written plan of study, approved by the adviser, to the director of undergraduate studies.

*** G&G 490a and G&G 491b, Research and Senior Thesis** Staff

Two terms of independent library, laboratory, field, or modeling-based research under faculty supervision. To register for this course, each student must submit a written plan of study, approved by a faculty adviser, to the director of undergraduate studies by the end of the junior year. The plan requires approval of the full G&G faculty.

*** G&G 492a or b, The Senior Essay** Staff

One term of independent library, laboratory, field, or modeling-based research under faculty supervision. To register for this course, each student must submit a written plan of study, approved by a faculty adviser, to the director of undergraduate studies at the beginning of the term in which the essay is to be written.

German Studies

Director of undergraduate studies: Paul North, 323 WLH, 432-6401, p.north@yale.edu; language program director: Theresa Schenker, 325 WLH, 432-0783, theresa.schenker@yale.edu; german.yale.edu

FACULTY OF THE DEPARTMENT OF GERMANIC LANGUAGES AND LITERATURES

Professors Rüdiger Campe, Carol Jacobs, Rainer Nägele (*Emeritus*), Paul North, Brigitte Peucker, Henry Sussman (*Visiting*), Kirk Wetters (*Chair*)

Senior Lecturer II Marion Gehlker

Senior Lecturer Theresa Schenker

Affiliated Faculty Jeffrey Alexander (*Sociology*), Jennifer Allen (*History*), Seyla Benhabib (*Political Science*), David Cameron (*Political Science*), Paul Franks (*Philosophy, Judaic Studies*), Karsten Harries (*Philosophy*), Gundula Kreuzer (*Music*), Patrick McCreless (*Music*), Steven Smith (*Political Science*), David Sorkin (*History*), Nicola Suthor (*History of Art*), Katie Trumpener (*Comparative Literature, English*), Jay Winter (*History*)

The major in German Studies covers a broad tradition of more than five centuries in Switzerland, Austria, Germany, and neighboring lands. Students gain deep competence in the German language while also reading great literature, analyzing distinctive artworks in many media, deducing intensive theories, and exploring political, linguistic, and cultural history. The German faculty works closely with undergraduates to develop their special areas of interest within these rich currents of German culture.

German language courses emphasize listening, speaking, reading, and writing in interaction with authentic cultural materials. The curriculum also introduces students to the basic questions and methods of literary criticism, with a focus on rigorous reading practices for a wide range of works from different genres, disciplines, and historical moments.

German Studies courses are diverse in their topics and highly relevant to other fields of study today. Pioneers in philosophy, political theory, sociology, psychology, history, classical philology, the visual arts, architecture, and music wrote and thought in German, as did founders of the modern natural and practical sciences. Majors discover Kant, Goethe, Beethoven, Einstein, Freud, Kafka, Arendt, and many other thinkers and writers who laid the groundwork for modernity and still hold keys to understanding it.

Germany is the third-largest economy in the world, and German is the first language of over 95 million people worldwide. Students with a foundation in the language, literature, history, and intellectual revolutions of Germany are prepared to enter a wide variety of vocations. Majors have gone on to postgraduate study in Germany and the United States, and many have entered top-tier law schools and graduate programs. Recent graduates work in fields as diverse as environmental policy, journalism, arts management, consulting, and engineering, as well as in governmental and nongovernmental organizations and businesses.

Prerequisites Prerequisite to the major are first- and second-year German or the equivalent.

The major The major in German Studies consists of ten term courses, including three advanced language courses, four courses in an area of concentration, two electives, and the senior essay. All majors must complete at least one GMAN course numbered in the 150s, one in the 160s, and one in the 170s, plus six additional courses—four in the area of concentration and two electives—from Groups B and C, numbered GMAN 160 and above. With permission of the director of undergraduate studies, some substitutions and exceptions may be possible.

Areas of concentration Each German Studies major selects an area of concentration from five possible choices: (1) literature, (2) media and media theory, (3) history and politics, (4) critical thought, and (5) aesthetics and the arts. The *literature* concentration gives students access to worlds of thought and action. Students learn to read critically poetry, novels, plays, short stories, aphorisms, songs, and other genres. Courses fulfilling the literature concentration include at least one course each in nineteenth- and twentieth-century literature. The concentration in *media and media theory* explores a vibrant tradition of experimentation in new cultural forms and media in the nineteenth and twentieth centuries. Students investigate photography, radio, film, television, and computer media alongside landmark works in media theory. The *history and politics* concentration focuses on world-altering historical events and thought-altering

theories of history from the Germanic tradition. Students become familiar with explosive political and social events, including the emancipation of the Jews and the Holocaust, the world wars, unification and reunification, and concepts and models for development in economy, social welfare, law, and environmental policies. The concentration in *critical thought* focuses on traditions of theoretical reflection on society, history, art, and language. Students become familiar with authors such as Kant, Hegel, Marx, Nietzsche, Freud, Benjamin, and Habermas. The *aesthetics and the arts* concentration surveys the rich Germanic traditions in the visual and musical arts, as well as the philosophical study of art beginning in eighteenth-century Germany.

Senior essay Seniors in the standard German Studies major enroll in GMAN 492, a guided senior essay tutorial course. Students meet biweekly with the director of undergraduate studies and staff, and work under the direction of a faculty adviser. The culmination of the tutorial is an essay of approximately thirty pages that gives evidence of careful reading and substantial independent thought. The essay may be written in either English or German, although only native speakers are encouraged to write an essay in German. Seniors typically write the essay during the fall term. A preliminary statement indicating the general area to be addressed and the choice of adviser should be submitted to the director of undergraduate studies by September 9, 2016; a three-page prospectus and a bibliography are due by September 23. A rough draft must be submitted to the adviser by November 4. The completed essay, due on December 9, 2016, is judged by the faculty adviser and a second reader.

Intensive major Requirements for the intensive major are the same as for the standard major, except that the intensive major replaces one advanced seminar with a second term of the senior essay. In the fall term seniors in the intensive major enroll in GMAN 492 and begin work on their project under the guidance and supervision of a faculty adviser. A significant portion of the research for the essay should involve materials in German. The essay may be written in either English or German, although only native speakers are encouraged to write an essay in German. A detailed prospectus, no longer than three pages, and a bibliography must be submitted to the director of undergraduate studies by October 21, 2016. The student must submit a draft of at least fifteen pages of the essay by December 2, 2016 to receive credit for the first term of the course. The second term, GMAN 493, is devoted to completing the essay, which should be substantial (between fifty and sixty pages); the completed essay must be submitted by April 14, 2017. The senior essay is judged by the faculty adviser and a second reader.

Group A courses Courses in Group A (GMAN 110–159) correspond to Yale's L1 to L5 designation of elementary, intermediate, and advanced language courses.

Group B courses Courses in Group B (GMAN 160-level and 170-level) are advanced L5 courses. Readings are in German, and the language of instruction is German. There is no restriction on the number of Group B courses that may count toward the major, provided all requirements are met.

Group C courses Courses in Group C (above GMAN 200) are all other courses. The language of instruction is typically English, but readings may be in German and/or English. Course level and prerequisites vary according to the expectations of the instructors.

Graduate courses Courses in the Graduate School are open to undergraduates with permission of the instructor and of the directors of undergraduate and graduate studies. Course descriptions may be obtained on the German department Web site (<http://german.yale.edu>) or from the office of the director of graduate studies.

Advising Candidates for the major in German Studies should consult the director of undergraduate studies.

Study abroad Students are strongly encouraged to study in Germany for a summer, or for one or two terms on the Year or Term Abroad program. Appropriate course credit toward the major is granted for work in approved programs in Germany. Study abroad is valuable not only for achieving comfortable fluency in German, but also for gaining firsthand knowledge of the German cultural context. The department offers diverse opportunities for study abroad and a scholarship program for summer courses at German universities. Members of the faculty advise and consult with any students wishing to plan study in Germany. Students who have been approved to study abroad and who receive financial aid from Yale are eligible for aid while abroad. For information about the Year or Term Abroad program, see section K, Special Arrangements (p. 66), in the Academic Regulations. Students who study abroad for one term may count up to two courses toward the major, with approval of the director of undergraduate studies. Students who study abroad for an academic year may count up to four courses toward the major, with approval of the director of undergraduate studies.

Placement An online placement examination will be accessible July 1 through August 15, 2016. See the departmental Web site (<http://german.yale.edu/academics/undergraduate-program/language-program/placement-test>) for details. Students wishing to take the placement exam in January should sign up with the language director by December 2, 2016. Students may also consult with the director of undergraduate studies or the language director for advice about placement and about language study. Regardless of previous German study, students without a score of 5 on the German Advanced Placement test must take the departmental placement exam in order to enroll in any course above GMAN 110 or 125.

Credit/D/Fail A maximum of two courses taken Credit/D/Fail may count toward the major, with permission of the director of undergraduate studies.

REQUIREMENTS OF THE MAJOR

Prerequisites First- and second-year German or equivalent.

Number of courses 10 (incl senior req)

Distribution of courses 1 GMAN course in the 150s, at least 1 in the 160s, and at least 1 in the 170s; 4 courses in area of concentration and 2 electives (numbered GMAN 160 and above) from Groups B and C; *Literature concentration* – at least 1 course each in 19th- and 20th-century literature

Substitution permitted With DUS approval, some substitutions and exceptions may be possible

Senior requirement Senior essay tutorial (GMAN 492)

Intensive major Two-term senior essay (GMAN 492 and 493)

Group A Courses

* DUTC 130a, Intermediate Dutch I Staff

Continued development of reading, writing, and speaking proficiency in Dutch. Students review and improve grammar skills, expand their vocabulary, read newspaper articles, and watch and listen to Dutch newscasts. Prerequisite: DUTC 120 or equivalent. Course taught through distance learning using videoconferencing technology from Columbia University. Enrollment limited; interested students should e-mail minjin.hashbat@yale.edu for more information. L3 RP 1½ Course cr

* DUTC 140b, Intermediate Dutch II Staff

Use of authentic Dutch texts to expand proficiency in the language and familiarity with the culture. Focus on Dutch cultural themes that reflect students' interests and fields of study. Readings include a novel and news articles on current events. Prerequisite: DUTC 130. Course includes students from Cornell University via videoconference. L4 1½ Course cr

* DUTC 150a, Advanced Dutch Staff

Continuation of DUTC 140. Focus on improvement of grammatical knowledge; proficiency in reading, writing, and speaking Dutch; and cultural insight and knowledge of Amsterdam and the Netherlands. Prerequisite: DUTC 140 or equivalent. Course taught through distance learning using videoconferencing technology from Columbia University. Enrollment limited; interested students should e-mail minjin.hashbat@yale.edu for more information. L5

* GMAN 110a or b, Elementary German I Staff

A beginning content- and task-based course that focuses on the acquisition of spoken and written communication skills, as well as on the development of cultural awareness and of foundations in grammar and vocabulary. Topics such as school, family life, and housing. Course materials include a variety of authentic readings, a feature film, and shorter video clips. Tutors are available for extra help. To be followed by GMAN 120. Enrollment limited to 14 per section. Credit only on completion of GMAN 120. Students must preregister through Preference Selection during the online preregistration period. Details and a link to Preference Selection are provided on the German department Web site at <http://german.yale.edu>. L1 1½ Course cr

GMAN 120a or b, Elementary German II Staff

Continuation of GMAN 110. A content- and task-based course that focuses on the acquisition of communicative competence in speaking and writing and on the development of strong cultural awareness. Topics such as multiculturalism, food, childhood, and travel; units on Switzerland and Austria. Course materials include a variety of authentic readings, a feature film, and shorter video clips. Tutors are available for extra help. To be followed by GMAN 130. Enrollment limited to 14 per section. Students must preregister through Preference Selection during the online preregistration period. Details and a link to Preference Selection are provided on the German department Web site at <http://german.yale.edu>. L2 1½ Course cr

GMAN 125a, Intensive German I Patrick Wolf

Intensive training in speaking, reading, writing, and comprehending the language. Focus on the mastery of formal grammar. For beginning students of superior linguistic ability. L1, L2 2 Course cr

GMAN 130a or b, Intermediate German I Staff

Builds on and expands knowledge acquired in GMAN 120. A content- and task-based course that helps students improve their oral and written linguistic skills and their cultural awareness through a variety of materials related to German literature, culture, history, and politics. Course materials include authentic readings, a feature film, and shorter video clips. Tutors are available for extra help. After GMAN 120 or according to placement examination. Followed by GMAN 140. Enrollment limited to 14 per section. Students must preregister through Preference Selection during the online preregistration period. Details and a link to Preference Selection are provided on the German department Web site at <http://german.yale.edu>. L3 1½ Course cr

GMAN 140a or b, Intermediate German II Staff

Builds on and expands knowledge acquired in GMAN 130. A content- and task-based course that helps students improve their oral and written linguistic skills and their cultural awareness through a variety of materials related to German literature, culture, history, and politics. Course materials include authentic readings, a feature film, and shorter video clips. Tutors are available for extra help. After GMAN 130 or according to placement examination. Normally followed by GMAN 150 or, with permission of the director of undergraduate studies, by GMAN 171. Enrollment limited to 14 per section. Students must preregister through Preference Selection during the online preregistration period. Details and a link to Preference Selection are provided on the German department Web site at <http://german.yale.edu>. L4 1½ Course cr

GMAN 145b, Intensive German II Patrick Wolf

Continuation of GMAN 125. Focus on speaking, writing, and the conversion of grammatical knowledge into reading competence for literary and scholarly purposes. Prerequisite: GMAN 125. L3, L4 RP 2 Course cr

*** GMAN 150a, Advanced German I** Theresa Schenker

An advanced language course intended to improve students' proficiency in aural and reading comprehension, as well as in speaking and writing. Discussion of literary texts by major German authors. Emphasis on vocabulary expansion with specialized grammatical review and a focus on stylistic development in students' writing. Recommended for students planning to use the language practically and as preparation for higher-level courses in both language and literature. After GMAN 140 or 145. For entering students with a score of 5 on the German Advanced Placement test, or according to results of the placement examination. Students must preregister through Preference Selection during the online preregistration period. Details and a link to Preference Selection are provided on the German department Web site at <http://german.yale.edu>. L5

*** GMAN 151b, Exploring Contemporary German Culture** Marion Gehlker

Advanced German course focusing on vocabulary expansion through reading practice; stylistic development in writing; and development of conversational German. Critical analysis of selected aspects of contemporary German culture, such as Green Germany, social movements from the 60s to today, the changing "Sozialstaat," and current events. Prerequisite: GMAN 140 or equivalent. L5

Group B Courses

*** DUTC 160b, Introduction to Dutch Culture and Society** Staff

Study of contemporary Dutch culture and major events in Dutch history. Attention to cultural differences and their origins. Topics include Dutch art, exploration, and trade in the seventeenth century; modern immigration and Islam in Europe; water management and environmental issues in the Netherlands; and sex and drugs in Dutch political discourse. Readings and discussion in English. SO

*** GMAN 162a, Contemporary German Culture** Marion Gehlker

Analysis and discussion of current social and cultural trends. Topics drawn from newspapers, films, TV series, cabaret, short literary texts, and talks. Focus on oral and written production to improve upper-level linguistic skills. L5, HU

*** GMAN 171a, Introduction to German Prose Narrative** Regina Karl

Study of key authors and works of the German narrative tradition, with a focus on the development of advanced reading comprehension, writing, and speaking skills. Readings from short stories, novellas, and at least one novel. Writings by exemplary storytellers of the German tradition, such as Goethe, Kleist, Hebel, Hoffmann, Stifter, Keller, Kafka, Mann, Musil, Bachmann, and Bernhard. L5, HU

*** GMAN 174b / MUSI 239, Literature and Music** Kirk Wetters

An advanced language course addressing the close connection between music and German and Austrian literature. Topics include: musical aesthetics (Hoffmann, Hanslick, Nietzsche, Schoenberg, Adorno); opera (Wagner, Strauss-Hofmansthal, Berg); the "art song" or *Lied* (Schubert, Mahler, Krenek); fictional narratives (Kleist, Hoffmann, Mörike, Doderer, Bernhard). GMAN 140 or higher. L5, HU

Group C Courses

Unless otherwise indicated, courses in this group are conducted in English with both readings and discussion in English. The courses are open to all students in Yale College.

GMAN 208b / HIST 254b, Germany from Unification to Refugee Crisis Jennifer Allen

The history of Germany from its unification in 1871 through the present. Topics include German nationalism and national unification; the culture and politics of the Weimar Republic; National Socialism and the Holocaust; the division of Germany and the Cold War; the Student Movement and New Social Movements; reunification; and Germany's place in contemporary Europe. HU

GMAN 213a / PHIL 261a, Realism, Idealism, and Romanticism Paul Franks

Investigation of the possibility of individual agency and absolute reason in modernity. Introduction to figures from classical German philosophy such as Kant, Goethe, Mendelssohn, Jacobi, Fichte, Schelling, Schlegel, and Hegel. Themes include realism, idealism, romanticism, skepticism, nihilism, freedom, individuality, systematicity, and romantic irony. HU

*** GMAN 217b / HUMS 312b / PLSC 298b, Critiques of Political Action** Paul North

What it means to change the world. The history and theory of political action in authors such as Saint Paul, Rousseau, Marx, Foucault, Fanon, Philip K. Dick, and Ursula K. Le Guin. Assessment of different modes of engagement: philanthropy,

critique, interpretation, humanitarianism, reform, revolution, and technological innovation. HU

* **GMAN 225b / FILM 346b / LITR 362b, Intermediality in Film** Brigitte Peucker
 Film is a hybrid medium, the meeting point of several others. This course focuses on the relationship of film to theater, painting, and video, suggesting that where two media are in evidence, there is usually a third. Topics include space, motion, framing, color, theatricality, tableau vivant, ekphrasis, spectatorship, and new media. Readings feature art historical and film theoretical texts as well as essays pertinent to specific films. Films by Fassbinder, Bergman, von Trier, Jarman, Godard, Haneke, Antonioni, Greenaway and others. HU

GMAN 234a / LITR 244a, German Fairy Tales Henry Sussman
 The influence of German fairy tales on the genre of fiction and on the emergence of psychology, psychoanalysis, and folklore. The fairy tale's relation to romanticism; the importance of childhood sensibility to the fields of education, psychology, criticism, and cybernetics; the expansion of children's literature into new mass media. HU

* **GMAN 248a / HUMS 236a / LITR 240a, Goethe's Faust** Staff
 Analysis of Goethe's *Faust*, with special attention to *Faust II*, and to the genesis of *Faust* in its various versions throughout Goethe's time. Emphasis on the work in context of Goethe's lifetime and in the later time of both reception and criticism. Reading knowledge of German beneficial but not required. HU

* **GMAN 272a / FILM 443a / HUMS 472a, Fear** Paul North and Francesco Casetti
 Examination of fear, as the pivotal passion in late modernity, through literature, philosophy, and film. Special emphasis on the twentieth century and the way cinema represents, causes, and reflects on fear. None. HU

* **GMAN 273b / FILM 319b / LITR 368b, The Third Reich in Postwar German Film, 1945-2007** Jan Hagens
 Close study of the intersection of aesthetics and ethics with regard to how German films, since 1945, have dealt with Nazi history. Through the study of German-language films (with subtitles), produced in postwar East, West, and unified Germany through 2007, students consider and challenge perspectives on the Third Reich and postwar Germany, while learning basic categories of film studies. HU

* **GMAN 286b, Medieval German Romance and Epic** Staff
 Study of three great medieval works of Arthurian romance and courtly epic: *Parzival*, *Tristan*, and the *Nibelungenlied*. Literary transmission in both oral and written cultures, conventions and inventions of courtly narrative, courtly patronage and its historical context, moral and religious codes of knighthood and chivalric heroism. Readings in English translation. WR, HU

* **GMAN 308b / LITR 439b, Rilke and Yeats** Carol Jacobs
 Close readings of individual works by Rainer Maria Rilke and William Butler Yeats, with an eye to the theoretical implications of their writings. HU TR

* **GMAN 315b / HUMS 243b / LITR 431b / PHIL 482b, Systems and Their Theory**
 Henry Sussman
 Conceptual systems that have, since the outset of modernity, furnished a format and platform for rigorous thinking at the same time that they have imposed on language the

attributes of self-reflexivity, consistency, repetition, purity, and dependability. Texts by Kant, Hegel, Bergson, Kafka, Proust, and Borges. HU

* **GMAN 337a / HUMS 240a / LITR 341a, Literature of Travel and Tourism** Staff
A critical, historical introduction to the functions of travel narratives from the late eighteenth century to the present. Topics include travel and autobiography, fiction versus non-fiction, cosmopolitanism, travel as a means of individual experience and education, anthropology, and the contemporary culture of tourism. Focus will be on four works: Ransmayr's *Atlas of an Anxious Man* (2012), Sebald's *The Rings of Saturn* (1995), Goethe's *Italian Journey* (1813/1817) and Georg Forster's account of the Cook voyage (1772-1775). readings and discussion in English. WR, HU

* **GMAN 375a / HUMS 239a / LITR 436a, Reading Late Capitalism** Staff
The fate of Marxian literature in view of sociocultural history of the nineteenth and twentieth centuries. Exploration of the parameters and dimensions of Marx's core texts, and pursuit of the fate of such major constructs as the commodity, alienation, class-conflict, and assembly-line manufacture, in the literature, cinema, and theoretical oversight of both centuries. Authors include Flaubert, Zola, Kafka, Lukács, Benjamin, Derrida, Jameson, and Piketty. Previous coursework analyzing elaborate arguments and recognizing different methodological frameworks. WR, HU

* **GMAN 376b / HUMS 242b / LITR 246b, Twentieth-Century German Fiction** Staff
Introduction to twentieth-century German fiction. Selected readings range from experimental (Walser, Kafka, Roth, Wolf) to classical (Mann, Musil) and from Austrians (Musil), Germans (Mann, Döblin, Wolf), Swiss (Walser), and Austro-Hungarians (Roth). Topics include: modernist improvisation and the turn to language; undercurrents of mystification and superstition in German thought; and radical political instability and cultural exploration under the Weimar Republic WR, HU

* **GMAN 415a or b / HUMS 370a or b / LITR 233a or b, Büchner: Between Romantic Comedy and Modern Science** Rüdiger Campe

Close reading of works by Georg Büchner, romantic poet and founder of the anticlassical tradition in German literature. The range of Büchner's writings in terms of discourse and performative style, including comedy, tragedy, psychological case study, political pamphlet, philosophical lecture, and scientific paper. Attention to the interrelation between literary and nonliterary semantics. Readings in English and German. Discussion in English. HU

Reading Courses

* **GMAN 100a, German for Reading** Marion Gehlker
Students learn the skills with which to read German-language texts of any difficulty with some fluency. Study of syntax and grammar; practice in close reading and translation of fiction and expository prose in the humanities and sciences. Conducted in English. Does not satisfy the language distributional requirement.

* **GMAN 158a / JDST 416a, Reading Yiddish** Joshua Price
This course is designed to build literacy in Yiddish, the vernacular of Ashkenazi Jewry. With focus on the accelerated treatment of Yiddish grammar, regularly supplemented with simple primary texts (poems, songs, folktales), and followed by close readings of (modern) Yiddish literature, students will be able to navigate most Yiddish texts with

the aid of a dictionary. May not be taken concurrently with elementary or intermediate German.

*** GMAN 159b / JDST 418b, Reading Yiddish II** Kirk Wetters

Intermediate study of Yiddish literary language with annotated readings from classic authors including: Mendele, Sholem Aleichem, Peretz, Bergelson, Der Nister, Bashevis, as well as American and Soviet Yiddish poetry. Secondary readings in English will offer a broader introduction to the modern Yiddish canon. Continuation of GMAN 158/ JDST 416. Previous knowledge of German or Hebrew-Aramaic recommended but not required.

Senior Courses

*** GMAN 478a or b, Directed Readings or Individual Research in Germanic Languages and Literatures** Kirk Wetters

Individual study under faculty supervision. Applicants must submit a prospectus and bibliography approved by the faculty adviser to the director of undergraduate studies. The student meets with the adviser at least one hour each week and takes a final examination or writes a term paper. No credit granted without prior approval of the director of undergraduate studies.

*** GMAN 492a and GMAN 493b, The Senior Essay Tutorial** Paul North

Preparation of an original essay under the direction of a faculty adviser.

Global Affairs

Director of undergraduate studies: Nuno Monteiro (nuno.monteiro@yale.edu), 101 Horchow Hall, 432-3418; jackson.yale.edu/ba-degree

FACULTY ASSOCIATED WITH THE PROGRAM OF GLOBAL AFFAIRS

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Senior Lecturers Charles Hill (*Humanities*), Douglas McKee (*Economics*), Justin Thomas

Lecturers Michael Boozer (*Economics*), William Casey King, Matthew Kocher (*Political Science*), Vimal Ranchhod

Senior Fellows Sigrídur Benedíksdóttir, Eric Braverman, David Brooks, Howard Dean, Rosemary DiCarlo, Robert Ford, Thomas Graham, Unni Karunakara, Clare Lockhart, Stanley McChrystal, Stephen Roach, Dennis Ross, Emma Sky

The Global Affairs major, administered by the Jackson Institute for Global Affairs, prepares Yale students for global citizenship and leadership by enhancing their understanding of the world around them. Students in this interdisciplinary major develop expertise in contemporary global affairs that is strongly grounded in the social sciences.

Most Global Affairs courses are open to both majors and nonmajors. If a Global Affairs course requires an application, the application will be posted on the Jackson Institute Web site (<http://jackson.yale.edu/courses-2>).

Students in the Global Affairs major concentrate their course work in one of two tracks. The International Development track focuses on economic development and poverty, including global public health, in all but the world's wealthiest countries. The International Security track focuses on international relations, foreign policy, and diplomacy and includes topics relevant to national and human security. All majors are required to take a core course in each track and complete at least five additional courses in a single track.

Prerequisites There are no prerequisites for the Global Affairs major. However, students interested in applying to the major are encouraged to complete the introductory economics sequence and work toward the foreign language requirement early in their course planning.

Requirements of the major for the Class of 2018 and previous classes Students in the Class of 2018 and previous classes may fulfill the requirements of the Global Affairs major that were in place when they entered the major, as described in previous editions of this bulletin (<http://www.yale.edu/printer/bulletin/archivepdf/files/YCPS>). Alternatively, they may fulfill the requirements for the major as described below for the Class of 2019 and subsequent classes. Regardless of class year, it is strongly recommended that all majors in the International Security track take a game theory course, such as GLBL 180. Game theory courses will not fill the research design requirement.

Requirements of the major for the Class of 2019 and subsequent classes Twelve term courses are required for the major in addition to a foreign language requirement. Introductory courses in microeconomics (ECON 108, 110, or 115) and macroeconomics (ECON 111 or 116) are required for both tracks. All majors must take the core courses GLBL 225 and GLBL 275, and they must complete GLBL 121, prior to taking GLBL 225. Majors also take one research design course approved by the director of undergraduate studies and GLBL 499, Senior Capstone Project.

Majors in the International Development track take intermediate microeconomics (ECON 121 or 125) and four electives in their area of concentration. Those in the International Security track take a designated game theory course (such as GLBL 180) and four electives in their area of concentration. Game theory courses will not fill the

research design requirement. Electives must be chosen from an approved group of courses in Global Affairs, History (p. 405), Political Science (p. 588), Economics (p. 256), and other social science departments. For information about which courses qualify as electives within each track, see the Jackson Institute Web site (<http://jackson.yale.edu/global-affairs-major>) and the course listings in this bulletin.

Language requirement Global Affairs majors are required to take a course designated L5 in a modern language. In exceptional cases, a demonstration of proficiency can fulfill this requirement.

Senior requirement In the fall term of the senior year, majors must complete a capstone project in GBLB 499. Small groups of students are each assigned to a policy task force in which they apply their academic training in the social sciences to a specific problem relevant to global affairs. Each task force presents its findings and recommendations to a real-world client such as a government agency, a nongovernmental organization or nonprofit group, or a private-sector organization in the United States or abroad.

Application to the major Students apply to the Global Affairs major in the fall of the sophomore year. The number of students accepted into the major is limited, and selection is competitive. The call for applications is posted each year on the Jackson Institute Web site (<http://jackson.yale.edu/admission>), circulated through the residential college deans' offices, and noted on the Sophomore Web site (<http://sophomore.yalecollege.yale.edu>). For application information, visit the Jackson Institute Web site (<http://jackson.yale.edu/admission>).

Credit/D/Fail Courses taken Credit/D/Fail may not be applied to the requirements of the major, with the exception that a grade of Credit in an L5 language course may be used to demonstrate proficiency in a foreign language.

Study abroad Global Affairs majors who plan to study abroad should consult the director of student affairs, Cristin Siebert (cristin.siebert@yale.edu), to devise a course of study prior to the term abroad.

Internships Students in the major are encouraged to take a summer internship in the field of global affairs after their junior year. The Jackson Institute's Career Services Office can help students find appropriate internships.

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 12 (incl senior req; excluding lang req)

Specific courses required *Both tracks* – ECON 108, 110, or 115; ECON 111 or 116; GBLB 121, 225, 275; *International Development track* – ECON 121 or 125; *International Security track* – GBLB 180, or alternate game theory course approved by DUS

Distribution of courses *Both tracks* – 1 course in research design and 4 approved electives

Language requirement Advanced ability (L5) in 1 modern lang other than English

Senior requirement Senior capstone project in GBLB 499

Courses

GLBL 101a, Gateway to Global Affairs Staff

Collaboration between faculty and practitioners to discuss key topics and themes related to diplomacy, development, and defense. SO

Global Affairs: Development

Global Affairs: Security

GLBL 121a or b, Applied Quantitative Analysis Justin Thomas

Mathematical fundamentals that underlie analytical approaches in public policy and the social sciences. Development of mathematical skills in areas such as linear functions, single and multiple variable differentiation, exponential functions, and optimization.

Statistical approaches include descriptive statistics, principles of sampling, hypothesis tests, simple linear regression, multiple regression, and models for analyzing categorical outcomes. QR

GLBL 180b / PLSC 346b, Game Theory and International Relations Alexandre Debs

Introduction to game theory and its applications in political science and economics, with a focus on international relations. Standard solution concepts in game theory; case studies from important episodes in the history of international relations, including World War II, the Cuban missile crisis, and the 2003 U.S.-led invasion of Iraq.

Recommended preparation: introductory microeconomics. QR, SO

* **GLBL 189a / HLTH 325a / LAST 416a, Methods and Ethics in Global Health Research** Leslie Curry

Introduction to research methods in global health that recognize the influence of political, economic, social, and cultural factors. Quantitative, qualitative, and mixed-method approaches; ethical aspects of conducting research in resource-constrained settings; the process of obtaining human subjects' approval. Students develop proposals for short-term global health research projects conducted in resource-constrained settings. SO RP

Global Affairs: Research

* **GLBL 191a, Research Design and Survey Analysis** Justin Thomas

Introduction to research design through the analysis of survey data. Policy and management issues explored using data from the United States as well as from several developing countries. A bridge between the theory of statistics/econometrics and the practice of social science research. Use of the statistical package Stata. Prerequisites: GLBL 121 or equivalent, and an introductory course in statistics or econometrics. SO

GLBL 193b / HLTH 240b, Epidemiology and Public Health Marney White

A general introduction to epidemiology and the field of public health. Methods of epidemiological investigation, research, and practice. Emphasis on study design and the skills necessary for the conduct of mentored field research. Priority to Global Health Fellows.

GLBL 211b / ECON 211b / SAST 278b, Economic Performance and Challenges in India Staff

India's transition from being one of the poorest countries in the world to having one of the fastest-growing economies. Economic reform processes, trade and policy implications, and changes within the agriculture, industry, and service sectors.

Prerequisites: introductory microeconomics and macroeconomics. SO

*** GLBL 225b, Approaches to International Development** Daniel Keniston

The unique set of challenges faced by households in developing countries, and the economic theories that have been developed to understand them. Health, education, and discrimination against women in the household; income generation, savings, and credit; institutions, foreign aid, and conflict. Recent econometric techniques applied to investigate the underlying causes of poverty and the effectiveness of development programs. Enrollment limited to sophomores, juniors, and seniors. Prerequisite: GLBL 121. QR, SO

GLBL 234b / ECON 184b, International Economics Peter Schott

Introduction to conceptual tools useful for understanding the strategic choices made by countries, firms, and unions in a globalized world. After two terms of introductory economics. SO

Global Affairs: Development

GLBL 237a / ECON 185a, Debates in Macroeconomics Stephen Roach and Aleh Tsyvinski

Introduction to current theoretical and practical debates in macroeconomics. In-class debates between the instructors on topics such as economic crises, fiscal and monetary policy, inflation, debt, and financial regulations. Prerequisites: introductory microeconomics and macroeconomics. SO

Global Affairs: Development

*** GLBL 243a / AFST 347a / EP&E 484a / LAST 348a / PLSC 347a, Post-Conflict Politics** David Simon

Consideration of a range of issues and challenges faced by countries emerging from domestic conflict. Focus on elements of peace-building—disarmament and demobilization, post-conflict elections, institution-building, and reconstruction—as well as modes of transitional justice and mechanisms for truth and reconciliation. SO

GLBL 247b / PLSC 128b, Development Under Fire Jason Lyall

The recent emergence of foreign assistance as a tool of counterinsurgency and post-conflict reconciliation. Evaluation of the effects of aid in settings such as Afghanistan, Iraq, Colombia, and the Philippines. Examination of both theory and practice of conducting development work in the shadow of violence. Strengths and weaknesses of different evaluation methods, including randomized control trials (RCTs) and survey experiments. SO

Global Affairs: Security

Global Affairs: Development

GLBL 251b / EALL 256b / EAST 358b / HUMS 272b / LITR 265b, China in the World Jing Tsu

Recent headlines about China in the world, deciphered in both modern and historical contexts. Interpretation of new events and diverse texts through transnational connections. Topics include China and Africa, Mandarinization, labor and migration, Chinese America, nationalism and humiliation, and art and counterfeit. Readings and discussion in English. HU

GLBL 260b / PLSC 130b, Nuclear Politics Alexandre Debs

The pursuit, use, and non-use of nuclear weapons from the Manhattan Project to the present. The effect of the international system, regional dynamics, alliance politics, and domestic politics in the decision to pursue or forgo nuclear weapons. The role of

nuclear weapons in international relations, the history of the Cold War, and recent challenges in stemming nuclear proliferation. SO
Global Affairs: Security

GLBL 263b / PLSC 439b, Challenges of Young Democracies Ana De La O

Challenges faced by young democracies, such as organizing free and fair elections, controlling government corruption, building an accountable system of governance, sustaining development, and curtailing conflict and violence. Factors that lead to the consolidation of democratic politics or to stagnation and a return to nondemocratic political systems. SO
Global Affairs: Security

*** GLBL 266a, Statecraft and Diplomacy** Staff

Examination of American foreign policy through the lens of statecraft; study of the framework that constitutes statecraft. Topics include developing strategy, defining objectives and purposes, identifying the means available for pursuing that strategy, and then knowing how best to employ those means. Students apply statecraft framework to historical and contemporary cases. SO

GLBL 271a, International Politics of the Middle East Emma Sky

The emergence and evolution of the Middle East system of states and its international politics from the late Ottoman period to the present. Ways in which social structures, political economy, and the international system shape state behavior. The rise of nationalism; economic and political liberalization; forms of identity politics; the role of armed nonstate actors. SO

*** GLBL 274a or b / PLSC 137a or b, Terrorism** Bonnie Weir

Theoretical and empirical literature used to examine a host of questions about terrorism. The definition(s) of terrorism, the application of the term to individuals and groups, the historical use and potential causes of terrorism, suicide and so-called religious terrorism, dynamics within groups that use terrorism, and counterterrorism strategies and tactics. Theoretical readings supplemented by case studies. SO

*** GLBL 275a or b, Approaches to International Security** Staff

Central topics and major approaches in the contemporary academic study of international security. Focus on the use of violence among and within states by both state and nonstate actors. Analysis of the potential and the shortcomings of current theoretical and empirical work. Not open to freshmen. Priority to Global Affairs majors. SO

GLBL 281a / HIST 221a, Military History of the West since 1500 Paul Kennedy

A study of the military history of the West since 1500, with emphasis on the relationship between armies and navies on the one hand, and technology, economics, geography, and the rise of the modern nation-state on the other. The coming of airpower in its varied manifestations. Also meets requirements for the Air Force and Naval ROTC programs. HU
Global Affairs: Security

*** GLBL 290b, United States and Russian Relations since the End of the Cold War**

Thomas Graham

Examination of the factors, political, socio-economic, and ideological, that have shaped United States and Russian relations since the end of the Cold War and how each country constructs relations with the other to advance its own national interests. Topics

include specific issues in bilateral relations, including arms control, counterterrorism, energy, and regional affairs. SO

* **GLBL 293a / PLSC 153a, On Diplomacy and War** Robert Trager

Study of the diplomatic interaction of states on issues of war and peace. Topics include: responsibilities of diplomats for conveying information about the states they represent; international agreements and conferences; the role of mediators; differing effects of signals sent through private and public channels. Fundamental knowledge of international relations and diplomatic history. WR, SO

* **GLBL 302b / ECON 452b / EP&E 300b, Contemporary Issues in Energy Policy**

Ioannis Kessides

Overview of challenges in the global energy framework generated by concerns about energy security and climate change; public policies necessary for addressing these issues. Potential contributions and limitations of existing, improved or transitional, and advanced technologies. SO

Global Affairs: Development

* **GLBL 307b / ECON 467b, Economic Evolution of the Latin American and Caribbean Countries** Ernesto Zedillo

Economic evolution and prospects of the Latin American and Caribbean (LAC) countries. Topics include the period from independence to the 1930s; import substitution and industrialization to the early 1980s; the debt crisis and the "lost decade"; reform and disappointment in the late 1980s and the 1990s; exploration of selected episodes in particular countries; and speculations about the future.

Prerequisites: intermediate microeconomics and macroeconomics. SO

Global Affairs: Development

* **GLBL 310a / ECON 407a, International Finance** Staff

A study of how consumers and firms are affected by the globalization of the world economy. Topics include trade costs, the current account, exchange rate pass-through, international macroeconomic co-movement, multinational production, and gains from globalization. Prerequisite: intermediate macroeconomics or equivalent. SO

Global Affairs: Development

* **GLBL 312b / EAST 454b / ECON 474b, Economic and Policy Lessons from Japan**

Stephen Roach

An evaluation of Japan's protracted economic problems and of their potential implications for other economies, including the United States, Europe, and China. Currency pressures, policy blunders, Abenomics, bubbles, and the global economic crisis of 2008; dangers to the global economy from a protracted postcrisis recovery period. Focus on policy remedies to avert similar problems in other countries.

Prerequisite: a course in macroeconomics. SO

Global Affairs: Development

GLBL 318a / EAST 338a / ECON 338a, The Next China Stephen Roach

Economic development in China since the late 1970s. Emphasis on factors pushing China toward a transition from its modern export- and investment-led development model to a pro-consumption model. The possibility of a resulting identity crisis, underscored by China's need to embrace political reform and by the West's long-standing misperceptions of China. Prerequisite: introductory macroeconomics. SO

Global Affairs: Development

- * **GLBL 328b / AFST 413b / PLSC 413b, Governance in Africa** Malte Lierl
International donor agencies, along with global and local NGOs and civil society groups, invest heavily in promoting “good governance” in developing countries. Investigation of governance problems in developing countries and the disconnect between ideas and concepts of international development organizations, perspectives of academic researchers, and perception of citizens in developing countries. Regional focus on Sub-Saharan Africa. Prerequisite: Basic understanding of social science research methods is assumed.
- * **GLBL 330a / ECON 465a / EP&E 224a, Debating Globalization** Ernesto Zedillo
Facets of contemporary economic globalization, including trade, investment, and migration. Challenges and threats of globalization: inclusion and inequality, emerging global players, global governance, climate change, and nuclear weapons proliferation. Prerequisite: background in international economics and data analysis. Preference to seniors majoring in Economics or EP&E. SO RP
Global Affairs: Development
- * **GLBL 331a, Evolution of Central Banking** Staff
Changes in the contours of policy making by central banks since the turn of the twentieth century. Theoretical and policy perspectives as well as empirical debates in central banking. The recurrence of financial crises in market economies. Monetary policies that led to economic stability in the period prior to the collapse of 2007–2008. Changes in Monetary Policies since the Great Financial Crisis. Prerequisite: ECON 122. SO
Global Affairs: Development
- * **GLBL 336b / EP&E 243b / LAST 423b / PLSC 423b, Political Economy of Poverty Alleviation** Ana De La O
Overview of classic and contemporary approaches to the question of why some countries have done better than others at reducing poverty. Emphasis on the role of politics. SO
Global Affairs: Development
- * **GLBL 361a / PLSC 436a, Violence: State and Society** Matthew Kocher
Examination of large-scale violence, generally within sovereign states. Why violence happens, why it takes place in some locations and not others, why it takes specific forms (insurgency, terrorism, civilian victimization), what explains its magnitude (the number of victims), and what explains targeting (the type or identity of victims). SO
Global Affairs: Security
- * **GLBL 388a, The Politics of Foreign Policy** Howard Dean
Domestic political considerations that have affected U.S. foreign policy since World War II. Historical and modern case studies include the Marshall Plan, the Bay of Pigs and Cuban missile crisis, the Vietnam War, the opening of China, the Iran hostage crisis, the collapse of the USSR, the Iraq War, and the Keystone pipeline. SO
Global Affairs: Security
- * **GLBL 393b / ANTH 386b, Humanitarian Interventions: Ethics, Politics, and Health**
Catherine Panter-Brick
Analysis of humanitarian interventions from a variety of social science disciplinary perspectives. Issues related to policy, legal protection, health care, morality, and governance in relation to the moral imperative to save lives in conditions of extreme

adversity. Promotion of dialogue between social scientists and humanitarian practitioners. WR, SO

* **GLBL 450a or b, Directed Research** Nuno Monteiro

Independent research under the direction of a faculty member on a special topic in global affairs not covered in other courses. Permission of the director of undergraduate studies and of the instructor directing the research is required.

* **GLBL 499a, Senior Capstone Project** Staff

Students work in small task-force groups and complete a one-term public policy project under the guidance of a faculty member. Clients for the projects are drawn from government agencies, nongovernmental organizations and nonprofit groups, and private sector organizations in the United States and abroad. Projects and clients vary from year to year. Fulfills the capstone project requirement for the Global Affairs major.

Global Health Studies

Program Director, Global Health Studies: Kristina Talbert-Slagle, 2 Whitney Grove, Suite 401 (203 432-6058); globalhealth.yale.edu/

GLOBAL HEALTH STUDIES ADVISORY COMMITTEE

Rene Almeling (*Sociology*), Gretchen Berland (*Medicine*), Elizabeth Bradley (*Public Health*) (*Chair*), Leslie Curry (*Public Health*), Jane Edwards (*Yale College Dean's Office*), Carl Hashimoto (*Yale College Dean's Office*), Kaveh Khoshnood (*Public Health*), Catherine Panter-Brick (*Anthropology*), Joanna Radin (*History of Medicine*), Mark Saltzman (*Biomedical Engineering*), Michael Skonieczny (*Yale Global Health Leadership Institute*), Stephen Stearns (*Ecology & Evolutionary Biology*), Kristina Talbert-Slagle (*Public Health*), John Wargo (*Forestry & Environmental Studies*), Marney White (*Public Health*)

Issues related to health are among the most important challenges facing societies, both domestically and globally. Finding solutions to health-related problems requires multidisciplinary comprehension of all dimensions of health, including biological and social determinants, economics and politics of health care systems and health care delivery, and ways in which health is understood by individuals, societies, and cultures.

The Global Health Studies program facilitates global health education for undergraduates at Yale. Although not a major, the program offers courses through an interdisciplinary framework that brings together the natural sciences, the social sciences, and the humanities. Students choose a major in another department or program and expand their discipline with elective courses offered by Global Health Studies. Within their major, students may elect interdisciplinary concentrations and global health tracks to pursue an area of study that crosses conventional disciplinary and departmental boundaries. For details about course work, students should consult the director of undergraduate studies in their major.

Students desiring greater depth in the field are encouraged to apply to be a Global Health Fellow (<http://globalhealth.yale.edu/gh-fellows>). Global Health Fellows are usually selected in the fall of their sophomore year although, in exceptional cases, juniors may also be accepted. Fellows complete an interdisciplinary course of study that includes required and elective courses and fieldwork (e.g., internships with NGOs,

or field-based research either with faculty or independently with faculty guidance). In the summer after the junior year, fellows conduct their own independent global health fieldwork, for which they receive support in the form of course work, designated funding, and mentorship from an assigned global health faculty adviser. During their senior year, fellows are expected to incorporate their global health fieldwork and classroom experiences into their senior requirement and to develop a publication-worthy written product.

To assist students in connecting classroom knowledge and skills with practical work in global health, the Global Health Studies program supports fellowships (<http://globalhealth.yale.edu/fellowships>) such as the Yale GHI: Field Experience Award, the Yale-Collaborative Action Project (Y-CAP), and the Yale College Fellowship for Research in Health Studies.

Qualified students may take graduate courses at the School of Public Health, subject to restrictions on graduate and professional school enrollment (p. 71) described in the Academic Regulations. Further information about these courses and other graduate offerings can be found in the School of Public Health bulletin (<http://www.yale.edu/printer/bulletin/htmlfiles/publichealth>). For information about the five-year B.A.–B.S./M.P.H. degree program offered jointly with the School of Public Health, see under Public Health (p. 619).

Global Health Studies Courses

* **HLTH 081a, Current Issues in Medicine and Public Health** Robert Bazell
 Analysis of issues in public health and medicine that get extensive media attention and provoke policy debates. Topics include vaccination, the value of cancer screening and genetic testing, determinants of a healthy lifestyle, the U.S. role in global health, and the cost of health care. Enrollment limited to freshmen with a score of 4 or 5 on the Advanced Placement examination in Biology or the equivalent. Preregistration required; see under Freshman Seminar Program.

* **HLTH 155a / E&EB 106a / MCDB 106a, Biology of Malaria, Lyme, and Other Vector-Borne Diseases** Alexia Belperron
 Introduction to the biology of pathogen transmission from one organism to another by insects; special focus on malaria, dengue, and Lyme disease. Biology of the pathogens including modes of transmission, establishment of infection, and immune responses; the challenges associated with vector control, prevention, development of vaccines, and treatments. Intended for non-science majors; preference to freshmen and sophomores. Prerequisite: high school biology. SC

HLTH 170a / AMST 247a / FILM 244a / HIST 147a / HSHM 202a, Media and Medicine in Modern America John Warner
 Relationships between medicine, health, and the media in the United States from 1870 to the present. The changing role of the media in shaping conceptions of the body, creating new diseases, influencing health and health policy, crafting the image of the medical profession, informing expectations of medicine and constructions of citizenship, and the medicalization of American life. HU

* **HLTH 240b / GBLB 193b, Epidemiology and Public Health** Marney White

A general introduction to epidemiology and the field of public health. Methods of epidemiological investigation, research, and practice. Emphasis on study design and the skills necessary for the conduct of mentored field research. Priority to Global Health Fellows.

* **HLTH 250a / E&EB 235a, Evolution and Medicine** Stephen Stearns

Introduction to the ways in which evolutionary science informs medical research and clinical practice. Diseases of civilization and their relation to humans' evolutionary past; the evolution of human defense mechanisms; antibiotic resistance and virulence in pathogens; cancer as an evolutionary process. Students view course lectures on line; class time focuses on discussion of lecture topics and research papers. Prerequisite: BIOL 101–104. WR, SC

* **HLTH 325a / GBLB 189a / LAST 416a, Methods and Ethics in Global Health Research** Leslie Curry

Introduction to research methods in global health that recognize the influence of political, economic, social, and cultural factors. Quantitative, qualitative, and mixed-method approaches; ethical aspects of conducting research in resource-constrained settings; the process of obtaining human subjects' approval. Students develop proposals for short-term global health research projects conducted in resource-constrained settings. SO RP

* **HLTH 380a, Child Health and Development in Context of Sustainable Development** Nicholas Alipui

Examination of the most critical issues and trends in child health, child survival, and child development, and the worldwide efforts to implement the 2030 Agenda for Sustainable Development adopted by the United Nations General Assembly. The course will draw on real situations and practical examples from the field to be solved through inter-sectoral and cross-sectoral approaches, in context of the interplay between local, national, and global priorities.

* **HLTH 480b / E&EB 460b, Studies in Evolutionary Medicine I** Stephen Stearns

Principles of evolutionary biology applied to issues in medical research and practice. Lactose and alcohol tolerance; the "hygiene hypothesis"; genetic variation in drug response and pathogen resistance; spontaneous abortions, immune genes, and mate choice; the evolution of aging; the ecology and evolution of disease; the emergence of new diseases. Students develop proposals for research to be conducted during the summer. Admission by competitive application; forms are available on the Ecology & Evolutionary Biology Web site. SC

* **HLTH 481a / E&EB 461a, Studies in Evolutionary Medicine II** Paul Turner

Continuation of E&EB 460. Prerequisite: E&EB 460 or permission of instructor. SC

* **HLTH 490a, Global Health Research Colloquium** Elizabeth Bradley

This course is designed for Yale College seniors or graduate students who are synthesizing data from global health fieldwork and preparing manuscripts that are suitable for submission to a peer-reviewed journal. Enrollment is limited to 18, and preference will be given to Global Health Fellows. The course meets weekly, but the format of individual course sessions changes as described in detail in the syllabus. Students will receive one-on-one instruction and mentorship from one of the course professors, participate in peer-review in small work groups, give a research-in-progress

presentation, and develop a manuscript suitable for publication in a peer-reviewed journal. Priority will be given to Global Health Fellows. Students must have completed global health fieldwork. RP

Related Courses

* **AFST 401a, Research Methods in African Studies** Staff

Disciplinary and interdisciplinary research methodologies in African studies, with emphasis on field methods and archival research in the social sciences and humanities. Research methodologies are compared by studying recent works in African studies.

* **ANTH 386b / GLBL 393b, Humanitarian Interventions: Ethics, Politics, and Health**

Catherine Panter-Brick

Analysis of humanitarian interventions from a variety of social science disciplinary perspectives. Issues related to policy, legal protection, health care, morality, and governance in relation to the moral imperative to save lives in conditions of extreme adversity. Promotion of dialogue between social scientists and humanitarian practitioners. WR, SO

Anthropology: Sociocultural

* **ANTH 451a / WGSS 431a, Intersectionality and Women's Health** Marcia Inhorn

The intersections of race, class, gender, and other axes of “difference” and their effects on women’s health, primarily in the contemporary United States. Recent feminist approaches to intersectionality and multiplicity of oppressions theory. Ways in which anthropologists studying women’s health issues have contributed to social and feminist theory at the intersections of race, class, and gender. SO

Anthropology: Sociocultural

ECON 170a, Health Economics and Public Policy Howard Forman

Application of economic principles to the study of the U.S. health care system. Emphasis on basic principles about the structure of the U.S. system, current problems, proposed solutions, and the context of health policy making and politics. After introductory microeconomics. SO

ECON 325a, Economics of Developing Countries Nancy Qian

Analysis of current problems of developing countries. Emphasis on the role of economic theory in informing public policies to achieve improvements in poverty and inequality, and on empirical analysis to understand markets and responses to poverty. Topics include microfinance, education, health, agriculture, intrahousehold allocations, gender, and corruption. After introductory microeconomics and econometrics. SO

ECON 327a, The Economics of Poverty Alleviation Dean Karlan

Measures that succeed and fail – and why – in the fight against poverty in developing countries. Fundamentals of behavioral economics and their application to policy and program design. When and how to use experimental methods to evaluate ideas and programs. Interventions and policies that apply to households, small firms, and communities, with particular attention to microfinance, health, and education. After introductory microeconomics and econometrics. WR, SO

* **ECON 405b, Economics of Health and Health Care** Amanda Kowalski

Economic principles and empirical methods applied to issues in health economics. Discussion of policies to address market failures in health care markets. Consumer

behavior in medical markets, valuing medical improvements, and evaluating health insurance reform. Prerequisites: intermediate microeconomics and econometrics. SO

*** ECON 461b, Economics, Addiction, and Public Policy** Jody Sindelar

Smoking, alcoholism, illicit drugs, and obesity studied from economic and policy perspectives. Focus on causes of and solutions to problems. After introductory microeconomics. SO

ENVE 441a, Biological Processes in Environmental Engineering Jordan Peccia

Fundamental aspects of microbiology and biochemistry, including stoichiometry, kinetics, and energetics of biochemical reactions, microbial growth, and microbial ecology, as they pertain to biological processes for the transformation of environmental contaminants; principles for analysis and design of aerobic and anaerobic processes, including suspended- and attached-growth systems, for treatment of conventional and hazardous pollutants in municipal and industrial wastewaters and in groundwater. Prerequisites: CHEM 161, 165, or 163, 167 (or CHEM 112, 113, or 114, 115, or 118); MCDB 290 or equivalent; or with permission of instructor. SC

EVST 255b / F&ES 255b / PLSC 215b, Environmental Politics and Law John Wargo

Exploration of the politics, policy, and law associated with attempts to manage environmental quality and natural resources. Themes of democracy, liberty, power, property, equality, causation, and risk. Case histories include air quality, water quality and quantity, pesticides and toxic substances, land use, agriculture and food, parks and protected areas, and energy. SO

*** EVST 261a / F&ES 261a / G&G 261a, Minerals and Human Health** Ruth Blake

Study of the interrelationships between Earth materials and processes and personal and public health. The transposition from the environment of the chemical elements essential for life. After one year of college-level chemistry or with permission of instructor; G&G 110 recommended. SC

HSHM 215b / HIST 140b, Public Health in America, 1793 to the Present Naomi

Rogers

A survey of public health in America from the yellow fever epidemic of 1793 to AIDS and breast cancer activism at the end of the past century. Focusing on medicine and the state, topics include quarantines, failures and successes of medical and social welfare, the experiences of healers and patients, and organized medicine and its critics. HU

*** HUMS 076a / HSHM 007a, Epidemics in Global Perspective** William Summers

Interaction of epidemic diseases and society. The response of government, medicine, and the public to the threat or actual presence of widespread contagious diseases. The notion of major epidemics as one of the key contingencies of history, critically examined through contemporary medical, political, and literary accounts. The changing responses of societies and governments to epidemics as well as the reasons for those responses. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU, SO

*** MCDB 050a, Immunology and Microbes** Paula Kavathas

Introduction to the immune system and its interaction with specific microbes. Attention both to microbes that cause illness, such as influenza, HIV, and HPV, and to microbes that live in harmony with humans, collectively called the microbiome. Readings include

novels and historical works on diseases such as polio and AIDS. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. SC RP

MCDB 290b, Microbiology Christine Jacobs-Wagner and John Wertz

Cell structure of microorganisms, bacterial genetics, microbial evolution and diversity, microbial development, microbial interaction, chemotaxis and motility, gene regulation, microbial genomics, host defense systems, infectious diseases, viruses, and biological weapons. Prerequisites: BIOL 101 and 102, or a term of biochemistry, genetics, cell biology, or molecular biology. SC

PLSC 248a, Political Economy of Health Care Peter Swenson

Political and economic factors that have influenced efforts to achieve quality, economy, and equality in the delivery of American health care since the early twentieth century; some attention to international comparisons. Medical licensing; drug regulation; malpractice law; provider payment and care management; guaranteed health insurance; emergence of the private, employer-based insurance system; recent legislative actions and controversies concerning the quality and cost-effectiveness of health care. Recommended preparation: introductory microeconomics. SO

PLSC 257b, Bioethics and Law Stephen Latham

The treatment by American law of major issues in contemporary biomedical ethics: informed consent, assisted reproduction, abortion, end-of-life care, research on human subjects, stem cell research, and public health law. Readings include legal cases, statutes, and regulations. No background in law assumed. SO

* **PLSC 446b / EP&E 258b / SOCY 369b, Welfare States across Nations** Sigrun Kahl

How different societies counterbalance capitalism and deal with social risks. Welfare state regimes and their approaches to inequality, unemployment, poverty, illness, disability, child rearing, and old age. Why the United States has an exceptionally small welfare state. SO

* **PSYC 355a, Clinical Psychology in the Community** Kristi Lockhart

Mental disorders as they are treated within a community setting. Students participate in a fieldwork placement, working either one-on-one or in groups with the psychiatrically disabled. Seminar meetings focus on such topics as the nature of severe mental disorders, the effects of deinstitutionalization, counseling skills, and social policy issues related to mental health. Prerequisite: PSYC 180 or permission of instructor.

Psychology: Social Science

Hellenic Studies

Directors: Stathis Kalyvas, 201 RKZ, 432-5386, stathis.kalyvas@yale.edu; John Geanakoplos, 30 Hillhouse Ave., 432-3397, john.geanakoplos@yale.edu; program administrator: George Syrimis, 34 Hillhouse Ave., 432-9342, george.syrimis@yale.edu; www.yale.edu/macmillan/hsp

FACULTY ASSOCIATED WITH THE PROGRAM OF HELLENIC STUDIES

Professors John Geanakoplos (*Economics*), Stathis Kalyvas (*Political Science*)

Lecturers Paris Aslanidis, George Syrimis

Senior Lector Maria Kaliambou

Hellenic Studies is a program of the Council on European Studies. The core of the program is the teaching of modern Greek, supplemented with other courses and events related to the study of postantiquity Greece, as well as the society and culture of modern Greece and its interaction with the rest of Europe and the world. Related courses can be found in the listings of Anthropology, History, History of Art, Literature, Political Science, Religious Studies, and Russian and East European Studies. A major in Ancient and Modern Greek is described under Classics (p. 195). Students who have an interest in postantiquity Greek language, society, or culture are advised to consult with the program administrator of the Hellenic Studies program.

Courses

MGRK 110a, Elementary Modern Greek I Maria Kaliambou

An introduction to modern Greek, with emphasis on oral expression. Use of communicative activities, graded texts, written assignments, grammar drills, audiovisual material, and contemporary documents. In-depth cultural study. Credit only on completion of MGRK 120. Course includes students from Cornell University via videoconference. L1 1½ Course cr

MGRK 120b, Elementary Modern Greek II Maria Kaliambou

Continuation of MGRK 110. Prerequisite: MGRK 110. Course includes students from Cornell University via videoconference. L2 1½ Course cr

* **MGRK 130a, Intermediate Modern Greek I** Maria Kaliambou

Further development of oral and written linguistic skills, using authentic readings and audiovisual materials. Continued familiarization with contemporary Greek culture. Prerequisite: MGRK 120 or equivalent. L3 1½ Course cr

* **MGRK 212a / LITR 328a, Folktales and Fairy Tales** Maria Kaliambou

History of the folktale from the late seventeenth through the late twentieth centuries. Basic concepts, terminology, and interpretations of folktales, with some attention to twentieth-century theoretical approaches. Performance and audience, storytellers, and gender-related distinctions. Interconnections between oral and written traditions in narratives from western Europe and Greece. WR, HU TR

* **MGRK 216b / CLCV 216b / LITR 239b, Dionysus in Modernity** George Syrimis

Modernity's fascination with the myth of Dionysus. Questions of agency, identity and community, and psychological integrity and the modern constitution of the self. Manifestations of Dionysus in literature, anthropology, and music; the Apollonian-Dionysiac dichotomy; twentieth-century variations of these themes in psychoanalysis, surrealism, and magical realism. HU TR

* **MGRK 233a / FILM 368a / HIST 275Ja / LITR 320a, The Culture of the Cold War in Europe** George Syrimis

European culture during and after the Cold War. Focus on the relation of politics and dominant ideologies to their correlative literary and cinematic aesthetics models and to popular culture. Themes include totalitarianism, Eurocommunism, decolonization, espionage, state surveillance, the nuclear threat, sports, and propaganda. HU

* **MGRK 236a / PLSC 138a, Eurozone Crisis** Paris Aslanidis

Examination of how Europe continues to struggle with repercussions of the Great Recession and the impact of the Eurozone crisis in countries such as Portugal, Ireland, Spain, and, especially, Greece. Topics include the euro as a viable common currency; why and how the Eurozone crisis erupted and spread; and whether this catastrophe could have been averted. SO

* **MGRK 237a / GLBL 215, Populism from Chavez to Trump** Paris Aslanidis

Investigation of the nature of the populist phenomenon and its impact on politics, society, and the economy in various regions of the world. Conceptual and methodological analyses are supported by comparative assessments of various empirical instances, from populist politicians such as Hugo Chavez and Donald Trump, to populist social movements such as the Tea Party and Occupy Wall Street. SO

* **MGRK 300b / CLCV 319b / HIST 242Jb / WGSS 293b, The Olympic Games, Ancient and Modern** George Syrimis

Introduction to the history of the Olympic Games from antiquity to the present. The mythology of athletic events in ancient Greece and the ritual, political, and social ramifications of the actual competitions. The revival of the modern Olympic movement in 1896, the political investment of the Greek state at the time, and specific games as they illustrate the convergence of athletic cultures and sociopolitical transformations in the twentieth century. HU

* **MGRK 303b / PLSC 392b, The Greek Civil War** Paris Aslanidis

An in-depth look into the Greek civil war, one of the major European civil wars of the twentieth century, including its relation to World War II and the Cold War. Focus on readings from the field of history, with some attention to other disciplines and areas such as anthropology and fiction. SO

* **MGRK 304b / ER&M 376b / PLSC 376b / SOCY 307b, Extreme and Radical Right Movements** Paris Aslanidis

Extreme and radical right movements and political parties are a recurrent phenomenon found in most parts of the world. Discussion of their foundational values and the causes of their continuous, even increasing, support among citizens and voters. SO

* **MGRK 481a and MGRK 482b, Independent Tutorial** Staff

For students with advanced language skills in modern Greek who wish to engage in individual study or concentrated reading and research on material not otherwise offered in courses. Applicants submit a detailed project proposal to the associate program chair. The student must meet with the instructor for at least one hour each week, and the work must terminate in a term paper or its equivalent.

History

Director of undergraduate studies: Alan Mikhail, 238 HGS, alan.mikhail@yale.edu; history.yale.edu/

FACULTY OF THE DEPARTMENT OF HISTORY

Professors Jean-Christophe Agnew, Abbas Amanat, Ned Blackhawk, David Blight, Daniel Botsman, Paul Bushkovitch, George Chauncey, Carolyn Dean, John Demos (*Emeritus*), Fabian Drixler, Carlos Eire, Paul Freedman, Joanne Freeman, John Gaddis, Beverly Gage, Glenda Gilmore, Bruce Gordon, Valerie Hansen, Robert Harms,

Jonathan Holloway, Matthew Jacobson, Gilbert Joseph, Paul Kennedy, Benedict Kiernan, Jennifer Klein, Naomi Lamoreaux (*Chair*), Bentley Layton, Noel Lenski, Kathryn Lofton, Mary Lui, Joseph Manning, Ivan Marcus, John Merriman, Joanne Meyerowitz, Alan Mikhail, Nicholas Parrillo, Peter Perdue, Steven Pincus, Stephen Pitti, Naomi Rogers, Sophia Rosenfeld, Paul Sabin, Lamin Sanneh, Stuart Schwartz, Frank Snowden, Timothy Snyder, David Sorkin, Harry Stout, William Summers, Francesca Trivellato, John Warner, Anders Winroth, John Witt, Keith Wrightson

Associate Professors Paola Bertucci, Crystal Feimster, Andrew Johnston, Daniel Magaziner, Edward Rugemer, Marci Shore, Eliyahu Stern

Assistant Professors Jennifer Allen, Rosie Bsheer, Henry Cowles, Rohit De, Marcela Echeverri, Anne Eller, Denise Ho, Isaac Nakhimovsky, Joanna Radin, William Rankin, Jenifer Van Vleck, Jonathan Wyrzten

Senior Lecturers Annping Chin, Becky Conekin, Stuart Semmel, Rebecca Tannenbaum

Lecturers Adel Allouche, Amanda Behm, Raymond Clemens, Ivano Dal Prete, Jay Gitlin, George Levesque, Jess Melvin, William Metcalf, Bradley Proctor, Chitra Ramalingam, Terence Renaud, William Summers, Nicholas Wood

The History major is for students who understand that shaping the future requires knowing the past. History courses explore many centuries of human experimentation and ingenuity, from the global to the individual scale. History majors learn to be effective storytellers and analysts, and to craft arguments that speak to broad audiences. They make extensive use of Yale's vast library resources to create pioneering original research projects. Students of history learn to think about politics and government, sexuality, the economy, cultural and intellectual life, war and society, and other themes in broadly humanistic – rather than narrowly technocratic – ways.

Course numbering Courses numbered HIST 001 to 099 are freshman seminars, with enrollment limited to eighteen. Courses numbered in the 100s explore the history of the United States or Canada; those in the 200s, Europe, Russia, and Britain; and those in the 300s, Africa, Asia, Latin America, and the Middle East. Courses numbered in the 400s address global topics. Courses whose numbers end with the letter "J" are departmental seminars; all departmental seminars are available for preregistration by History majors and are capped at fifteen students.

The major History majors choose one of two tracks. The Global track is designed for students seeking a broad understanding of major trends in the history of human societies throughout the world. The Specialist track is for students seeking to focus in a particular geographic region, such as the United States, or in a thematic pathway, such as empires and colonialism. History is one of Yale College's most popular and intellectually diverse majors, encompassing nearly every region and time period of the global past. The study of history is excellent preparation for careers in many fields, including law, journalism, business and finance, education, politics and public policy, social activism, and the arts.

Prerequisite The prerequisite for the major is two term courses in History. Courses completed in fulfillment of the prerequisite may be applied toward the requirements of the major.

Requirements of the major Ten term courses in History are required, in addition to the senior essay. No specific courses are required. Upon declaration, all History majors select either the Global or the Specialist track. Majors may change tracks until the end of course selection period in the first term of the senior year.

Members of the class of 2017 who declared the major prior to April 2015 may choose to fulfill the requirements of the History major that were in place when they entered the major, as described in previous editions of this bulletin (<http://www.yale.edu/printer/bulletin/archivepdf/files/YCPS>), with special permission of the director of undergraduate studies.

The Global track requires one course each in five different geographic regions (see below). Students must also take two preindustrial courses, covering material before the year 1800, and two departmental seminars, identified by a "J" suffix to the course number (e.g., HIST 136J).

The Specialist track requires at least five (and up to eight) courses in a particular geographic region or in a thematic pathway (see list below). Courses appropriate for each region and pathway are listed on the History department Web site (<http://history.yale.edu/academics/undergraduate-program/pathways>). Students must also take at least two courses outside their area of specialization, and their overall coursework must include at least three geographic regions. Like students in the Global track, students in the Specialist track must take two preindustrial courses, covering material before the year 1800, and at least two departmental seminars, identified by a "J" suffix to the course number (e.g., HIST 136J). Students in the Specialist track may design an area of specialization with the approval of a faculty adviser and the director of undergraduate studies.

Regions: United States; Europe; Latin America; Asia; Middle East and Africa.

Pathways: cultural history; empires and colonialism; environmental history; ideas and intellectuals; international history; politics and law; race, gender, and sexuality; religion in context; science, technology, and medicine; social change and social movements; war and society; the world economy.

Students in either track may count the same courses toward geographical, preindustrial, and seminar requirements. For instance, a departmental seminar on premodern Japan simultaneously fulfills the preindustrial, seminar, and Asia geographical requirements.

Departmental seminars All students who declare the History major are entitled to preregister for two departmental seminars (designated by a course number ending in J, such as HIST 136J). Many seminars are popular and fill up quickly. Students may use their preregistration privileges at any time after declaring the major, in their sophomore, junior, or senior years. Sophomores contemplating study abroad are urged to consider taking at least one seminar in the sophomore year. Residential college seminars, study-abroad courses, and courses in other departments that count toward the History major do not fulfill the departmental seminar requirement.

Senior requirement Students in the History major are not passive consumers of historical knowledge: they create original works of history themselves. As seniors, History majors complete a work of original research in close consultation with a faculty adviser. The range of acceptable topics is wide, but most essays fall into two categories. The first involves the study of a significant historical subject through research in accessible primary source materials. The second is a critical assessment of a significant historical controversy or historiographical issue.

Most students choose to complete a two-term independent senior essay, for a total of twelve course credits in the major. The two-term essay is required to earn Distinction in the Major. A smaller number of students choose to write an independent one-term essay, for a total of eleven course credits in the major.

The two-term senior essay History majors seeking to earn Distinction in the Major must complete a two-term independent senior essay under the guidance of a faculty adviser. The typical senior essay is 40–50 pages (no more than 12,500 words), plus a bibliography and bibliographical essay. Seniors receive course credit for their departmental essays by enrolling in HIST 495 (first term of senior year) and HIST 496 (second term of senior year). The grade for the final essay, determined by an outside reader in consultation with the faculty adviser, is applied retroactively to both terms. Additional details about the senior essay are provided in the Senior Essay Handbook, available on the History department Web site (<http://history.yale.edu/academics/undergraduate-program/senior-departmental-essay>).

The one-term senior essay History majors may choose to write a one-term independent senior essay during the fall term under the guidance of a faculty adviser; however, students who choose the one-term option are not eligible for Distinction in the Major. The one-term essay must include a substantial research paper (roughly half the length of the two-term senior essay) based on primary sources, along with a bibliographic essay. Seniors receive course credit for their departmental essays by enrolling in HIST 497 during the fall of senior year. History majors graduating in December may enroll during the prior spring term, or the seventh term of enrollment. In rare circumstances, with permission of the adviser and Senior Essay Director, a student enrolled in HIST 497 during the fall term may withdraw from the course in accordance with Yale College regulations on course withdrawal and enroll in HIST 497 during the spring term. Additional details about the senior essay are provided in the Senior Essay Handbook, available on the History department Web site (<http://history.yale.edu/academics/undergraduate-program/senior-departmental-essay>).

Additional options for the senior essay Some students embark on the two-term essay but discover that their choice is not a good fit. Other students begin a one-term essay only to discover that they are passionate about the subject and wish to expand their paper in a second term of independent research. To accommodate such students, the History major offers both an "opt-in" and an "opt-out" clause for the two-term senior essay. Students who begin the year writing a one-term senior essay by enrolling in HIST 497 during the fall semester may "opt in" to the two-term essay by enrolling in HIST 496 during the second term of the senior year, with the permission of the faculty adviser and the senior essay director. Students who enroll in HIST 495 during the first term may "opt out" (by the decision of their faculty adviser and the senior essay director) and instead enroll in HIST 497 to write a one-term senior essay during

the second term of the senior year. Students who "opt out" will not be eligible for Distinction in the Major. Additional details about the senior essay are provided in the Senior Essay Handbook, available on the History department Web site (<http://history.yale.edu/academics/undergraduate-program/senior-departmental-essay>).

Advising All students who declare the History major are assigned an adviser from among the departmental faculty. The adviser is available throughout the year for consultation about courses and the major. Students in the Global track are assigned an adviser from the general History faculty. Students in the Specialist track are assigned an adviser in their area of specialization. At the beginning of each term, students majoring in History must have their schedule signed and approved by their departmental adviser or by the director of undergraduate studies. Students may request a specific adviser in consultation with the director of undergraduate studies, though the department cannot always accommodate such requests.

Course substitution History majors are permitted to include up to two courses taught outside the department toward fulfillment of the major, with the approval of the director of undergraduate studies. Nondepartmental courses may fulfill geographic, region/pathway, and preindustrial distribution requirements. They may not fulfill departmental seminar or senior requirements.

Distinction in the major Students who receive an A or A– on the two-term senior essay and who receive the requisite grades in their remaining course work are awarded Distinction in the Major. (See under Honors (p. 32) in the Undergraduate Curriculum (p. 19) section of this bulletin.) Students who do not complete the two-term senior essay are not eligible for Distinction.

Combined B.A./M.A. degree program Exceptionally able and well-prepared students may complete a course of study leading to the simultaneous award of the B.A. and M.A. degrees after eight terms of enrollment. See "Simultaneous Award of the Bachelor's and Master's Degrees" under Special Arrangements, section K (p. 66), in the Academic Regulations (p. 34). Interested students should consult the director of undergraduate studies prior to the sixth term of enrollment for specific requirements in History.

REQUIREMENTS OF THE MAJOR

Prerequisites 2 term courses in History

Number of courses 10 term courses (incl prereqs, not incl senior essay)

Distribution of courses *Both tracks* – 2 courses in preindustrial hist; 2 departmental sems; *Global track* – 1 course in each of 5 geographical regions (U.S., Europe, Latin America, Asia, Africa/Middle East); *Specialist track* – 5 courses in specific region or pathway; at least 2 courses outside region or pathway; overall course work must include 3 regions

Substitution permitted 1 or 2 nondepartmental courses approved by DUS

Senior requirement Two-term senior essay (HIST 495 and 496) or one-term senior essay (HIST 497)

Freshman Seminars

* **HIST 009a, The Viking Age** Anders Winroth

Exploration of the ambiguous role of the Vikings in the history of the early Middle Ages. Focus both on the Vikings' impact in Europe (raids, trade, and settlement) and on developments in their Scandinavian homelands (Christianization and the creation of kingdoms). Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU
History: Preindustrial

* **HIST 016b / AFAM 060b / AMST 060b, Significance of American Slavery** Edward Rugemer

The history of American slavery, its destruction during the nineteenth century, and its significance today. Topics include the origins of slavery, the development of racism, the transatlantic slave trade, the experience of enslavement, resistance to slavery, the abolitionist movement, the process of emancipation, and the perpetuation of slavery and other forms of unfree labor in the twenty-first century. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **HIST 023b / AFAM 030b / AMST 011b, War and Rebellion in Early America**
Alejandra Dubcovsky-Joseph

The role of war and rebellion in early American history, from precontact to the War of 1812. Changing roles and meanings of war and rebellion; the impact of these violent events on European, Indian, and African populations; implications of using war and rebellion as historical categories. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU
History: Preindustrial

* **HIST 030a / EAST 030a, Tokyo** Fabian Drixler

Four centuries of Japan's history explored through the many incarnations, destructions, and rebirths of its foremost city. Focus on the solutions found by Tokyo's residents to the material and social challenges of concentrating such a large population in one place. Tensions between continuity and impermanence, authenticity and modernity, and social order and the culture of play. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **HIST 032b / EAST 032b, Shanghai** Denise Ho

History of the city of Shanghai, with a focus on how Shanghai has been seen and what its experience reveals about modern China. Shanghai's unique place in imagining China; its transformation in the nineteenth century from a fishing village to an international "treaty port" and China's gateway to the West; twentieth-century Shanghai as a site of innovation, from politics and capitalism to media and fashion; the city's vilification in the early Mao years and later reemergence as a symbol of China's modernization. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **HIST 033a / WGSS 033a, Fashion in London and Paris, 1750 to the Present** Becky Conekin

Introduction to the history of Western fashion from the mid-eighteenth century to the present, with a focus on Paris and London. Approaches, methods, and theories scholars

have historically employed to study fashion and dress. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **HIST 041b, The Americas in the Age of Revolutions** Marcela Echeverri Munoz
The connections, contrasts, and legacies of revolutions in the British, French, and Spanish Atlantic empires in the eighteenth and nineteenth centuries. Interactions between liberalism, black politics and antislavery, indigenous autonomy and citizenship, and revolutions in the Atlantic world between the 1760s and 1880s. Topics include the foundations of the Atlantic empires, strands of anticolonialism across the Americas, social aspects of the revolutionary movements, abolitionism and emancipation processes, and relations between the emergent American nations. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **HIST 045a, The Holocaust and Its Afterlives** Jennifer Allen
The history and memory of the Holocaust in Germany. How the Holocaust itself unfolded, and how Germany has worked through its legacy. Guilt and complicity, the logic of the concentration camps, the limits of totalitarianism, the representations of horror, the prosecution of atrocity, Holocaust memory across generations, and Germany's urban memory landscape. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **HIST 072b, The History of World History** Valerie Hansen
How the great historians of ancient Greece, Rome, China, the Islamic world, and nineteenth-century Europe created modern historical method. How to evaluate the reliability of sources, both primary and secondary, and assess the relationship between fact and interpretation. Using historical method to make sense of our world today. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU RP

* **HIST 099b / HSHM 009b, Computers, Culture, and Biology** Joanna Radin
Electronic life and the history of the current digital age, evaluated to better understand how it has transformed, and is continuing to transform, fundamental questions about what it means to be alive. Examination of early histories of computation and communication and their transformations and intersections with bodies and environments. Key topics include artificial intelligence, the Internet, virtual reality, "big data," and synthetic biology. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

Lecture Courses

HIST 107a / AMST 133a / ER&M 187a, Introduction to American Indian History
Ned Blackhawk

Survey of American Indian history, beginning with creation traditions and migration theories and continuing to the present day. Focus on American Indian nations whose homelands are located within the contemporary United States. Complexity and change within American Indian societies, with emphasis on creative adaptations to changing historical circumstances. WR, HU

History: Preindustrial

HIST 119b / AFAM 172b, The Civil War and Reconstruction Era, 1845–1877 David Blight

The causes, course, and consequences of the American Civil War. A search for the multiple meanings of a transformative event, including national, sectional, racial, constitutional, social, gender, intellectual, and individual dimensions. HU

HIST 120a / AMST 163a / EVST 120a / HSHM 204a, American Environmental History Paul Sabin

Ways in which people have shaped and been shaped by the changing environments of North America from precolonial times to the present. Migration of species and trade in commodities; the impact of technology, agriculture, and industry; the development of resources in the American West and overseas; the rise of modern conservation and environmental movements; the role of planning and impact of public policies. HU

HIST 122b / AMST 193b, Origins of U.S. Global Power Jenifer Van Vleck

Policies, strategies, and ideas that enabled the United States to become a world power. Manifest Destiny, expansion, and empire; American exceptionalism; nationalism and internationalism; capitalism and consumer culture; technological innovation; the relation between domestic politics and U.S. foreign policy, particularly with regard to race and gender; challenges and resistance to U.S. global power. Focus on the twentieth century, with introduction to critical moments in U.S. and international history during the seventeenth through nineteenth centuries. HU

HIST 127a / AMST 135a / WGSS 200a, U.S. Lesbian and Gay History George Chauncey

Introduction to the social, cultural, and political history of lesbians, gay men, and other socially constituted sexual minorities. Focus on understanding categories of sexuality in relation to shifting normative regimes, primarily in the twentieth century. The emergence of homosexuality and heterosexuality as categories of experience and identity; the changing relationship between homosexuality and transgenderism; the development of diverse lesbian and gay subcultures and their representation in popular culture; religion and sexual science; generational change and everyday life; AIDS; and gay, antigay, feminist, and queer movements. HU

HIST 135b / ECON 182b, American Economic History Staff

The growth of the American economy since 1790, both as a unique historical record and as an illustration of factors in the process of economic development. The American experience viewed in the context of its European background and patterns of industrialization overseas. After introductory microeconomics. WR, SO

HIST 136b / AFAM 125b / AMST 125b, The Long Civil Rights Movement Crystal Feimster

Political, social, and artistic aspects of the U.S. civil rights movement from the 1920s through the 1980s explored in the context of other organized efforts for social change. Focus on relations between the African American freedom movement and debates about gender, labor, sexuality, and foreign policy. Changing representations of social movements in twentieth-century American culture; the politics of historical analysis. HU

HIST 140b / HSHM 215b, Public Health in America, 1793 to the Present Naomi Rogers

A survey of public health in America from the yellow fever epidemic of 1793 to AIDS and breast cancer activism at the end of the past century. Focusing on medicine and the state, topics include quarantines, failures and successes of medical and social welfare, the experiences of healers and patients, and organized medicine and its critics. HU

HIST 147a / AMST 247a / FILM 244a / HLTH 170a / HSHM 202a, Media and Medicine in Modern America John Warner

Relationships between medicine, health, and the media in the United States from 1870 to the present. The changing role of the media in shaping conceptions of the body, creating new diseases, influencing health and health policy, crafting the image of the medical profession, informing expectations of medicine and constructions of citizenship, and the medicalization of American life. HU

HIST 171b / AMST 271b / WGSS 201b, Women in Modern America Joanne Meyerowitz

U.S. women's history and the history of gender from 1900 to the present. Changing meanings of femininity, masculinity, sex, gender, and sexuality; intersections of class, race, ethnicity, and gender; women's labor in industrial and postindustrial economies; women's participation in politics and social movements; trends in sexual expression, gender presentation, reproduction, child rearing, and marriage; and feminist and other gender-equity movements. HU

HIST 184a / AFAM 160a / AFST 184a / AMST 160a, The Rise and Fall of Atlantic Slavery Edward Rugemer

The history of peoples of African descent throughout the Americas, from the first African American societies of the sixteenth century through the century-long process of emancipation. HU

History: Preindustrial

HIST 193a / HSHM 242a, Molecules, Life, and Disease: Twentieth Century William Summers

The emergence of the molecular vision of life and disease in the twentieth century. Topics include the role of technology and research practices, intellectual and political migrations, science policy and philanthropic foundations, constructions of risks and patenting of life, big science and biotechnology, politics of memory, and popular representation of science. Relationships to broad intellectual, social, cultural, and political changes. HU

HIST 202a, European Civilization, 1648–1945 John Merriman

An overview of the economic, social, political, and intellectual history of modern Europe. Topics include the rise of absolute states, the scientific revolution, the Enlightenment, the French Revolution and Napoleon, the industrial revolution, the revolutions of 1848, nationalism and national unifications, Victorian Britain, the colonization of Africa and Asia, fin-de-siècle culture and society, the Great War, the Russian Revolution, the Europe of political extremes, and World War II. HU

HIST 205a / CLCV 205a, Introduction to Ancient Greek History Jessica Lamont

Introduction to Greek history, tracing the development of Greek civilization as manifested in the political, military, intellectual, and creative achievements from the Bronze Age through the end of the Classical period. Students read original sources in

translation as well as secondary scholarship to better understand the rise and fall of the ancient Greeks—the civilization at the very heart of Western Civilization. HU
History: Preindustrial

HIST 206a or b, The Middle Ages, 300–1500 Anders Winroth

Introduction to the European Middle Ages. Topics include Rome's decline, the rise of Christianity, the spread of Islam, Charlemagne, Viking attacks, wars and the Crusades, the commercial revolution, saints, the culture of chivalry, the papacy, the invention of universities, the foundations for modern law, and early journeys of discovery. May not be taken after HIST 210 or 211. WR, HU
History: Preindustrial

HIST 207b / CLCV 245b, Writing the Past from Homer to Christianity Andrew Johnston

Exploration of Greek and Roman constructions and representations of the past from the earliest works of classical literature through the rise of Christianity. Topics include: science and history as objects of inquiry; geography, ethnography, and writing about "the Other;" the role of myth and fiction; orality and social memory; monuments and texts; autobiography and self-representation; propaganda and politics; chronology and chronography; teleology, prophesy, and Christian histories. WR, HU

HIST 216a / JDST 332a / MMES 197a / RLST 193a, Zionism Eliyahu Stern

Introduction to the core ideas of the Zionist movement from the mid-nineteenth century to the mid-twentieth. Focus on internal Jewish debates and criticism of the movement by European and Middle Eastern intellectuals. Social, political, cultural, and messianic ideological strands within the movement and their interpretations of various historical experiences and ideas located in the Jewish tradition. HU
History: Preindustrial

HIST 219a / ER&M 219a / JDST 200a / MMES 149a / RLST 148a, Jewish History and Thought to Early Modern Times Ivan Marcus

A broad introduction to the history of the Jews from biblical beginnings until the European Reformation and the Ottoman Empire. Focus on the formative period of classical rabbinic Judaism and on the symbiotic relationships among Jews, Christians, and Muslims. Jewish society and culture in its biblical, rabbinic, and medieval settings. Counts toward either European or non-Western distributional credit within the History major, upon application to the director of undergraduate studies. HU RP
History: Preindustrial

HIST 220b / JDST 201b / RLST 149b, Introduction to Modern Jewish History David Sorkin

A broad introduction to the history of Jewish culture from the late Middle Ages until the present. Emphasis on the changing interaction of Jews with the larger society as well as the transformation of Judaism in its encounter with modernity. HU
History: Preindustrial

HIST 221a / GLBL 281a, Military History of the West since 1500 Paul Kennedy

A study of the military history of the West since 1500, with emphasis on the relationship between armies and navies on the one hand, and technology, economics, geography, and the rise of the modern nation-state on the other. The coming of airpower in its varied manifestations. Also meets requirements for the Air Force and Naval ROTC programs. HU

HIST 225b / CLCV 236b, Roman Law Noel Lenski

Basic principles of Roman law and their applications to the social and economic history of antiquity and to the broader history of international law. Topics include the history of persons and things, inheritance, crime and tort, and legal procedure. Questions of social and economic history and the history of jurisprudence from the fifth century B.C.E. to the present. HU

*** HIST 227b / SPAN 367b, The Spanish Civil War: Words and Images** Noël Valis

An introduction to the history and cultural-literary impact of the Spanish Civil War (1936–39) from national and international perspectives. Views both from within and from outside the war; women and the war; memory and the war. Authors include George Orwell, Ernest Hemingway, Javier Cercas, Alberto Méndez, Mercè Rodoreda, Ramón J. Sender, W. H. Auden, and Stephen Spender. Open to students who have placed into L5 courses or who have successfully completed an L4 course in Spanish. Counts toward the Spanish major. L5, HU

HIST 236a / HSHM 226a, The Scientific Revolution Paola Bertucci

The changing relationship between the natural world and the arts from Leonardo to Newton. Topics include Renaissance anatomy and astronomy, alchemy, and natural history. HU

History: Preindustrial

HIST 237b / RSEE 390b / RUSS 241b, Russian Culture: The Modern Age Paul

Bushkovitch and John MacKay

An interdisciplinary exploration of Russian cultural history, focusing on literature, art, religion, social and political thought, and film. Conceptions of Russian nationhood; the myths of St. Petersburg; dissent and persecution; the role of social and cultural elites; the intelligentsia; attitudes toward the common people; conflicting appeals of rationality, spirituality, and idealism; the politicization of personal life; the impact of the Bolshevik Revolution and its aftermath. Readings and discussion in English. HU

HIST 238a, Britain's Empire to 1776 Steven Pincus

Exploration of why Britain was able to transform itself during the seventeenth and eighteenth centuries from a minor offshore archipelago into the world's greatest power. Focus on changes both within Britain and in North America, the West Indies, and South Asia. The British Empire situated in relation to other empires; the virtually simultaneous creation of a British Empire in India and loss of an empire in North America; the American Revolution as part of a British imperial crisis. HU

History: Preindustrial

HIST 246b / EVST 189b, The History of Food Paul Freedman

The history of food and culinary styles from prehistory to the present, with a particular focus on Europe and the United States. How societies gathered and prepared food. Changing taste preferences over time. The influence of consumers on trade, colonization, and cultural exchange. The impact of colonialism, technology, and globalization. The current food scene and its implications for health, the environment, and cultural shifts. HU

HIST 248b / JDST 293b / RLST 214b, Introduction to Modern Jewish Thought

Eliyahu Stern

An overview of Jewish philosophical trends, movements, and thinkers from the seventeenth century to the twenty-first. Topics include enlightenment, historicism, socialism, secularism, religious radicalism, and Zionism. HU

HIST 252a / JDST 340a, Political History of European Jewry, 1589–1897

David Sorkin

The reshaping of political principles that governed Jewish life in the European diaspora during the modern period. The Jews' internal traditions of political self-understanding and behavior; the changing political status of Jews in Europe; Jewish political participation in European society. HU

HIST 254b / GMAN 208b, Germany from Unification to Refugee Crisis

Jennifer Allen

The history of Germany from its unification in 1871 through the present. Topics include German nationalism and national unification; the culture and politics of the Weimar Republic; National Socialism and the Holocaust; the division of Germany and the Cold War; the Student Movement and New Social Movements; reunification; and Germany's place in contemporary Europe. HU

HIST 258a, The French and Haitian Revolutions and their Aftermaths

Sophia Rosenfeld

The origins, nature, development, and effects of the revolutions that occurred in metropolitan France and its chief Caribbean colony, Saint-Domingue, at the close of the eighteenth century. The implications of these linked events for the invention of modern democracy, including such concepts as human rights, constitutionalism, social welfare, nationalism, feminism, terrorism, race and racism, economic warfare, and revolution itself. HU

HIST 263a, Eastern Europe to 1914

Timothy Snyder

Eastern Europe from the medieval state to the rise of modern nationalism. The Ottoman Empire, the Polish-Lithuanian Commonwealth, the Hapsburg monarchy, and various native currents. Themes include religious diversity, the constitution of empire, and the emergence of secular political ideologies. HU

HIST 264b, Eastern Europe since 1914

Timothy Snyder

Eastern Europe from the collapse of the old imperial order to the enlargement of the European Union. Main themes include world war, nationalism, fascism, and communism. Special attention to the structural weaknesses of interwar nation-states and postwar communist regimes. Nazi and Soviet occupation as an age of extremes. The collapse of communism. Communism after 1989 and the dissolution of Yugoslavia in the 1990s as parallel European trajectories. HU

HIST 271b, European Intellectual History since Nietzsche

Marci Shore

Major currents in European intellectual history from the late nineteenth century through the twentieth. Topics include Marxism-Leninism, psychoanalysis, expressionism, structuralism, phenomenology, existentialism, antipolitics, and deconstruction. HU

HIST 275a, Revolutionary France, 1789–1871

John Merriman

Dimensions of political, social, and economic change in France during its most turbulent period. The causes and impact of the revolutions of 1789, 1830, 1848, and

1871; demographic change and large-scale industrialization; shifting political elites, republican and socialist alternatives to monarchy, and urbanization. HU

HIST 276b, France since 1871 John Merriman

The emergence of modern France since the Paris Commune of 1871 and the beginnings of the Third Republic. The social, economic, political, and cultural transformation of France; the impact of France's revolutionary heritage, of industrialization, and of the dislocation wrought by two world wars and decolonialization; and the political response of the Left and the Right to changing French society, including the impact of immigration and the emergence and challenges of the European Union. One discussion section conducted in French; students in this section may count the course toward the French major. HU

HIST 280a / ITAL 315a / RLST 160a, The Catholic Intellectual Tradition Carlos Eire

Introductory survey of the interaction between Catholicism and Western culture from the first century to the present, with a focus on pivotal moments and crucial developments that defined both traditions. Key beliefs, rites, and customs of the Roman Catholic Church, and the ways in which they have found expression; interaction between Catholics and the institution of the Church; Catholicism in its cultural and sociopolitical matrices. Close reading of primary sources. HU

HIST 303a, Japan's Modern Revolution Daniel Botsman

A survey of Japan's transformation over the course of the nineteenth century from an isolated, traditional society on the edge of northeast Asia to a modern imperial power. Aspects of political, social, and cultural history. HU

HIST 307b / EAST 301b, The Making of Japan's Great Peace, 1550–1850 Fabian Drixler

Examination of how, after centuries of war in Japan and overseas, the Tokugawa shogunate built a peace that lasted more than 200 years. Japan's urban revolution, the eradication of Christianity, the Japanese discovery of Europe, and the question of whether Tokugawa Japan is a rare example of a complex and populous society that achieved ecological sustainability. HU

History: Preindustrial

HIST 309a / SAST 271a, History of Ancient India David Brick

Introduction to Indian society and civilization from its earliest beginnings until c. 1000 C.E. Topics include politics, caste and class, commerce, religion, art and architecture, literature, and science. HU

HIST 323b, Southeast Asia since 1900 Staff

Comparative colonialism, nationalism, revolution, and independence in modern Southeast Asia. Topics include Indonesia and the Dutch, Indochina under French rule, the United States in the Philippines and Vietnam, Buddhism in Burma and Thailand, communist and peasant movements, and the Cambodian revolution and its regional repercussions. HU

HIST 325a, Introduction to Latin American History Anne Eller

Critical themes and events in Latin American history from pre-Columbian times to the present. Major formative epochs such as the pre-Columbian era, colonization, independence, and contemporary moments; modern political flashpoints, including Haiti, Cuba, Argentina, and Peru. HU

HIST 332a / AFST 333a, African Encounters with Colonialism Daniel Magaziner
How African societies and peoples encountered, engaged, and endured the colonial and postcolonial world, from the arrival of Kiswahili-speaking traders at the shores of Lake Victoria in the 1840s through the rise and fall of European colonialism and the resulting forms of neocolonialism. Transformations and continuities in African religious life; gendered sociability; popular culture. HU

HIST 335b / AFST 335b / ER&M 325b, A History of South Africa Daniel Magaziner
An introduction to the history of southern Africa, especially South Africa. Indigenous communities; early colonial contact; the legacies of colonial rule; postcolonial mismanagement; the vagaries of the environment; the mineral revolution; segregationist regimes; persistent inequality and crime since the end of apartheid; the specter of AIDS; postcolonial challenges in Zimbabwe, Angola, and Mozambique.

HU

HIST 340b / AFST 340b, Africa in the Era of the Slave Trade Robert Harms
Examination of the tumultuous changes experienced by African societies during the era of the Atlantic slave trade, approximately 1450–1850. Focus on the complex interaction between the internal dynamics of African societies and the impact of outside forces.

HU

History: Preindustrial

HIST 345b / JDST 265b / MMES 148b / RLST 202b, Jews in Muslim Lands from the Seventh to the Sixteenth Centuries Ivan Marcus

Jewish culture and society in Muslim lands from the time of the Prophet Muhammad to that of Suleiman the Magnificent. Topics include Islam and Judaism; Jerusalem as a holy site; rabbinic leadership and literature in Baghdad; Jewish courtiers, poets, and philosophers in Muslim Spain; and the Jews in the Ottoman Empire. HU RP

History: Preindustrial

HIST 346a / MMES 144a, The Making of Modern Iran Abbas Amanat

The political, socioreligious, and cultural history of modern Iran from the Shi'ite revolution and the rise of the Safavid Empire to the present. Discussion of Shi'ism and the state, relations with neighboring countries (the Ottoman Empire and India), Russia and Britain in Qajar Iran, the Babi-Baha'i religion, the constitutional revolution, the Pahlavi dynasty, oil, nationalism and relations with the United States, the causes and the consequences of the Islamic revolution, and Iran in the contemporary Middle East.

HU

HIST 350a / MMES 175a / NELC 350a, Formation of the Islamic State, 610–750 Adel Allouche

The development of Islamic polity and society from the rise of Islam to the rise of the Abbasid dynasty. Religious and societal changes caused by the success of Muhammad's mission; ramifications of the subsequent Arab expansion at the expense of the Byzantine and Sasanian empires. The origins of Islamic institutions; the historical development of the main religious sects and of Islamic legal thought; Western views of Islam. HU

History: Preindustrial

HIST 361a / LAST 361a, History of Brazil Stuart Schwartz

Brazilian history from European contact to the reestablishment of civilian government in the 1990s. Focus on the multiethnic nature of Brazilian society, the formation of social and political patterns, and the relationship of people to the environment. HU

HIST 373b, The Silk Road Valerie Hansen

A journey along the overland and sea routes that connected China, India, and Iran from 200 to 1000 C.E. and served as conduits for cultural exchange. The lives of merchants, envoys, pilgrims, and travelers interacting in cosmopolitan communities. Exploration of long-known and newly discovered archaeological ruins, along with primary sources in translation. HU

History: Preindustrial

HIST 375a / EAST 375a, China from Mao to Now Denise Ho

The history of the People's Republic of China from Mao to now, with a focus on understanding the recent Chinese past and framing contemporary events in China in historical context. How the party-state is organized; interactions between state and society; causes and consequences of economic disparities; ways in which various groups – from intellectuals to religious believers – have shaped the meaning of contemporary Chinese society. HU

HIST 396a / SAST 224a, India and Pakistan since 1947 Staff

Introduction to the history of the Indian subcontinent from 1947 to the present. Focus on the emergence of modern forms of life and thought, the impact of the partition on state and society, and the challenges of democracy and development. Transformations of society, economy, and culture; state building; economic policy. HU

HIST 402a / HSHM 214a, Extraterrestrials in History Ivano Dal Prete

The notion of extraterrestrials and "radical others" in history and culture from antiquity to the present. Topics include other worlds and their inhabitants in ancient Greece; medieval debates on the plurality of worlds; angels, freaks, native Americans, and other "aliens" of the Renaissance; comet dwellers in puritan New England; Mars as a socialist utopia in the early twentieth century; and visitors from space in American popular culture. HU

HIST 416b / EVST 211b / G&G 211b / HSHM 211b, Global Catastrophe since 1750

William Rankin

A history of the geological, atmospheric, and environmental sciences, with a focus on predictions of global catastrophe. Topics range from headline catastrophes such as global warming, ozone depletion, and nuclear winter to historical debates about the age of the Earth, the nature of fossils, and the management of natural resources. Tensions between science and religion; the role of science in government; environmental economics; the politics of prediction, modeling, and incomplete evidence. HU

Departmental Seminars

All History majors must take at least two departmental seminars. Seminars on the history of the United States or Canada are numbered 100J to 199J; seminars on Britain and Europe are 200J to 299J; and seminars on Africa, Asia, Latin America, and the Middle East are 300J to 399J. Seminars numbered in the 400s address global topics; students must apply to the director of undergraduate studies in History to count a 400-level seminar toward a particular geographical distribution category. Each departmental

seminar aims to acquaint students in a substantial and professional way with the literature of a period in history; to train them as far as possible in the use of primary source materials; to introduce them to problems of bibliography, historiography, and historical method; and to give them training in the writing of history. The relative importance of these objectives in any particular seminar depends on its subject matter, the previous preparation of its students, and the availability of materials.

Each term declared History majors should apply for departmental seminars for the following term using the online seminar preregistration site. Preregistration begins after midterm in the fall for seminars offered in the spring term, and after spring recess for seminars offered in the subsequent fall term. All students who wish to preregister must declare their major beforehand.

During the course selection period, application for admission should be made directly to the instructors of the seminars, who will admit students to remaining vacancies in their seminars. Priority is given to applications from juniors, then seniors, majoring in History, but applications are also accepted from qualified sophomores and from students majoring in other disciplines or programs. The department seeks wherever possible to accommodate students' preferences; for their part, students should recognize that limitations imposed by the size of seminars (normally fifteen students) make accommodation impossible in some instances. HIST 494 and residential college seminars that count toward the History major do not fulfill the departmental seminar requirement.

*** HIST 102Jb, Race and Gender in the South, Civil War to Civil Rights** Staff

This course will explore how categories of race and gender changed in the United States South over the century between the Civil War and the Civil Rights Movement. WR, HU

History: Preindustrial

*** HIST 111Jb / AFAM 380b / AMST 407b, Antebellum America** Edward Rugemer

History of the United States from the Jackson administration through the Civil War. Emphasis on race, slavery, and the coming of the war, with some attention to western expansion. WR, HU

History: Preindustrial

*** HIST 113Ja / AMST 457a, Cultural Capital: New York in the Twentieth Century**

Jean-Christophe Agnew

An interdisciplinary study of New York City as a global cultural capital in the twentieth century. Social, political, and economic forces shaping the principal institutions of the city's patrician, popular, and mass cultures. The formation of identifiably "New York" styles in the arts, architecture, photography, literature, and film. The changing geography of cultural creation, reproduction, and distribution in the city. WR, HU

*** HIST 119Jb / AMST 400b / ER&M 358b, The History of Race in the Early Americas**

Greta LaFleur

A broad survey of the history of racial thinking in the Atlantic world from the early modern period through the late nineteenth century. Students will denaturalize the idea that race is synonymous with skin color by turning to the long history of racism and racial thinking in the Atlantic world to illustrate the way that current ideas about what race "is" or means is a profoundly twentieth-century idea. HU

* **HIST 124Ja / HSHM 439a, Psychiatry, Madness, and Culture in the United States, 1850–2000** Deborah Doroshow

Examination of major themes in American psychiatry since 1850 with particular attention to cultural representations in popular periodicals, novels, plays, and films. Topics include asylums and their inhabitants; hysteria and sexual dysfunction; neurasthenia; coping with war; mental hygiene, juvenile delinquency, and the rise of emotional disturbance; protest and identity politics in the 1960s; and depression and cosmetic psychopharmacology. Not appropriate for those who have taken HSHM S464.
WR, HU

History: Preindustrial

* **HIST 127Ja / WGSS 427a, Witchcraft in Colonial America** Rebecca Tannenbaum

The social, religious, economic, and gender history of British North America as manifested through witchcraft beliefs and trials. WR, HU

History: Preindustrial

* **HIST 130Jb / AMST 441b / ER&M 370b, Indians and the Spanish Borderlands**
Ned Blackhawk

The experiences of Native Americans during centuries of relations with North America's first imperial power, Spain. The history and long-term legacies of Spanish colonialism from Florida to California. WR, HU

History: Preindustrial

* **HIST 131Ja, Urban History in the United States, 1870 to the Present** Jennifer Klein

The history of work, leisure, consumption, and housing in American cities. Topics include immigration, formation and re-formation of ethnic communities, the segregation of cities along the lines of class and race, labor organizing, the impact of federal policy, the growth of suburbs, the War on Poverty and Reaganism, and post-Katrina New Orleans. WR, HU

* **HIST 134Ja or b, Yale and America: Selected Topics in Social and Cultural History**
Jay Gitlin

Relations between Yale and Yale people—from Ezra Stiles and Noah Webster to Cole Porter, Henry Roe Cloud, and Maya Lin—and American society and culture. Elihu Yale and the global eighteenth century; Benjamin Silliman and the emergence of American science; Walter Camp, Dink Stover, and the all-American boy; Henry Luce and the information age; faith and ideology in postwar Yale and America. WR, HU RP

* **HIST 136Ja, Liberalism and Conservatism in the Modern United States** Beverly Gage

American domestic politics and political thought since the New Deal. Emphasis on the decline of midcentury liberalism and the rise of modern American conservatism. Topics include McCarthyism, the civil rights movement, the New Left, labor, business activism, the conservative intellectual movement, the Christian Right, and the Reagan Revolution. WR, HU

* **HIST 139Ja / AFAM 255a, The American South, 1870 to the Present** Glenda Gilmore

A thematic approach to the history of the American South since Reconstruction. Focus on the political, social, and cultural history of a region that has undergone dramatic change. Topics include white supremacy and African American resistance,

industrialization and labor activism, music and literature, the civil rights movement and the rise of the Republican South, and changing regional identity. WR, HU

* **HIST 151Jb / AMST 422b / ER&M 435b, Writing Tribal Histories** Ned Blackhawk
Historical overview of American Indian tribal communities, particularly since the creation of the United States. Challenges of working with oral histories, government documents, and missionary records. WR, HU

* **HIST 160Ja / AMST 353a / WGSS 348a, Selected Topics in Lesbian and Gay History**
George Chauncey
Readings and discussions focus on recent studies of twentieth-century queer family life, religion, migration, race, urban politics, state regulation, and sexual culture in the United States, and help frame research questions for students to pursue in Yale's archival collections. Attention to methodology and the craft of historical writing. WR, HU

* **HIST 168Jb, Quebec and Canada from 1791 to the Present** Jay Gitlin
The history of Quebec and its place within Canada from the Constitutional Act of 1791 to the present. Topics include the Rebellion of 1837, confederation, the Riel Affair, industrialization and emigration to New England, French-Canadian nationalism and culture from Abbé Groulx to the Parti Québécois and Céline Dion, and the politics of language. Readings include plays by Michel Tremblay and Antonine Maillet in translation. WR, HU

* **HIST 174Ja / AMST 451a / RLST 260a, Religion, War, and the Meaning of America**
Harry Stout
The relationship between religion and war in American history from colonial beginnings through Vietnam. The religious meanings of Americans at war; the mutually reinforcing influences of nationalism and religion; war as the norm of American national life; the concept of civil religion; biblical and messianic contexts of key U.S. conflicts. HU

* **HIST 177Ja / HSHM 448a / WGSS 448a, American Medicine and the Cold War**
Naomi Rogers
The social, cultural, and political history of American medicine from 1945 to 1960. The defeat of national health insurance; racism in health care; patient activism; the role of gender in defining medical professionalism and family health; the rise of atomic medicine; McCarthyism in medicine; and the polio vaccine trials and the making of science journalism. WR, HU

* **HIST 191Jb / WGSS 354b, Women, Gender, and Grassroots Politics in the United States after World War II** Jennifer Klein
American politics and grassroots social movements from 1945 to the present explored through women's activism and through gender politics more broadly. Ideas about gender identities, gender roles, and family in the shaping of social movements; strategies used on the local, regional, national, and international levels. Connections between organizing and policy, public and private, state and family, and migration, immigration, and empire. WR, HU

* **HIST 212Ja / ENGL 197a, The Book in Early Modern Britain** Staff
The influence of the book in Britain from 1475 to 1660, including both manuscript and print formats. The book as material, cultural, and political object; its role in religious,

political, and social transformations of the period. Focus on objects from Yale's British history and art collections. WR, HU

* **HIST 220Jb, Grand Strategy and the Origins of the Second World War** Staff

A survey of the most important literature and debates concerning the coming of the Second World War in both Europe and the Pacific. Emphasis on the comparative approach to international history and on the interplay of domestic politics, economics, and strategy. Counts toward only European distributional credit within the History major. WR, HU RP

* **HIST 231Jb, The Dark Years: Collaboration and Resistance in Vichy France** John Merriman

The concomitants of collaboration and resistance during Vichy France, 1940–44. Topics include the fall of France in 1940; the return of Pétain's "National Revolution" and its continuities with the French Right during the Third Republic; the extent and nature of resistance (in the context of pre–World War II politics); and the memory of the Vichy years and its influence on subsequent French political life. WR, HU

* **HIST 232Ja / HUMS 443a / JDST 270a / MMES 342a / RLST 201a, Medieval Jews, Christians, and Muslims In Conversation** Ivan Marcus

How members of Jewish, Christian, and Muslim communities thought of and interacted with members of the other two cultures during the Middle Ages. Cultural grids and expectations each imposed on the other; the rhetoric of otherness—humans or devils, purity or impurity, and animal imagery; and models of religious community and power in dealing with the other when confronted with cultural differences. Counts toward either European or Middle Eastern distributional credit within the History major, upon application to the director of undergraduate studies. WR, HU RP
History: Preindustrial

* **HIST 242Jb / CLCV 319b / MGRK 300b / WGSS 293b, The Olympic Games, Ancient and Modern** George Syrimis

Introduction to the history of the Olympic Games from antiquity to the present. The mythology of athletic events in ancient Greece and the ritual, political, and social ramifications of the actual competitions. The revival of the modern Olympic movement in 1896, the political investment of the Greek state at the time, and specific games as they illustrate the convergence of athletic cultures and sociopolitical transformations in the twentieth century. HU

* **HIST 253Ja / LAST 253a, Culture, Dissidence, and Control in Golden Age Spain** María Jordán

Aspects of Spanish culture and society in the Golden Age (c. 1550–1650) that demonstrate discontent, dissidence, and suggestions for reform. Emphasis on the intersection of historical and literary sources and the dynamic between popular and elite cultures. WR, HU
History: Preindustrial

* **HIST 255Jb, London and Modernity, 1880 to the Present** Keith Wrightson

Aspects of modernity and the changing character of London as a metropolitan center from the late nineteenth century to the present. Social and economic development of the city, urban cultures, historical geography, sexuality, and the imperial and postimperial metropolis. WR, HU

* **HIST 259Ja, Cosmopolitanism and the Nation State in Modern Europe** Isaac Nakhimovsky

Cosmopolitanism, patriotism, and nationalism in modern European intellectual history. Focus on eighteenth-century development of theories of the nation state. Readings from Montesquieu, Rousseau, Kant, Sieyes, Herder, Fichte, Mazzini, J. S. Mill, Meinecke, Bauer, and Arendt, as well as contributions to contemporary historiography and political theory. WR, HU

* **HIST 270Jb, Philosophy of History in Central Europe** Marci Shore

Ways in which central European philosophers before, during, and after the communist period grappled with the meaning of history, the role of the individual within history, and the space for ethics within historical determinism. Philosophy of history as an aspect of, and response to, the totalitarian experiments of the twentieth century. WR, HU

* **HIST 275Ja / FILM 368a / LITR 320a / MGRK 233a, The Culture of the Cold War in Europe** George Syrimis

European culture during and after the Cold War. Focus on the relation of politics and dominant ideologies to their correlative literary and cinematic aesthetics models and to popular culture. Themes include totalitarianism, Eurocommunism, decolonization, espionage, state surveillance, the nuclear threat, sports, and propaganda. HU

* **HIST 276Ja, Modernism and Postmodernism in Eastern Europe** Marci Shore

Intellectual history of twentieth- and twenty-first century literature and philosophy in Eastern Europe, exploring modernism, postmodernism, and the significance of the break between them. Some background in East European history, or intellectual history, literary theory, or continental philosophy expected. WR, HU

* **HIST 277Ja, Memory and History in Modern Europe** Jennifer Allen

An interdisciplinary study of memory as both a tool in and an agent of modern European history. Collective memory; the media of memory; the organization and punctuation of time through commemorative practices; memory of the French Revolution; memory and rise of nationalism; memory in and of World Wars I and II; the relationship between memory of the Holocaust and the process of decolonization. WR, HU

* **HIST 278Ja / JDST 336a, The Culture of Acculturation** David Sorokin

Noninstitutional forms of Jewish expression and identity in modern Europe explored through the works of intellectuals, writers, and artists. The emergence of a bourgeois Jewish culture from 1648 to 1870, including self-representation in systematic thought, history, fiction, and painting; innovative ways in which such representations were revised by intellectuals and artists of succeeding generations; the influence of political trends and cultural developments in European society. HU

* **HIST 283Jb / JDST 352b, Anti-Judaism, Antisemitism, and Anti-Zionism** Staff

Investigation to further understanding of the origins, causes, motives, and long history of antisemitism. Antisemitic topics include: its relationship to pre-modern anti-Judaism and contemporary anti-Zionism; its connection to religion and modern secular ideologies like nationalism, fascism, and socialism; how it differs from other forms of racism, hatred, and bigotry; and how its resurgence relates to anti-Zionist political activism. HU

- * **HIST 293Jb, Human Rights in the Age of Revolutions** Sophia Rosenfeld
Introduction to the idea of human rights and its origins. Topics include: relationship and tension in Enlightenment thought between equality and liberty; “the rights of man” and its exclusions; emergence of abolitionism in the context of slave societies; roots of feminism; the poor and the question of social and economic rights. Development of a sustained research project. WR, HU
History: Preindustrial
- * **HIST 299Jb / HUMS 192b, Intellectuals and Power in Europe** Terence Renaud
The role of intellectuals in politics, with a focus on social, cultural, and political upheavals in Europe during the nineteenth and twentieth centuries. Whether intellectuals betray a higher spiritual calling when they enter politics or merely strive to put their own theories into practice. Modern answers to the question of why ideas and intellectuals matter. HU
- * **HIST 307Jb, The Confucian Dilemma in the Later Centuries** Annping Chin
How the political experience of the scholar-officials in China’s second millennium helped to revise and retool the relationship of self, society, and the state that Confucians had articulated in the previous centuries. WR, HU
- * **HIST 308Ja, History and Politics in Early China** Staff
How the history and politics of early China came to shape political thinking and policy debates in two thousand years of imperial rule. WR, HU
- * **HIST 309Ja / EAST 309a, Uses of the Past in Modern China** Denise Ho
Modern China’s use of the past in state-sponsored narratives of nation, in attempts to construct heritage by elites and intellectuals, and in grassroots projects of remembrance. Theories on history and memory; primary sources in English translation; case studies from twentieth-century China. Interdisciplinary readings in art history, anthropology, cultural studies, and history. WR, HU
- * **HIST 326Jb / EAST 326b, Yale and Japan** Daniel Botsman
Exploration of Yale’s rich historical connections to Japan. Focus on use of the University’s museum and library collections to learn about various aspects of the Japanese past, from ancient times to the post-World War II era. Knowledge of Japanese helpful but not required. WR, HU
- * **HIST 334Ja / ER&M 364a, Ethnicity, Nationalism, and the Politics of Knowledge in Latin America** Marcela Echeverri Munoz
Examination of ethnicity and nationalism in Latin America through the political lens of social knowledge. Comparative analysis of the evolution of symbolic, economic, and political perspectives on indigenous peoples, peasants, and people of African descent from the nineteenth century to the present. Consideration of the links between making ethnic categories in the social sciences and in literature and the rise of political mechanisms of participation and representation that have characterized the emergence of cultural politics. WR, HU
- * **HIST 347Jb / MMES 442b, From the Great Game to the Great Satan: Iran, Afghanistan, and Central Asia in the Age of Empires** Abbas Amanat
Encounters of Iran and its neighbors with Britain, Russia, and the United States since the nineteenth century. Special attention to Western imperial interests in the region and to indigenous forms of resistance to imperial hegemony. Topics include travel,

diplomacy, war and hegemony, postcolonial sovereignty, the Cold War and regional power, and the Islamic Republic's demonizing of America. WR, HU

* **HIST 348Jb / MMES 340b, Citizenship in Iran and Afghanistan** Abbas Amanat
Concepts of citizenship and national identity in Iran and Afghanistan in the nineteenth and twentieth centuries; how subjects became citizens. Focus on women and gender, ethnic communities and non-Muslim minorities, social and legal reforms, and human rights violations. WR, HU

* **HIST 364Jb, History of the Caribbean, 1898 to the Present** Anne Eller
History of the greater Caribbean area as its citizens emerged from struggles against slavery and forged new projects for independence after 1898. The historical unity of the Caribbean explored across linguistic, imperial, and national lines. The region's central role in global events, its democratic struggles, and its diasporas and their influence. WR, HU

* **HIST 372Ja / ER&M 342a / LAST 372a, Revolutionary Change and Cold War in Latin America** Gilbert Joseph
Analysis of revolutionary movements in Latin America against the backdrop of the Cold War. Critical examination of popular images and orthodox interpretations. An interdisciplinary study of the process of revolutionary change and cold war at the grassroots level. WR, HU

* **HIST 382Ja, Vietnamese History from Earliest Times to 1920** Benedict Kiernan
Evolution of a Vietnamese national identity, from Chinese colonization to medieval statehood, to French conquest and capitalist development. The roles of Confucianism, Buddhism, gender, and ethnicity in the Southeast Asian context. WR, HU
History: Preindustrial

* **HIST 384Jb / MMES 172b / NELC 403b, The Middle East between Crusaders and Mongols** Adel Allouche
The impact of the Crusades and the Mongol conquests on the Islamic Middle East. Political, social, and economic changes in the region from the eleventh century to the middle of the fourteenth. Emphasis on the rise of new dynasties as a result of changes in the ethnic mosaic of the Middle East. WR, HU
History: Preindustrial

* **HIST 388Ja / AFST 486a, Slavery and the Slave Trade in Africa** Robert Harms
The slave trade from the African perspective. Analysis of why slavery developed in Africa and how it operated. The long-term social, political, and economic effects of the Atlantic slave trade. WR, HU
History: Preindustrial

* **HIST 398Jb / MMES 173b / NELC 404b, Mamluk Egypt** Adel Allouche
A study of the Mamluks, manumitted slaves initially imported to Egypt for military service who established their own rule over Egypt and Syria (1250–1517). Focus on the structure and workings of the Mamluk state. Military, political, economic, and social factors that contributed to the grandeur and, later, the decline of the Mamluk period in Egypt and its conquest by the Ottoman Turks. WR, HU
History: Preindustrial

* **HIST 409Ja / AFST 150a, Global Black Power** Daniel Magaziner

The global dimension of black people's struggles for self-determination and authority from the late eighteenth century to the present. Various experiences of, and responses to, slavery, emancipation, segregation, scientific racism, and enlightenment democracy. The Haitian revolution, the Back to Africa movement, Garveyite nationalism, religious expression, African independence, armed revolution, and urban politics. WR, HU

* **HIST 411Ja, The Global 1960s** Jenifer Van Vleck

A comparative, transnational study of the social, political, and cultural upheavals that occurred during the 1960s, including decolonization, the African American freedom struggle, the Prague Spring, China's Cultural Revolution, and protest movements in the United States, eastern and western Europe, and Latin America. The "other" side of the 1960s—a decade that ended with the presidency of Richard Nixon and the ascendance of conservative regimes in numerous Western countries—and its representation in contemporary culture. May count toward geographical distributional credit within the History major for any region studied, upon application to the director of undergraduate studies. WR, HU

* **HIST 413Jb / HSHM 420b / PSYC 436b, History of Addiction** Henry Cowles

A survey of the understanding and treatment of addiction in the modern period. Psychology and psychiatry; alcoholism, abstinence, and prohibition; gambling and other behavioral addictions; recent work on habit formation; and addiction narratives in literature and film. Readings include primary texts from a range of scientific and medical fields as well as from court cases, political debates, and social and religious movements. WR, HU

* **HIST 417Ja / HSHM 423a, Biomedical Futures Since 1945** Joanna Radin

Ideas about biomedicine's promises and perils as they have been realized differently across place and time. Visions of the future of biomedicine that have shaped public policy, medical practice, and therapeutic innovation. Speculation about what medicine would come to look like in time. Ideas from literature, film, advertisements, policy documents, and medical texts around the world since World War II. WR, HU

* **HIST 450Jb, U.S. Foreign Relations in the 20th Century** Jenifer Van Vleck

United States foreign policy and international relations since 1898. Themes include geopolitics, ideology, national identity, empire and imperialism, commercial expansion, military interventions, and the global dissemination of American culture. The relationship between diplomacy and "domestic" politics, culture, and society. WR, HU

* **HIST 456Ja, Experiments in Writing History** Sophia Rosenfeld

Key questions about how historians approach evidence, narrative, time, space, subject matter, and voice. Readings include classic examples of experimental and noteworthy history writing. Opportunity for framing historical research questions and crafting a substantial historical paper. none WR, HU

* **HIST 462Jb, The American Revolution in Global Perspective** Steven Pincus

Exploration of the American Revolution in the context of Spanish American independence movements; the French and Haitian Revolutions; American developments in terms of sovereign debt crises around the world; and the globalization of trade, in particular European commerce with Spanish America, India, and China.

WR, HU, SO

* **HIST 467Ja / HSHM 422a, Cartography, Territory, and Identity** William Rankin
Exploration of how maps shape assumptions about territory, land, sovereignty, and identity. The relationship between scientific cartography and conquest, the geography of statecraft, religious cartographies, encounters between Western and non-Western cultures, and reactions to cartographic objectivity. Students make their own maps. No previous experience in cartography or graphic design required. WR, HU

* **HIST 481Jb, Grand Narratives in Global History** Fabian Drixler
Analysis of recent attempts to find patterns and unifying narratives in the complexity of world history. Topics include the decline of violence, economic divergences and global inequality, geographic determinism, climate and history, human history and the biosphere, demographic and evolutionary perspectives on history, history as neurochemistry, and the shifting shape of world history from different geographical vantage points. WR, HU

Writing Tutorial and Senior Essay Courses

* **HIST 494a or b, Individual Writing Tutorial** Staff

For students who wish, under the supervision of a member of the faculty, to investigate an area of history not covered by regular departmental offerings. The course may be used for research or for directed reading. It is normally taken only once. The emphasis of the tutorial is on writing a long essay or several short ones. To apply for admission, a student should present the following materials to the director of undergraduate studies on the Friday before schedules are due: a prospectus of the work proposed, a bibliography, and a letter of support from a member of the History department faculty who will direct the tutorial. A form to simplify this process is available from the office of the director of undergraduate studies.

* **HIST 495a or b and HIST 496a or b, The Senior Essay** Staff

All senior History majors should attend the mandatory senior essay meeting in early September at a time and location to be announced in the online Senior Essay Handbook. The senior essay is a required one- or two-term independent research project conducted under the guidance of a faculty adviser. As a significant work of primary-source research, it serves as the capstone project of the History major. Students writing the one-term senior essay enroll in HIST 497 (see description), not HIST 495 and 496. The two-term essay takes the form of a substantial article, not longer than 12,500 words (approximately forty to fifty double-spaced typewritten pages). This is a maximum limit; there is no minimum requirement. Length will vary according to the topic and the historical techniques employed. Students writing the two-term senior essay who expect to graduate in May enroll in HIST 495 during the fall term and complete their essays in HIST 496 in the spring term. December graduates enroll in HIST 495 in the spring term and complete their essays in HIST 496 during the following fall term; students planning to begin their essay in the spring term should notify the senior essay director by early December. Each student majoring in History must present a completed Statement of Intention, signed by a department member who has agreed to serve as adviser, to the History Department Undergraduate Registrar by the dates indicated in the Senior Essay Handbook. Blank statement forms are available from the History Undergraduate Registrar and in the Senior Essay handbook. Students enrolled in HIST 495 submit to the administrator in 237 HGS a two-to-three-page analysis of a single primary source, a draft bibliographic essay, and at least ten pages of

the essay by the deadlines listed in the Senior Essay Handbook. Those who meet these requirements receive a temporary grade of SAT for the fall term, which will be changed to the grade received by the essay upon its completion. Failure to meet any requirement may result in the student's being asked to withdraw from HIST 495. Students enrolled in HIST 496 must submit a completed essay to 211 HGS no later than 5 p.m. on the dates indicated in the Senior Essay Handbook. Essays submitted after 5 p.m. will be considered as having been turned in on the following day. If the essay is submitted late without an excuse from the student's residential college dean, the penalty is one letter grade for the first day and one-half letter grade for each of the next two days past the deadline. No essay that would otherwise pass will be failed because it is late, but late essays will not be considered for departmental or Yale College prizes. All senior departmental essays will be judged by members of the faculty other than the adviser. In order to graduate from Yale College, a student majoring in History must achieve a passing grade on the departmental essay.

*** HIST 497a or b, One-Term Senior Essay Staff**

All senior History majors should attend the mandatory senior essay meeting in early September at a time and location to be announced in the online Senior Essay Handbook. The senior essay is a required one- or two-term independent research project conducted under the guidance of a faculty adviser. As a significant work of primary-source research, it serves as the capstone project of the History major. Seniors writing a two-term senior essay do not register for HIST 497; instead, they register for HIST 495 and HIST 496 (see description). History majors may choose to write a one-term independent senior essay in the first term of their senior year and register for HIST 497; however, students who choose the one-term senior essay option are not eligible for Distinction in the Major. The one-term essay must include a substantial research paper of no more than 6,250 words (approximately twenty-five pages) based on primary sources, along with a bibliographic essay and bibliography. Seniors enroll during the fall term of senior year; only History majors graduating in December may enroll during the spring term (or seventh term of enrollment). In rare circumstances, with the permission of the adviser and the Senior Essay Director, a student enrolled in HIST 497 during the fall term may withdraw from the course according to Yale College regulations on course withdrawal and enroll in the spring term. Each student enrolled in HIST 497 must present a completed Statement of Intention, signed by a department member who has agreed to serve as adviser, to the History Department Undergraduate Registrar by the dates indicated in the Senior Essay Handbook. Blank statement forms are available from the History Undergraduate Registrar and in the Senior Essay Handbook, available on the History department Web site. Additional details about the senior essay, including the submission deadlines are included in the Senior Essay Handbook. Essays submitted after 5 p.m. on the due date will be considered as having been turned in on the following day. If the essay is submitted late without an excuse from the student's residential college dean, the penalty is one letter grade for the first day and one-half letter grade for each of the next two days past the deadline. No essay that would otherwise pass will be failed because it is late. All senior departmental essays will be judged by members of the faculty other than the adviser. In order to graduate from Yale College, a student majoring in History must achieve a passing grade on the departmental essay. Permission of the departmental Senior Essay Director and of the student's faculty adviser is required for enrollment.

History of Art

Director of undergraduate studies: Carol Armstrong, 658 LORIA, 432-2680, carol.armstrong@yale.edu; arthistory.yale.edu

FACULTY OF THE DEPARTMENT OF HISTORY OF ART

Professors Carol Armstrong, Tim Barringer, Edward Cooke, Jr., Diana Kleiner, Kobena Mercer, Amy Meyers (*Adjunct*), Mary Miller, Robert Nelson, Jock Reynolds (*Adjunct*), Vincent Scully (*Emeritus*), Nicola Suthor, Robert Thompson (*Emeritus*), Mimi Yiengpruksawan

Associate Professors Milette Gaifman, Jacqueline Jung, Kishwar Rizvi

Assistant Professors Craig Buckley, J. D. Connor, Erica James, Youn-mi Kim, Jennifer Raab, Tamara Sears, Sebastian Zeidler

Lecturers Ruth Barnes, Theresa Fairbanks-Harris, Lisa Ford, Karen Foster, John Stuart Gordon, Ian McClure, David Sensabaugh, Samuel Shaw, Anne Underhill

Art history is the study of all forms of art, architecture, and visual culture in their social and historical contexts. The History of Art major can serve either as a general program in the humanities or as the groundwork for more specialized training. Unless otherwise indicated, all courses in History of Art are open to all students in Yale College.

Requirements of the major Twelve course credits are required to complete the major: two introductory courses at the 100 level; four intermediate and advanced courses at the 200 and 300 levels; two seminars at the 400 level; a methods seminar, HSAR 401; two electives; and the senior essay, HSAR 499.

100-level courses are broad introductory surveys that address basic art history from a number of regional and thematic perspectives. Prospective majors are encouraged to take the surveys as early in their course of study as possible. Under certain circumstances, students who have taken the Advanced Placement test in art history may earn acceleration credit and, in consultation with the director of undergraduate studies, may place out of one 100-level course.

Intermediate and advanced courses, numbered above 200, encompass more specialized surveys and themes in art history. The major requires six courses numbered above 200, of which two must be seminars numbered above 400; the six courses must satisfy both a geographical and a chronological distributional requirement. The geographical requirement is divided into five areas: Africa and the Pacific; the Americas; Asia and the Near East; Europe; and transregional. The chronological requirement is similarly divided into five segments: earliest times to 800; 800–1500; 1500–1800; 1800 to the present; and transchronological. The six intermediate and advanced courses must be chosen from four different geographical areas and four different time periods; a single course can fulfill both a geographical and a chronological requirement.

The methods seminar HSAR 401, *Critical Approaches to Art History*, is a wide-ranging introduction to the practices of the art historian and the history of the discipline. It is to be taken during the fall or spring term of the junior year.

Electives may include courses from other departments if they have direct relevance to the major program of study. Approval of the director of undergraduate studies is required.

History of Art majors are urged to study foreign languages. Students considering graduate work should discuss with their advisers the appropriate language training for their field of interest.

Senior essay The senior essay is a research paper written usually in one term in HSAR 499. Students choose their own topics, which may derive from research done in an earlier course. The essay is planned during the previous term in consultation with a qualified instructor and/or with the director of undergraduate studies. It is also possible to write a two-term senior essay, with permission of the director of undergraduate studies. Students wishing to write a two-term essay must submit a petition to the director of undergraduate studies and the prospective adviser, normally by the first week after spring break of the junior year.

Credit/D/Fail courses Courses taken Credit/D/Fail may not be counted toward the requirements of the major.

Procedures The schedules of all majors must be approved and signed by the director of undergraduate studies. Students may consult the following members of the faculty about the major:

BK	K. Rizvi	MC	to be announced
BR	M. Gaifman	PC	D. Kleiner
CC	to be announced	SM	S. Zeidler
DC	E. Cooke	SY	M. Miller
ES	M. Yiengpruksawan	TC	T. Barringer
JE	T. Sears	TD	to be announced

Graduate courses Courses in the Graduate School are open to undergraduates with permission of the instructor and of the director of graduate studies. Course descriptions are available in the History of Art office in the Jeffrey Loria Center, 190 York Street.

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 12 course credits

Distribution of courses 2 courses at 100 level; 6 courses numbered above 200, 2 of which must be 400-level seminars, fulfilling distributional requirements in 4 geographical and 4 chronological categories; 2 electives

Specific course required HSAR 401

Substitution permitted With DUS permission, 2 electives from related depts

Senior requirement Senior essay (HSAR 499)

Courses

* **HSAR 001a or b / HUMS 085b, Aztecs of Mexico** Staff

Exploration of the history, religion, archaeology, and art of the Aztecs. Readings from both Spanish and indigenous chronicles of the sixteenth century; examination of major

monuments of Tenochtitlan, 1455-1519. Readings and discussion in English. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program.

HU

*** HSAR 009a / AFAM 008a / AFST 008a, Aesthetics and Meaning in African Arts and Cultures** Erica James

The diversity of artistic production on the African continent, both historically and materially. The creative consciousness and aesthetic values of a variety of African cultures from ancient to contemporary times. Questions that arise when writing these histories without fully taking into account concepts of "African time." Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program.

HU

HSAR 110a / ARCG 110a, Introduction to the History of Art: Global Decorative Arts
Edward Cooke

Global history of the decorative arts from antiquity to the present. The materials and techniques of ceramics, textiles, metals, furniture, and glass. Consideration of forms, imagery, decoration, and workmanship. Themes linking geography and time, such as trade and exchange, simulation, identity, and symbolic value. HU

HSAR 112a, Introduction to the History of Art: Prehistory to the Renaissance

Jacqueline Jung

Form as meaning in architecture, sculpture, and painting. Selected studies in these arts from prehistory to the Renaissance. Source readings in translation. HU

HSAR 115b, Introduction to the History of Art: Renaissance to the Present Tim Barringer

Painting, sculpture, and graphic arts, with some reference to architecture. Selected major works and artists treated in terms of form, function, and historical context. Introduction to visual analysis. Special attention to contact between Europe and its others. HU

HSAR 118a / ARCH 158a / MMES 128a / SAST 268a, Introduction to the History of Art: The Arts of Islam Kishwar Rizvi

Survey of Islamic art and architecture in the Middle East, North Africa, and South Asia from the seventh century to the present. Individual monuments, artworks, and historical cities examined within their artistic and historical contexts. Architecture and urbanism, manuscript painting and portraiture, and the arts of calligraphy and ceramics. Includes visits to the Yale University Art Gallery. HU

HSAR 142b / RLST 187b / SAST 265b, Introduction to the History of Art: The Classical Buddhist World Youn-mi Kim

Buddhist art and architecture of India, Pakistan, Afghanistan, and central Asia from earliest beginnings to the tenth century, and including Greco-Roman, Persian, and Islamic contact. HU

HSAR 211a, Modernism and Modernity in America Jennifer Raab

Twentieth-century American art and its cultural contexts. Abstraction in painting and photography; the Harlem Renaissance and collaboration between artists and writers; public space and the politics of mural painting; pop art and the appropriation of mass media imagery; the subversion or rejection of the white-walled museum. Close analysis of works from Yale University Art Gallery collections.

HSAR 216b / AMST 217b, Craft, Design, and Art: American Domestic Architecture and Decorative Arts since 1900 Edward Cooke

A survey of American architecture and decorative arts in the twentieth century. Examination of architecture, furniture, metals, ceramics, and glass. Topics include responses to the reforms of the Arts and Crafts movement, the introduction of modernism, the survival and revival of traditional and vernacular expressions, the rise of industrial designers, the development of studio crafts, and the varieties of postmodern expression. HU

HSAR 219a / AMST 197a / ARCH 280a, American Architecture and Urbanism Elihu Rubin

Introduction to the study of buildings, architects, architectural styles, and urban landscapes, viewed in their economic, political, social, and cultural contexts, from precolonial times to the present. Topics include: public and private investment in the built environment; the history of housing in America; the organization of architectural practice; race, gender, ethnicity and the right to the city; the social and political nature of city building; and the transnational nature of American architecture. HU

HSAR 221a / RUSS 220a, Russian and Soviet Art, 1757 to the Present Molly Brunson

The history of Russian and Soviet art from the foundation of the Academy of the Arts in 1757 to the present. Nineteenth-century academicism, romanticism, and realism; the Russian avant-garde and early Soviet experimentation; socialist realism and late- and post-Soviet culture. Readings and discussion in English. HU TR

HSAR 234b / AFST 221b / ARCG 221b / NELC 120b, Egyptomania John Darnell

Conceptual underpinnings of the use of ancient Egyptian motifs in architecture, painting, sculpture, and decorative arts throughout western Europe, the Middle East, and North America from antiquity to the present. HU

HSAR 237a / ARCG 237a / NELC 108a, Ancient Painting and Mosaics Karen Foster

Developments in wall painting, vase painting, and mosaics as seen in ancient Egypt, the Aegean Bronze Age, and the Greek, Etruscan, and Roman world. HU

HSAR 241a / ARCG 241a / CLCV 241a / HUMS 226a, The Greek Nude and Ideals in Art Milette Gaifman

Survey of ancient Greek art, in particular, representation of the nude body from the seventh century B.C. through modernity. Masterpieces such as *Discus Thrower* and *Venus de Milo*, and Michelangelo's *David* or Botticelli's *The Birth of Venus*, present fundamental distinctions between naturalism, realism, and idealism and the lasting impact of the Greek nude beyond antiquity. Focus on heroic nudity, the relationship between athleticism and visual arts, how male and female bodies are treated differently, and what constitutes ideal beauty. Use of collections in the Yale University Art Gallery and the Yale Center for British Art. HU

HSAR 247b / ARCG 161b / CLCV 161b, Art and Myth in Greek Antiquity Milette Gaifman

Visual exploration of Greek mythology through the study of ancient Greek art and architecture. Greek gods, heroes, and mythological scenes foundational to Western culture; the complex nature of Greek mythology; how art and architecture rendered myths ever present in ancient Greek daily experience; ways in which visual representations can articulate stories. Use of collections in the Yale University Art Gallery. HU

HSAR 250a / ARCG 170a / CLCV 170a, Roman Art: Empire, Identity, and Society

Diana Kleiner

Masterpieces of Roman art from the Republic to Constantine studied in their historical and social contexts. The great Romans and the monuments they commissioned—portraits, triumphal arches, columns, and historical reliefs. The concept of empire and imperial identity, politics and portraiture, the making and unmaking of history through art, and the art of women, children, freedmen, and slaves. HU

HSAR 252b / ARCG 252b / CLCV 175b, Roman Architecture Staff

The great buildings and engineering marvels of Rome and its empire. Study of city planning and individual monuments and their decoration, including mural painting. Emphasis on developments in Rome, Pompeii, and central Italy; survey of architecture in the provinces. HU

*** HSAR 280b / FREN 347b, Ekphrasis** Thomas Connolly

An exploration of ekphrasis, understood both as the verbal representation of visual representation and, more broadly, as the way in which one artistic discourse represents, critiques, or transgresses another. Manifestations of this rhetorical device in both Western and non-Western cultures from antiquity to the present. Readings and discussion in English. HU TR

HSAR 293a, Baroque Rome: Painting, Sculpture, Architecture Nicola Suthor

Analyses of masterpieces by prominent artists in baroque Rome. Caravaggio's "baroque" differentiated from the path of the classicist artists. Works by Gian Lorenzo Bernini, who dominated the art scene in Rome as sculptor and architect half a century after Caravaggio's death. HU

HSAR 312b, Modern Architecture, 1890–1980 Craig Buckley

Architects, movements, and buildings central to the development of modern architecture from the late nineteenth century through the 1970s. Common threads and differing conceptions of modern architecture. The relationship of architecture to urban transformation; the formulation of new typologies; architects' responses to new technologies and materials; changes in regimes of representation and media. Architects include Adolf Loos, Frank Lloyd Wright, Le Corbusier, Ludwig Mies van der Rohe, and Louis Kahn. HU

HSAR 315a, Nineteenth-Century French Art Carol Armstrong

European art produced between the French Revolution and the beginning of the twentieth century. Focus on French painting, with additional discussion of Spanish, English, and German art. Some attention to developments in photography, printmaking, and sculpture. HU

HSAR 323a, Early Twentieth-Century Art Sebastian Zeidler

Modern art in Europe and America, c. 1880–1945. Topics include individual artists (Rodin, Brancusi), historical avant-gardes (Dadaism, surrealism), the transformation of traditional media such as painting and sculpture, and the invention of collage and photomontage. HU

*** HSAR 325b / ARCH 261b, History of Architecture II: The Eighteenth Century to the Millennium** Eeva-Liisa Pelkonen

The second half of a two-term sequence in the history of architecture. Modern architecture and urbanism from the eighteenth century to the end of the twentieth.

Genesis and meaning of architectural form, applying national, cultural, and international contexts. HU

HSAR 331b, Postwar Art in Europe and North America Sebastian Zeidler

A representative survey of art in Europe and North America between 1945 and today. Movements considered include Abstract Expressionism, Pop art, Minimalism, and Conceptual art on both sides of the Atlantic. Major topics range from the mediated image, to the postwar city, to the “white cube” exhibition space, and to the human body between imprint and medium. HU

HSAR 353a / EAST 353a, Korean Art and Culture Youn-mi Kim

The history of Korea from ancient times to the present, with a focus on art and culture. Intersections of art, religion, and politics, as well as interaction with Chinese and Japanese cultures. The transmission of Buddhism and the formation of early Korean kingdoms; controversies regarding national identity; the premodern porcelain industry; Buddhism and Confucianism in politics and aesthetics; religion and art of the Japanese colonial period; contemporary popular culture. Includes a visit to the Metropolitan Museum of Art in New York. HU

HSAR 357a, Art and Architecture of Japan Mimi Yiengpruksawan

Survey of Japanese art and architecture from earliest times through the early nineteenth century. Introduction to paradigmatic monuments, with a focus on programmatic multimedia ensembles as found at Buddhist temples, Shinto shrines, Zen monastic enclaves, military installations and castles, vernacular living spaces, and public institutions of governance. HU

HSAR 368b, Practices of Japanese Painting and Printmaking Mimi Yiengpruksawan

Introduction to the Japanese painting and print traditions that inform Western modernism. Definition of specific formats, approaches, styles, and transitions. Paintings and prints as artifacts and as imaginative spaces in which social and cultural meanings unfold and can be analyzed in comparative perspective. HU

HSAR 373b / AFAM 215b, African American Art, 1963 to the Present Erica James

Modern African American artistic production explored in the context of American art and social history. Critical race theory and artistic discourse from the Spiral group in 1963, to the Black Arts Movement and the culture wars, to current readings in American and postblack art. The complicated relations between African American art and politics. Use of art objects from the Yale University Art Gallery. HU

*** HSAR 401a or b, Critical Approaches to Art History** Staff

A wide-ranging introduction to the methods of the art historian and the history of the discipline. Themes include connoisseurship, iconography, formalism, and selected methodologies informed by contemporary theory. WR, HU

*** HSAR 402b, The Afterlife of Pre-Columbian Art** Staff

After pre-Columbian objects leave their archaeological site or source community they take on a life of their own. This course examines the role that museums and political institutions have in shaping their future and how nineteenth- and twentieth-century artists engage with these “ancient” objects. Related to the Yale University Art Gallery exhibition *Small-Great Objects: Anni and Josef Albers in the Americas* and taught by the show curator. HU

* **HSAR 403b, Observation and Analysis** Theresa Fairbanks

A survey of the techniques and materials employed in Western painting, sculpture, and graphic arts from antiquity to the present. Modern examination techniques analyzed as tools for connoisseurship, dating, and authentication, including study of age, damage, and restoration as they change works of art. General concepts of preservation and conservation. HU RP

* **HSAR 407a, Ancient American Art in the Yale University Art Gallery** Mary Miller

Study of ancient American art from the collections of the Yale University Art Gallery, with a focus on Aztec, Maya, Inca, and Moche materials. The lives of specific objects from antiquity to the present; the history of the Yale collections; issues surrounding facture and forgery. Development of skills in museology. HU

* **HSAR 418b, Seeing, Describing, and Interpreting** Nicola Suthor

Study of select works of art from the period between 1500 and 1800, all on display in the Yale Art Gallery. Required readings of articles and theoretical text are meant to encourage discussion in front of the artwork. The importance of both visual and written information to better understand how artists communicate messages and engage imagination. All sessions held at the Yale Art Gallery. HU

* **HSAR 423a / CLCV 268a / HUMS 227a, The Art of Dionysos: Drink, Drama, and Ecstasy** Milette Gaifman

Artifacts of Greek art and architecture made in honor of Dionysos, the god of wine and theater, whose worship involved ecstatic experiences. The Great Dionysia, a festival where theatrical productions were performed, as the source of inspiration for artifacts and architectural monuments. Objects and structures such as painted vases and theaters as means of keeping the realm of Dionysos present in daily experience. HU

* **HSAR 424b / ARCG 424b / CLCV 230b, eClavdia: Women in Ancient Rome** Diana Kleiner

The contributions of Roman women to one of the greatest cities – and one of the greatest empires – in world history. Lost stories of real-life Roman women recovered from public and residential buildings, portraits, paintings, and other works of Roman art and architecture. HU RP

* **HSAR 434a, Exhibiting America's Gilded Age** Staff

Consideration of how museums function and shape exhibits through study of the human figure and examination of original artworks from the Yale University Art Gallery. Discover the art of the nation's Gilded Age, when American artists filled the grand public spaces of a new generation of civic and cultural landmarks with soaring displays of idealism and ambition, to shape an exhibition that explores the era's finest work and key ideas. Site visits to Yale University Art Gallery, Boston, and Harrisburg, Pennsylvania. HSAR 115. Exceptions considered. WR, HU

* **HSAR 447b, Perspectives on African Art** Barbara Plankensteiner

Introduction to the appreciation, understanding, and history of studying, collecting, and representing African Art. Along with a selection of artworks and themes represented in the newly designed African Art Gallery at Yale University Art Gallery, students will explore aesthetics, socio-cultural context, and iconography of tradition based African Art. HU

* **HSAR 453b, Textiles of Asia, 800–1800 C.E.** Ruth Barnes

Survey of the great textile traditions of China, India, and the Islamic world from the ninth through eighteenth centuries C.E. The roles of central and southeast Asia in the transmission of styles and techniques. The cultural meaning, mobility, and cross-cultural significance of textiles in Asia. Extensive use of the Yale University Art Gallery's textile collections. HU

* **HSAR 456b / MMES 456b, Art and Politics in the Modern Middle East** Kishwar Rizvi

Political ideologies have either unified the modern Middle East, such as Pan-Arabism of the 1960s and Islamism of the 1980s, or caused deep ruptures, such as Zionism and sectarianism. Examination of the art and architectural productions that have gone hand-in-hand with these political developments from the nineteenth century until present day. Poetic, visual, and urban interventions document the profound changes that have defined the countries of this region, while connecting them to political movements throughout the world. WR, HU

* **HSAR 460a / ENGL 247a, Writing about Contemporary Figurative Art** Margaret Spillane

A workshop on journalistic strategies for looking at and writing about contemporary paintings of the human figure. Practitioners and theorists of figurative painting; controversies, partisans, and opponents. Includes field trips to museums and galleries in New York City. WR, HU

* **HSAR 462b, Art, Science, and Expedition in the Americas** Jennifer Raab

Study of the works of artists traveling throughout North and South America during the late eighteenth and nineteenth centuries as participants in major expeditions to survey new lands and document discoveries. Consideration of relationships between natural history and visual imagination, practices of collecting, politics of display, mapping as an artistic model, and aesthetics of early ecological thought. Extensive use of Yale collections. HU

* **HSAR 466a, The Technical Examination of Art** Ian McClure

Introduction to methods used in the technical examination of works of art, including critical assessment of the information such methods provide. What technical examination can reveal about the materials and techniques used in a particular work's creation and about its subsequent history.

* **HSAR 472a / AFAM 353a, Black British Art and Culture** Kobena Mercer

Introduction to black British visual artists and cultural theorists, with a focus on those of African, Caribbean, and South Asian descent. Postcolonial perspectives on diaspora identities and cross-cultural aesthetics in art, film, and photography from 1945 to the present. HU

* **HSAR 480a / EAST 470a, The Arts of Nomads in China, 900–1400** Youn-mi Kim

Visual culture of the nomadic Kitans and Mongols, ranging from gold death masks and murals excavated from tombs to religious artworks that reflect hybrid and diverse religious practices. Arts produced during the empires founded by the Liao (907–1125) and Yuan (1279–1368) located in a broad transregional context, including their role in the cultural and political landscapes of East, Central, and South Asia from the tenth century to the fifteenth. HU

* **HSAR 488a, Buddhist Mandalas** Mimi Yiengpruksawan

Study of Buddhist mandalas, objects such as paintings, relief sculptures, sand works, engravings on stone, and textiles that represent graphically what is written in scripture. Examination of Indian, Japanese, and Tibetan mandalas and the texts on which they are based. Focus on the intersection of text and image in the material or visual representation of Buddhist discourse. HU

* **HSAR 490b / FILM 320b, Close Analysis of Film** John MacKay

Ways in which traditional genres and alternative film forms establish or subvert convention and expectation and express thematic and ideological concerns. The balancing of narrative containment and excess, as well as action and image. Use of body and voice, space and music. Examples include films by Antonioni, Zhang, Ozu, and Hitchcock. Prerequisite: FILM 150. HU

* **HSAR 492a, Pop Art** Sebastian Zeidler

Introduction to pop art in North America, Britain, and Germany in the late 1950s and 1960s, when painting, sculpture, and drawing opened up to the image worlds of advertising, cinema, comics, and television. Artists considered include Johns, Lichtenstein, Oldenburg, Rauschenberg, and Warhol, the Independent Group, Richter and Polke. Juniors and seniors preferred. HU

* **HSAR 497a / FILM 417a, Painting and Cinema** Brigitte Peucker

Examination of the relationship between painting and cinema historically, materially, conceptually, and aesthetically from the 1890s to the present. Focus on the relationship between high art and popular culture, as well as critical interrogation of medium-specificity and the materiality of the objects under study. one film or one history of art course. HU

* **HSAR 498a or b, Independent Tutorial** Staff

For students who wish to pursue a subject in the history of art not otherwise covered by departmental offerings. May be used for research or directed reading under faculty supervision. A term paper or its equivalent and regular meetings with the adviser are required. To apply for admission, a student should present a prospectus and a bibliography, signed by the adviser, to the director of undergraduate studies. Enrollment limited to History of Art majors.

* **HSAR 499a or b, The Senior Essay** Staff

Preparation of a research paper about thirty pages long under the direction of a qualified instructor. The essay is written in either the fall or the spring term of the senior year, though preferably in the fall term. Students write on subjects of their own choice. During the term before the essay is written, students plan the project in consultation with a qualified instructor or with the director of undergraduate studies. No student is permitted to enroll in HSAR 499 without submitting a project statement, with the formal title of the essay and a brief description of the subject to be treated. The statement must be signed by the student's adviser and presented to the director of undergraduate studies before the student's schedule can be approved. The student must submit a suitable project outline and bibliography to the adviser and the director of undergraduate studies early in the term. The outline should indicate the focus and scope of the essay topic, as well as the proposed research methodology; the bibliography should be annotated. Students must also complete a library research colloquium for the senior essay. For essays submitted in the fall term, the deadline for

the outline is Friday, September 16 2016; for those in the spring term, Friday, January 27 2017. Senior essays written in the fall term are due on Friday, December 9, 2016; those in the spring term on Friday, April 28, 2017. Two copies must be submitted to the director of undergraduate studies. Failure to comply with any deadline will be penalized by a lower final grade. No late essay will be considered for a prize in the department. Permission may be given to write a two-term essay after consultation with an adviser and the director of undergraduate studies. Only those who have begun to do advanced work in a given area and whose project is considered to be of exceptional promise are eligible. The requirements for the one-term senior essay apply to the two-term essay, except that the essay should be from fifty to sixty pages in length.

History of Science, Medicine, and Public Health

Director of undergraduate studies: William Rankin, HGS 206,
william.rankin@yale.edu; hshm.yale.edu

FACULTY ASSOCIATED WITH THE PROGRAM OF HISTORY OF SCIENCE, MEDICINE, AND PUBLIC HEALTH

Professors Naomi Rogers, William Summers, John Warner

Associate Professor Paola Bertucci

Assistant Professors Henry Cowles, Joanna Radin, William Rankin

Lecturers Ivano Dal Prete, Jenna Healey, Chitra Ramalingam

Affiliated Faculty Rene Almeling (*Sociology*), Toby Appel (*Yale University Library*), Melissa Grafe (*Yale University Library*), Dimitri Gutas (*Near Eastern Languages & Civilizations*), Ann Hanson (*Classics*), Jessica Helfand (*School of Art*), Marcia Inhorn (*Anthropology*), Kathryn James (*Yale University Library*), Amy Kapczynski (*Law School*), Gundula Kreuzer (*Music*), Amy Meyers (*Yale Center for British Art*), Alan Mikhail (*History*), Ayesha Ramachandran (*Comparative Literature*), Paul Sabin (*History*), Jason Schwartz (*School of Medicine*), Gordon Shepherd (*School of Medicine*), Frank Snowden (*History*), Rebecca Tannenbaum (*History*), R. John Williams (*English*)

History of Science, Medicine, and Public Health is an interdisciplinary program that focuses on how different forms of knowledge and technology have been created in various times, places, and cultures, and how they have shaped the modern world. The program explores questions such as whether science is universal, or whether each culture has its own approach to trustworthy knowledge; the relationship between medical expertise, social structure, and everyday life; the nature of technology and its relationship to political, economic, and military power; reasons why even the best public health campaigns have unintended consequences.

Course topics include the Scientific Revolution, medicine and media in modern America, health activism and public health, global health and epidemics, biotechnology, predictions of planetary catastrophe, scientific collections and material culture, and the historical development of the physical, environmental, biological, and human sciences.

A major in History of Science, Medicine, and Public Health offers excellent preparation for a wide range of careers. Premedical students and others interested in health-related fields can combine preprofessional training with a broad humanistic education. The

major also provides a solid foundation for any career at the intersection of the sciences, technology, and public life, including law, business, journalism, museum work, public policy, and government.

Requirements of the major The major in History of Science, Medicine, and Public Health requires twelve term courses, including the two-term senior requirement. Students select a pathway of seven courses that guides them through an area of specialization. The seven pathway courses must include two courses in History of Science, Medicine, and Public Health; one seminar numbered 100 or above in History of Science, Medicine, and Public Health or in History; one science course; and three electives chosen from relevant courses in any department.

The five standard pathways in the major are Medicine and Public Health; Global Health; Science, Technology, and Society (formerly Science, Technology, and Power); Gender, Reproduction, and the Body (formerly Gender and Sexuality); and Media, Visual Culture, and Material Knowledge (formerly Arts and Media). Students may also design customized pathways in consultation with the director of undergraduate studies. No later than the beginning of the junior year, students in the major must select a standard pathway or indicate that they wish to design their own.

Beyond the seven pathway courses, students must complete three additional electives in History of Science, Medicine, and Public Health. One of the electives must be a seminar, and one must be chosen from a pathway other than the one selected for the major. All courses for the major are chosen in collaboration with the student's adviser.

Senior requirement By the end of reading period in the spring term of the junior year, students choose whether they will work toward a yearlong or a one-term senior project. Yearlong senior projects are completed in HSHM 490, 491; one-term projects are completed in HSHM 492. Students who choose a one-term project must take an additional seminar in History of Science, Medicine, and Public Health during the final term of the senior year. Only students who complete a yearlong senior project are eligible for Distinction in the Major.

For both the one-term and yearlong senior projects, students select a project adviser, propose a tentative topic and title, and submit a proposal to the senior project director. The final product of the senior requirement may be a written essay or an alternative project such as a film, exhibition, catalog, atlas, or historical data reconstruction. In the case of an alternative project, the student must identify a second reader in addition to the adviser before the project is approved by the senior project director. Either the adviser or the second reader must be a member of the faculty in History of Science, Medicine, and Public Health. A written component to the senior project must illustrate sources and the intellectual significance of the project. For more details about requirements and deadlines, majors should consult the HSHM Senior Project Handbook; copies are available from the senior project director and on the program's Web site (<http://hshm.yale.edu>).

Credit/D/Fail courses Courses taken Credit/D/Fail may not be counted toward the requirements of the major.

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 12 term courses (incl senior req)

Distribution of courses 7 courses in pathway, incl 2 HSHM courses, 1 sem in HSHM or Hist numbered 100 or above, 1 science course, and 3 electives; 3 addtl HSHM electives, incl 1 sem and 1 course outside major pathway

Senior requirement Yearlong project (HSHM 490, 491), or one-term project (HSHM 492) and 1 addtl HSHM sem

Courses

* **HSHM 007a / HUMS 076a, Epidemics in Global Perspective** William Summers
Interaction of epidemic diseases and society. The response of government, medicine, and the public to the threat or actual presence of widespread contagious diseases. The notion of major epidemics as one of the key contingencies of history, critically examined through contemporary medical, political, and literary accounts. The changing responses of societies and governments to epidemics as well as the reasons for those responses. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU, SO

* **HSHM 009b / HIST 099b, Computers, Culture, and Biology** Joanna Radin
Electronic life and the history of the current digital age, evaluated to better understand how it has transformed, and is continuing to transform, fundamental questions about what it means to be alive. Examination of early histories of computation and communication and their transformations and intersections with bodies and environments. Key topics include artificial intelligence, the Internet, virtual reality, “big data,” and synthetic biology. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

HSHM 202a / AMST 247a / FILM 244a / HIST 147a / HLTH 170a, Media and Medicine in Modern America John Warner
Relationships between medicine, health, and the media in the United States from 1870 to the present. The changing role of the media in shaping conceptions of the body, creating new diseases, influencing health and health policy, crafting the image of the medical profession, informing expectations of medicine and constructions of citizenship, and the medicalization of American life. HU

HSHM 204a / AMST 163a / EVST 120a / HIST 120a, American Environmental History Paul Sabin
Ways in which people have shaped and been shaped by the changing environments of North America from precolonial times to the present. Migration of species and trade in commodities; the impact of technology, agriculture, and industry; the development of resources in the American West and overseas; the rise of modern conservation and environmental movements; the role of planning and impact of public policies. HU

HSHM 211b / EVST 211b / G&G 211b / HIST 416b, Global Catastrophe since 1750
William Rankin
A history of the geological, atmospheric, and environmental sciences, with a focus on predictions of global catastrophe. Topics range from headline catastrophes such as global warming, ozone depletion, and nuclear winter to historical debates about the age of the Earth, the nature of fossils, and the management of natural resources. Tensions

between science and religion; the role of science in government; environmental economics; the politics of prediction, modeling, and incomplete evidence. HU

HSHM 214a / HIST 402a, Extraterrestrials in History Ivano Dal Prete

The notion of extraterrestrials and "radical others" in history and culture from antiquity to the present. Topics include other worlds and their inhabitants in ancient Greece; medieval debates on the plurality of worlds; angels, freaks, native Americans, and other "aliens" of the Renaissance; comet dwellers in puritan New England; Mars as a socialist utopia in the early twentieth century; and visitors from space in American popular culture. HU

HSHM 215b / HIST 140b, Public Health in America, 1793 to the Present Naomi Rogers

A survey of public health in America from the yellow fever epidemic of 1793 to AIDS and breast cancer activism at the end of the past century. Focusing on medicine and the state, topics include quarantines, failures and successes of medical and social welfare, the experiences of healers and patients, and organized medicine and its critics. HU

HSHM 226a / HIST 236a, The Scientific Revolution Paola Bertucci

The changing relationship between the natural world and the arts from Leonardo to Newton. Topics include Renaissance anatomy and astronomy, alchemy, and natural history. HU

HSHM 227b, Science in the Ancient and Premodern World Ivano Dal Prete

The engagement of premodern civilizations with the study of nature, from antiquity to c. 1500. Middle Eastern and Greco-Roman scientific traditions, cross-cultural dissemination with India and China, natural philosophy in the Islamic and Christian Middle Ages. Emphasis on the visual and material culture of science. No background in history or science is required. HU

HSHM 242a / HIST 193a, Molecules, Life, and Disease: Twentieth Century William Summers

The emergence of the molecular vision of life and disease in the twentieth century. Topics include the role of technology and research practices, intellectual and political migrations, science policy and philanthropic foundations, constructions of risks and patenting of life, big science and biotechnology, politics of memory, and popular representation of science. Relationships to broad intellectual, social, cultural, and political changes. HU

HSHM 414b / CLCV 134b, Ancient Greek Medicine and Healing Jessica Lamont

An introduction to Greek medicine and healing practices from the fifth century BCE to the second century CE, with attention to central concepts, methods, and theories. The relation of scientific theories to clinical practice, magic, temple medicine, and Greek philosophy are considered. HU

* **HSHM 415b, Historical Perspectives on Science and Religion** Ivano Dal Prete

The engagement between science and religion from a historical standpoint and a multicultural perspective. The Islamic, Jewish, Buddhist, and Christian traditions; the roots of modern creationism; salvation expectations and the rise of modern science and technology. General knowledge of western and world history is expected. HU

* **HSHM 420b / HIST 413Jb / PSYC 436b, History of Addiction** Henry Cowles

A survey of the understanding and treatment of addiction in the modern period. Psychology and psychiatry; alcoholism, abstinence, and prohibition; gambling and other behavioral addictions; recent work on habit formation; and addiction narratives in literature and film. Readings include primary texts from a range of scientific and medical fields as well as from court cases, political debates, and social and religious movements. WR, HU

* **HSHM 422a / HIST 467Ja, Cartography, Territory, and Identity** William Rankin

Exploration of how maps shape assumptions about territory, land, sovereignty, and identity. The relationship between scientific cartography and conquest, the geography of statecraft, religious cartographies, encounters between Western and non-Western cultures, and reactions to cartographic objectivity. Students make their own maps. No previous experience in cartography or graphic design required. WR, HU

* **HSHM 423a / HIST 417Ja, Biomedical Futures Since 1945** Joanna Radin

Ideas about biomedicine's promises and perils as they have been realized differently across place and time. Visions of the future of biomedicine that have shaped public policy, medical practice, and therapeutic innovation. Speculation about what medicine would come to look like in time. Ideas from literature, film, advertisements, policy documents, and medical texts around the world since World War II. WR, HU

* **HSHM 434a / SPAN 309a, Science and Religion in Spanish Narrative, 1875–1915**

Leslie Harkema

The literary response to debates surrounding scientific advances and religious belief in Spanish novels and stories of the modernist era. Authors include Benito Pérez Galdós, Emilia Pardo Bazán, Santiago Ramón y Cajal, Miguel de Unamuno, and Pío Baroja. Open to students who have placed into L5 courses or who have successfully completed an L4 course in Spanish. Counts toward the Spanish major. L5, HU

* **HSHM 439a / HIST 124Ja, Psychiatry, Madness, and Culture in the United States, 1850–2000** Deborah Doroshov

Examination of major themes in American psychiatry since 1850 with particular attention to cultural representations in popular periodicals, novels, plays, and films. Topics include asylums and their inhabitants; hysteria and sexual dysfunction; neurasthenia; coping with war; mental hygiene, juvenile delinquency, and the rise of emotional disturbance; protest and identity politics in the 1960s; and depression and cosmetic psychopharmacology. Not appropriate for those who have taken HSHM S464. WR, HU

* **HSHM 448a / HIST 177Ja / WGSS 448a, American Medicine and the Cold War**

Naomi Rogers

The social, cultural, and political history of American medicine from 1945 to 1960. The defeat of national health insurance; racism in health care; patient activism; the role of gender in defining medical professionalism and family health; the rise of atomic medicine; McCarthyism in medicine; and the polio vaccine trials and the making of science journalism. WR, HU

* **HSHM 456b / HIST 178J / HUMS 457b / PSYC 455b, Other Minds** Henry Cowles and Laurie Santos

A historical and scientific perspective on what this course will refer to as "other minds." Students have the opportunity to study key scientific papers and interact with

international experts on such topics as the cognitive capacities that allow humans to think of animal species as deserving of compassion and respect; why certain human groups are considered "less than" human; and what makes the human mind special. Prerequisites: one course in psychology and one course in historical perspectives, or with permission of the instructor. HU, SO

*** HSHM 468a, Sex, Life, and Generation** Ivano Dal Prete

Theories and practices of life, sex, and generation in Western civilization. Politics and policies of conception and birth; social control of abortion and infanticide in premodern societies; theories of life and gender; the changing status of the embryo; the lure of artificial life. HU

*** HSHM 470a and HSHM 471a, Directed Reading** Staff

Readings directed by members of the faculty on topics in the history of science, medicine, or public health not covered by regular course offerings. Subjects depend on the interests of students and faculty. Weekly conferences; required papers.

*** HSHM 490a and HSHM 491a, Yearlong Senior Project** Joanna Radin

Preparation of a yearlong senior project under the supervision of a member of the faculty. There will be a mandatory meeting at the beginning of the term for students who have chosen the yearlong senior project; students will be notified of the time and location by e-mail before classes begin. Majors planning to begin their projects who do not receive this notice should contact the senior project director. Students expecting to graduate in May enroll in HSHM 490 during the fall term and complete their projects in HSHM 491 in the spring term. December graduates enroll in HSHM 490 in the spring term and complete their projects in HSHM 491 during the following fall term. Majors planning to begin their projects in the spring term should notify the senior project director by the last day of classes in the fall term. Students must meet progress requirements by specific deadlines throughout the first term to receive a temporary grade of SAT for HSHM 490, which will be changed to the grade received by the project upon the project's completion. Failure to meet any requirement may result in the student's being asked to withdraw from HSHM 490. For details about project requirements and deadlines, consult the HSHM Senior Project Handbook. Students enrolled in HSHM 491 must submit a completed project to 211 HGS no later than 5 p.m. on April 3, 2017, in the spring term, or no later than 5 p.m. on November 30, 2016, in the fall term. Projects submitted after 5 p.m. on the due date without an excuse from the student's residential college dean will be subject to grade penalties. Credit for HSHM 490 only on completion of HSHM 491.

*** HSHM 492a, One-Term Senior Project** Joanna Radin

Preparation of a one-term senior project under the supervision of an HSHM faculty member, or of an affiliated faculty member with approval of the director of undergraduate studies. There will be a mandatory meeting at the beginning of the term for students who have chosen the one-term senior project; students will be notified of the time and location by e-mail before classes begin. Majors planning to begin their projects who do not receive this notice should contact the senior project director. Students expecting to graduate in May enroll in HSHM 492 during the fall term. December graduates enroll in HSHM 492 in the preceding spring term. Students planning to begin their project in the spring should notify the senior essay director by the last day of classes in the fall term. Majors must submit a completed Statement of Intention form signed by the faculty member who has agreed to supervise the project to

the HSHM administrator in 207 HGS no later than September 18, 2016 (HSHM 492a), or January 19, 2017 (HSHM 492b). Blank statement forms are available in 207 HGS and in the HSHM Senior Project Handbook. Students enrolled in HSHM 492 must submit a completed senior project to 211 HGS no later than 5 p.m. on December 5, 2016, in the fall term, or no later than 5 p.m. on May 2, 2017, in the spring term. Projects submitted after 5 p.m. on the due date without an excuse from the student's residential college dean will be subject to grade penalties.

Human Rights

Program director: James Silk, L39 SLB, 432-1729,
humanrights.program@yale.edu; humanrights.yale.edu

ADVISORY COMMITTEE FOR THE SPECIAL ACADEMIC PROGRAM IN HUMAN RIGHTS

Seyla Benhabib (*Political Science, Philosophy*), Ned Blackhawk (*History*), Amity Doolittle (*Environmental Studies*), Crystal Feimster (*African American Studies, American Studies*), Moira Fradinger (*Comparative Literature*), Inderpal Grewal (*Women's, Gender, & Sexuality Studies*), Benedict Kiernan (*History*), Alice Miller (*Law School, Public Health*), Thomas Pogge (*Philosophy*), Jill Richards (*English*), Thania Sanchez (*Political Science*), James Silk (*Law School*), David Simon (*Political Science*), Elisabeth Wood (*Political Science*), Jonathan Wrytzen (*Sociology*)

The Special Academic Program in Human Rights presents human rights as a rich and interdisciplinary field of study. The program provides students with the analytical, conceptual, and practical skills necessary for human rights study; connects students to affiliate faculty and peers; supports student research projects and internships; and offers career guidance in the field.

Students apply to the Special Academic Program in Human Rights during the fall term of the sophomore year. They also complete the requirements of a Yale College major. Yale College does not offer a major in human rights.

To fulfill the requirements of the program, students complete a gateway course, four electives, and a capstone project. The gateway course equips students with the theoretical tools necessary for studying human rights, their evolution, and their justification. It introduces a number of contemporary issues such as gender disparities, racial discrimination, climate change, global health, human trafficking, refugees, world poverty, and humanitarian intervention. Students select four electives from a list of eligible courses provided at the start of each term. A capstone project, informed by extracurricular experience, is developed in consultation with the program director.

Additional information is available at the Human Rights Web page (<http://humanrights.yale.edu>).

Courses

* **HMRT 400a, Advanced Human Rights Colloquium** James Silk

This course is the culminating seminar for Yale College seniors in the Multidisciplinary Academic Program in Human Rights (Human Rights Scholars). The goal of the

colloquium is to help students conceive and produce a meaningful capstone project as a culmination of their work in the program. It is a singular opportunity for students to pursue in-depth research in human rights. Open only to Human Rights Scholars in their senior year and a requirement for completing the program.

Humanities

Director of undergraduate studies: Norma Thompson, Whitney Humanities Center, 53 Wall St., 432-1313, norma.thompson@yale.edu; chair: Bryan Garsten, 53 Wall St., 432-0670, bryan.garsten@yale.edu; humanities.yale.edu/.

FACULTY ASSOCIATED WITH THE PROGRAM OF HUMANITIES

Professors Jeffrey Alexander (*Sociology*), Dudley Andrew (*Film & Media Studies, Comparative Literature*), Seyla Benhabib (*Political Science*), R. Howard Bloch (*French*), Harold Bloom (*Humanities*), Leslie Brisman (*English*), David Bromwich (*English*), Rüdiger Campe (*German*), Francesco Casetti (*Humanities*), Stephen Davis (*Religious Studies, History*), Wai Chee Dimock (*English*), Carlos Eire (*History, Religious Studies*), Benjamin Foster (*Near Eastern Languages & Civilizations*), Paul Freedman (*History*), Kirk Freudenburg (*Classics*), Bryan Garsten (*Political Science*), Jacqueline Goldsby (*English, African American Studies*), Phyllis Granoff (*Religious Studies*), Emily Greenwood (*Classics*), Frank Griffel (*Religious Studies*), Karsten Harries (*Philosophy*), Christine Hayes (*Religious Studies, Judaic Studies*), Carol Jacobs (*German*), Edward Kamens (*East Asian Languages & Literatures*), Alice Kaplan (*French*), Anthony Kronman (*School of Law*), Kathryn Lofton (*Religious Studies, American Studies, History*), Tina Lu (*East Asian Languages & Literatures*), John MacKay (*Slavic Languages & Literatures*), Lawrence Manley (*English*), Stefanie Markovits (*English*), Paul North (*German*), Brigitte Peucker (*German*), Steven Pincus (*History*), Leon Plantinga (*Emeritus*) (*Music*), Joseph Roach (*English, Theater Studies*), John Rogers (*English*), Andrew Sabl (*Ethics, Politics, & Economics*) (*Visiting*), Maurice Samuels (*French*), Steven Smith (*Political Science, Philosophy*), William Summers (*History of Science, Medicine, and Public Health*), Henry Sussman (*German*) (*Visiting*), Gary Tomlinson (*Music, Humanities*), Francesca Trivellato (*History*), Katie Trumpener (*Comparative Literature*), Jing Tsu (*East Asian Languages & Literatures*), Miroslav Volf (*Divinity School*), Anders Winroth (*History*), Ruth Yeazell (*English*)

Associate Professors Paola Bertucci (*History, History of Science, Medicine, and Public Health*), Toni Dorfman (*Adjunct*) (*Theater Studies*), Martin Hägglund (*Comparative Literature, Humanities*), Karuna Mantena (*Political Science*), Andrew March (*Political Science*), Laurie Santos (*Psychology*), Marci Shore (*History*), Kirk Wetters (*German*)

Assistant Professors Rebekah Ahrendt (*Music*), Marijeta Bozovic (*Slavic Languages & Literatures*), Molly Brunson (*Slavic Languages & Literatures*), Thomas C. Connolly (*French*), Henry Cowles (*History of Science, Medicine, and Public Health, History*), Emily Erikson (*Sociology*), Marta Figlerowicz (*Comparative Literature, English*), Bella Grigoryan (*Slavic Languages & Literatures*), Isaac Nakhimovsky (*History*), Christiana Purdy Moudarres (*Italian*), Ayesha Ramachandran (*Comparative Literature*), Dixa Ramirez (*American Studies*)

Senior Lecturers Peter Cole (*Judaic Studies*), Ronald Gregg (*Film & Media Studies*), Charles Hill (*Humanities*), Stuart Semmel (*History, Humanities*), Kathryn Slanski

(*Humanities, Near Eastern Languages & Civilizations*), Norma Thompson (*Humanities*), Christian Wiman (*Institute of Sacred Music, Divinity School*)

Lecturers Jeffrey Brenzel (*Yale College*), Karla Britton (*Divinity School*), Emily Coates (*Theater Studies*), Matthew Croasmun (*Religious Studies*), Hilary Fink (*Slavic Languages & Literatures*), Karen Foster (*Near Eastern Languages & Civilizations*), Mia Reinoso Genoni (*History of Art*), Virginia Jewiss (*Humanities*), Camille Lizarribar (*Humanities*), Judith Malafrente (*Music*), Thomas Miller (*Humanities*), Terence Renaud (*Humanities*), Karin Roffman (*Humanities, English*), Pamela Schirmeister (*English*), George Syrimis (*Hellenic Studies*)

The undergraduate program in Humanities provides students the opportunity to integrate courses from across the humanistic disciplines into intellectually coherent and personally meaningful courses of study. Works of literature, music, history, philosophy, and the visual arts are brought into conversation with one another and with the history of ideas. Students in all classes can find options in the varied course offerings, from special seminars for first-year students to the Franke and Shulman Seminars for seniors. Many courses are open to nonmajors.

The major in Humanities asks students to begin with broad surveys of foundational works in at least two different cultural traditions, including at least one course on classical Western European texts. All majors in the Class of 2018 and subsequent classes take two specially-commissioned core seminars, each co-taught by two faculty members from different but complementary fields of study. After taking these core seminars, students in the major share a broad grounding in several cultural traditions, the experience of having grappled with the question of what "modernity" is, and the experience of having spent a term interpreting a single work (or small corpus of works) in great depth. Students then craft an area of concentration according to their interests and with the help of appropriate faculty members. The major offers breadth and interdisciplinary scope even as it encourages depth and intellectual coherence.

Requirements of the major for the Class of 2017 Students in the Class of 2017 may fulfill the requirements of the Humanities major that were in place when they entered the major, as described in previous editions of this bulletin (<http://www.yale.edu/printer/bulletin/archivedfiles/YCPS>).

Requirements of the major for the Class of 2018 and subsequent classes Fourteen term courses are required for the major, including three "foundational works" surveys, two core seminars, one course in each of four areas of study in the humanities (which may include the Franke and Shulman Seminars), four additional electives selected to complement the student's area of concentration (with approval of the director of undergraduate studies), and a one- or two-term senior essay. Majors in Humanities are strongly encouraged to enroll in at least one term course in literature in a foreign language. Students are expected to declare their intent to major in Humanities in a meeting with the director of undergraduate studies before their junior year.

Foundations Three broad surveys of foundational works in any cultural tradition are required, such as HIST 280, The Catholic Intellectual Tradition, EALL 200, The Chinese Tradition, or RLST 189, Introduction to Indian Philosophy. One or two foundations courses must be in the classical tradition of Western Europe, such

as Directed Studies, or ENGL 129, Tragedy in the European Literary Tradition, or CLCV 256, Ancient Athenian Civilization.

Core seminars The major requires two core seminars, one in "Modernities" and one in "Interpretations." Each core seminar is taught by a pair of faculty members from complementary disciplines. The two broad themes of the seminars remain consistent from year to year, but the material studied and the faculty members teaching change, allowing each class of students to explore the themes in different ways.

Areas of study in the humanities One course is required in each of four areas: literature; visual, musical, or dramatic arts; science in the humanities; and intellectual history and historical analysis. Courses may be drawn from any department or program in Yale College, with the approval of the director of undergraduate studies.

The Franke Seminar and the Shulman Seminar Sponsored by the Whitney Humanities Center and designed to speak across disciplinary lines to broad public and intellectual issues, the Franke Seminar and the Shulman Seminar each include a series of coordinated public lectures. The seminars are for enrolled students; the lecture series are open to the Yale and local communities. Humanities majors may enroll in a Franke or a Shulman Seminar with permission of the director of undergraduate studies and the instructor.

Summer program in Rome Humanities majors who take the spring-term course HUMS 444, *The City of Rome*, (or its equivalent, with instructor approval) and develop individual research topics to be pursued in Rome may apply for enrollment in a two-credit summer course offered by Yale Summer Session. Museums, archaeological sites, churches, piazzas, libraries, and the city itself are part of the classroom for the summer course. Further information is available on the Humanities program Web site (<http://www.yale.edu/humanities/summer.html>) and the Yale Summer Session Web site (<http://summer.yale.edu>).

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 14 term courses (incl senior essay)

Distribution of courses 3 foundations courses; 2 core sems; 1 course in each of 4 disciplinary areas; 4 electives in concentration

Senior requirement Senior essay (HUMS 491)

Seminars for Freshmen

* **HUMS 060a / FREN 005a, Tragedy** Staff

Exploration of representative works of tragedy from ancient Greece to the twenty-first century. The relationship between tragedy as a literary form and the tragic as a philosophical concept. Tragedy as a way to give meaning to catastrophe, trauma, and loss. The ethical and political implications of tragedy and the question of tragedy's relevance today. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **HUMS 071a, Intellectual Circles** Charles Hill

Study of the creative interactions produced by informal associations of innovative minds in literature, philosophy, politics, science, psychology, the arts, war, and law. Courtiers, advisors, disciples, and disputers around Confucius, Socrates, Lincoln, Freud, Wittgenstein, and Niebuhr are among the circles considered. Groups include American Founders, quantum physicists, computer scientists, Gertrude Stein's "Lost Generation" of Americans in Paris, "The Georgetown Set" of Cold War friends and rivals, and the Supreme Court. HU

* **HUMS 073b / LITR 087b, Uncertainty in Medicine Viewed through the Humanities**

William Sledge and Moira Fradinger

A survey that explores the rich conversation of science and humanistic study in experiences of uncertainty in medical practice. Professional relationships between doctor and patient examined through history, sociology, anthropology, literature, music and visual arts, and medical reflections. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **HUMS 074b / FREN 013b, The Major Works of Albert Camus** Alice Kaplan

An exploration of the major works—fiction, theater, political essays—of French writer Albert Camus (1913–1960). Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **HUMS 076a / HSHM 007a, Epidemics in Global Perspective** William Summers

Interaction of epidemic diseases and society. The response of government, medicine, and the public to the threat or actual presence of widespread contagious diseases. The notion of major epidemics as one of the key contingencies of history, critically examined through contemporary medical, political, and literary accounts. The changing responses of societies and governments to epidemics as well as the reasons for those responses. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU, SO

* **HUMS 085b / HSAR 001a or b, Aztecs of Mexico** Staff

Exploration of the history, religion, archaeology, and art of the Aztecs. Readings from both Spanish and indigenous chronicles of the sixteenth century; examination of major monuments of Tenochtitlan, 1455-1519. Readings and discussion in English. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **HUMS 092a / RLST 012a, Divine Law in Historical Perspective** Christine Hayes

Exploration of the divergent notions of divine law in Greco-Roman antiquity and biblical Israel; the cognitive dissonance their historical encounter engendered and attempts by Jewish, Christian, and contemporary secular thinkers to negotiate competing claims. Topics include: debates over the attributes and nature of divine law versus human law; the grounds of divine law's authority; law as a religious expression versus law as debasement of the divine-human relationship; the impact of divine law debates on secular legal theory. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

Core Seminars

* **HUMS 402b / ENGL 230b / LITR 319b, Modernities: Selfhood, Race, Class, and Gender** Ayesha Ramachandran and Marta Figlerowicz

The fundamental notion of "the self" interrogates categories of race, class, and gender as dimensions of understanding personhood. Introduction to major philosophical frameworks for thinking about "the self" from antiquity to the present; students examine case studies from across the world, aiming to put contemporary debates about these issues in historical perspective. HU

* **HUMS 403a / ENGL 205a, Interpretations: Versions of Shakespeare's *Tempest*** Lawrence Manley and Emily Greenwood

A study of Shakespeare's *Tempest* in relation to its ancient and contemporary sources and its extensive influence on literature (poems, drama, fiction, essays), the arts (film, opera, visual arts), and cultural theory from the seventeenth century to the present. Examples from Europe, The Americas, Africa, and Asia. HU

Humanities Electives

HUMS 140b / NELC 121b, The Hero in the Ancient Near East Kathryn Slanski

Exploration of the interaction of religion, history, and literature in the ancient Near East through study of its heroes, including comparison with heroes, heroic narratives, and hero cults in the Bible and from classical Greece. WR, HU

* **HUMS 145b / CLCV 212b, Ancient Greek and Roman Novels in Context** Pauline LeVen

A thorough examination of ancient novels as ancestors to the modern novel. Focus on seven surviving Greek and Roman novels, with particular emphasis on questions of interpretation, literary criticism, and literary theory, as well as cultural issues raised by the novels, including questions of gender and sexuality, ethnicity, cultural identity, religion, and intellectual culture of the first centuries A.D. WR, HU

* **HUMS 149b / ENGL 219b / ITAL 309b / LITR 179b / WGSS 179b, Gender and Genre in Renaissance Love Poetry** Ayesha Ramachandran

Introduction to the poetic genres of lyric, epic, and pastoral in the European Renaissance. Focus on questions of desire, love, and gendered subjectivity. The historical contexts and political uses of discourses of eroticism and pleasure in Italy, Spain, France, and England. Written exercises include poetic imitations of Renaissance texts. HU

* **HUMS 150a, Shakespeare and the Canon: Histories, Comedies, and Poems** Harold Bloom

A reading of Shakespeare's histories, comedies, and poems, with an emphasis on their originality in regard to tradition and their influence on Western representation since the seventeenth century. Secondary readings included. HU

* **HUMS 151b, Shakespeare and the Canon: Tragedies and Romances** Harold Bloom

A reading of Shakespeare's tragedies and romances, with an emphasis on their originality in regard to tradition and their influence on Western representation since the seventeenth century. Secondary readings included. HU

- * **HUMS 152a, Poetic Influence from Shakespeare to Keats** Harold Bloom
The complexities of poetic influence in the traditions of the English language, from Shakespeare to Keats. HU
- * **HUMS 153b, Poetic Influence from Tennyson and Whitman to the Present** Harold Bloom
The complexities of poetic influence in the tradition of the English language, from Tennyson and Whitman to the present. HU
- * **HUMS 154a / ENGL 254a, Defenses of Poetry** Paul Fry
Defenses of poetry's "ancient quarrel" with philosophy, science, and history. Readings in Plato, Aristotle, Sidney, Rousseau, Kant, Wordsworth, Peacock and Shelley, Arnold, Benjamin and Adorno, Heidegger, Cleanth Brooks, Jakobson, Kristeva, De Man; defenses in verse by Donne, Keats, Stevens, Moore and Bishop. WR, HU
- * **HUMS 161b / ENGL 203b / FREN 300b, Medieval Shorts** Ardis Butterfield and R. Howard Bloch
Study of the medieval verse tales that are at the root core of humorous, realistic, and idealist literature in English, French, Italian, and Spanish. Readings include a wide range of short works such as French fabliaux, fables and lais, novella from Boccaccio's *Decameron*, English short tales and lyrics. English translations will be available for all texts, which will also be studied alongside their original languages. WR, HU
- * **HUMS 162a / FREN 388a, Feminine Voices in French Literature** R. Howard Bloch
An exploration of women's voices in French literature from the Middle Ages to the mid-twentieth century. The specificity of the feminine voice, the plurality of feminine voices, love and sexuality, and social and professional identity. Authors include Marie de France, Marguerite de Navarre, George Sand, Maryse Condé, and Marguerite Duras. Readings and discussion in English. WR, HU
- * **HUMS 163b, The House and the Writer's Life** Karin Roffman
The study of seven American writers' houses from the mid-nineteenth century to today. Authors include Stowe, Twain, James, Wharton, Stein, Merrill, and Ashbery. Focus is on the creation of the house, including issues of location, architecture, and design and on the literary works that emerged during each writer's process of setting up the house. Trips to local houses and museums.
- * **HUMS 192b / HIST 299Jb, Intellectuals and Power in Europe** Terence Renaud
The role of intellectuals in politics, with a focus on social, cultural, and political upheavals in Europe during the nineteenth and twentieth centuries. Whether intellectuals betray a higher spiritual calling when they enter politics or merely strive to put their own theories into practice. Modern answers to the question of why ideas and intellectuals matter. HU
- * **HUMS 200a, Treasures of Yale** Mary Miller
Objects in Yale collections explored as a means of understanding the history, limits, and relation of academic disciplines, and of discovering underutilized materials with the senior thesis in mind. Resources include the Yale Art Gallery, Yale Center for British Art, Beinecke Library, Sterling Library, libraries at the School of Medicine, the Peabody Museum, and the Collection of Musical Instruments. HU

* **HUMS 205a, Boundaries of the Body in Law and Literature** Camille Lizarríbar

The representation of the human body in law and literature. Bodies as physical structures that inhabit multiple realms, including material, cultural, historical, and symbolic. Ways in which humans think about and give meaning to their bodies in relationship to themselves and to others. Additional sources include film, television, and journalism. WR, HU

HUMS 226a / ARCG 241a / CLCV 241a / HSAR 241a, The Greek Nude and Ideals in Art Milette Gaifman

Survey of ancient Greek art, in particular, representation of the nude body from the seventh century B.C. through modernity. Masterpieces such as *Discus Thrower* and *Venus de Milo*, and Michelangelo's *David* or Botticelli's *The Birth of Venus*, present fundamental distinctions between naturalism, realism, and idealism and the lasting impact of the Greek nude beyond antiquity. Focus on heroic nudity, the relationship between athleticism and visual arts, how male and female bodies are treated differently, and what constitutes ideal beauty. Use of collections in the Yale University Art Gallery and the Yale Center for British Art. HU

* **HUMS 227a / CLCV 268a / HSAR 423a, The Art of Dionysos: Drink, Drama, and Ecstasy** Milette Gaifman

Artifacts of Greek art and architecture made in honor of Dionysos, the god of wine and theater, whose worship involved ecstatic experiences. The Great Dionysia, a festival where theatrical productions were performed, as the source of inspiration for artifacts and architectural monuments. Objects and structures such as painted vases and theaters as means of keeping the realm of Dionysos present in daily experience. HU

* **HUMS 231a / MUSI 435a, Music in European Thought: Three Moments in the Modern Era** Leon Plantinga

An inquiry into the role of music and thought about music at three critical junctures in the intellectual and cultural history of modern Europe: the birth of modernity and opera; the Enlightenment and the classical style; and German romanticism and Beethoven. HU

* **HUMS 235b / FREN 335b, Orientalism in French Literature and Art** Marie-Hélène Girard and Maryam Sanjabi

Examination of Oriental influences in French prose, theater, poetry, travel literature, and art from the seventeenth century to the twentieth. Topics include the problems of Orientalism; encounters with peoples, monuments, and cultures of the Muslim Middle East; social and political critique; and the popular lure of Oriental exoticism. Readings in English. HU

* **HUMS 236a / GMAN 248a / LITR 240a, Goethe's Faust** Staff

Analysis of Goethe's *Faust*, with special attention to *Faust II*, and to the genesis of *Faust* in its various versions throughout Goethe's time. Emphasis on the work in context of Goethe's lifetime and in the later time of both reception and criticism. Reading knowledge of German beneficial but not required. HU TR

* **HUMS 239a / GMAN 375a / LITR 436a, Reading Late Capitalism** Staff

The fate of Marxian literature in view of sociocultural history of the nineteenth and twentieth centuries. Exploration of the parameters and dimensions of Marx's core texts, and pursuit of the fate of such major constructs as the commodity, alienation, class-conflict, and assembly-line manufacture, in the literature, cinema, and theoretical

oversight of both centuries. Authors include Flaubert, Zola, Kafka, Lukács, Benjamin, Derrida, Jameson, and Piketty. Previous coursework analyzing elaborate arguments and recognizing different methodological frameworks. WR, HU TR

* **HUMS 240a / GMAN 337a / LITR 341a, Literature of Travel and Tourism** Staff
A critical, historical introduction to the functions of travel narratives from the late eighteenth century to the present. Topics include travel and autobiography, fiction versus non-fiction, cosmopolitanism, travel as a means of individual experience and education, anthropology, and the contemporary culture of tourism. Focus will be on four works: Ransmayr's *Atlas of an Anxious Man* (2012), Sebald's *The Rings of Saturn* (1995), Goethe's *Italian Journey* (1813/1817) and Georg Forster's account of the Cook voyage (1772-1775). readings and discussion in English. WR, HU

* **HUMS 242b / GMAN 376b / LITR 246b, Twentieth-Century German Fiction** Staff
Introduction to twentieth-century German fiction. Selected readings range from experimental (Walser, Kafka, Roth, Wolf) to classical (Mann, Musil) and from Austrians (Musil), Germans (Mann, Döblin, Wolf), Swiss (Walser), and Austro-Hungarians (Roth). Topics include: modernist improvisation and the turn to language; undercurrents of mystification and superstition in German thought; and radical political instability and cultural exploration under the Weimar Republic WR, HU

* **HUMS 243b / GMAN 315b / LITR 431b / PHIL 482b, Systems and Their Theory**
Henry Sussman
Conceptual systems that have, since the outset of modernity, furnished a format and platform for rigorous thinking at the same time that they have imposed on language the attributes of self-reflexivity, consistency, repetition, purity, and dependability. Texts by Kant, Hegel, Bergson, Kafka, Proust, and Borges. HU

* **HUMS 247a / SOCY 352a, Material Culture and Iconic Consciousness** Jeffrey Alexander
How and why contemporary societies continue to symbolize sacred and profane meanings, investing these meanings with materiality and shaping them aesthetically. Exploration of "iconic consciousness" in theoretical terms (philosophy, sociology, semiotics) and further exploration of compelling empirical studies about food and bodies, nature, fashion, celebrities, popular culture, art, architecture, branding, and politics. HU, SO

* **HUMS 257a / LITR 315, The Concept of Independence** Lukas Moe and Edward King
Beginning with The Declaration of Independence, this course moves through the history of independence in both American and postcolonial contexts. It will situate the political meanings of the term alongside its history in art and aesthetics, asking how the concept of independence became central to definitions of art, politics, and identity. Authors include Virginia Woolf, Frantz Fanon, Emily Dickinson, Immanuel Kant, and Nina Simone. WR, HU

HUMS 272b / EALL 256b / EAST 358b / GBLB 251b / LITR 265b, China in the World
Jing Tsu
Recent headlines about China in the world, deciphered in both modern and historical contexts. Interpretation of new events and diverse texts through transnational connections. Topics include China and Africa, Mandarinization, labor and migration,

Chinese America, nationalism and humiliation, and art and counterfeit. Readings and discussion in English. HU

* **HUMS 300b, Oratory in Statecraft** Charles Hill

A seminar and practicum in oratory, the first tool of leadership. A study of oratory as it provides direction, builds support, and drives action on a strategic agenda. Analysis of speeches in antiquity, the early modern era, and the unique American voice: Edwards to Lincoln to King. HU

* **HUMS 311a / PHIL 321a / PLSC 285a, Political Theology** Steven Smith

Discussion of political theology as the foundation of political authority. The question of whether authority derives from reason or revelation, or from secular or religious sources. Examination of the dialectic of secularization and religious belief in some of the writings of Hobbes, Spinoza, Rousseau, Kant, Maistre, Schmitt, and Strauss. a course in political philosophy or intellectual history. HU, SO

* **HUMS 312b / GMAN 217b / PLSC 298b, Critiques of Political Action** Paul North

What it means to change the world. The history and theory of political action in authors such as Saint Paul, Rousseau, Marx, Foucault, Fanon, Philip K. Dick, and Ursula K. Le Guin. Assessment of different modes of engagement: philanthropy, critique, interpretation, humanitarianism, reform, revolution, and technological innovation. HU

* **HUMS 314a, Philosophy as a Way of Life** Thomas Miller

Examination of the idea that philosophy in the ancient Greek and Roman world was not just an academic discipline, but an entire way of life. Close study of texts by Plato, Xenophon, Seneca, Marcus Aurelius, Porphyry, Confucius, Zhuangzi, Montaigne, and others. HU

* **HUMS 316b, World Order in Liberal Arts** Staff

International peace and security as humanity's primary philosophical problem, reflected in works beyond policy methodologies. Confucius to the Elizabethan "world picture," to Kant, Grass, Calasso, Wittgenstein, and Samuel Beckett. Early writings of Kissinger and his diplomatic papers now at the Yale University Library provide modern case studies. HU

* **HUMS 353b, The World of Augustine's Confessions** Thomas Miller

A close study of the *Confessions* of Augustine. Additional readings by Vergil, Cicero, Paul, Plotinus, Tertullian, and Apuleius place Augustine's work in the intellectual context of the waning of the Roman empire and the rise of Christianity. HU TR

* **HUMS 370a or b / GMAN 415a or b / LITR 233a or b, Büchner: Between Romantic Comedy and Modern Science** Rüdiger Campe

Close reading of works by Georg Büchner, romantic poet and founder of the anticlassical tradition in German literature. The range of Büchner's writings in terms of discourse and performative style, including comedy, tragedy, psychological case study, political pamphlet, philosophical lecture, and scientific paper. Attention to the interrelation between literary and nonliterary semantics. *Readings in English and German. Discussion in English.* HU

* **HUMS 411b, Life Worth Living** Staff

Comparative exploration of the shape of the life advocated by several of the world's normative traditions, both religious and nonreligious. Concrete instantiations of

these traditions explored through contemporary exemplars drawn from outside the professional religious or philosophical spheres. Readings from the founding texts of Buddhism, Judaism, Christianity, Islam, Marxism, and utilitarianism. HU

* **HUMS 427b / ENGL 456b / JDST 316b / LITR 348b, The Practice of Literary Translation** Peter Cole

Intensive readings in the history and theory of translation paired with practice in translating. Case studies from ancient languages (the Bible, Greek and Latin classics), medieval languages (classical Arabic literature), and modern languages (poetic texts). HU

HUMS 438b / NELC 101b, Origins of Western Civilization: The Near East from Alexander to Muhammad Benjamin Foster

Cultural and historical survey of Hellenistic, eastern Roman, Parthian, Byzantine, and Sassanian empires in the Near East. Emphasis on mutual influences of Near Eastern and classical worlds, the rise of Christianity and Islam in Near Eastern contexts, and the division of East and West between conflicting ideas of unity. HU

* **HUMS 443a / HIST 232Ja / JDST 270a / MMES 342a / RLST 201a, Medieval Jews, Christians, and Muslims In Conversation** Ivan Marcus

How members of Jewish, Christian, and Muslim communities thought of and interacted with members of the other two cultures during the Middle Ages. Cultural grids and expectations each imposed on the other; the rhetoric of otherness—humans or devils, purity or impurity, and animal imagery; and models of religious community and power in dealing with the other when confronted with cultural differences. Counts toward either European or Middle Eastern distributional credit within the History major, upon application to the director of undergraduate studies. WR, HU RP

* **HUMS 444b, The City of Rome** Virginia Jewiss

An interdisciplinary study of Rome from its legendary origins through its evolving presence at the crossroads of Europe and the world. Exploration of the city's rich interweaving of history, theology, literature, philosophy, and the arts in significant moments of Roman and world history. HU

* **HUMS 472a / FILM 443a / GMAN 272a, Fear** Paul North and Francesco Casetti
Examination of fear, as the pivotal passion in late modernity, through literature, philosophy, and film. Special emphasis on the twentieth century and the way cinema represents, causes, and reflects on fear. None. HU

* **HUMS 473a, Uncertainty** Norma Thompson

Humanities as the body of knowledge uniquely capable of comprehending the realm of uncertainty where humanity's greatest questions are found. Consideration of how history, literature, philosophy, and art vitally inform the professions of medicine, law, diplomacy, commerce, and science itself. HU

The Franke Seminar

* **HUMS 456a / AFAM 386a / ENGL 285a, James Baldwin's American Scene**
Jacqueline Goldsby

In-depth examination of James Baldwin's canon, tracking his work as an American artist, citizen, and witness to United States society, politics, and culture during the Civil Rights and Black Arts Movements. Prerequisite: Background or course work

in twentieth century African American history, African American literature, and/or American literature helpful but not required. WR, HU

The Shulman Seminar

* **HUMS 457b / HIST 178J / HSHM 456b / PSYC 455b, Other Minds** Henry Cowles and Laurie Santos

A historical and scientific perspective on what this course will refer to as "other minds." Students have the opportunity to study key scientific papers and interact with international experts on such topics as the cognitive capacities that allow humans to think of animal species as deserving of compassion and respect; why certain human groups are considered "less than" human; and what makes the human mind special. Prerequisites: one course in psychology and one course in historical perspectives, or with permission of the instructor. HU, SO

Individual Research and Senior Essay Courses

* **HUMS 470a and HUMS 471b, Special Studies in the Humanities** Norma Thompson

For students who wish to pursue a topic in Humanities not otherwise covered. May be used for research or for directed reading under the guidance of one or more faculty advisers. In either case a term paper or its equivalent is required, as are regular meetings with the adviser or advisers. To apply, a student should present a prospectus and a bibliography signed by the adviser or advisers to the director of undergraduate studies. Enrollment limited to juniors and seniors majoring in Humanities.

* **HUMS 491a or b, The Senior Essay** Norma Thompson

Independent library-based research under faculty supervision. To register, students must consult the director of undergraduate studies no later than the end of registration period in the previous term. A written plan of study approved by a faculty adviser must be submitted to the director of undergraduate studies by November 18, 2016, if the essay is to be submitted during the spring term, by May 2, 2016, for yearlong or fall-term essays. A rough draft of the essay is due at noon on March 27, 2017 for spring-term essays or on October 28, 2016 for fall-term essays. The final essay is due at noon on April 11, 2017 for spring-term essays or on December 5, 2016 for fall-term essays; late essays will be penalized by a lower grade. RP

Italian

Director of undergraduate studies: Christiana Purdy Moudarres, 82–90 Wall St., 432-0597, christiana.purdymoudarres@yale.edu; language program director: Anna Iacovella, 82–90 Wall St., 432-8299, anna.iacovella@yale.edu; italian@yale.edu

FACULTY OF THE DEPARTMENT OF ITALIAN

Professors Millicent Marcus (*Chair*), Giuseppe Mazzotta

Assistant Professor Christiana Purdy Moudarres

Senior Lectors Michael Farina, Anna Iacovella

Affiliated Faculty Roberto González Echevarría (*Spanish & Portuguese*), Joost Keizer (*History of Art*), Gundula Kreuzer (*Music*), Alastair Minnis (*English*), Frank Snowden

(*History*), Gary Tomlinson (*Music, Humanities*), Francesca Trivellato (*History*), Christopher Wood (*History of Art*)

The major in Italian explores Italy's vital role in the formation of Western thought and culture. The core language courses bring students to a high level of aural, spoken, and written proficiency; provide a solid literary and historical background in the language; and prepare students for study in Italy. Other offerings build on the core courses to explore Italian literature, film, history, culture, and art. The Italian major is of particular relevance to the fields of art, economics, film and media studies, history, history of art, international relations, linguistics, literature, philosophy, and theology.

Prerequisite Candidates for the major should have completed a course in Italian at the level of 130 (L3) or should have received credit for equivalent work by the end of their sophomore year. Exceptions may be made in the case of outstanding students who have not satisfied this requirement.

Requirements of the major The major normally consists of eleven term courses beyond the prerequisite. Eight term courses in the Italian department numbered 140 or above (including graduate courses) are required, at least five of which must be conducted in Italian. The courses in the department must include either ITAL 150 or 151 and a course on Dante's *Divine Comedy* (ITAL 310 or equivalent), as well as four courses covering different periods in Italian literature: one in the Middle Ages (in addition to the course on Dante's *Divine Comedy*), one in the Renaissance, and two in Italian literature after 1600. The aim of these six foundation courses is to provide students with both a broad acquaintance with the major works of Italy's literary tradition and a more detailed knowledge of specific periods in Italian literature. Students are also strongly encouraged to use their elective courses to expand their knowledge of either the *Trecento* (fourteenth century) or the *Cinquecento* (sixteenth century). No more than three Italian department courses taught in English may count toward the major. Students intending to major in Italian should consult the director of undergraduate studies.

In completing their programs, students are required to elect two courses in other languages and literatures, history of art, history, or philosophy that are related to their field of study and approved by the director of undergraduate studies. Any graduate course in another national literature or in linguistics may be substituted for one of these two courses. Some knowledge of Latin is desirable.

Senior requirement In the fall or spring of the senior year, all students majoring in Italian must present a departmental essay written in Italian and completed under the direction of a faculty adviser in ITAL 491. The essay should demonstrate careful reading and research on a topic approved by the adviser in consultation with the director of undergraduate studies. A recommended length for the essay is thirty pages. Prospectus and draft deadlines are determined by the adviser; the final deadline is determined by the director of undergraduate studies. The senior requirement culminates in a meeting with department faculty to discuss the thesis and the student's overall experience of study in the major.

Related majors In addition to the major in Italian literature, the department supports the applications of qualified students who wish to pursue a course in Italian studies under the provisions of a Special Divisional Major. Majors can devise a broad program

in social, political, economic, or intellectual history as related to and reflected in Italian literature, or pursue special interests in architecture, film, art, philosophy, music, history, linguistics, theater, political theory, or other fields especially well suited for examination from the perspective of Italian cultural history. Majors in Italian studies must design their programs in close consultation with the director of undergraduate studies and seek the guidance of an additional member of the department whose interests closely coincide with the proposed program of study. For further information, see under Special Divisional Majors (p. 663).

The department's course offerings vary greatly from year to year. Students interested in planning course work in Italian that extends beyond the current academic year should consult the director of undergraduate studies.

For information about the Year or Term Abroad program, see under Special Arrangements (p. 66) in the Academic Regulations.

Placement All students who have not taken Italian at Yale are expected to take the departmental placement test, with the exception of students who have no previous knowledge of Italian. The placement examination is completed on line during the summer; see the *Calendar for the Opening Days of College* and the departmental Web site (<http://italian.yale.edu/undergraduate/placement-testing>) for details.

Combined B.A./M.A. degree program Exceptionally able and well-prepared students may complete a course of study leading to the simultaneous award of the B.A. and M.A. degrees after eight terms of enrollment. See "Simultaneous Award of the Bachelor's and Master's Degrees" under Special Arrangements (<http://catalog.yale.edu/ycps/academic-regulations/special-arrangements>) in the Academic Regulations. Interested students should consult the director of undergraduate studies prior to the sixth term of enrollment for specific requirements in Italian.

REQUIREMENTS OF THE MAJOR

Prerequisite ITAL 130 or equivalent

Number of courses 11 term courses beyond prereq (incl senior req)

Specific courses required ITAL 150 or 151; ITAL 310 or equivalent

Distribution of courses 8 term courses in Italian dept numbered 140 or above, incl 1 in Middle Ages (in addition to ITAL 310), 1 in Renaissance, and 2 in Italian lit after 1600, at least 5 of these conducted in Italian; 2 courses in other langs or lits, hist of art, hist, or phil approved by DUS

Substitution permitted Any grad course in another national lit or in ling for 1 of the 2 courses in other depts, with DUS permission

Senior requirement Senior essay (ITAL 491) and oral interview

Group A Courses

* **ITAL 110a, Elementary Italian I** Staff

A beginning course with extensive practice in speaking, reading, writing, and listening and a thorough introduction to Italian grammar. Activities include group and pairs work, role-playing, and conversation. Introduction to Italian culture through

readings and films. Conducted in Italian. Credit only on completion of ITAL 120. L1
1½ Course cr

* **ITAL 120b, Elementary Italian II** Staff

Continuation of ITAL 110. L2 1½ Course cr

* **ITAL 125a or b, Intensive Elementary Italian** Michael Farina

An accelerated beginning course in Italian that covers in one term the material taught in ITAL 110 and 120. Admits to ITAL 130 or 145. Enrollment limited to 15. L1, L2
2 Course cr

* **ITAL 130a, Intermediate Italian I** Staff

The first half of a two-term sequence designed to increase students' proficiency in the four language skills and advanced grammar concepts. Authentic readings paired with contemporary films. In-class group and pairs activities, role-playing, and conversation. Admits to ITAL 140. Conducted in Italian. Prerequisite: ITAL 120 or equivalent. L3
1½ Course cr

* **ITAL 140b, Intermediate Italian II** Staff

Continuation of ITAL 130. Emphasis on advanced discussion of Italian culture through authentic readings (short stories, poetry, and comic theater) and contemporary films. Admits to Group B courses. Conducted in Italian. L4 1½ Course cr

Group B Courses

Group B courses have readings in Italian and are usually conducted in Italian. They are open to students who have passed ITAL 140 or 145 and to others with the consent of the director of undergraduate studies and the instructor.

ITAL 150a, Advanced Composition and Conversation Patrick Waldron

Discussion of social, political, and literary issues in order to improve active command of the language. Development of advanced reading skills through magazine and newspaper articles, essays, short stories, films, and a novel; enhancement of writing skills through experiments with reviews, essays, creative writing, and business and informal Italian. Classroom emphasis on advanced speaking skills and vocabulary building. L5

* **ITAL 151b, Advanced Italian Workshop: Translating, Writing, and Acting** Michael Farina

Development of advanced writing and speaking skills. Close readings and extensive practice writing in a variety of genres, which may include autobiography, biography, joke, letter, essay, poem, news article, comic strip, children's book, and short story. Popular narrative genres such as the *giallo* and *romanzo rosa*. Creation and performance of short dramatic texts. L5

* **ITAL 157b, Italian through Opera and Film** Anna Iacovella

Exploration of opera and contemporary Italian film to improve Italian grammar and conversational skills. Exercises include performances and presentations. Works include the operas *La Bohème*, *Otello*, and *I pagliacci* and the films *Storia di ragazzi e ragazze*, *Caro diario*, and *La stanza del figlio*. L5, HU

* **ITAL 159a, History and Culture of Naples** Anna Iacovella

Historical phenomena and literary and cultural movements that have shaped the city of Naples, Italy, from antiquity to the present. The linguistic richness and diversity that

characterizes Naples; political, social, and cultural change; differences between standard Italian and the Neapolitan dialect in literature, film, and everyday life. A bridge course between L4 and other L5 courses. Prerequisite: ITAL 140 or equivalent. L5, HU

* **ITAL 309b / ENGL 219b / HUMS 149b / LITR 179b / WGSS 179b, Gender and Genre in Renaissance Love Poetry** Ayesha Ramachandran

Introduction to the poetic genres of lyric, epic, and pastoral in the European Renaissance. Focus on questions of desire, love, and gendered subjectivity. The historical contexts and political uses of discourses of eroticism and pleasure in Italy, Spain, France, and England. Written exercises include poetic imitations of Renaissance texts. HU

* **ITAL 470a or b and ITAL 471a or b, Special Studies in Italian Literature** Christiana Purdy Moudarres

A series of tutorials to direct students in special interests and requirements. Students meet regularly with a faculty member.

* **ITAL 491a or b, The Senior Essay** Christiana Purdy Moudarres

A research essay on a subject selected by the student in consultation with the faculty adviser.

Group C Courses

Group C courses are conducted in English and are open to students without previous study of Italian. Majors in Italian are required to read the material and write their papers in Italian.

* **ITAL 303a / FILM 457a / LITR 359a, Italian Film from Postwar to Postmodern** Millicent Marcus

A study of important Italian films from World War II to the present. Consideration of works that typify major directors and trends. Topics include neorealism, self-reflexivity and metacinema, fascism and war, and postmodernism. Films by Fellini, Antonioni, Rossellini, De Sica, Visconti, Pasolini, Bertolucci, Wertmuller, Tornatore, and Moretti. Most films in Italian with English subtitles. WR, HU

ITAL 310a / LITR 183a, Dante in Translation Christiana Purdy Moudarres

A critical reading of Dante's *Divine Comedy* and selections from the minor works, with an attempt to place Dante's work in the intellectual and social context of the late Middle Ages by relating literature to philosophical, theological, and political concerns. One discussion section conducted in Italian. HU TR

ITAL 315a / HIST 280a / RLST 160a, The Catholic Intellectual Tradition Carlos Eire

Introductory survey of the interaction between Catholicism and Western culture from the first century to the present, with a focus on pivotal moments and crucial developments that defined both traditions. Key beliefs, rites, and customs of the Roman Catholic Church, and the ways in which they have found expression; interaction between Catholics and the institution of the Church; Catholicism in its cultural and sociopolitical matrices. Close reading of primary sources. HU

* **ITAL 317b / LITR 180b / RLST 335b / WGSS 317b, Women in the Middle Ages** Christiana Purdy Moudarres

Medieval understandings of womanhood examined through analysis of writings by and/or about women, from antiquity through the Middle Ages. Introduction to

the premodern Western canon and assessment of the role that women played in its construction. TR

Judaic Studies

Directors of undergraduate studies: Elli Stern; eliyahu.stern@yale.edu; 451 College St., Rm. 403, 432-0841; judaicstudies.yale.edu

FACULTY ASSOCIATED WITH THE PROGRAM OF JUDAIC STUDIES

Professors Joel Baden (*Divinity School*), Edward Breuer (*Religious Studies*) (*Visiting*), Leslie Brisman (*English*), Marc Caplan (*German*) (*Visiting*), Steven Fraade (*Chair*) (*Religious Studies*), Paul Franks (*Philosophy*), Christine Hayes (*Religious Studies*), Hannan Hever (*Literature*), Jeffrey Macy (*Humanities*) (*Visiting*), Ivan Marcus (*History, Religious Studies*), Steven Smith (*Political Science, Philosophy*), David Sorkin (*History*), Laura Wexler (*Women's, Gender, & Sexuality Studies, American Studies*), Robert Wilson (*Religious Studies*)

Associate Professors Marci Shore (*History*), Eliyahu Stern (*Religious Studies, History*)

Senior Lecturer Peter Cole (*Comparative Literature*)

Lecturers Asaf Angermann (*Philosophy*), Noah Bickart (*Religious Studies*), Shaun Halper (*History*), Margaret Olin (*Divinity School, History of Art, Religious Studies*), Liran Yadgar (*History*)

Senior Lector II Shiri Goren

Senior Lectors Dina Roginsky, Orit Yeret

Judaic Studies enables students to develop a broad knowledge of the history, religion, literature, philosophy, languages, and politics of the Jews. Jewish societies, texts, ideologies, material cultures, and institutions are studied from a comparative perspective in the context of histories, cultures, and intellectual traditions among which Jews have lived throughout the ages. As an interdisciplinary program, Judaic Studies employs historical, literary, political, social, and philosophical methods of analysis.

The Judaic Studies major—especially as a second major with Economics, Political Science, Literature, English, Philosophy, or History—offers a broad and interdisciplinary liberal arts background combined with intensive preparation in the historical and religious experience of Jewish culture in its various civilizational contexts, from antiquity to contemporary times. The major epochs of Jewish history include: the Persian and Hellenistic period, including biblical and para-biblical Jewish writings; the classical period, including the literature, history, and thought of rabbinic Judaism and its antecedents; the medieval period, including Jewish history, literature, and thought in both Christian and Islamic lands; the early modern period, including Jewish history from the fifteenth through the eighteenth centuries; the modern period which includes the history, literature, and thought of Jews and Judaism from the late eighteenth to the twenty-first century, with attention to the impact of modernization.

Students considering the major in Judaic Studies should contact the director of undergraduate studies as soon as possible.

Requirements of the major for the Class of 2017 and previous classes Students in the Class of 2017 and previous classes may fulfill the requirements of the major in Judaic Studies that were in place when they entered the major, as described in previous editions of this bulletin (<http://www.yale.edu/printer/bulletin/archivepdf/files/YCPS>). Alternatively, they may fulfill the requirements of the major as described below for the Class of 2018 and subsequent classes.

Requirements of the major for the Class of 2018 and subsequent classes The major in Judaic Studies requires thirteen term courses, including three courses selected from a set of core requirements, three courses in each of two areas of concentration, a language requirement, a one- or two-term senior essay, and electives as needed.

Core Requirements Each student must elect at least three from the following courses: (1) one term course in Hebrew Bible, such as JDST 110; (2) one term course in rabbinic literature or ancient Judaism, such as JDST 253; (3) JDST 200; (4) JDST 201; (5) one term course in Jewish thought, such as JDST 293 or 281; (6) a term survey course in Hebrew and/or Jewish literature.

Language or literature requirements Students must complete either HEBR 110 and 120 or two courses in Hebrew literature in translation. Up to three Hebrew language courses may be counted toward the requirements of the major.

Areas of Concentration The standard areas of concentration are: ancient Israel/Hebrew Bible; Jewish history and civilization in Second Temple and Talmudic times; Jewish history and civilization of medieval and Renaissance times; modern Jewish history and civilization; Jewish/Hebrew literature (which requires the study of literature in Hebrew); and Jewish thought. With the approval of the director of undergraduate studies, students may construct areas of concentration of their own design.

Students choose three courses in each of two areas of concentration in consultation with the director of undergraduate studies: one introductory course; one seminar taken in the junior year requiring a final research paper; and one course in an area outside of Judaic Studies relevant to the area of concentration, such as a course relating to the larger historical, literary or philosophical context if the concentration is in a historical period, or a course in the theory or practice of literature if the concentration is in Jewish or Hebrew literature.

Senior Requirement Students are required to write a one- or two-term senior essay (JDST 491, JDST 492). If the student elects to write a one-term senior essay in one area of concentration, the student is required to use one elective to enroll in a seminar appropriate to the other concentration area. The senior essay, whether one- or two-terms, may build upon research conducted for any junior seminar papers written by the student.

Study Abroad Students majoring in Judaic Studies should be aware of the numerous opportunities for study abroad. Those interested in the various possibilities for research and language study in the Middle East, Europe, and South America should consult the director of undergraduate studies.

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 13 term courses (incl senior req)

Distribution of courses 3 courses from (1) Hebrew Bible, (2) rabbinic lit or ancient Judaism, (3) JDST 200, (4) JDST 201, (5) Jewish thought, (6) survey of Hebrew and Jewish literature; HEBR 110 and 120, or 2 courses in Hebrew literature in translation; 2 areas of concentration, with 3 courses in each for a total of 6 courses.

Senior requirement Two-term senior essay (JDST 491 and 492), or one-term senior essay (JDST 491 or 492) and additional seminar

Core Course

JDST 200a / ER&M 219a / HIST 219a / MMES 149a / RLST 148a, Jewish History and Thought to Early Modern Times Ivan Marcus

A broad introduction to the history of the Jews from biblical beginnings until the European Reformation and the Ottoman Empire. Focus on the formative period of classical rabbinic Judaism and on the symbiotic relationships among Jews, Christians, and Muslims. Jewish society and culture in its biblical, rabbinic, and medieval settings. Counts toward either European or non-Western distributional credit within the History major, upon application to the director of undergraduate studies. HU RP

Special Project and Senior Essay Courses

* **JDST 471a or b, Individual Tutorial** Staff

For students who wish, under faculty supervision, to investigate an area in Judaic Studies not covered by regular course offerings. May be used for research or for directed reading, but in either case a long essay or several short ones are required. To apply for admission, a student should present a prospectus with bibliography and a letter of support from the faculty member who will direct the work to the director of undergraduate studies.

* **JDST 491a and JDST 492b, The Senior Essay** Staff

The essay, written under the supervision of a faculty member, should be a substantial paper between 6,500 and 8,000 words for one term and between 12,500 and 15,000 words for two terms.

Electives within the Major

BIBLICAL PERIOD

JDST 110a / RLST 145a, The Bible Christine Hayes

The writings common to both Jewish and Christian scripture examined as diverse and often conflicting expressions of the religious life and thought of ancient Israel. The works' cultural and historical setting in the ancient Near East; the interpretive history of selected passages influential in Western culture. Introduction to a wide range of critical and literary approaches to biblical studies. Students view course lectures, which survey the entire Bible, on line; class time focuses on specific biblical passages and their subsequent interpretation in Jewish and Christian culture. HU

CLASSICAL PERIOD

* JDST 235b / MMES 235b / NELC 231b / RLST 147b, **Introduction to Judaism in the Ancient World** Steven Fraade

The emergence of classical Judaism in its historical setting. Jews and Hellenization; varieties of early Judaism; apocalyptic and postapocalyptic responses to suffering and catastrophe; worship and atonement without sacrificial cult; interpretations of scriptures; law and life; the rabbi; the synagogue; faith in reason; Sabbath and festivals; history and its redemption. No prior background in Jewish history assumed.

HU

* JDST 392a or b / NELC 382a or b / RLST 405a or b, **Mishnah Seminar: Tractate Ta'anit on Fasting** Steven Fraade

Close study of a section of the Mishnah, the earliest digest of Jewish law, treating procedures for public fasts in response to drought and other forms of collective adversity. Particular attention to the textual practices of rabbinic legal discourse in relation to its social function, and to the interplay of law and narrative. Prerequisite: reading fluency in ancient Hebrew. L5, HU

MEDIEVAL AND EARLY MODERN PERIODS

* JDST 261a / MMES 273a / RLST 200a, **Jews at the Origins of Islam** Staff

Investigation of the role of Jews in the formative period of Islam, from the beginning of Muhammad's call to prophethood around 610 C.E. to the early Abbasid Period (ca. 850 C.E.) in light of contemporary scholarship on the origins of Islam. HU

JDST 265b / HIST 345b / MMES 148b / RLST 202b, **Jews in Muslim Lands from the Seventh to the Sixteenth Centuries** Ivan Marcus

Jewish culture and society in Muslim lands from the time of the Prophet Muhammad to that of Suleiman the Magnificent. Topics include Islam and Judaism; Jerusalem as a holy site; rabbinic leadership and literature in Baghdad; Jewish courtiers, poets, and philosophers in Muslim Spain; and the Jews in the Ottoman Empire. HU RP

* JDST 270a / HIST 232Ja / HUMS 443a / MMES 342a / RLST 201a, **Medieval Jews, Christians, and Muslims In Conversation** Ivan Marcus

How members of Jewish, Christian, and Muslim communities thought of and interacted with members of the other two cultures during the Middle Ages. Cultural grids and expectations each imposed on the other; the rhetoric of otherness—humans or devils, purity or impurity, and animal imagery; and models of religious community and power in dealing with the other when confronted with cultural differences. Counts toward either European or Middle Eastern distributional credit within the History major, upon application to the director of undergraduate studies. WR, HU RP

* JDST 271a / MMES 272a / RLST 207a, **Medieval Jewish and Islamic Thought** Staff

Study of philosophical and theological approaches to human reason and reasoning through identification and examination of the most important medieval Jewish and Islamic philosophers and theologians based on analysis of original medieval texts. Study of two basic philosophic approaches and two basic theological approaches to resolving the competing claims of “human reason” and “religious faith” to serve as the source for the attainment of human happiness and perfection. Readings in English translation. HU

MODERN PERIOD

JDST 201b / HIST 220b / RLST 149b, Introduction to Modern Jewish History David Sorkin

A broad introduction to the history of Jewish culture from the late Middle Ages until the present. Emphasis on the changing interaction of Jews with the larger society as well as the transformation of Judaism in its encounter with modernity. HU

* **JDST 216a / PHIL 322a, Intersubjectivity and Dialogue** Asaf Angermann
Study of the multiple philosophical perspectives on the problem of intersubjectivity in twentieth century philosophy, including the phenomenological method in continental philosophy, the problem of other minds in analytic philosophy, and the dialogical principle in modern Jewish thought. Permission of the instructor is required. HU

* **JDST 230a, Law and Narrative, Gender and Sexuality in the Talmud** Staff
Exploration of both legal and narrative sections of the Kiddushin tractate from the Babylonian Talmud. Close reading and literary criticism of the laws of Kiddushin, as well as feminist and queer theory. Investigation into the development of Rabbinic attitudes toward marriage, as well as gender and sexuality. Readings in translation. Additional readings in Hebrew available. HU

JDST 293b / HIST 248b / RLST 214b, Introduction to Modern Jewish Thought
Eliyahu Stern

An overview of Jewish philosophical trends, movements, and thinkers from the seventeenth century to the twenty-first. Topics include enlightenment, historicism, socialism, secularism, religious radicalism, and Zionism. HU

JDST 318b / ER&M 319b / LITR 282b / NELC 282b, Cultural Critique and Israel
Hannan Hever

Major trends in cultural studies explored using Israel as a case study; focus on the political-critical approach. Theoretical questions regarding the definition of culture; critical approaches to cultural texts; theories of high, low, and popular cultures; the constitution of the subject within the cultural arena. Attention to literature, cinema, music, and visual art. HU

* **JDST 319b / HEBR 162b / MMES 161b, Israel in Ideology and Practice** Dina Roginsky

The social history of modern Israel from the inception of Zionism in the late nineteenth century to the present, with emphasis on the ideological processes that led to the foundation of the state in 1948. Topics include political dynamics, the complicated relationship between state and religion, Jewish-Arab relations, and contemporary Israeli society. Prerequisite: HEBR 140 or equivalent. L5 RP

JDST 323b / MMES 160b / NELC 155b / SOCY 155b, State and Society in Israel Dina Roginsky

The interplay between the state and society in Israel. Current Israeli discourse on controversial issues such as civil rights in a Jewish-democratic state, Jewish-Arab relations, and right and left politics. Issues of orthodoxy, military service, globalization, and multiculturalism in Israel. Sociopolitical changes that have taken place in Israel since the establishment of the state in 1948 and that have led to the reshaping of Israeli Zionist ideology. HU

JDST 332a / HIST 216a / MMES 197a / RLST 193a, Zionism Eliyahu Stern
Introduction to the core ideas of the Zionist movement from the mid-nineteenth century to the mid-twentieth. Focus on internal Jewish debates and criticism of the movement by European and Middle Eastern intellectuals. Social, political, cultural, and messianic ideological strands within the movement and their interpretations of various historical experiences and ideas located in the Jewish tradition. HU

* **JDST 336a / HIST 278Ja, The Culture of Acculturation** David Sorkin
Noninstitutional forms of Jewish expression and identity in modern Europe explored through the works of intellectuals, writers, and artists. The emergence of a bourgeois Jewish culture from 1648 to 1870, including self-representation in systematic thought, history, fiction, and painting; innovative ways in which such representations were revised by intellectuals and artists of succeeding generations; the influence of political trends and cultural developments in European society. HU

JDST 340a / HIST 252a, Political History of European Jewry, 1589–1897 David Sorkin

The reshaping of political principles that governed Jewish life in the European diaspora during the modern period. The Jews' internal traditions of political self-understanding and behavior; the changing political status of Jews in Europe; Jewish political participation in European society. HU

* **JDST 349a / ER&M 218a / LITR 435a / RLST 228a, Ethnicity, Religion, and Nationality in Modern Jewish Culture** Hannan Hever and Eliyahu Stern
Conception and development of cultural identity through the category of “the Jew” in modernity. Investigation of identity politics in modern Europe, the Middle East, and America with consideration of how discourses of colonialism, science, theology, and multiculturalism have determined the perception of self and relation to others. HU

* **JDST 352b / HIST 283Jb, Anti-Judaism, Antisemitism, and Anti-Zionism** Staff
Investigation to further understanding of the origins, causes, motives, and long history of antisemitism. Antisemitic topics include: its relationship to pre-modern anti-Judaism and contemporary anti-Zionism; its connection to religion and modern secular ideologies like nationalism, fascism, and socialism; how it differs from other forms of racism, hatred, and bigotry; and how its resurgence relates to anti-Zionist political activism. HU

Language and Literature

* **JDST 213a / HEBR 150a / MMES 150a, Advanced Modern Hebrew: Daily Life in Israel** Staff

An examination of major controversies in Israeli society. Readings include newspaper editorials and academic articles as well as documentary and historical material. Advanced grammatical structures are introduced and practiced. Conducted in Hebrew. Prerequisite: HEBR 140 or equivalent. L5 RP

* **JDST 305b / HEBR 158b / MMES 168b, Contemporary Israeli Society in Film** Shiri Goren

Examination of major themes in Israeli society through film, with emphasis on language study. Topics include migration, gender and sexuality, Jewish/Israeli identity, and private and collective memory. Readings in Hebrew and English provide a

sociohistorical background and bases for class discussion. Prerequisite: HEBR 140 or permission of instructor. L5, HU RP

* **JDST 316b / ENGL 456b / HUMS 427b / LITR 348b, The Practice of Literary Translation** Peter Cole

Intensive readings in the history and theory of translation paired with practice in translating. Case studies from ancient languages (the Bible, Greek and Latin classics), medieval languages (classical Arabic literature), and modern languages (poetic texts).
HU

* **JDST 325b / AFAM 343b / AFST 326b / ENGL 231b / LITR 343b, Literatures of Blacks and Jews from the Twentieth Century** Staff

Comparative study of representative writings by African, Caribbean, and African American authors of the past one hundred years, together with European, American, and South African Jewish authors writing in Yiddish, Hebrew, French, and English. Examination of the paradoxically central role played by minority, or marginal groups, in the creation of modern literature and the articulation of the modern experience. HU

* **JDST 339a / LITR 418a / MMES 418a / RLST 203a, Sovereignty, Diaspora, and Nationality in Modern Hebrew Literature** Hannan Hever

Overview of the Poetics, Culture, History and Political dynamics of Modern Hebrew Literature as a national literature over the last 300 years. The course will trace the literary development of its diasporic condition in Europe through the Hebrew Literature that is created in the Israeli Jewish sovereignty. Readings in translation. No background in Jewish literature, Hebrew literature, or Jewish culture is required. HU

* **JDST 341b / ENGL 253b / LITR 322b, Jewish American Poetry** Peter Cole

Consideration of American poetry written by Jews and Jewish poetry written by Americans and the relation these poems bear to other American poetry and to the poetry written by Jews elsewhere in the world. Key figures include Emma Lazarus, Gertrude Stein, Moshe Leyb-Halpern, Charles Reznikoff, Louis Zukofsky, Allen Ginsberg, Anthony Hecht, Adrienne Rich, and Harold Bloom. All readings in English.
HU

* **JDST 353b / ER&M 306b / LITR 308b, Literature at the Limit from Palestine and Israel** Hannan Hever and Robyn Creswell

Readings and films from post-1948 Palestine and Israel, with special attention given to historical and political contexts. Consideration of the limit, in the geographical sense of borders and checkpoints, as well as in the existential sense of extremity and trauma.
HU

* **JDST 360a / HEBR 160a / MMES 155, Hebrew in a Changing World** Dina Roginsky

Sociological aspects of Modern Hebrew as the language is used in Israel to construct norms, expectations, and daily experiences. Readings and class discussions address changes in Israeli society and culture at large. Prerequisite: HEBR 140. L5

* **JDST 391a or b / NELC 381a or b / RLST 407a or b, Midrash Seminar: The Revelation at Sinai** Steven Fraade

The giving of the Torah to Israel as seen through rabbinic eyes. Close readings of midrashic texts. Views of revelation, tradition, interpretation, law, and commandment in their literary and historical contexts. Interpretations and interpretive strategies

compared and contrasted with those of other ancient biblical exegetes (Jewish and non-Jewish). Reading fluency in ancient Hebrew. L5, HU

*** JDST 416a / GMAN 158a, Reading Yiddish** Joshua Price

This course is designed to build literacy in Yiddish, the vernacular of Ashkenazi Jewry. With focus on the accelerated treatment of Yiddish grammar, regularly supplemented with simple primary texts (poems, songs, folktales), and followed by close readings of (modern) Yiddish literature, students will be able to navigate most Yiddish texts with the aid of a dictionary. May not be taken concurrently with elementary or intermediate German.

*** JDST 418b / GMAN 159b, Reading Yiddish II** Kirk Wetters

Intermediate study of Yiddish literary language with annotated readings from classic authors including: Mendele, Sholem Aleichem, Peretz, Bergelson, Der Nister, Bashevis, as well as American and Soviet Yiddish poetry. Secondary readings in English will offer a broader introduction to the modern Yiddish canon. Continuation of GMAN 158/ JDST 416. Previous knowledge of German or Hebrew-Aramaic recommended but not required.

Latin American Studies

Director of undergraduate studies: Ana De La O, C122, 77 Prospect St., 432-5234, ana.delao@yale.edu; (ana.delao@yale.edu) macmillan.yale.edu/academic-programs

FACULTY ASSOCIATED WITH THE PROGRAM OF LATIN AMERICAN STUDIES

Professors Rolena Adorno (*Spanish & Portuguese*), Ned Blackhawk (*History, American Studies*), Richard Burger (*Anthropology*), Hazel Carby (*African American Studies, American Studies*), Carlos Eire (*History, Religious Studies*), Eduardo Fernandez-Duque (*Anthropology*), Paul Freedman (*History*), Aníbal González (*Spanish & Portuguese*), Roberto González Echevarría (*Spanish & Portuguese*), K. David Jackson (*Spanish & Portuguese*), Gilbert Joseph (*History*), Stathis Kalyvas (*Political Science*), Daniel Markovits (*Law School*), Mary Miller (*History of Art*), Stephen Pitti (*History*), Susan Rose-Ackerman (*Law School, Political Science*), Alicia Schmidt Camacho (*American Studies*), Stuart Schwartz (*History*), Susan Stokes (*Political Science*), Robert Thompson (*History of Art*), Noël Valis (*Spanish & Portuguese*), Frederick Wherry (*Sociology*), Elisabeth Wood (*Political Science*)

Associate Professors Robert Bailis (*Forestry & Environmental Studies*), Susan Byrne (*Spanish & Portuguese*), Rodrigo Canales (*School of Management*), Ana De La O (*Political Science*), Moira Fradinger (*Comparative Literature*)

Assistant Professors Vanessa Agard-Jones (*Women's, Gender, & Sexuality Studies*), Ryan Bennett (*Linguistics*), Oswaldo Chinchilla (*Anthropology*), Marcela Echeverri (*History*), Anne Eller (*History*), Leslie Harkema (*Spanish & Portuguese*), Seth Jacobowitz (*East Asian Languages & Literatures*), Erica James (*History of Art, African American Studies*), Albert Laguna (*American Studies, Ethnicity, Race, & Migration*), Dixia Ramirez (*American Studies, Ethnicity, Race, & Migration*)

Senior Lectors II Margherita Tortora, Sonia Valle

Senior Lectors Sybil Alexandrov, Marta Almeida, Maria Pilar Asensio-Manrique, Mercedes Carreras, Ame Cividanes, Sebastián Díaz, María de la Paz García, María Jordán, Rosamaría León, Juliana Ramos-Ruano, Lissette Reymundi, Lourdes Sabé-Colom, Bárbara Saffile, Terry Seymour

Lector Selma Vital

The major in Latin American Studies is designed to further understanding of the societies and cultures of Latin America as viewed from regional and global perspectives. The Latin American Studies major builds on a foundation of language and literature, history, history of art, theater studies, humanities, and the social sciences; its faculty is drawn from many departments and professional schools of the University.

The major The major in Latin American Studies is interdisciplinary. With two goals in mind—intellectual coherence and individual growth—the student proposes a course of study that must satisfy the requirements listed below. The proposed course of study must be approved by the director of undergraduate studies. Though all students choose courses in both the humanities and the social sciences, they are expected to concentrate on one or the other.

Prerequisite to the major is knowledge of the two dominant languages of the region, Spanish and Portuguese. Depending on their interests, students select one language for two years of instruction and the other for one. Other languages necessary for research may in appropriate circumstances be substituted for the second language with the consent of the director of undergraduate studies. Students are encouraged to meet the language requirements as early as possible. Courses used to satisfy the language prerequisite may not be counted toward the major.

The major itself requires twelve term courses: one introductory course approved by the director of undergraduate studies; eight courses related to Latin America from departmental offerings or from a provided list of electives; two additional electives; and the senior essay, LAST 491. The eight Latin American content courses should include courses from the following categories: two courses in the social sciences (anthropology, economics, or political science); two courses in history; two courses in Spanish American or Brazilian literatures beyond the language requirement; one course in art, architecture, film and media studies, music, or theater studies; and one seminar in any area related to Latin American Studies. Students wishing to count toward the major courses that do not appear in the program's course offerings should consult with the director of undergraduate studies.

Students must enroll in three seminars or upper-level courses during their junior and senior years. Elective seminars must be approved by the director of undergraduate studies, who can provide a list of appropriate courses.

The senior essay The senior essay is a research paper written usually in one term in LAST 491. Students choose their own topics, which may derive from research done in an earlier course. The essay is planned in advance in consultation with a qualified adviser and a second reader.

In preparing the senior essay, Latin American Studies majors may undertake field research in Latin America. Students are encouraged to apply for summer travel grants through the Council on Latin American and Iberian Studies (<http://www.yale.edu/>

macmillan/lais) to conduct field research for their senior thesis. The Albert Bildner Travel Prize is awarded to an outstanding junior who submits an application in Spanish or Portuguese in addition to the English application essay. Information about these and other grants is available on Yale's Student Grants & Fellowships Web site (<http://studentgrants.yale.edu>).

Other courses relevant to the major A list of courses intended as a guide to students in preparing their programs is available at the office of the director of undergraduate studies and on the Council on Latin American and Iberian Studies Web site (<http://www.yale.edu/macmillan/lais/undergraduate.html>). Qualified students may also elect pertinent courses in the Graduate School and in some of the professional schools with permission of the director of graduate studies or professional school registrar and the director of undergraduate studies.

Study abroad Students are strongly encouraged to take advantage of study abroad opportunities during summers or through the Year or Term Abroad program (p. 66).

REQUIREMENTS OF THE MAJOR

Prerequisites 2 years of 1 lang (Spanish or Portuguese), 1 year of the other

Number of courses 12 courses beyond prereqs (incl senior essay)

Distribution of courses 1 intro course approved by DUS; 8 courses related to Latin America in specified fields; 2 electives; 3 sems or upper-level courses in junior and senior years

Senior requirement Senior essay (LAST 491)

Electives within the Major

Students wishing to count toward the major courses that do not appear on this list should consult with the director of undergraduate studies.

AFAM 215b / HSAR 373b, African American Art, 1963 to the Present Erica James
Modern African American artistic production explored in the context of American art and social history. Critical race theory and artistic discourse from the Spiral group in 1963, to the Black Arts Movement and the culture wars, to current readings in American and postblack art. The complicated relations between African American art and politics. Use of art objects from the Yale University Art Gallery. HU

*** AFAM 352b / AMST 438b / ER&M 291b / LITR 295b / WGSS 343b, Caribbean Diasporic Literature** Hazel Carby

An examination of contemporary literature written by Caribbean writers who have migrated to, or who journey between, different countries around the Atlantic rim. Focus on literature written in English in the twentieth and twenty-first centuries, both fiction and nonfiction. Writers include Caryl Phillips, Nalo Hopkinson, and Jamaica Kincaid. HU

AFST 333a / HIST 332a, African Encounters with Colonialism Daniel Magaziner
How African societies and peoples encountered, engaged, and endured the colonial and postcolonial world, from the arrival of Kiswahili-speaking traders at the shores of Lake Victoria in the 1840s through the rise and fall of European colonialism and the resulting

forms of neocolonialism. Transformations and continuities in African religious life; gendered sociability; popular culture. HU

* **AFST 486a / HIST 388Ja, Slavery and the Slave Trade in Africa** Robert Harms
The slave trade from the African perspective. Analysis of why slavery developed in Africa and how it operated. The long-term social, political, and economic effects of the Atlantic slave trade. WR, HU

* **AMST 441b / ER&M 370b / HIST 130Jb, Indians and the Spanish Borderlands**
Ned Blackhawk
The experiences of Native Americans during centuries of relations with North America's first imperial power, Spain. The history and long-term legacies of Spanish colonialism from Florida to California. WR, HU

* **ANTH 438b, Culture, Power, Oil** Douglas Rogers
The production, circulation, and consumption of petroleum as they relate to globalization, empire, cultural performance, natural resource extraction, and the nature of the state. Case studies include the United States, Saudi Arabia, Nigeria, Venezuela, and the former Soviet Union. SO
Anthropology: Sociocultural

ECON 325a, Economics of Developing Countries Nancy Qian
Analysis of current problems of developing countries. Emphasis on the role of economic theory in informing public policies to achieve improvements in poverty and inequality, and on empirical analysis to understand markets and responses to poverty. Topics include microfinance, education, health, agriculture, intrahousehold allocations, gender, and corruption. After introductory microeconomics and econometrics. SO

* **ECON 465a / EP&E 224a / GLBL 330a, Debating Globalization** Ernesto Zedillo
Facets of contemporary economic globalization, including trade, investment, and migration. Challenges and threats of globalization: inclusion and inequality, emerging global players, global governance, climate change, and nuclear weapons proliferation. Prerequisite: background in international economics and data analysis. Preference to seniors majoring in Economics or EP&E. SO RP

* **ECON 467b / GLBL 307b, Economic Evolution of the Latin American and Caribbean Countries** Ernesto Zedillo
Economic evolution and prospects of the Latin American and Caribbean (LAC) countries. Topics include the period from independence to the 1930s; import substitution and industrialization to the early 1980s; the debt crisis and the "lost decade"; reform and disappointment in the late 1980s and the 1990s; exploration of selected episodes in particular countries; and speculations about the future. Prerequisites: intermediate microeconomics and macroeconomics. SO

ER&M 200a, Introduction to Ethnicity, Race, and Migration Alicia Camacho
Historical roots of contemporary ethnic and racial formations and competing theories of ethnicity, race, and migration. Cultural constructions and social practices of race, ethnicity, and migration in the United States and around the world. HU, SO

* **ER&M 300b, Comparative Ethnic Studies** Laura Barraclough
Introduction to the methods and practice of comparative ethnic studies. Examination of racial formation in the United States within a transnational framework. Legacies of colonialism, slavery, and racial exclusion; racial formation in schools, prisons, and

citizenship law; cultural politics of music and performance; social movements; and postcolonial critique. SO

*** EVST 422a / ANTH 409a / F&ES 422a, Climate and Society from Past to Present**

Michael Dove

The history of scholarly thinking on the relationship between climate and society, focusing on the social sciences in general and on anthropology in particular. Historical theories about climate and society since the beginning of human civilization; the importance of such theories for understanding contemporary debates about climate change. Special attention to current debates regarding climate politics and science denial. SO

*** F&ES 020a / EVST 020a, Sustainable Development in Haiti** Gordon Geballe

The principles and practice of sustainable development explored in the context of Haiti's rich history and culture, as well as its current environmental and economic impoverishment. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR

*** FILM 363a / LITR 360a, Radical Cinemas of Latin America** Moira Fradinger

Introduction to Latin American cinema, with an emphasis on post–World War II films produced in Cuba, Argentina, Brazil, and Mexico. Examination of each film in its historical and aesthetic aspects, and in light of questions concerning national cinema and "third cinema." Examples from both pre-1945 and contemporary films. Conducted in English; knowledge of Spanish and Portuguese helpful but not required. HU

GLBL 247b / PLSC 128b, Development Under Fire Jason Lyall

The recent emergence of foreign assistance as a tool of counterinsurgency and post-conflict reconciliation. Evaluation of the effects of aid in settings such as Afghanistan, Iraq, Colombia, and the Philippines. Examination of both theory and practice of conducting development work in the shadow of violence. Strengths and weaknesses of different evaluation methods, including randomized control trials (RCTs) and survey experiments. SO

Global Affairs: Security

Global Affairs: Development

GLBL 263b / PLSC 439b, Challenges of Young Democracies Ana De La O

Challenges faced by young democracies, such as organizing free and fair elections, controlling government corruption, building an accountable system of governance, sustaining development, and curtailing conflict and violence. Factors that lead to the consolidation of democratic politics or to stagnation and a return to nondemocratic political systems. SO

Global Affairs: Security

HIST 325a, Introduction to Latin American History Anne Eller

Critical themes and events in Latin American history from pre-Columbian times to the present. Major formative epochs such as the pre-Columbian era, colonization, independence, and contemporary moments; modern political flashpoints, including Haiti, Cuba, Argentina, and Peru. HU

*** HSHM 422a / HIST 467Ja, Cartography, Territory, and Identity** William Rankin

Exploration of how maps shape assumptions about territory, land, sovereignty, and identity. The relationship between scientific cartography and conquest, the geography of statecraft, religious cartographies, encounters between Western and non-Western

cultures, and reactions to cartographic objectivity. Students make their own maps. No previous experience in cartography or graphic design required. WR, HU

* **LAST 108a / LITR 309a, Latin American Intellectual Debates** Moira Fradinger
A study of cultural debates in Latin America and the Caribbean primarily through the literary form of the essay; novels, poems, and films are also included. Nineteenth-century polemics over emancipation; twentieth-century questions of cultural independence from Europe, *indigenismo*, negritude, hybridity, and transculturation. Authors include Bolívar, Sarmiento, Rodo, Vasconcelos, Reyes, González Prada, Mariátegui, Arguedas, Roumain, Césaire, Fanon, Rama, Retamar, Glissant, and Galeano. HU

LAST 214b / PLSC 378b / SOCY 170b, Contesting Injustice Elisabeth Wood
Exploration of why, when, and how people organize collectively to challenge political, social, and economic injustice. Cross-national comparison of the extent, causes, and consequences of inequality. Analysis of mobilizations for social justice in both U.S. and international settings. Intended primarily for freshmen and sophomores. SO

* **LAST 223b / SPAN 223b, Spanish in Film: An Introduction to the New Latin American Cinema** Margherita Tortora
Development of proficiency in Spanish through analysis of critically acclaimed Latin American films. Includes basic vocabulary of film criticism in Spanish as well as discussion and language exercises. Enrollment limited to 18. L5

* **LAST 225b / SPAN 225b / SPAN S225E, Spanish for the Medical Professions**
Mercedes Carreras
Topics in health and welfare. Conversation, reading, and writing about medical issues for advanced Spanish-language students, including those considering careers in medical professions. Enrollment limited to 18. L5

LAST 232a / ANTH 232a / ARCG 232a, Ancient Civilizations of the Andes Richard Burger
Survey of the archaeological cultures of Peru and Bolivia from the earliest settlement through the late Inca state. SO

* **LAST 243b / SPAN 243b, Advanced Spanish Grammar** Staff
A comprehensive, in-depth study of grammar intended to improve students' spoken and written command of Spanish. Linguistic analysis of literary selections; some English-to-Spanish translation. Enrollment limited to 18. L5

* **LAST 253a / HIST 253Ja, Culture, Dissidence, and Control in Golden Age Spain**
María Jordán
Aspects of Spanish culture and society in the Golden Age (c. 1550–1650) that demonstrate discontent, dissidence, and suggestions for reform. Emphasis on the intersection of historical and literary sources and the dynamic between popular and elite cultures. WR, HU

* **LAST 266a / SPAN 266a, Studies in Latin American Literature I** Rolena Adorno
Origins of Latin American literary tradition from preconquest Aztec poetry to Baroque poetry of the seventeenth century. Study of works that helped define the future Latin America, from the Caribbean, to Mexico, and to the Andes of South America. Readings from the works of fifteenth century Texcocan poet, prince Nezahualcoyotl, through to seventeenth century Mexican Baroque poet, Sor Juana Inés de la Cruz. L5, HU

LAST 267b / SPAN 267b, Studies in Latin American Literature II Roberto González Echevarría

An introduction to Latin American literature from the nineteenth century to the present. Works by Borges, García Márquez, Paz, Neruda, Cortázar, and others. L5, HU

* **LAST 318a / ARCH 341a, Globalization Space** Keller Easterling

Infrastructure space as a primary medium of change in global polity. Networks of trade, energy, communication, transportation, spatial products, finance, management, and labor, as well as new strains of political opportunity that reside within their spatial disposition. Case studies include free zones and automated ports around the world, satellite urbanism in South Asia, high-speed rail in Japan and the Middle East, agripoles in southern Spain, fiber optic submarine cable in East Africa, spatial products of tourism in North Korea, and management platforms of the International Organization for Standardization. HU

* **LAST 344b / SPAN 344b, Narrative and Music in Hispanic Caribbean Culture**

Aníbal González Perez

The development of the narrative genre in Cuba, the Dominican Republic, and Puerto Rico from its origins in the nineteenth century to the present. Focus on how music is represented and incorporated into the discourse of Hispanic Caribbean novels and stories. Authors include Villaverde, Carpentier, Cabrera Infante, Nicolás Guillén, Ana Lydia Vega, and Luis Palés Matos. Open to students who have placed into L5 courses or who have successfully completed an L4 course in Spanish. Counts toward the Spanish major. L5, HU

* **LAST 348a / AFST 347a / EP&E 484a / GLBL 243a / PLSC 347a, Post-Conflict Politics** David Simon

Consideration of a range of issues and challenges faced by countries emerging from domestic conflict. Focus on elements of peace-building—disarmament and demobilization, post-conflict elections, institution-building, and reconstruction—as well as modes of transitional justice and mechanisms for truth and reconciliation. SO

* **LAST 351a / SPAN 350a, Borges: Literature and Power** Aníbal González Perez

An introduction to the work of Jorge Luis Borges, focusing on the relation between literature and power as portrayed in selected stories, essays, and poems. Topics include Borges and postmodernity; writing and ethics; and Borges's politics. Works include *Ficciones*, *Otras inquisiciones*, *El aleph*, *El hacedor*, *El informe de Brodie*, and *Obra poética*. Open to students who have placed into L5 courses or who have successfully completed an L4 course in Spanish. Counts toward the Spanish major. L5, HU

LAST 361a / HIST 361a, History of Brazil Stuart Schwartz

Brazilian history from European contact to the reestablishment of civilian government in the 1990s. Focus on the multiethnic nature of Brazilian society, the formation of social and political patterns, and the relationship of people to the environment. HU

* **LAST 365a / SPAN 359a, The Asian Image in Contemporary Latin American Literature** Aníbal González Perez

Exploration of the image of Asians and their diaspora in Latin American literature, from the 20th century until today. Topics include: cultural contributions of migrants to Latin America from China, Japan, Lebanon, and Syria; Asian-themed works by authors such as Rubén Darío, José Juan Tablada, and Leonardo Padura Fuentes; recent works by Asian diaspora authors in Latin America, such as Carlos Yushimito, José Watanabe, and

Doris Moromisoto; and visual arts by painters such as Wifredo Lam. for students with solid command of spoken and written Spanish (L5). L5, HU

* **LAST 372a / ER&M 342a / HIST 372Ja, Revolutionary Change and Cold War in Latin America** Gilbert Joseph

Analysis of revolutionary movements in Latin America against the backdrop of the Cold War. Critical examination of popular images and orthodox interpretations. An interdisciplinary study of the process of revolutionary change and cold war at the grassroots level. WR, HU

* **LAST 394a / LITR 294a / PORT 394a, World Cities and Narratives** K. David Jackson

Study of world cities and selected narratives that describe, belong to, or represent them. Topics range from the rise of the urban novel in European capitals to the postcolonial fictional worlds of major Portuguese, Brazilian, and Spanish American cities. Conducted in English. WR, HU TR

LAST 406a / AFST 420a / PLSC 430a, The Politics of Development Assistance David Simon

Study of development assistance, a dominant feature of the political economies of some of the world's poorest countries. The motivations and politics of aid from donors' perspectives; the political and economic impact of aid on developing countries. Proposals to make aid a more effective instrument of development. SO

* **LAST 416a / GBL 189a / HLTH 325a, Methods and Ethics in Global Health Research** Leslie Curry

Introduction to research methods in global health that recognize the influence of political, economic, social, and cultural factors. Quantitative, qualitative, and mixed-method approaches; ethical aspects of conducting research in resource-constrained settings; the process of obtaining human subjects' approval. Students develop proposals for short-term global health research projects conducted in resource-constrained settings. SO RP

* **LAST 423b / EP&E 243b / GBL 336b / PLSC 423b, Political Economy of Poverty Alleviation** Ana De La O

Overview of classic and contemporary approaches to the question of why some countries have done better than others at reducing poverty. Emphasis on the role of politics. SO

* **LITR 360a / FILM 363a, Radical Cinemas of Latin America** Moira Fradinger

Introduction to Latin American cinema, with an emphasis on post-World War II films produced in Cuba, Argentina, Brazil, and Mexico. Examination of each film in its historical and aesthetic aspects, and in light of questions concerning national cinema and "third cinema." Examples from both pre-1945 and contemporary films. Conducted in English; knowledge of Spanish and Portuguese helpful but not required. HU

PLSC 148b / HMRT 100, Theories, Practices, and Politics of Human Rights Thania Sanchez

Introduction to core human-rights issues, ideas, practices, and controversies. The concept of human rights as a philosophical construct, a legal instrument, a political tool, an approach to economic and equity issues, a social agenda, and an international

locus of contestation and legitimation. Required for students in the Multidisciplinary Academic Program in Human Rights. SO

* **PLSC 152a / EP&E 245a, Global Firms and National Governments** Joseph LaPalombara

Interactions between large-scale firms that make international investments and policy makers and government officials in the “host” countries. National and subnational officials who work to attract investments (or not) and who set policies regulating global firms and their investments. Focus on less-developed countries. Theories as to why firms “globalize”; case studies of controversies created by overseas corporate investments; the changing economic landscape associated with investments by countries such as China, Brazil, and India. SO

PLSC 415b / SOCY 172b, Religion and Politics Sigrun Kahl

Challenges to the view of religion as an archaic force destined to dwindle away in a secularized society. A historical and comparative investigation of the relationship between religion and politics in Europe and the United States, with comparisons to the Muslim world. SO

PLSC 439b / GLBL 263b, Challenges of Young Democracies Ana De La O

Challenges faced by young democracies, such as organizing free and fair elections, controlling government corruption, building an accountable system of governance, sustaining development, and curtailing conflict and violence. Factors that lead to the consolidation of democratic politics or to stagnation and a return to nondemocratic political systems. SO

* **PORT 300a, The Short Story: Major Authors** K. David Jackson

Close reading of modern short stories by major authors writing in Portuguese, with an emphasis on Brazilian literature. Dominant critical and thematic currents; analysis of social forces. Prerequisite: PORT 140 or equivalent. L5, HU

SPAN 246b, Introduction to the Cultures of Spain Leslie Harkema

Study of various aspects of Spanish culture, including its continuing relation to the societies of Latin America. Examination of Spanish politics, history, religions, art forms, music, and literatures, from ancient times to the present. Primary sources and critical studies are read in the original. L5, HU

* **SPAN 250a, Composition and Analysis** Leslie Harkema

Advanced practice in both written and oral expression. Readings and discussion of a range of texts from the Spanish-speaking world (literature, contemporary journalism, historical documents, and film). Multiple short papers workshopped in class to improve students’ grasp of grammar and style. Practice in personal narrative, argumentation, interpretation and analysis, and translation. L5, HU

Directed Reading and Senior Essay Courses

* **LAST 471a, Directed Reading** Staff

For students who wish to investigate an area of Latin American Studies not covered by regular offerings. The project must terminate with a term paper or its equivalent. No more than one term of credit may be earned. To apply for admission, a student should present a prospectus and a bibliography to the director of undergraduate studies no later than one day before the course selection period concludes. Written approval from

the faculty member who will direct the student's reading and writing must accompany the prospectus.

*** LAST 491a or b, The Senior Essay** Staff

Preparation of a research paper about forty pages long under the direction of a faculty adviser, in either the fall or the spring term. Students write on subjects of their own choice. During the term before the essay is written, students plan the project in consultation with a qualified adviser or the director of undergraduate studies. The student must submit a suitable project outline and bibliography to the adviser and the director of undergraduate studies by the third week of the term. The outline should indicate the focus and scope of the essay topic, as well as the proposed research methodology. Permission may be given to write a two-term essay after consultation with an adviser and the director of undergraduate studies and after submission of a project statement. Only those who have begun to do advanced work in a given area are eligible. The requirements for the one-term senior essay apply to the two-term essay, except that the two-term essay should be substantially longer.

Linguistics

Director of undergraduate studies: Raffaella Zanuttini, 209 DOW, 432-2452, raffaella.zanuttini@yale.edu; ling.yale.edu

FACULTY OF THE DEPARTMENT OF LINGUISTICS

Professors Stephen Anderson, Robert Frank (*Chair*), †Robert Frank, Laurence Horn (*Emeritus*), †Frank Keil, †Joshua Knobe, †Jason Stanley, †Zoltán Szabó, Petronella Van Deusen-Scholl (*Adjunct*), Raffaella Zanuttini

Associate Professors Claire Bower, Maria Piñango, Kenneth Pugh (*Adjunct*)

Assistant Professor Ryan Bennett

Lecturer Jim Wood

†A joint appointment with primary affiliation in another department.

Linguistics is the scientific study of language. The major in Linguistics offers a program of study leading toward an understanding of phonological, grammatical, and semantic structure and of various approaches to descriptive, experimental, and historical linguistics. Majors may concentrate on theoretical, experimental, or computational linguistics, on various aspects of comparative grammar, or on a particular family of languages. Interested students should consult the director of undergraduate studies.

Students with no previous background in linguistics are encouraged to approach the field by taking a 100-level course.

The major requires twelve term courses in linguistics and related areas, distributed as follows:

1. Breadth requirement (four courses). All majors must take a course in each of the core areas of phonology (LING 232) and syntax (LING 253). In addition, at least one course must be taken in any two of the six remaining core areas of linguistics: phonetics, morphology, semantics/pragmatics, computational linguistics, language and mind/brain, and historical linguistics.

2. Depth requirement (two courses). In one of the eight core areas of linguistics, students must take two additional courses beyond the introductory level.
3. Electives (four courses). Four additional courses relating to linguistics are required, at least one of which must be at the 200 level or above. Electives may be chosen from courses offered by the Linguistics department or, with approval of the director of undergraduate studies, from related courses in programs such as Anthropology, Classics, Cognitive Science, Computer Science, English, Philosophy, Psychology, or foreign languages.
4. Research requirement (one course). LING 490, Research Methods in Linguistics, is required and is usually taken in the fall term of the senior year.
5. Senior requirement (one course). Students attend a research colloquium and write a senior essay in LING 491 during the spring term of the senior year.

Combined B.A./M.A. degree program Exceptionally able and well-prepared students may complete a course of study leading to the simultaneous award of the B.A. and M.A. degrees after eight terms of enrollment. See Simultaneous Award of the Bachelor's and Master's Degrees under Special Arrangements (p. 66) in the Academic Regulations. Interested students should consult the director of undergraduate studies prior to the sixth term of enrollment for specific requirements in Linguistics.

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 12 term courses (incl senior req)

Specific courses required LING 232, 253, 490

Distribution of courses 1 course each in 2 addtl core areas, as specified; 2 addtl courses beyond intro level in 1 core area; 4 electives, at least 1 at the 200 level or above

Senior requirement LING 491

Introductory Courses

Courses in this group do not require previous study of linguistics.

* **LING 005a, The Mental Lexicon** Maria Piñango

Examination of the mental lexicon, a hypothesized space in the mind that is built on long-term memory and that holds and manipulates the basic building blocks of language. The structure of this space as it is currently understood; subsystems connected by the mental lexicon, including word structure, sound structure, and meaning structure; real-time word processing and bilingualism. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. so

[LING 006, Languages of the World]

[LING 007, Varieties of English]

[LING 008, Language Diversity and Endangerment]

[LING 010, Language and Power]

[LING 107, Linguistic Diversity and Endangerment]

LING 110a, Language: Introduction to Linguistics Jim Wood

The goals and methods of linguistics. Basic concepts in phonology, morphology, syntax, and semantics. Techniques of linguistic analysis and construction of linguistic models. Trends in modern linguistics. The relation of linguistics to psychology, logic, and other disciplines. SO

LING 112a, Historical Linguistics Claire Bowern

Introduction to language change and language history. Types of change that a language undergoes over time: sound change, analogy, syntactic and semantic change, borrowing. Techniques for recovering earlier linguistic stages: philology, internal reconstruction, the comparative method. The role of language contact in language change. Evidence from language in prehistory. WR, HU

* **LING 115a / SKRT 110a, Introductory Sanskrit I** David Brick

An introduction to Sanskrit language and grammar. Focus on learning to read and translate basic Sanskrit sentences in Devanagari script. No prior background in Sanskrit assumed. L1 1½ Course cr

LING 116b / CGSC 216b, Cognitive Science of Language Robert Frank

The study of language from the perspective of cognitive science. Exploration of mental structures that underlie the human ability to learn and process language, drawing on studies of normal and atypical language development and processing, brain imaging, neuropsychology, and computational modeling. Innate linguistic structure vs. determination by experience and culture; the relation between linguistic and nonlinguistic cognition in the domains of decision making, social cognition, and musical cognition; the degree to which language shapes perceptions of color, number, space, and gender. SO

[LING 117, Language and Mind]

LING 125b / SKRT 120b, Introductory Sanskrit II David Brick

Continuation of SKRT 110. Focus on the basics of Sanskrit grammar; readings from classical Sanskrit texts written in Devanagari script. After SKRT 110. L2 1½ Course cr

[LING 130, Evolution of Language]

LING 138a / SKRT 130a, Intermediate Sanskrit I David Brick

The first half of a two-term sequence aimed at helping students develop the skills necessary to read texts written in Sanskrit. Readings include selections from the *Hitopadesa*, *Kathasaritsagara*, *Mahabharata*, and *Bhagavadgita*. After SKRT 120 or equivalent. L3 1½ Course cr

[**LING 140, Computational Models in Cognitive Science**]

LING 148b / SKRT 140b, Intermediate Sanskrit II David Brick

Continuation of SKRT 130, focusing on Sanskrit literature from the *kavya* genre. Readings include selections from the *Jatakamala* of Aryasura and the opening verses of Kalidasa's *Kumarasambhava*. After SKRT 130 or equivalent. L4 1½ Course cr

* **LING 150a / ENGL 150a, Old English** Roberta Frank

An introduction to the literature and culture of earliest England. A selection of prose and verse, including riddles, heroic poetry, meditations on loss, a dream vision, and excerpts from *Beowulf*, all read in the original Old English. HU

[**LING 169, Meaning**]

* **LING 183b / ENGL 155b, Readings in Old Norse Poetry and Prose: Chronicles of the Vikings** Roberta Frank

An introduction to the language and literature of earliest Norway and Iceland. Texts (to be read in the original) include runic inscriptions left behind by the Vikings, verse of their official skalds, the sometimes irreverent mythological poetry of the Edda, and the sagas telling of the Norse discovery of America. HU

Intermediate Courses

Some courses in this group have prerequisites; others do not, and may be taken as a student's first course in linguistics.

[**LING 200, Experimentation in Linguistics**]

LING 212b, Linguistic Change Claire Bowers

Principles governing linguistic change in phonology and morphology. Status and independence of proposed mechanisms of change. Relations between the principles of historical change and universals of language. Systematic change as the basis of linguistic comparison; assessment of other attempts at establishing linguistic relatedness.

Prerequisites: LING 112, 232, and 253. SO

LING 219a / ANTH 380a, The Evolution of Language and Culture Claire Bowers

Introduction to cultural and linguistic evolution. How diversity evolves; how innovations proceed through a community; who within a community drives change; how changes can be “undone” to reconstruct the past. Methods originally developed for studying evolutionary biology are applied to language and culture. None WR, SO

LING 220b / PSYC 318b, General Phonetics Staff

Investigation of possible ways to describe the speech sounds of human languages. Acoustics and physiology of speech; computer synthesis of speech; practical exercises in producing and transcribing sounds. SO

* **LING 224a, Formal Foundations of Linguistic Theories** Robert Frank

Study of formal systems that play an important role in the scientific study of language. Exploration of a range of mathematical structures and techniques; demonstrations of their application in theories of grammatical competence and performance including set theory, graphs and discrete structures, algebras, formal language, and automata theory. Evaluation of strengths and weaknesses of existing formal theories of linguistic knowledge. QR, SO

* **LING 225a, Computing Meanings** Robert Frank

Introduction to mathematical and computational tools for assigning meanings to natural language sentences. Foundational skills for the development of formal models of human language syntax and semantics, and for practical applications of language technology such as text understanding and question-answering. Topics include syntactic structure and displacement, quantification and inference, and the dynamics of discourse. Prerequisite: LING 153 or permission of instructor. SO

LING 227a / PSYC 327a, Language and Computation I Staff

Design and analysis of computational models of language. Topics include finite state tools, computational morphology and phonology, grammar and parsing, lexical semantics, and the use of linguistic models in applied problems. Prerequisite: prior programming experience or permission of instructor. QR, SO

LING 229b, Language and Computation II Staff

Exploration of the computational and linguistic foundations of systems for natural language processing by computer. Theoretical and practical issues involved in the construction of such systems, for problems including parsing, semantic interpretation, and machine translation. Prerequisite: LING 227. SO

[**LING 230, Techniques in Neurolinguistics**]

LING 231b / PSYC 331b, Neurolinguistics Maria Piñango

The study of language as a cognitive neuroscience. The interaction between linguistic theory and neurological evidence from brain damage, degenerative diseases (e.g., Alzheimer's disease), mental illness (e.g., schizophrenia), neuroimaging, and neurophysiology. The connection of language as a neurocognitive system to other systems such as memory and music. SO

LING 232a, Introduction to Phonological Analysis Ryan Bennett

The structure of sound systems in particular languages. Phonemic and morphophonemic analysis, distinctive-feature theory, formulation of rules, and problems of rule interpretation. Emphasis on problem solving. Prerequisite: LING 220, or a grade of B or above in LING 110. (Formerly LING 132) SO

* **LING 234a, Quantitative Linguistics using Corpora** Staff

Introduction to the basics of corpus linguistics. Students will be able to compile and process text corpora and conduct statistical tests to better understand linguistic patterns and will be provided with the background and tools necessary to pursue further research in this area. Digital humanities students from other departments are welcome. one entry level linguistics course (e.g. phonetics, phonology, syntax, and psycholinguistics), or with permission of the instructor. SO

* **LING 235b, Phonological Theory** Ryan Bennett

Topics in the architecture of a theory of sound structure. Motivations for replacing a system of ordered rules with a system of ranked constraints. Optimality theory: universals, violability, constraint types and their interactions. Interaction of phonology and morphology, as well as the relationship of phonological theory to language acquisition and learnability. Opacity, lexical phonology, and serial versions of optimality theory. Prerequisite: LING 232 or permission of instructor. SO RP

*** LING 241a, Field Methods** Ryan Bennett

Principles of phonetics, phonology, morphology, syntax, and semantics applied to the collection and interpretation of novel linguistic data. Data are collected and analyzed by the class as a group, working directly with a speaker of a relatively undocumented language. Open to majors in Linguistics, and to others with permission of instructor. SO

[LING 247, Indigenous Languages of Australia]**LING 253a, Syntax I** Raffaella Zanuttini

An introduction to the syntax of natural language. Generative syntactic theory and key theoretical concepts. Syntactic description and argumentation. Topics include the structure of clauses and noun phrases, movement operations, and the notion of parameter. (Formerly LING 153) SO

LING 254b, Syntax II Jim Wood

Recent developments in the principles and parameters approach to syntactic theory. In-depth exploration of theoretical and empirical issues in long-distance dependencies (island effects, dependency types, movement vs. binding), the character of syntactic structure (constituency, thematic mapping, functional categories), and the architecture of grammatical derivations (logical form, operations for structure building, anaphora). Prerequisite: LING 253. SO

LING 263a, Semantics I Staff

Introduction to truth-conditional compositional semantics. Set theory, first- and higher-order logic, and the lambda calculus as they relate to the study of natural language meaning. Some attention to analyzing the meanings of tense/aspect markers, adverbs, and modals. QR, SO

*** LING 264b, Semantics II** Staff

The model-theoretic approach to semantics and its treatment of core linguistic phenomena. Topics include quantification; tense, aspect, and modality; context and interpretation; and the semantics-pragmatics interface. Prerequisite: LING 263 or permission of instructor. SO

[LING 275, Pragmatics]*** LING 280b, Morphology** Jim Wood

The theory of word structure within a formal grammar. Relation to other areas of grammar (syntax, phonology); basic units of word structure; types of morphology (inflection, derivation, compounding). Prerequisites: LING 232 and 253, or permission of instructor. SO

Advanced Courses and Seminars

*** LING 322b, Topics in Phonology: Prosody in Phonetics and Phonology** Staff

Exploration of the phonetics and phonology of prosodic phenomena, in particular word-level prosody and phrase-level prosody. Phonetics topics include segmental and suprasegmental cues to prosodic structure, as well the phonetics of tone, phonation, and stress. Phonology topics include case studies of prosodic patterning in individual languages. Particular emphasis on typologically unusual prosodic systems, such as 'hybrid' tone-stress systems and rich tonal systems. LING 220 and LING 235, or

permission of instructor. The LING 235 prerequisite may be satisfied by enrolling in LING 235 concurrently with this course.

* **LING 334a, Experimental Semantics** Maria Piñango

The structure of meaning as part of the human cognitive system. How language use, which is serial and local in nature, is able to package meaning, which is multidimensional and atemporal. Psycholinguistic and cognitive modeling of core phenomena in lexical and compositional semantics. Readings from the fields of neurocognition and cognitive psychology, model-theoretic and lexico-conceptual semantics, and pragmatics. Prerequisite: LING 005, 110, 117, 260, 263, or CGSC 110, or with permission of instructor. SO

[**LING 341, Topics in Phonology: Prosody at the Interfaces**]

[**LING 355, Doubling in Syntax**]

[**LING 360, Topics in Syntax: Compositional Syntax**]

[**LING 364, Grammatical Diversity in U.S. English**]

* **LING 368b, Information Structure and the Syntax-Phonology Interface** Matthew Barros

Introduction to the syntax-phonology interface, that is, the mapping between sentence structure and phonetic, phonological, and gestural properties of the speech signal in which such structures are encoded in natural language. Study of the different theoretical analyses of the interface and the background and tools necessary to pursue research in this area. Ling 253a (Syntax I). SO

[**LING 372, Meaning, Concepts, and Words**]

* **LING 376b, Implicature and Pragmatic Theory** Laurence Horn

Theoretical and experimental approaches to conversational and conventional implicature. Pragmatic intrusion into what is said; constraints on truth-conditional content in neo-Gricean pragmatics and relevance theory. Arguments for and against the grammatical view of scalar implicature. Evidence from studies on the acquisition and processing of implicature and presupposition One course in semantics or pragmatics, or permission of instructor. SO RP

[**LING 390, Negation and Polarity**]

Research Courses

* **LING 490a / PSYC 372a, Research Methods in Linguistics** Raffaella Zanuttini

Development of skills in linguistics research, writing, and presentation. Choosing a research area, identifying good research questions, developing hypotheses, and presenting ideas clearly and effectively, both orally and in writing; methodological issues; the balance between building on existing literature and making a novel contribution. Prepares for the writing of the senior essay.

* **LING 491b, The Senior Essay** Maria Piñango

Research and writing of the senior essay under the guidance of a faculty adviser. Students present research related to their essays in a weekly colloquium. Prerequisite: LING 490.

Related Courses

*** ANTH 309a, Language and Culture** Paul Kockelman

The relations between language, culture, and cognition. What meaning is and why it matters. Readings in recent and classic works by anthropologists, linguists, psychologists, and philosophers. SO

*** ANTH 333a, Bilingualism in Social Context** J. Joseph Errington

The linguistic phenomenon of bilingualism presented through broad issues in social description inseparably linked to it: growth and change in bilingual communities; bilingual usage, social identity, and allegiance; and interactional significances of bilingual speech repertoire use. SO

Anthropology: Linguistic

CGSC 110a / PSYC 130a, Introduction to Cognitive Science Brian Scholl

An introduction to the interdisciplinary study of how the mind works. Discussion of tools, theories, and assumptions from psychology, computer science, neuroscience, linguistics, and philosophy. SO

CPSC 201a or b, Introduction to Computer Science Staff

Introduction to the concepts, techniques, and applications of computer science. Topics include computer systems (the design of computers and their languages); theoretical foundations of computing (computability, complexity, algorithm design); and artificial intelligence (the organization of knowledge and its representation for efficient search). Examples stress the importance of different problem-solving methods. After CPSC 112 or equivalent. QR

Math: Stat/Applied Math

[CPSC 430, Formal Semantics]

CPSC 470a, Artificial Intelligence Drew McDermott

Introduction to artificial intelligence research, focusing on reasoning and perception. Topics include knowledge representation, predicate calculus, temporal reasoning, vision, robotics, planning, and learning. After CPSC 201 and 202. QR

CPSC 472a, Intelligent Robotics Brian Scassellati

Introduction to the construction of intelligent, autonomous systems. Sensory-motor coordination and task-based perception. Implementation techniques for behavior selection and arbitration, including behavior-based design, evolutionary design, dynamical systems, and hybrid deliberative-reactive systems. Situated learning and adaptive behavior. After CPSC 201 and 202 or equivalents. May not be taken after CPSC 473. QR

GREK 390a, Greek Syntax and Stylistics Victor Bers

A review of accidence and syntax, elementary composition, and analysis of Greek prose styles of the fifth and fourth centuries B.C., including a comparison of "prosaic" and "poetic" syntax. Prerequisite: previous familiarity with some Greek prose beyond the elementary level, or permission of instructor. L5, HU

LATN 110a, Beginning Latin: The Elements of Latin Grammar Staff

Introduction to Latin. Emphasis on morphology and syntax within a structured program of readings and exercises. Prepares for LATN 120. No prior knowledge of Latin assumed. Preregistration, which is required, takes place at the Academic Fair.

See the *Calendar for the Opening Days* or the departmental Web site for details about preregistration. L1 RP 1½ Course cr

LATN 120b, Beginning Latin: Review of Grammar and Selected Readings Staff
Continuation of LATN 110. Emphasis on consolidating grammar and on readings from Latin authors. The sequence LATN 110, 120 prepares for 131 or 141. Prerequisite: LATN 110 or equivalent. L2 RP 1½ Course cr

* **LATN 390b, Latin Syntax and Stylistics** Joseph Solodow
A systematic review of syntax and an introduction to Latin style. Selections from Latin prose authors are read and analyzed, and students compose short pieces of Latin prose. For students with some experience reading Latin literature who desire a better foundation in forms, syntax, idiom, and style. L5, HU

PHIL 115a, First-Order Logic Elizabeth Miller
An introduction to formal logic. Study of the formal deductive systems and semantics for both propositional and predicate logic. Some discussion of metatheory. QR

PHIL 267b, Mathematical Logic Sun-Joo Shin
An introduction to the metatheory of first-order logic, up to and including the completeness theorem for the first-order calculus. Introduction to the basic concepts of set theory. Prerequisite: PHIL 115 or permission of instructor. QR
Math: Logic/Foundations

* **PHIL 427b, Computability and Logic** Sun-Joo Shin
A technical exposition of Gödel's first and second incompleteness theorems and of some of their consequences in proof theory and model theory, such as Löb's theorem, Tarski's undefinability of truth, provability logic, and nonstandard models of arithmetic. Prerequisite: PHIL 267 or permission of instructor. QR, HU
Math: Logic/Foundations

* **SLAV 202a, Old Church Slavic** Harvey Goldblatt
A study of Old Church Slavic and its place in the history of Church Slavic. The main features and the grammar of Old Church Slavic. The Glagolitic and Cyrillic writing systems. Close readings from Old Church Slavic literary monuments. Old Church Slavic in relation to modern Slavic languages (especially Russian). Prerequisite: elementary knowledge of a Slavic language. Conducted in English. RP

Literature

Director of undergraduate studies: TBD, maryjane.stevens@yale.edu;
complit.yale.edu/literature-major

FACULTY OF THE DEPARTMENT OF COMPARATIVE LITERATURE

Professors Dudley Andrew, Peter Brooks (*Emeritus*), Rüdiger Campe, Katerina Clark, Roberto González Echevarría, Martin Hägglund, Hannan Hever, Michael Holquist (*Emeritus*), Carol Jacobs, Rainer Nägele (*Emeritus*), David Quint, Katie Trumpener, Jing Tsu

Associate Professor Moira Fradinger

Assistant Professors Robyn Creswell, Marta Figlerowicz, Ayesha Ramachandran

Senior Lecturer Peter Cole

Lecturers Jan Hagens, George Syrimis

Senior Lector Candace Skorupa

Affiliated Faculty Rolena Adorno (*Spanish & Portuguese*), R. Howard Bloch (*French*), Francesco Casetti (*Film & Media Studies*), Kang-i Sun Chang (*East Asian Languages & Literatures*), Michael Denning (*American Studies*), Wai Chee Dimock (*English*), Paul Fry (*English*), Karsten Harries (*Philosophy*), Alice Kaplan (*French*), Tina Lu (*East Asian Languages & Literatures*), John MacKay (*Slavic Languages & Literatures*), Giuseppe Mazzotta (*Italian*), Christopher L. Miller (*French*), Joseph Roach (*English*), Maurice Samuels (*French*), Henry Sussman (*German*) (*Visiting*), Ruth Yeazell (*English*)

The Literature Major allows students to address fundamental questions about the nature, function, and value of literature in a broadly comparative context. Majors read and write about a wide variety of literary works across periods, genres, and national traditions. They investigate traditional and contemporary approaches to literary study, ancient and modern literary theory, and the relationship of literature to film and to other branches of the arts and sciences.

The Literature Major offers students the freedom to construct a program of study that reflects their intellectual goals. All students planning to major in Literature should register with the director of undergraduate studies, who will work with them to develop a coherent, well-focused sequence of courses suited to their individual interests.

The major offers a number of its own courses, which constitute the core of the program. Other courses are normally chosen from different language and literature programs, many of which offer courses on literature and film in translation. Among these programs are African American Studies (p. 95), Classics (p. 195), East Asian Languages and Literatures (p. 230), English Languages and Literatures (p. 286), Film and Media Studies (p. 341), French (p. 352), German (p. 381), Italian (p. 456), Near Eastern Languages and Civilizations (p. 561), Portuguese (p. 606), Slavic Languages and Literatures (p. 633), and Spanish (p. 656). Courses in film and media studies count toward the major in the same way as courses in literature. Students with a particular interest in film or in translation studies may wish to elect the film track or translation track within the Literature major, described below.

The experience of reading a foreign literature in the original language enables us to understand the nature of both language and literature more fully. Prospective Literature majors are strongly encouraged to begin the study of a foreign language as early as possible in their academic careers and to continue such study throughout their time at Yale. Students interested in graduate study in comparative literature should be aware that many programs require reading knowledge of two or three foreign languages.

Prerequisites Completion of the Yale College foreign language distributional requirement is a prerequisite for entry into the major. Prospective majors must also complete LITR 120 and one of LITR 122, 143, 168, 169, or 348. Students in the film track must take LITR 143 and students in the translation track must take take LITR 348.

The standard major Beyond the prerequisites, the Literature Major requires twelve term courses. These include LITR 300, which should be taken in the sophomore or junior year. Also required are two core seminars, one pre-1800 course, one course in drama or poetry, three courses in a foreign literature with readings in the original

language, three elective courses, and the senior essay. The three elective courses may be taken in any literature department and may include two courses in a related discipline that has direct bearing on the student's program in literature, such as history of art, philosophy, anthropology, music, or theater studies. One of the elective courses may be in creative writing.

Core seminars In core seminars, LITR 400–480, students focus intensively on particular texts, films, literary and cultural issues, and theoretical problems. Students are required to take at least two core seminars, preferably one in the junior and one in the senior year. The seminars provide training in literary interpretation and theory, preparing students for the senior essay.

Pre-1800 course requirement The Literature Major requires at least one course in literature before 1800. Because both genres and individual works of literature refer to, emulate, challenge, and rewrite older works and conventions, students benefit from acquiring a degree of historical perspective. Courses numbered LITR 150–199 fulfill the pre-1800 requirement; courses from other departments may also fulfill the requirement.

Poetry or drama requirement In addition to the pre-1800 course, all students must take one course in poetry or drama. The course may be one offered in a program other than Literature.

Foreign literature requirement All majors are required to take at least three additional term courses, beyond the foreign language distributional requirement, in an ancient or modern foreign literature, in which the literature is read in the original language. One or more courses can be taken at a basic literature level (normally equivalent to the third year of language study); however, at least one course must be taken at an advanced level (normally equivalent to the fourth year of language study or higher). Students are encouraged to continue developing their foreign language skills by taking advanced language courses and may, with permission of the director of undergraduate studies, substitute one language course at the L5 level for one of the three required foreign literature courses.

A literature course in translation is sometimes suitable as a foreign literature course. In such cases, Literature majors are expected to request additional assignments from their instructors that demonstrate they have engaged with the texts in the original language. They should fill out a form, signed by the instructor, attesting to their intent to do so. This form is available in the department office in Room 102, 451 College St.; students should submit it to the director of undergraduate studies along with their course schedule.

Nonnative speakers of English who are granted permission by Yale College to complete the foreign language distributional requirement by taking ENGL 114, 115, 120, 121, or 450 may take three additional English literature courses to fulfill the foreign literature requirement of the Literature Major, or they may fulfill the major requirements in a third language.

The senior essay In the senior essay, required of all majors, students develop a research topic of their choice and work closely with a faculty adviser. Normally, the essay makes use of texts in the language of their original composition. Any exceptions must be

approved by the director of undergraduate studies. Deadlines for the prospectus, the rough draft, and the completed essay are listed in the course descriptions of the senior essay course (LITR 491 and 492, 493).

The senior essay may be written over one term (LITR 491) or over two terms (LITR 492, 493). Alternatively, students may fulfill the senior essay requirement within the context of a core seminar. Because no more than five students per seminar may elect this option, students should petition the instructor promptly at the beginning of the term. It is understood that students choosing to write the senior seminar essay in a core seminar will work closely with the instructor throughout the term and produce a substantial paper, approximately thirty pages. Students earn one course credit for the seminar in which the essay is written; no additional course credit is awarded for the essay itself.

Students with an especially well-developed project may petition to write a yearlong senior essay. Interested juniors must apply to the director of undergraduate studies by the last day of classes in the spring term. Students may count the second term of the essay as one elective course toward the total number of courses required for the major. Students expecting to graduate in May enroll in LITR 492 during the fall term and complete their essays in 493 in the spring term. December graduates enroll in 492 in the spring term and complete their essays in 493 during the following fall term. Students planning to begin their essay in the spring term should notify the director of undergraduate studies by the last day of classes in the fall term.

Credit/D/Fail For students in the Class of 2017 and previous classes, a maximum of one course taken Credit/D/Fail may count toward the major, with permission of the director of undergraduate studies. For students in the Class of 2018 and subsequent classes, a maximum of two courses taken Credit/D/Fail may count toward the major, with permission of the director of undergraduate studies.

Film track Students in the film track must fulfill the same requirements as those in the standard Literature track, with the following exceptions. Film-track students must take LITR 143 as one of the prerequisites to the major. They take two foreign literature courses rather than three; neither may be substituted with an advanced language course. In addition, students in the film track must take one course in film theory and must choose their three electives from courses in film and media studies.

Translation track Students in the translation track must fulfill the same requirements as those in the standard Literature track, with the following exceptions. Translation-track students must take as one of the prerequisites to the major LITR 348 or another course in the theory and practice of translation approved by the director of undergraduate studies. Translation-track students must also choose their three electives from courses that engage with some aspect of translation studies; the office of the director of undergraduate studies maintains a list of qualifying courses.

Intensive major Students in the intensive major complete three courses each in two non-anglophone literatures, in all of which the literature is read in the original language. Three of these courses take the place of the three electives in the non-intensive major. Intensive majors must also demonstrate proficiency at the L5 level in one of their languages and at the L4 level or above in the other. Alternatively, students taking the intensive major in three national literatures may take two courses each in

two national literatures and three in a third. They must demonstrate proficiency at the L5 level in the language of their principal literature, and at the L4 level or above in the other two.

Year or term abroad The Literature Major encourages students to consider spending a summer, a term, or a year abroad. Courses taken on international programs may, with permission of the director of undergraduate studies, be applied to the Literature Major's foreign literature requirement.

Foreign literature courses The following table lists languages in which advanced literature instruction is available at Yale, specifying courses that fulfill the basic and advanced literature requirements for the major. Courses with numbers higher than those listed also normally fulfill the requirement, providing that they focus on literature (rather than language) and that the literature is read in the original language.

Language	Basic Literature Course	Advanced Literature Course
Arabic	ARBC 150, 151	ARBC 161 or 165
Chinese	CHNS 150, 151	CHNS 170 or 171
French	FREN 170	Courses in French numbered 200 or higher
German	Courses in German numbered 170 or higher	Courses in German numbered 200 or higher
Ancient Greek	GREK 131 or 141	Ancient Greek courses numbered 400 or higher
Modern Hebrew	By arrangement with instructor	By arrangement with instructor
Italian	Courses in Italian numbered 200 or higher	Courses in Italian numbered 200 or higher
Japanese	JAPN 150, 151	JAPN 170 or 171
Korean	KREN 150, 151	EALL 470 or 471
Latin	LATN 131 or 141	Latin courses numbered 400 or higher
Persian	PERS 150	PERS 150
Portuguese	By arrangement with instructor	By arrangement with instructor
Russian	RUSS 150, 151	Courses in Russian numbered 170 or higher
Spanish	SPAN 261, 262, 266, or 267	Courses in Spanish numbered 300 or higher

Other ancient and modern languages, including those from Africa, South Asia, and the Middle East, may be suitable for the Literature Major if a qualified faculty adviser is available to supervise the major.

REQUIREMENTS OF THE MAJOR

Prerequisites *All tracks* – LITR 120; completion of Yale College foreign language distributional req; one of LITR 122, 143, 168, 169, or 348; *Film track* – LITR 143; *Translation track* – LITR 348 or equivalent

Number of courses 12 term courses beyond prereqs (incl senior essay)

Specific course required LITR 300

Distribution of courses *All tracks*—1 course in lit before 1800; 1 course in poetry or drama; 2 core sems; *Standard track*—3 courses in 1 foreign lit, as specified; 3 electives, as specified; *Film track*—2 courses in 1 foreign lit, as specified; 1 course in film theory; 3 electives in film & media studies; *Translation track*—3 courses in 1 foreign lit, as specified; 3 electives in translation studies

Substitution permitted *Standard and translation tracks*—1 advanced lang course for 1 of 3 req foreign lit courses, with DUS permission

Senior requirement One-term senior essay (LITR 491); or two-term senior essay (LITR 492 and 493); or 1 core sem (LITR 400–480) with senior sem essay

Intensive major 3 addtl courses in a second foreign lang in place of 3 electives; demonstrated command of languages as indicated

* **LITR 020a / FREN 012a, French Literature in Global Context** Staff

Introduction to contemporary French fiction in a global perspective. Close readings of prizewinning novels by writers of the former French Empire—in Africa, the Middle East, Southeast Asia, and the Caribbean—alongside key manifestos and theoretical essays that define or defy the notion of world literature. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **LITR 087b / HUMS 073b, Uncertainty in Medicine Viewed through the Humanities** William Sledge and Moira Fradinger

A survey that explores the rich conversation of science and humanistic study in experiences of uncertainty in medical practice. Professional relationships between doctor and patient examined through history, sociology, anthropology, literature, music and visual arts, and medical reflections. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **LITR 099a / FILM 099a, Film and the Arts** Dudley Andrew

A study of cinema as it developed into a significant art form, including its interactions with fiction, theater, and painting. Focus on André Bazin's reflections on cinema in response to Chaplin, Welles, and Cocteau, as well as to writers such as Faulkner, Sartre, and Malraux. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU RP

Prerequisites and Required Courses

LITR 120a, Introduction to Narrative David Quint and Marta Figlerowicz

A team-taught course that examines how narratives work and what they do. Emphasis on fictional form, the mechanics of plot, and questions of time and duration. Texts are drawn from a variety of periods and cultures, and include folktales, short stories, novels, case studies, graphic novels, and films. WR, HU

LITR 143b / ENGL 192 / FILM 240b, World Cinema Dudley Andrew

Development of ways to engage films from around the globe productively. Close analysis of a dozen complex films, with historical contextualization of their production and cultural functions. Attention to the development of critical skills. Includes weekly screenings, each followed immediately by discussion. HU

LITR 300b / ENGL 300b, Introduction to Theory of Literature Martin Hägglund

An examination of concepts and assumptions in contemporary views of literature. Theories of meaning, interpretation, and representation. Critical analysis of formalist,

psychoanalytic, structuralist, poststructuralist, Marxist, and feminist approaches to theory and to literature. HU

The Ancient World

* LITR 154b / ENGL 395b, *The Bible as Literature* Leslie Brisman

Study of the Bible as a literature — a collection of works exhibiting a variety of attitudes toward the conflicting claims of tradition and originality, historicity and literariness. Pre-1800 with completion of supplementary assignments in the language of the King James Bible. If there is sufficient interest, a second section will be offered. WR, HU RP

* LITR 168a / ENGL 129a, *Tragedy in the European Literary Tradition* Staff

The genre of tragedy from its origins in ancient Greece and Rome through the European Renaissance to the present day. Themes of justice, religion, free will, family, gender, race, and dramaturgy. Works include Homer's *Iliad* and plays by Aeschylus, Sophocles, Euripides, Seneca, Shakespeare, Racine, Ibsen, Chekhov, Brecht, Beckett, and Soyinka. Focus on textual analysis and on developing the craft of persuasive argument through writing. WR, HU

* LITR 169b / ENGL 130b, *Epic in the European Literary Tradition* Staff

The epic tradition traced from its foundations in ancient Greece and Rome to the modern novel. The creation of cultural values and identities; exile and homecoming; the heroic in times of war and of peace; the role of the individual within society; memory and history; politics of gender, race, and religion. Works include Homer's *Odyssey*, Vergil's *Aeneid*, Dante's *Inferno*, Cervantes's *Don Quixote*, and Joyce's *Ulysses*. Focus on textual analysis and on developing the craft of persuasive argument through writing. WR, HU

Medieval and Early Modern Literature to 1800

LITR 172b / EALL 210b, *Man and Nature in Chinese Literature* Kang-i Sun Chang

An exploration of man and nature in traditional Chinese literature, with special attention to aesthetic and cultural meanings. Topics include the concept of nature and literature; neo-Taoist self-cultivation; poetry and Zen (Chan) Buddhism; travel in literature; loss, lament, and self-reflection in song lyrics; nature and the supernatural in classical tales; love and allusions to nature; religious pilgrimage and allegory. All readings in translation; no knowledge of Chinese required. Some Chinese texts provided for students who read Chinese. Formerly CHNS 200. HU TR

LITR 174a / EALL 211a / WGSS 405a, *Women and Literature in Traditional China*

Kang-i Sun Chang

A study of major women writers in traditional China, as well as representations of women by male authors. The power of women's writing; women and material culture; women in exile; courtesans; Taoist and Buddhist nuns; widow poets; cross-dressing women; the female body and its metaphors; footbinding; notions of love and death; the aesthetics of illness; women and revolution; poetry clubs; the function of memory in women's literature; problems of gender and genre. All readings in translation; no knowledge of Chinese required. Some Chinese texts provided for students who read Chinese. Formerly CHNS 201. HU

*** LITR 180b / ITAL 317b / RLST 335b / WGSS 317b, Women in the Middle Ages**

Christiana Purdy Moudarres

Medieval understandings of womanhood examined through analysis of writings by and/or about women, from antiquity through the Middle Ages. Introduction to the premodern Western canon and assessment of the role that women played in its construction. TR

LITR 183a / ITAL 310a, Dante in Translation Christiana Purdy Moudarres

A critical reading of Dante's *Divine Comedy* and selections from the minor works, with an attempt to place Dante's work in the intellectual and social context of the late Middle Ages by relating literature to philosophical, theological, and political concerns. One discussion section conducted in Italian. HU TR

*** LITR 189a / SPAN 300a, Cervantes's *Don Quijote*** Roberto González Echevarría

A detailed study of the *Quijote* in the aesthetic and historical context of Renaissance and baroque Spain. The significance of the *Quijote* for modern European and Latin American fiction. Readings also include Cervantes's *Exemplary Stories* and Elliott's *Imperial Spain*. Conducted in English; a section in Spanish available depending on demand. Counts toward the Spanish major. HU TR

LITR 197b / EALL 203b, The Tale of Genji Edward Kamens

A reading of the central work of prose fiction in the Japanese classical tradition in its entirety (in English translation) along with some examples of predecessors, parodies, and adaptations (the latter include Noh plays and twentieth-century short stories). Topics of discussion include narrative form, poetics, gendered authorship and readership, and the processes and premises that have given *The Tale of Genji* its place in "world literature." Attention will also be given to the text's special relationship to visual culture. No knowledge of Japanese required. A previous college-level course in the study of literary texts is recommended but not required. WR, HU

European Literature since 1800**LITR 214b / FREN 240b, The Modern French Novel** Staff

A survey of major French novels, considering style and story, literary and intellectual movements, and historical contexts. Writers include Balzac, Flaubert, Proust, Camus, and Sartre. Readings in translation. One section conducted in French. HU TR

*** LITR 220b / CZEC 301b / RSEE 300b, Milan Kundera: The Czech Novelist and French Thinker** Karen von Kunes

Close reading of Kundera's novels, with analysis of his aesthetics and artistic development. Relationships to French, German, and Spanish literatures and to history, philosophy, music, and art. Topics include paradoxes of public and private life, the irrational in erotic behavior, the duality of body and soul, the interplay of imagination and reality, the function of literary metaphor, and the art of composition. Readings and discussion in English. HU TR

*** LITR 227a / RUSS 333a, The Living Dead in Literature** Molly Brunson

A study of ghosts, vampires, cyborgs, animated artworks, and other supernatural beings in Slavic, western European, and American literature and culture. The thematic, historical, and epistemological significance of violating the border between life and death in art. Analysis of novels, short stories, folklore, visual arts, and theoretical texts. Readings and discussion in English. HU

* **LITR 233a or b / GMAN 415a or b / HUMS 370a or b, Büchner: Between Romantic Comedy and Modern Science** Rüdiger Campe

Close reading of works by Georg Büchner, romantic poet and founder of the anticlassical tradition in German literature. The range of Büchner's writings in terms of discourse and performative style, including comedy, tragedy, psychological case study, political pamphlet, philosophical lecture, and scientific paper. Attention to the interrelation between literary and nonliterary semantics. Readings in English and German. Discussion in English. HU

* **LITR 239b / CLCV 216b / MGRK 216b, Dionysus in Modernity** George Syrimis
Modernity's fascination with the myth of Dionysus. Questions of agency, identity and community, and psychological integrity and the modern constitution of the self. Manifestations of Dionysus in literature, anthropology, and music; the Apollonian-Dionysiac dichotomy; twentieth-century variations of these themes in psychoanalysis, surrealism, and magical realism. HU TR

* **LITR 240a / GMAN 248a / HUMS 236a, Goethe's Faust** Staff

Analysis of Goethe's *Faust*, with special attention to *Faust II*, and to the genesis of *Faust* in its various versions throughout Goethe's time. Emphasis on the work in context of Goethe's lifetime and in the later time of both reception and criticism. Reading knowledge of German beneficial but not required. HU

LITR 244a / GMAN 234a, German Fairy Tales Henry Sussman

The influence of German fairy tales on the genre of fiction and on the emergence of psychology, psychoanalysis, and folklore. The fairy tale's relation to romanticism; the importance of childhood sensibility to the fields of education, psychology, criticism, and cybernetics; the expansion of children's literature into new mass media. HU

LITR 245b / RSEE 254b / RUSS 254b, Novels of Tolstoy and Dostoevsky Vladimir Alexandrov

Close reading of major novels by two of Russia's greatest authors. Focus on the interrelations of theme, form, and literary-cultural context. Readings and discussion in English. HU

* **LITR 246b / GMAN 376b / HUMS 242b, Twentieth-Century German Fiction** Staff

Introduction to twentieth-century German fiction. Selected readings range from experimental (Walser, Kafka, Roth, Wolf) to classical (Mann, Musil) and from Austrians (Musil), Germans (Mann, Döblin, Wolf), Swiss (Walser), and Austro-Hungarians (Roth). Topics include: modernist improvisation and the turn to language; undercurrents of mystification and superstition in German thought; and radical political instability and cultural exploration under the Weimar Republic WR, HU

LITR 284a / FREN 270a, Mad Poets of the Nineteenth and Twentieth Century
Thomas Connolly

Nineteenth- and twentieth-century French poetry explored through the lives and works of poets whose ways of behaving, creating, and perceiving the world might be described as insane. Authors include Nerval, Baudelaire, Rimbaud, Verlaine, Mallarmé, Lautréamont, Apollinaire, Jacob, Breton, and Artaud. Lectures in English; readings available both in French and in English translation. Discussion sections conducted in French or English. WR, HU

* **LITR 299a / AFAM 379a / FREN 410a, Colonial Narrative, Postcolonial Counternarrative** Christopher Miller

Readings of paradigmatic, colonial era texts that have provoked responses and rewritings from postcolonial writers and filmmakers. In some cases the rewriting is explicit and direct, in other cases the response is more oblique. Both profound differences of perspective and unexpected convergences will emerge. Readings may include: Aimé Césaire's *A Tempest* after Shakespeare's *Tempest*, Kamel Daoud's *The Meursault Investigation* after Camus's *The Stranger*, and Claire Denis's film *Chocolat* after Ferdinand Oyono's *Houseboy*.

Non-European Literature since 1800

LITR 265b / EALL 256b / EAST 358b / GLBL 251b / HUMS 272b, China in the World
Jing Tsu

Recent headlines about China in the world, deciphered in both modern and historical contexts. Interpretation of new events and diverse texts through transnational connections. Topics include China and Africa, Mandarinization, labor and migration, Chinese America, nationalism and humiliation, and art and counterfeit. Readings and discussion in English. HU

LITR 279b / VIET 220b, Introduction to Vietnamese Culture, Values, and Literature
Quang Phu Van

Introduction to Vietnamese culture and values. Topics include cultural and national identity, aesthetics, the meaning of life, war, and death. Selected readings from Zen poems, folklore, autobiographies, and religious and philosophical writings. Course is taught in English and is an alternative to Western perspectives. Readings in translation. No previous knowledge of Vietnamese required. HU

LITR 282b / ER&M 319b / JDST 318b / NELC 282b, Cultural Critique and Israel
Hannan Hever

Major trends in cultural studies explored using Israel as a case study; focus on the political-critical approach. Theoretical questions regarding the definition of culture; critical approaches to cultural texts; theories of high, low, and popular cultures; the constitution of the subject within the cultural arena. Attention to literature, cinema, music, and visual art. HU

* **LITR 294a / LAST 394a / PORT 394a, World Cities and Narratives** K. David Jackson

Study of world cities and selected narratives that describe, belong to, or represent them. Topics range from the rise of the urban novel in European capitals to the postcolonial fictional worlds of major Portuguese, Brazilian, and Spanish American cities. Conducted in English. WR, HU TR

* **LITR 295b / AFAM 352b / AMST 438b / ER&M 291b / WGSS 343b, Caribbean Diasporic Literature** Hazel Carby

An examination of contemporary literature written by Caribbean writers who have migrated to, or who journey between, different countries around the Atlantic rim. Focus on literature written in English in the twentieth and twenty-first centuries, both fiction and nonfiction. Writers include Caryl Phillips, Nalo Hopkinson, and Jamaica Kincaid. HU

Literary Theory and Special Topics

* **LITR 179b / ENGL 219b / HUMS 149b / ITAL 309b / WGSS 179b, Gender and Genre in Renaissance Love Poetry** Ayesha Ramachandran

Introduction to the poetic genres of lyric, epic, and pastoral in the European Renaissance. Focus on questions of desire, love, and gendered subjectivity. The historical contexts and political uses of discourses of eroticism and pleasure in Italy, Spain, France, and England. Written exercises include poetic imitations of Renaissance texts. HU

* **LITR 306a / FILM 409a / RSEE 327a / RUSS 327a, The Danube in Literature and Film** Marijeta Bozovic

The Danube River in the film, art, and literature of various Danubian cultural traditions, from the late nineteenth century to the present. Geography and history of the region that includes the river's shores and watershed; physical, historical, and metaphoric uses of the Danube; the region as a contested multilingual, multicultural, and multinational space, and as a quintessential site of cross-cultural engagement. Readings and discussion in English. HU TR

* **LITR 308b / ER&M 306b / JDST 353b, Literature at the Limit from Palestine and Israel** Hannan Hever and Robyn Creswell

Readings and films from post-1948 Palestine and Israel, with special attention given to historical and political contexts. Consideration of the limit, in the geographical sense of borders and checkpoints, as well as in the existential sense of extremity and trauma. HU

* **LITR 309a / LAST 108a, Latin American Intellectual Debates** Moira Fradinger

A study of cultural debates in Latin America and the Caribbean primarily through the literary form of the essay; novels, poems, and films are also included. Nineteenth-century polemics over emancipation; twentieth-century questions of cultural independence from Europe, *indigenismo*, negritude, hybridity, and transculturation. Authors include Bolívar, Sarmiento, Rodo, Vasconcelos, Reyes, González Prada, Mariátegui, Arguedas, Roumain, Césaire, Fanon, Rama, Retamar, Glissant, and Galeano. HU

* **LITR 319b / ENGL 230b / HUMS 402b, Modernities: Selfhood, Race, Class, and Gender** Ayesha Ramachandran and Marta Figlerowicz

The fundamental notion of "the self" interrogates categories of race, class, and gender as dimensions of understanding personhood. Introduction to major philosophical frameworks for thinking about "the self" from antiquity to the present; students examine case studies from across the world, aiming to put contemporary debates about these issues in historical perspective. HU

* **LITR 320a / FILM 368a / HIST 275Ja / MGRK 233a, The Culture of the Cold War in Europe** George Syrimis

European culture during and after the Cold War. Focus on the relation of politics and dominant ideologies to their correlative literary and cinematic aesthetics models and to popular culture. Themes include totalitarianism, Eurocommunism, decolonization, espionage, state surveillance, the nuclear threat, sports, and propaganda. HU

* **LITR 322b / ENGL 253b / JDST 341b, Jewish American Poetry** Peter Cole
 Consideration of American poetry written by Jews and Jewish poetry written by Americans and the relation these poems bear to other American poetry and to the poetry written by Jews elsewhere in the world. Key figures include Emma Lazarus, Gertrude Stein, Moshe Leyb-Halpern, Charles Reznikoff, Louis Zukofsky, Allen Ginsberg, Anthony Hecht, Adrienne Rich, and Harold Bloom. All readings in English.

HU

* **LITR 328a / MGRK 212a, Folktales and Fairy Tales** Maria Kaliambou
 History of the folktale from the late seventeenth through the late twentieth centuries. Basic concepts, terminology, and interpretations of folktales, with some attention to twentieth-century theoretical approaches. Performance and audience, storytellers, and gender-related distinctions. Interconnections between oral and written traditions in narratives from western Europe and Greece. WR, HU TR

* **LITR 332a / AFAM 340a / ER&M 320a, Narratives of Blackness in Latino and Latin America** Dixia Ramirez
 Focus on the cultural and literary treatments of Afro-Latin American and Afro-Latina/o subjectivity in Spanish- and Portuguese-speaking Latin America and in the United States through the study of literature, historical first-hand accounts, film, and scholarship produced from the 16th century to the present. Themes include slave insurrections, the plantation system, piracy and buccaneering, the black roots of several Latin American musical genres, miscegenation, and the central role of sexuality in race-based social hierarchies. WR, HU

* **LITR 341a / GMAN 337a / HUMS 240a, Literature of Travel and Tourism** Staff
 A critical, historical introduction to the functions of travel narratives from the late eighteenth century to the present. Topics include travel and autobiography, fiction versus non-fiction, cosmopolitanism, travel as a means of individual experience and education, anthropology, and the contemporary culture of tourism. Focus will be on four works: Ransmayr's *Atlas of an Anxious Man* (2012), Sebald's *The Rings of Saturn* (1995), Goethe's *Italian Journey* (1813/1817) and Georg Forster's account of the Cook voyage (1772-1775). readings and discussion in English. WR, HU TR

* **LITR 343b / AFAM 343b / AFST 326b / ENGL 231b / JDST 325b, Literatures of Blacks and Jews from the Twentieth Century** Staff
 Comparative study of representative writings by African, Caribbean, and African American authors of the past one hundred years, together with European, American, and South African Jewish authors writing in Yiddish, Hebrew, French, and English. Examination of the paradoxically central role played by minority, or marginal groups, in the creation of modern literature and the articulation of the modern experience. HU

* **LITR 348b / ENGL 456b / HUMS 427b / JDST 316b, The Practice of Literary Translation** Peter Cole
 Intensive readings in the history and theory of translation paired with practice in translating. Case studies from ancient languages (the Bible, Greek and Latin classics), medieval languages (classical Arabic literature), and modern languages (poetic texts). HU

* **LITR 349b / ENGL 224b / THST 317b, Tragedy and Drama of Reconciliation** Staff
 Close reading of dramas of reconciliation from the Western canon that have traditionally been categorized as tragedies. Ways in which the recategorization of such

plays lends additional complexity and meaning to their endings and allows for new interpretations of the texts, their authors, and the history of drama. HU

Film

* **LITR 359a / FILM 457a / ITAL 303a, Italian Film from Postwar to Postmodern**
Millicent Marcus

A study of important Italian films from World War II to the present. Consideration of works that typify major directors and trends. Topics include neorealism, self-reflexivity and metacinema, fascism and war, and postmodernism. Films by Fellini, Antonioni, Rossellini, De Sica, Visconti, Pasolini, Bertolucci, Wertmuller, Tornatore, and Moretti. Most films in Italian with English subtitles. WR, HU

* **LITR 360a / FILM 363a, Radical Cinemas of Latin America** Moira Fradinger
Introduction to Latin American cinema, with an emphasis on post–World War II films produced in Cuba, Argentina, Brazil, and Mexico. Examination of each film in its historical and aesthetic aspects, and in light of questions concerning national cinema and "third cinema." Examples from both pre-1945 and contemporary films. Conducted in English; knowledge of Spanish and Portuguese helpful but not required. HU

* **LITR 361a / FILM 305a, History and Theory of Animation** Aaron Gerow
Survey of the history and theory of animation. Examples from around the world, from various traditions, and from different periods. HU

* **LITR 362b / FILM 346b / GMAN 225b, Intermediality in Film** Brigitte Peucker
Film is a hybrid medium, the meeting point of several others. This course focuses on the relationship of film to theater, painting, and video, suggesting that where two media are in evidence, there is usually a third. Topics include space, motion, framing, color, theatricality, tableau vivant, ekphrasis, spectatorship, and new media. Readings feature art historical and film theoretical texts as well as essays pertinent to specific films. Films by Fassbinder, Bergman, von Trier, Jarman, Godard, Haneke, Antonioni, Greenaway and others. HU

* **LITR 368b / FILM 319b / GMAN 273b, The Third Reich in Postwar German Film, 1945-2007** Jan Hagens

Close study of the intersection of aesthetics and ethics with regard to how German films, since 1945, have dealt with Nazi history. Through the study of German-language films (with subtitles), produced in postwar East, West, and unified Germany through 2007, students consider and challenge perspectives on the Third Reich and postwar Germany, while learning basic categories of film studies. HU

* **LITR 380b / FILM 411b, The Films of Alfred Hitchcock** Brigitte Peucker
An examination of Hitchcock's career as a filmmaker from *Blackmail* to *Frenzy*, with close attention to the wide variety of critical and theoretical approaches to his work. Topics include the status of the image; the representation of the feminine and of the body; spectatorship; painterliness and theatricality; generic and psychoanalytic issues. HU

Core Seminars

Two seminars are required for Literature majors; nonmajors may be admitted with permission of the instructor.

* **LITR 407b / ENGL 206b, Shakespeare and Tragedy** David Quint

Examination of Shakespeare's depiction of tragic experience, the alienation of the tragic protagonist both from nature and from the normative ties of culture. Consideration of five major tragedies (*Hamlet*, *King Lear*, *Othello*, *Macbeth*, and *Antony and Cleopatra*), one history (*1 Henry IV, Part One*), and three major romances (*Cymbeline*, *The Winter's Tale*, and *The Tempest*). Readings also include theories of tragedy and tragic thought. Prerequisite: for English majors, LITR 125 or 126. For Literature majors, LITR 120. The course is open to non-majors, but they will not have first priority. WR, HU

* **LITR 412b / ENGL 426b, Modernism, Empire, World Crisis** Joseph Cleary

Drawing on recent scholarship on modernist studies, postcolonial studies, and literary world-systems, this seminar explores how some leading Anglophone writers produced bold new works that engaged with conceptions of European civilizational crisis, the transfer of political power and cultural capital from Europe to the United States, and a rapidly-changing world order. Readings include Pascale Casanova, Alexis de Tocqueville, Henry James, Ford Maddox Ford, Ezra Pound, James Joyce, D. H. Lawrence, T. S. Eliot, W. B. Yeats, Gertrude Stein, and F. Scott Fitzgerald. WR, HU

* **LITR 418a / JDST 339a / MMES 418a / RLST 203a, Politics of Modern Hebrew Literature** Hannan Hever

Overview of the Poetics, Culture, History and Political dynamics of Modern Hebrew Literature as a national literature over the last 300 years. The course will trace the literary development of its diasporic condition in Europe through the Hebrew Literature that is created in the Israeli Jewish sovereignty. Readings in translation. No background in Jewish literature, Hebrew literature, or Jewish culture is required. HU

* **LITR 426a / ENGL 357a / WGSS 340a, Feminist and Queer Theory** Marta Figlerowicz

Historical survey of feminist and queer theory from the Enlightenment to the present, with readings from key British, French, and American works. Focus on the foundations and development of contemporary theory. Shared intellectual origins and concepts, as well as divergences and conflicts, among different ways of approaching gender and sexuality. WR, HU

* **LITR 431b / GMAN 315b / HUMS 243b / PHIL 482b, Systems and Their Theory** Henry Sussman

Conceptual systems that have, since the outset of modernity, furnished a format and platform for rigorous thinking at the same time that they have imposed on language the attributes of self-reflexivity, consistency, repetition, purity, and dependability. Texts by Kant, Hegel, Bergson, Kafka, Proust, and Borges. HU

* **LITR 435a / ER&M 218a / JDST 349a / RLST 228a, Ethnicity, Religion, and Nationality in Modern Jewish Culture** Hannan Hever and Eliyahu Stern

Conception and development of cultural identity through the category of "the Jew" in modernity. Investigation of identity politics in modern Europe, the Middle East, and America with consideration of how discourses of colonialism, science, theology, and multiculturalism have determined the perception of self and relation to others. HU
TR

* **LITR 436a / GMAN 375a / HUMS 239a, Reading Late Capitalism** Staff

The fate of Marxian literature in view of sociocultural history of the nineteenth and twentieth centuries. Exploration of the parameters and dimensions of Marx's core

texts, and pursuit of the fate of such major constructs as the commodity, alienation, class-conflict, and assembly-line manufacture, in the literature, cinema, and theoretical oversight of both centuries. Authors include Flaubert, Zola, Kafka, Lukács, Benjamin, Derrida, Jameson, and Piketty. Previous coursework analyzing elaborate arguments and recognizing different methodological frameworks. WR, HU

* **LITR 439b / GMAN 308b, Rilke and Yeats** Carol Jacobs

Close readings of individual works by Rainer Maria Rilke and William Butler Yeats, with an eye to the theoretical implications of their writings. HU TR

* **LITR 450a / FILM 445a, Adaptation and Representation in Cinema** Dudley Andrew

Cinematic adaptations of works from older arts, particularly literature. Adaptation as a sign of the modernity of cinema. Case studies of filmic transformations; the status of the arts in the twentieth and twenty-first centuries. RP

* **LITR 474b, Art and Revolution in the Middle East** Robyn Creswell

Readings and films on the relation of artistic to political revolutions, focusing on moments of political crisis in Algeria, Palestine, and Syria. HU

* **LITR 488a or b, Directed Reading and/or Individual Research** Marta Figlerowicz

Special projects in an area of the student's particular interest set up with the help of a faculty adviser and the director of undergraduate studies. Projects must cover material not otherwise offered by the department, must terminate in at least a term paper or its equivalent, and must have the approval of the director of undergraduate studies. Enrollment limited to Literature majors.

Senior Courses

* **LITR 491a or b, The Senior Essay** Marta Figlerowicz

An independent writing and research project. The senior essay is due in the office of the director of undergraduate studies according to the following schedule: (1) by September 2 (for LITR 491a) or January 20 (for LITR 491b), a three-page prospectus signed by the student's adviser; (2) by October 14 (for LITR 491a) or March 10 (for LITR 491b), a full rough draft (not notes); (3) by December 2 (for LITR 491a) or April 14 (for LITR 491b), the completed essay. The minimum length for an essay is twenty-five pages. Students are urged to arrange a topic and adviser early in the term before the term in which the essay is to be written.

* **LITR 492a or b and LITR 493a or b, The Yearlong Senior Essay** Marta Figlerowicz

An extended research project. Students must petition the curriculum committee for permission to enroll by the last day of classes in the term preceding enrollment in LITR 492. For students expecting to graduate in May, the senior essay is due in the office of the director of undergraduate studies according to the following schedule: (1) by September 2, a three-page prospectus signed by the student's adviser; (2) by February 17, a full rough draft (not notes); (3) by April 14, the completed essay. December graduates should consult the director of undergraduate studies for required deadlines. The minimum length for a yearlong senior essay is forty pages.

Mathematics

See also Applied Mathematics (p. 132).

Director of undergraduate studies: Andrew Casson, 216 LOM, 432-7056,
andrew.casson@yale.edu; math.yale.edu

FACULTY OF THE DEPARTMENT OF MATHEMATICS

Professors Andrew Casson, Ronald Coifman, Igor Frenkel, Alexander Goncharov, Peter Jones, Gregory Margulis, Yair Minsky, Vincent Moncrief, Hee Oh, *Nicholas Read, Vladimir Rokhlin, *Daniel Spielman, Van Vu, *John S. Wettlaufer, Gregg Zuckerman

Associate Professor Sam Payne

J. W. Gibbs Assistant Professors Asher Auel, Xiuyuan Cheng, Steven Frankel, Michael Magee, Kalina Mincheva, You Qi, Manas Rachh, Ilia Smilga, Stefan Steinerberger, Guy Wolf

Adjunct Professors Gil Kalai, Alex Lubotzky

Senior Lecturer Marketa Havlickova

Lecturers John Hall, James Rolf, Sarah Vigliotta

Helmsley Postdoctoral Teaching Scholars Lake Bookman, Brett Smith

Statistics Faculty Andrew Barron, Joseph Chang, John Hartigan (*Emeritus*), David Pollard

* A joint appointment with primary affiliation in another department.

Mathematics has many aspects: it is the language and tool of the sciences, a cultural phenomenon with a rich historical tradition, and a model of abstract reasoning. The course offerings and the major in Mathematics reflect these multiple facets. The Mathematics major provides a broad education in various areas of mathematics in a program flexible enough to accommodate many ranges of interest.

Placement in courses The department offers a three-term sequence in calculus, MATH 112, 115, and 120. Students who have not taken calculus at Yale and who wish to enroll in calculus must take the mathematics online placement examination; a link to the online examination and additional information are available on the departmental Web site (<http://math.yale.edu/undergrad/placement-exam>). A calculus advising session will be held at the beginning of the fall term to answer student questions about placement.

MATH 112 is an introductory course that presupposes basic skills in high school algebra, geometry, and trigonometry. Enrolling students are expected to know the basic definitions of the trigonometric functions, synthetic division, factorization, and elementary area and volume formulas of plane and solid geometry. MATH 115 presupposes familiarity with the topics covered in MATH 112. MATH 120 presupposes familiarity with the topics covered in MATH 115.

MATH 230, 231 is an advanced course sequence in linear algebra and introductory analysis for students with exceptionally strong backgrounds in mathematics. Students

who wish to enroll in MATH 230 should consult with the instructor of the course. After MATH 115, students with a strong interest in abstract mathematics should consider taking MATH 230, 231.

B.A. and B.S. degree programs The prerequisite for each program is calculus through the level of MATH 120 or the equivalent.

Each program normally consists of ten term courses in Mathematics numbered 222 or higher, including MATH 480. These ten may include no more than five term courses from other institutions. Each student is expected to take vector calculus and linear algebra: either MATH 230 and 231, or one of MATH 222 or 225 and MATH 250. To acquire both depth and breadth in the field, students are required to take at least two term courses in each of three of the following five categories: analysis, algebra and number theory, statistics and applied mathematics, geometry and topology, and logic and foundations. Each major program must also include at least one course in at least two of the three core areas: real analysis, algebra, and complex analysis. Taking courses from all three core areas is strongly recommended. To be eligible for Distinction in the Major, a student must have completed at least one course from each of the three core areas. The categories and core areas to which each course belongs are indicated in the course listings.

A candidate for the B.S. degree must take at least two advanced term courses in the physical sciences, such as CHEM 328, 332, 333, or PHYS 401, 402, in addition to the ten term courses required for the B.A. degree. Such courses require the approval of the director of undergraduate studies; written approval is advised.

Any student interested in pursuing further study in pure mathematics should include MATH 301, 305, 310, 350, 370, and 430 in his or her program, and should consider taking one or more graduate-level courses. Students interested in applications of mathematics should include MATH 300 or 301, 310, 350, and a selection of courses from MATH 241, 242, 244, 246, 251, 260, and CPSC 440.

Senior requirement During the senior year students majoring in Mathematics normally take the senior seminar (MATH 480). Alternatively, with the consent of the director of undergraduate studies, highly qualified students may write a senior essay in MATH 475 under the guidance of a faculty member, and give an oral report to the department. Students wishing to write a senior essay should consult the director of undergraduate studies early in the fall term.

Credit/D/Fail Courses taken Credit/D/Fail may not be counted toward the requirements of the major.

Courses related to mathematics Each Mathematics major is urged to acquire additional familiarity with the uses of mathematics by taking courses in Applied Mathematics (p. 132), Computer Science (p. 214), Engineering and Applied Science (p. 284), Economics (p. 256), Philosophy (p. 571), Physics (p. 578), Statistics (p. 666), or other departments. In some instances a limited number of such courses may be counted among the ten courses required for the major in Mathematics, with the approval of the director of undergraduate studies.

Each year the Mathematics and Statistics departments offer a large number of graduate courses, some of which are accessible to undergraduates with advanced preparation in

mathematics. Further information may be obtained from the directors of undergraduate studies whose permission, with that of the relevant director of graduate studies, is required for admission.

The intensive major Candidates for a degree with an intensive major in Mathematics must take courses in all three of the core areas: real analysis, algebra, and complex analysis. Intensive majors are also expected to include at least two graduate term courses in the Mathematics department, or equivalent independent study, in their programs. Familiarity with the material of the following courses is prerequisite to graduate courses in each category: *algebra*: two courses between 350 and 399; *analysis*: MATH 301, 305, 310; *algebraic topology*: MATH 301, 350; *logic and foundations*: MATH 270.

Combined B.S./M.S. degree program Students who, by the end of their senior year, complete the requirements of the department for the M.S. in Mathematics are eligible to receive this degree at their Senior Commencement. Required are: (1) eight term courses numbered 500 or higher, most of which must be completed with grades of B or better; (2) satisfactory performance on a general oral examination.

The master's program is in no sense a substitute for the B.A. or B.S. program; rather, it is designed to accommodate a very few exceptional students who, by means of accelerated or independent study, can satisfy the department as to their command of the content of the normal undergraduate program by the end of the junior year. Candidates must submit a proposal that foresees this level of achievement to the director of undergraduate studies no later than the last day of classes in their fifth term of enrollment in Yale College. If approved by the department, the proposal is forwarded to the Yale College Dean's Office. Students' status and progress are reviewed before they are permitted to continue in the program in the senior year. For more information on Yale College requirements for the program, see "Simultaneous Award of the Bachelor's and Master's Degrees" in Section K, Special Arrangements (p. 66), in the Academic Regulations.

Students take at least two graduate term courses in the junior year (normally courses in algebra or analysis are the first graduate courses taken). The general oral examination covers a list of topics available from the director of graduate studies and is accepted in lieu of the usual senior oral presentation. Details concerning the requirements for the master's degree may be obtained from the director of graduate studies.

REQUIREMENTS OF THE MAJOR

Prerequisite MATH 120 or equivalent

Number of courses *B.A.* – 10 term courses numbered 222 or higher, incl MATH 480;

B.S. – same, with 2 addtl courses in physical sciences

Specific courses required MATH 230 and 231; or MATH 222 or 225, and MATH 250

Distribution of courses *B.A.* – 2 courses in each of 3 categories chosen from analysis, algebra and number theory, stat and applied math, geometry and topology, logic and foundations; courses from 2 of 3 core areas, as specified; *B.S.* – same, with 2 addtl advanced courses in physical sciences approved by DUS

Substitution permitted With DUS permission, certain courses in Applied Math, Comp Sci, Engineering & Applied Science, Econ, Phil, Physics, Stat

Intensive major Courses in all 3 core areas; 2 grad courses or equivalent independent study counted among the required courses

Senior requirement Senior sem (MATH 480) or, with DUS permission, senior essay (MATH 475) and oral report

* **MATH 107a, Mathematics in the Real World** Brett Smith

The use of mathematics to address real-world problems. Applications of exponential functions to compound interest and population growth; geometric series in mortgage payments, amortization of loans, present value of money, and drug doses and blood levels; basic probability, Bayes's rule, and false positives in drug testing; elements of logic. No knowledge of calculus required. Enrollment limited to students who have not previously taken a high school or college calculus course. QR

MATH 108b, Estimation and Error Staff

A problem-based investigation of basic mathematical principles and techniques that help make sense of the world. Estimation, order of magnitude, approximation and error, counting, units, scaling, measurement, variation, simple modeling. Applications to demographics, geology, ecology, finance, and other fields. Emphasis on both the practical and the philosophical implications of the mathematics. Does not count toward the requirements of a major in Mathematics. QR

* **MATH 112a or b, Calculus of Functions of One Variable I** Staff

Limits and their properties. Definitions and some techniques of differentiation and the evaluation of definite integrals, with applications. Use of the software package Mathematica to illustrate concepts. No prior acquaintance with calculus or computing assumed. QR

* **MATH 115a or b, Calculus of Functions of One Variable II** Staff

A continuation of MATH 112. Applications of integration, with some formal techniques and numerical methods. Improper integrals, approximation of functions by polynomials, infinite series. Exercises involve the software package Mathematica. After MATH 112 or equivalent; open to freshmen with some preparation in calculus. May not be taken after MATH 116. QR

* **MATH 116a or b, Mathematical Models in the Biosciences I: Calculus Techniques**
John Hall

Introduction to topics in mathematical modeling that are applicable to biological systems. Discrete and continuous models of population, neural, and cardiac dynamics. Stability of fixed points and limit cycles of differential equations. Applications include Norton's chemotherapy scheduling and stochastic models of tumor suppressor gene networks. After MATH 112 or equivalent. May not be taken after MATH 115. QR

* **MATH 118a or b, Introduction to Functions of Several Variables** Staff

A combination of linear algebra and differential calculus of several variables. Matrix representation of linear equations, Gauss elimination, vector spaces, independence, basis and dimension, projections, least squares approximation, and orthogonality. Three-dimensional geometry, functions of two and three variables, level curves and surfaces, partial derivatives, maxima and minima, and optimization. Intended for students in the social sciences, especially Economics. May not be taken after MATH 120 or 222. Prerequisite: MATH 112. QR

*** MATH 120a or b, Calculus of Functions of Several Variables** Staff

Analytic geometry in three dimensions, using vectors. Real-valued functions of two and three variables, partial derivatives, gradient and directional derivatives, level curves and surfaces, maxima and minima. Parametrized curves in space, motion in space, line integrals; applications. Multiple integrals, with applications. Divergence and curl. The theorems of Green, Stokes, and Gauss. After MATH 115, or with permission of instructor. May not be taken after MATH 121. QR

*** MATH 160b / AMTH 160b, The Structure of Networks** Stefan Steinerberger

Network structures and network dynamics described through examples and applications ranging from marketing to epidemics and the world climate. Study of social and biological networks as well as networks in the humanities. Mathematical graphs provide a simple common language to describe the variety of networks and their properties. QR

MATH 222a or b / AMTH 222a or b, Linear Algebra with Applications Staff

Matrix representation of linear equations. Gauss elimination. Vector spaces. Linear independence, basis, and dimension. Orthogonality, projection, least squares approximation; orthogonalization and orthogonal bases. Extension to function spaces. Determinants. Eigenvalues and eigenvectors. Diagonalization. Difference equations and matrix differential equations. Symmetric and Hermitian matrices. Orthogonal and unitary transformations; similarity transformations. After MATH 115 or equivalent. May not be taken after MATH 225. QR

Math: Algebra/Number Theory

MATH 225a or b, Linear Algebra and Matrix Theory Staff

An introduction to the theory of vector spaces, matrix theory and linear transformations, determinants, eigenvalues, and quadratic forms. Some relations to calculus and geometry are included. After or concurrently with MATH 120. May not be taken after MATH 222. QR

Psychology: AdvSci NeuroTrk

Math: Algebra/Number Theory

[MATH 228, From Euclid to Einstein]

*** MATH 230a, Vector Calculus and Linear Algebra I** Staff

A careful study of the calculus of functions of several variables, combined with linear algebra. QR

Math: Algebra/Number Theory

*** MATH 231b, Vector Calculus and Linear Algebra II** Staff

Continuation of MATH 230. Application of linear algebra to differential calculus. Inverse and implicit function theorems; the idea of a manifold; integration of differential forms; general Stokes' theorem. QR

Math: Analysis

*** MATH 235b, Reflection Groups** You Qi

Concepts of linear algebra are used to explore the algebraic and geometric properties of groups generated by reflections. Examples from reflection groups introduce elements of group theory, Lie algebras, and representation theory. Reflections in a real Euclidean space, groups generated by reflections, crystallographic groups, and Coxeter groups. Preference to sophomores majoring in mathematics or the sciences. Prerequisite: MATH 222 or 225. QR

Math: Algebra/Number Theory

MATH 241a / STAT 241a, Probability Theory Joseph Chang

Introduction to probability theory. Topics include probability spaces, random variables, expectations and probabilities, conditional probability, independence, discrete and continuous distributions, central limit theorem, Markov chains, and probabilistic modeling. After or concurrently with MATH 120 or equivalent. QR

Math: Stat/Applied Math

MATH 242b / STAT 242b, Theory of Statistics Andrew Barron

Study of the principles of statistical analysis. Topics include maximum likelihood, sampling distributions, estimation, confidence intervals, tests of significance, regression, analysis of variance, and the method of least squares. Some statistical computing. After STAT 241 and concurrently with or after MATH 222 or 225, or equivalents. QR

Math: Stat/Applied Math

MATH 244a / AMTH 244a, Discrete Mathematics Staff

Basic concepts and results in discrete mathematics: graphs, trees, connectivity, Ramsey theorem, enumeration, binomial coefficients, Stirling numbers. Properties of finite set systems. Recommended preparation: MATH 115 or equivalent. QR

Math: Stat/Applied Math

Math: Algebra/Number Theory

MATH 246a or b, Ordinary Differential Equations Staff

First-order equations, second-order equations, linear systems with constant coefficients. Numerical solution methods. Geometric and algebraic properties of differential equations. After MATH 120 or equivalent; after or concurrently with MATH 222 or 225 or equivalent. QR

Math: Analysis

Math: Stat/Applied Math

MATH 247b / AMTH 247b / G&G 247b, Partial Differential Equations Stefan Steinerberger

Introduction to partial differential equations, wave equation, Laplace's equation, heat equation, method of characteristics, calculus of variations, series and transform methods, and numerical methods. Prerequisites: MATH 222 or 225, MATH 246, and ENAS 194, or equivalents. QR

Math: Stat/Applied Math

MATH 250a, Vector Analysis Andrew Casson

Calculus of functions of several variables, using vector and matrix methods. The derivative as a linear mapping. Inverse and implicit function theorems. Transformation of multiple integrals. Line and surface integrals of vector fields. Curl and divergence. Differential forms. Theorems of Green and Gauss; general Stokes' theorem. After MATH 120, and 222 or 225 or equivalent. QR

Math: Analysis

MATH 251b / ENAS 496b / STAT 251b, Stochastic Processes Sahand Negahban

Introduction to the study of random processes including linear prediction and Kalman filtering, Poisson counting process and renewal processes, Markov chains, branching processes, birth-death processes, Markov random fields, martingales, and random walks. Applications chosen from communications, networking, image reconstruction,

Bayesian statistics, finance, probabilistic analysis of algorithms, and genetics and evolution. Prerequisite: STAT 241 or equivalent. QR

Math: Stat/Applied Math

MATH 260a / AMTH 260a, Basic Analysis in Function Spaces Staff

Diagonalization of linear operators, with applications in physics and engineering; calculus of variations; data analysis. MATH 260 is a natural continuation of PHYS 301.

Prerequisites: MATH 120, and 222 or 225. QR

Math: Stat/Applied Math

MATH 270a, Set Theory Gregg Zuckerman

Algebra of sets; finite, countable, and uncountable sets. Cardinal numbers and cardinal arithmetic. Order types and ordinal numbers. The axiom of choice and the well-ordering theorem. After MATH 120 or equivalent. QR

Math: Logic/Foundations

MATH 300b, Topics in Analysis Staff

An introduction to analysis, with topics chosen from infinite series, the theory of metric spaces, and fixed-point theorems with applications. Students who have taken MATH 230, 231 should take MATH 301 instead of this course. After MATH 250 or with permission of instructor. QR

Math: Analysis

Math: Core Real Analysis

* **MATH 301a, Introduction to Analysis** Peter Jones

Foundations of real analysis, including metric spaces and point set topology, infinite series, and function spaces. After MATH 230, 231 or equivalent. QR

Math: Core Real Analysis

Math: Analysis

MATH 305b, Real Analysis Guy Wolf

The Lebesgue integral, Fourier series, applications to differential equations. After MATH 301 or with permission of instructor. QR

Math: Core Real Analysis

Math: Analysis

MATH 310a, Introduction to Complex Analysis Stefan Steinerberger

An introduction to the theory and applications of functions of a complex variable. Differentiability of complex functions. Complex integration and Cauchy's theorem. Series expansions. Calculus of residues. Conformal mapping. After MATH 231 or 250 or equivalent. QR

Math: Stat/Applied Math

Math: Core Complex Analysis

Math: Analysis

* **MATH 315b, Intermediate Complex Analysis** Alexander Goncharov

Continuation of MATH 310. Topics may include argument principle, Rouché's theorem, Hurwitz theorem, Runge's theorem, analytic continuation, Schwarz reflection principle, Jensen's formula, infinite products, Weierstrass theorem. Functions of finite order, Hadamard's theorem, meromorphic functions. Mittag-Leffler's theorem, subharmonic functions. After MATH 310. QR RP

Math: Analysis

Math: Core Complex Analysis

*** MATH 320a, Measure Theory and Integration** Staff

Construction and limit theorems for measures and integrals on general spaces; product measures; L_p spaces; integral representation of linear functionals. After MATH 305 or equivalent. QR RP

Math: Core Real Analysis

Math: Analysis

*** MATH 325b, Introduction to Functional Analysis** Yair Minsky

Hilbert, normed, and Banach spaces; geometry of Hilbert space, Riesz-Fischer theorem; dual space; Hahn-Banach theorem; Riesz representation theorems; linear operators; Baire category theorem; uniform boundedness, open mapping, and closed graph theorems. After MATH 320. QR RP

Math: Analysis

Math: Core Real Analysis

MATH 330b / STAT 330b, Advanced Probability David Pollard

Measure theoretic probability, conditioning, laws of large numbers, convergence in distribution, characteristic functions, central limit theorems, martingales. Some knowledge of real analysis assumed. QR

Math: Stat/Applied Math

*** MATH 345a, Modern Combinatorics** Van Vu

Recent developments and important questions in combinatorics. Relations to other areas of mathematics such as analysis, probability, and number theory. Topics include probabilistic method, random graphs, random matrices, pseudorandomness in graph theory and number theory, Szemerédi's theorem and lemma, and Green-Tao's theorem. Prerequisite: MATH 244. QR

Math: Stat/Applied Math

Math: Algebra/Number Theory

MATH 350a, Introduction to Abstract Algebra Asher Auel

Group theory, structure of Abelian groups, and applications to number theory. Symmetric groups and linear groups including orthogonal and unitary groups; properties of Euclidean and Hermitian spaces. Some examples of group representations. Modules over Euclidean rings, Jordan and rational canonical forms of a linear transformation. After MATH 222 or equivalent. QR

Math: Algebra/Number Theory

Math: Core Algebra

MATH 353a, Introduction to Representation Theory Staff

An introduction to basic ideas and methods of representation theory of finite groups and Lie groups. Examples include permutation groups and general linear groups. Connections with symmetric functions, geometry, and physics. After MATH 222 or equivalent.

Math: Algebra/Number Theory

*** MATH 354b, Number Theory** Staff

Prime numbers; quadratic reciprocity law, Gauss sums; finite fields, equations over finite fields; zeta functions. After MATH 350. QR

Math: Algebra/Number Theory

MATH 370b, Fields and Galois Theory Marketa Havlickova

Rings, with emphasis on integral domains and polynomial rings. The theory of fields and Galois theory, including finite fields, solvability of equations by radicals, and the fundamental theorem of algebra. Quadratic forms. After MATH 350. QR

Math: Algebra/Number Theory

Math: Core Algebra

MATH 380a, Modern Algebra I Staff

A survey of algebraic constructions and theories at a sophisticated level. Topics include categorical language, free groups and other free objects in categories, general theory of rings and modules, artinian rings, and introduction to homological algebra. After MATH 350 and 370. QR RP

Math: Core Algebra

Math: Algebra/Number Theory

MATH 381b, Modern Algebra II Gregg Zuckerman

Topics in commutative algebra: general extension of fields; Noetherian, local, and Dedekind rings. Introduction to valuation theory. Rudiments of algebraic geometry. After MATH 380. QR RP

Math: Algebra/Number Theory

Math: Core Algebra

MATH 435b, Differential Geometry Steven Frankel

Applications of calculus to the study of the geometry of curves and surfaces in Euclidean space, intrinsic differential geometric properties of manifolds, and connections with non-Euclidean geometries and topology. After MATH 231 or 250 or equivalent. QR

Math: Geometry/Topology

MATH 440a, Introduction to Algebraic Geometry Alexander Goncharov

An introduction to algebraic geometry through the study of algebraic curves. Topics include curves in the projective plane and their intersection theory; Bezout's theorem; divisors and line bundles; the Riemann-Hurwitz formula; hyperelliptic curves; and the Riemann-Roch theorem. Prerequisites: MATH 310, 350, and some background in differential forms. QR

Math: Algebra/Number Theory

*** MATH 480a or b, Senior Seminar: Mathematical Topics** Staff

A number of mathematical topics are chosen each term—e.g., differential topology, Lie algebras, mathematical methods in physics—and explored in one section of the seminar. Students present several talks on the chosen topic. One section each year is devoted to topics of interest to Economics and Mathematics majors, and is co-taught by a member of the Economics department.

OTHER COURSES RELATED TO MATHEMATICS

CPSC 201a or b, Introduction to Computer Science Staff

Introduction to the concepts, techniques, and applications of computer science. Topics include computer systems (the design of computers and their languages); theoretical foundations of computing (computability, complexity, algorithm design); and artificial intelligence (the organization of knowledge and its representation for efficient search). Examples stress the importance of different problem-solving methods. After CPSC 112 or equivalent. QR

Math: Stat/Applied Math

CPSC 365b, Design and Analysis of Algorithms Daniel Spielman

Paradigms for problem solving: divide and conquer, recursion, greedy algorithms, dynamic programming, randomized and probabilistic algorithms. Techniques for analyzing the efficiency of algorithms and designing efficient algorithms and data structures. Algorithms for graph theoretic problems, network flows, and numerical linear algebra. Provides algorithmic background essential to further study of computer science. After CPSC 202 and 223. QR

Math: Stat/Applied Math

CPSC 440b, Numerical Computation Vladimir Rokhlin

Algorithms for numerical problems in the physical, biological, and social sciences: solution of linear and nonlinear systems of equations, interpolation and approximation of functions, numerical differentiation and integration, optimization. After CPSC 112 or an equivalent introductory programming course; MATH 120; and MATH 222 or 225 or CPSC 202. QR

Math: Stat/Applied Math

PHIL 267b, Mathematical Logic Sun-Joo Shin

An introduction to the metatheory of first-order logic, up to and including the completeness theorem for the first-order calculus. Introduction to the basic concepts of set theory. Prerequisite: PHIL 115 or permission of instructor. QR

Math: Logic/Foundations

* **PHIL 427b, Computability and Logic** Sun-Joo Shin

A technical exposition of Gödel's first and second incompleteness theorems and of some of their consequences in proof theory and model theory, such as Löb's theorem, Tarski's undefinability of truth, provability logic, and nonstandard models of arithmetic.

Prerequisite: PHIL 267 or permission of instructor. QR, HU

Math: Logic/Foundations

Mathematics and Philosophy

Directors of undergraduate studies: Andrew Casson (Mathematics), 216 LOM, 432-7056, andrew.casson@yale.edu; Kenneth Winkler (Philosophy), 406A C, 432-1679, kenneth.winkler@yale.edu

The Mathematics and Philosophy major allows students to explore those areas where philosophy and mathematics meet, in particular, mathematical and philosophical logic and the philosophy of mathematics.

The prerequisite for the major is MATH 120. The major requires twelve term courses including the prerequisite and the senior seminar. Of the remaining courses, at least four must be in Mathematics at the 200 level or higher and five must be in Philosophy. All Philosophy courses are eligible for credit toward the major, with the exception of First-Order Logic (PHIL 115). Required courses include Set Theory (MATH 270), Mathematical Logic (PHIL 267), Computability and Logic (PHIL 427), an additional advanced Philosophy course with a substantive logical component, and one seminar in either Mathematics or Philosophy (other than PHIL 427) that fulfills the senior requirement (see below). Set Theory (MATH 270) and Mathematical Logic (PHIL 267)

must be taken before the end of the junior year; it is strongly recommended that they be taken earlier.

Senior requirement Each year certain seminars offered by the Mathematics and Philosophy departments are designated as fulfilling the senior requirement of the combined major. If such a seminar is taken in order to fulfill the senior requirement, majors must consult with the instructor and agree upon additional work required. Typically, additional work includes a substantial class presentation and/or preparation of a series of drafts prior to submission of the final paper.

The Mathematics seminar MATH 480, Senior Seminar: Mathematical Topics, fulfills the senior requirement. For Philosophy seminars that fulfill the senior requirement, consult the director of undergraduate studies in Philosophy.

A typical program satisfying the major might consist of MATH 120, 222 or 225, 270, 300, 350, and a designated seminar; PHIL 126, 267, 427, a designated seminar (other than PHIL 427), and two additional electives.

REQUIREMENTS OF THE MAJOR

Prerequisite MATH 120

Number of courses 12 term courses (incl prereq and senior sem)

Distribution of courses At least 4 courses in Math at 200 level or higher; at least 5 courses in Phil, as specified

Specific courses required MATH 270, PHIL 267, 427

Senior requirement Senior sem

Mathematics and Physics

Adviser for the major: Vincent Moncrief, 64 SPL, 432-6930,
vincent.moncrief@yale.edu

The major in Mathematics and Physics allows students to explore the productive interaction between the two subjects more extensively than either individual major. Prerequisites to the major include MATH 120 or its equivalent, an introductory physics lecture sequence numbered PHYS 180, 181 or above, and the associated laboratory sequence PHYS 205L, 206L. Beyond the prerequisites, the major requires a minimum of fourteen term courses above the introductory level, including the senior project. At least six of these must be Mathematics courses numbered 222 or above, and at least six must be advanced Physics courses chosen in consultation with the adviser for the major. A senior project in PHYS 471 or 472 on a topic appropriate for the combined major and acceptable to both the Physics and the Mathematics departments is also required. The student must present an oral report on this project to the Mathematics department.

REQUIREMENTS OF THE MAJOR

Prerequisites MATH 120 or equivalent; PHYS 180, 181, or 200, 201, or 260, 261; PHYS 205L, 206L

Number of courses 14 term courses beyond prereqs, incl senior req

Distribution of courses 6 Math courses numbered 222 or above; 6 advanced Physics courses selected in consultation with major adviser

Senior requirement Senior project in PHYS 471 or 472 on topic acceptable to both depts; oral report on project to Math dept

Mechanical Engineering

Director of undergraduate studies: Corey O'Hern, M203 ML, 432-4258,
corey.ohern@yale.edu; seas.yale.edu/departments/mechanical-engineering-and-materials-science

FACULTY OF THE DEPARTMENT OF MECHANICAL ENGINEERING AND MATERIALS SCIENCE

Professors Charles Ahn, Ira Bernstein (*Emeritus*), Juan Fernández de la Mora, Alessandro Gomez, †Sohr ab Ismail-Beigi, †Shun-I chiro Karato, Marshall Long, Brian Scassellati, Jan Schroers, Udo Schwarz (*Chair*), Mitchell Smooke

Associate Professors Aaron Dollar, Corey O'Hern

Assistant Professors Eric Brown, Judy Cha, Madhusudhan Venkadesan

Lecturers Beth Anne Bennett, Ronald Lehrach, Kailasnath Purushothaman, Joseph Zinter

†A joint appointment with primary affiliation in another department or school.

Mechanical engineering is among the most diversified of the traditional engineering disciplines. The mechanical engineer builds machines to extend our physical and mental capabilities and to convert traditional and novel energy sources into useful forms.

The role of the mechanical engineer has changed dramatically over the past few decades with the extensive use of high-performance computers (in such areas as computational fluid dynamics, materials design, control, and manufacturing), the interfacing of microelectromechanical systems and actuators via microprocessors to build high-precision sensors and devices, and the advent of advanced materials (e.g., composites, shape-memory alloys, ceramics, and superconductors) for new applications (e.g., coatings, biomaterials, and computer storage). These areas offer mechanical engineering students special opportunities for creativity, demanding that they learn not only in depth but also in breadth. Demands for increased energy efficiency and reduced environmental impact – as might be realized, for example, in novel gas turbine or electric hybrid vehicles – require that students understand the fundamentals of mechanics, thermodynamics, fluid mechanics, combustion, and materials science. In all these tasks, the utmost consideration of the modern mechanical engineer is improving the quality of human life. The engineer must also be constantly aware both of the finiteness of Earth's resources and its environment and of the burden that engineering places on them.

The educational mission of the Department of Mechanical Engineering and Materials Science is to provide an excellent education that will prepare students to become members of the next generation of mechanical engineers. To implement this mission, the department adheres to the following set of educational objectives: to provide a balanced technical and nontechnical education to enable graduates to enter highly selective graduate schools and/or to pursue technical careers in industry or government laboratories; to enable graduates to improve and adapt their skills to accommodate rapid technological changes; to prepare graduates to communicate effectively and to understand the ethical responsibilities and impact on society of their profession.

To achieve these objectives, the following fundamental educational goals have been established for the Department of Mechanical Engineering and Materials Science: to provide a comprehensive introduction to basic science and mathematics, which form the foundation of mechanical engineering; to provide thorough training in analytical and experimental methods and in data analysis, including problem formulation; to provide instruction in the fundamentals of the design process, including project innovation, synthesis, and management, both individually and in a team setting; to provide both a technical and a nontechnical program of study in which oral and written communication skills are developed; to instill in students an understanding of their professional and ethical responsibilities, which affect society and their profession.

At Yale, three mechanical engineering programs are offered: a B.S. degree program with a major in Mechanical Engineering, a B.S. degree program with a major in Engineering Sciences (Mechanical), and a B.A. degree program with a major in Engineering Sciences (Mechanical). Prospective majors in both B.S. programs are advised to complete introductory physics and mathematics through calculus (MATH 115) by the end of their freshman year.

A student's undergraduate engineering program may include one or more special project courses (MENG 471, 472), in which the student pursues a particular research interest through design-oriented projects and experimental investigations. Projects may be initiated by the student, may be performed in a team, or may be derived from the ideas of faculty members who place undergraduates in their ongoing research projects. All interested students should contact the director of undergraduate studies for more information on special project courses.

The major for the Class of 2018 and previous classes Students in the Class of 2018 and previous classes may fulfill the requirements of the major that were in place when they entered the program in Mechanical Engineering, as described in previous editions of this bulletin. Alternatively, they may fulfill the requirements for the major as described below for the Class of 2019 and subsequent classes.

The major for the Class of 2019 and subsequent classes For all three degree programs, the major requires a group of prerequisites or equivalents; several courses beyond the prerequisites; and a senior requirement, as indicated below.

B.S. degree program in Mechanical Engineering This is the most technically intensive mechanical engineering degree program and is accredited by the Engineering Accreditation Commission of ABET, Inc. This program is appropriate for students who plan careers as practicing engineers in industry, consulting firms, or government as well as for students who are considering a career in research and plan to pursue an advanced degree in engineering.

The prerequisites in mathematics are MATH 112, 115, and ENAS 151, or the equivalent. The basic science prerequisites are PHYS 180, 181, or 200, 201; one laboratory from PHYS 165L or 205L, and one from PHYS 166L or 206L, or equivalents.

Nineteen term courses beyond the prerequisites are required as follows:

1. Advanced mathematics: ENAS 194 and MATH 222 or 225

2. Mechanical engineering and related: MENG 211, 280, 285, 286L, 361, 363L, 383, 389, 390, 489 (the senior requirement), ENAS 130, EENG 200, and at least one lecture course in chemistry numbered CHEM 161 or higher

3. Technical electives: four approved technical electives chosen in consultation with the director of undergraduate studies; either MENG 471 or 472 (not both) may be counted as one of the four technical electives

The curriculum in this program is arranged in prescribed patterns, but some departures from it are possible with approval of the director of undergraduate studies.

B.S. degree program in Engineering Sciences (Mechanical) This non-ABET degree program is suitable for students who wish to gain significant expertise within mechanical engineering while combining their engineering studies with related disciplines. For example, a number of students have taken courses in architecture while pursuing a program in mechanical engineering that emphasizes structural mechanics; similarly, a student with an interest in computer graphics might combine engineering courses in computer-aided design with programming courses from the Department of Computer Science. The major requires twelve approved term courses in engineering, beyond the prerequisites and including the senior project, which can cover a broad array of topics within the subject provided that they contribute to a coherent program. Students should consult with the director of undergraduate studies at the beginning of their sophomore year.

The prerequisites in mathematics are MATH 112, 115, and ENAS 151, or the equivalent. The basic science prerequisites are PHYS 180, 181, or 200, 201; one laboratory from PHYS 165L or 205L, and one from PHYS 166L, 206L, or MENG 286L.

B.A. degree program in Engineering Sciences (Mechanical) In a society with increasing levels of technical sophistication, a well-rounded individual must have some background in science and technology. The non-ABET B.A. program is designed for students who may be planning careers in business, law, medicine, journalism, or politics but need to understand the impact that science and technology can have on society at large. An understanding of engineering methods and practices, combined with a traditional liberal arts education, provides a strong background for a variety of careers. The program is well suited for students who wish to fulfill the requirements of two majors.

The prerequisites in mathematics are MATH 112 and 115. The basic science prerequisite is physics at least to the level of PHYS 170, 171.

The program requires eight approved term courses beyond the prerequisites, including the senior project.

Senior requirement For the B.S. degree program in Mechanical Engineering accredited by ABET, MENG 489 satisfies the senior project requirement. For the non-accredited B.S. degree program, students satisfy the senior project requirement by completing MENG 404, 471, 472, 489, or another upper-level design course (taken during the senior year) chosen in consultation with the DUS. For the B.A. degree program, students satisfy the senior project requirement by completing MENG 471, 472,

or another upper-level design course (taken during their senior year) chosen in consultation with the DUS.

Credit/D/Fail No courses taken Credit/D/Fail may be counted toward the Mechanical Engineering major, including prerequisites.

Courses for majors in the humanities and social sciences Mechanics and mechanical engineering content can be found in several courses intended for those not majoring in science. See under Engineering and Applied Science (p. 284).

REQUIREMENTS OF THE MAJOR

MECHANICAL ENGINEERING, B.S.

Prerequisites MATH 112, 115, and ENAS 151, or equivalent; PHYS 180, 181, or 200, 201, and 2 labs (1 from PHYS 165L or 205L, and 1 from PHYS 166L or 206L, or equivalents)

Number of courses 19 term courses beyond prerequisites (incl senior req)

Specific courses required ENAS 130 and 194; EENG 200; MATH 222 or 225; MENG 211, 280, 285, 286L, 361, 363L, 383, 389, 390

Distribution of courses 4 technical electives chosen in consultation with DUS (only one of MENG 471 or MENG 472); 1 term course in chem

Substitution permitted With DUS approval

Senior requirement MENG 489

ENGINEERING SCIENCES (MECHANICAL), B.S.

Prerequisites MATH 112, 115, and ENAS 151, or equivalent; PHYS 180, 181, or 200, 201, and 2 labs (1 from PHYS 165L or 205L; 1 from PHYS 166L, 206L, or MENG 286L)

Number of courses 12 term courses beyond prerequisites (incl senior project)

Substitution permitted With DUS approval

Senior requirement MENG 489, 404, 471, or 472, or another upper-level design course chosen in consultation with the DUS

ENGINEERING SCIENCES (MECHANICAL), B.A.

Prerequisites MATH 112, 115; PHYS 170, 171

Number of courses 8 term courses beyond prerequisites (incl senior req)

Substitution permitted With DUS approval

Senior requirement MENG 471 or 472, or another upper-level design course chosen in consultation with the DUS

Courses

* **MENG 185b, Mechanical Design** Aaron Dollar

A course designed for potential majors in mechanical engineering, with units on design, materials science, structural mechanics, utilization of a machine shop, mechanical dissection, and computers in mechanical engineering. Includes a design project competition. Prerequisite: physics at the level of PHYS 180, or permission of instructor.

SC RP

MENG 211b, Thermodynamics for Mechanical Engineers Jeeyoung Cha

Study of energy and its transformation and utilization. First and Second Laws for closed and open systems, equations of state, multicomponent nonreacting systems, auxiliary functions (H, A, G), and the chemical potential and conditions of equilibrium. Engineering devices such as power and refrigeration systems and their efficiencies. Prerequisites: PHYS 180 or 200, and MATH 115. QR, SC RP

MENG 280a, Mechanical Engineering I: Strength and Deformation of Mechanical Elements Eric Brown

Elements of statics; mechanical behavior of materials; equilibrium equations, strains and displacements, and stress-strain relations. Elementary applications to trusses, bending of beams, pressure vessels, and torsion of bars. Prerequisites: PHYS 180 or 200, and MATH 115. QR, SC RP

MENG 285a, Introduction to Materials Science Udo Schwarz

Study of the atomic and microscopic origin of the properties of engineering materials: metals, glasses, polymers, ceramics, and composites. Phase diagrams; diffusion; rates of reaction; mechanisms of deformation, fracture, and strengthening; thermal and electrical conduction. Prerequisites: elementary calculus and background in basic mechanics (deformation, Hooke's law) and structure of atoms (orbitals, periodic table). QR, SC RP

MENG 286Lb, Solid Mechanics and Materials Science Laboratory Jan Schroers

Experiments that involve either structural mechanics or materials science. Comparisons between structural theories and experimental results. Relationships among processing, microstructure, and properties in materials science. Introduction to techniques for the examination of the structure of materials. SC RP ½ Course cr

MENG 361a, Mechanical Engineering II: Fluid Mechanics Mitchell Smooke

Mechanical properties of fluids, kinematics, Navier-Stokes equations, boundary conditions, hydrostatics, Euler's equations, Bernoulli's equation and applications, momentum theorems and control volume analysis, dimensional analysis and similitude, pipe flow, turbulence, concepts from boundary layer theory, elements of potential flow. Prerequisites: ENAS 194 or equivalent, and physics at least at the level of PHYS 180. QR, SC RP

*** MENG 363Lb, Fluid Mechanics and Thermodynamics Laboratory** Eric Brown

Hands-on experience in applying the principles of fluid mechanics and thermodynamics. Integration of experiment, theory, and simulation to reflect real-world phenomena. Students design and test prototype devices. Prerequisites: MENG 211 and 361. WR, SC RP

MENG 365b, Chemical Propulsion Systems Ronald Lehrach

Study of chemical propulsion systems. Topics include review of propulsion fundamentals; concepts of compressible fluid flow; development and application of relations for Fanno and Rayleigh flows; normal and oblique shock systems to various propulsion system components; engine performance characteristics; fundamentals of turbomachinery; liquid and solid rocket system components and performance. MENG 361 or permission of instructor. QR, SC RP

MENG 383b, Mechanical Engineering III: Dynamics Udo Schwarz

Kinematics and dynamics of particles and systems of particles. Relative motion; systems with constraints. Rigid body mechanics; gyroscopes. Prerequisites: PHYS 180 or 200, and MATH 120 or ENAS 151. QR, SC RP

MENG 389b, Mechanical Engineering IV: Fluid and Thermal Energy Science

Kailasnath Purushothaman

Fundamentals of mechanical engineering applicable to the calculation of energy and power requirements, as well as transport of heat by conduction, convection, and radiation. Prerequisites: MENG 211, 361, and ENAS 194; or permission of instructor. QR, SC RP

MENG 390b, Mechatronics Laboratory Staff

Hands-on synthesis of control systems, electrical engineering, and mechanical engineering. Review of Laplace transforms, transfer functions, software tools for solving ODEs. Review of electronic components and introduction to electronic instrumentation. Introduction to sensors; mechanical power transmission elements; programming microcontrollers; PID control. Prerequisites: ENAS 194 or equivalent, ENAS 130, and EENG 200; or permission of instructor. QR RP

MENG 400a, Computer-Aided Engineering Marshall Long

Aspects of computer-aided design and manufacture (CAD/CAM). The computer's role in the mechanical design and manufacturing process; commercial tools for two- and three-dimensional drafting and assembly modeling; finite-element analysis software for modeling mechanical, thermal, and fluid systems. Prerequisite: ENAS 130 or permission of instructor. QR

MENG 403b, Introduction to Nanomaterials and Nanotechnology Staff

Survey of nanomaterial synthesis methods and current nanotechnologies. Approaches to synthesizing nanomaterials; characterization techniques; device applications that involve nanoscale effects. Prerequisites: ENAS 194 and MENG 285, or permission of instructor. SC

MENG 404a / BENG 404a, Medical Device Design and Innovation Joseph Zinter

The engineering design, project planning, prototype creation, and fabrication processes for medical devices that improve patient conditions, experiences, and outcomes. Students develop viable solutions and professional-level working prototypes to address clinical needs identified by practicing physicians. Some attention to topics such as intellectual property, the history of medical devices, documentation and reporting, and regulatory affairs.

* **MENG 450b / APHY 450b / ENAS 450b, Advanced Synchrotron Techniques and Electron Spectroscopy of Materials** Charles Ahn

Introduction to concepts of advanced x-ray and electron-based techniques used for understanding the electronic, structural, and chemical behavior of materials. Students learn from world-leading experts on fundamentals and practical applications of various diffraction, spectroscopy, and microscopy methods. Course highlights the use of synchrotrons in practical experiments. Prerequisites: physics and quantum mechanics/physical chemistry courses for physical science and engineering majors, or by permission of instructor. QR, SC

* **MENG 469a, Aerodynamics** Juan Fernández de la Mora

Review of fluid dynamics. Inviscid flows over airfoils; finite wing theory; viscous effects and boundary layer theory. Compressible aerodynamics: normal and oblique shock waves and expansion waves. Linearized compressible flows. Prerequisite: MENG 361 or permission of instructor. QR, SC

* **MENG 471a and MENG 472b, Special Projects I** Beth Anne Bennett

Faculty-supervised individual or small-group projects with emphasis on research (experiment, simulation, or theory), engineering design, or tutorial study. Students are expected to consult the course instructor, director of undergraduate studies, and/or appropriate faculty members to discuss ideas and suggestions for topics. Focus on development of professional skills such as writing abstracts, prospectuses, and technical reports as well as good practices for preparing posters and delivering presentations. Permission of adviser and director of undergraduate studies is required. QR

* **MENG 473a and MENG 474b, Special Projects II** Beth Anne Bennett

Faculty-supervised individual or small-group projects with emphasis on research (experiment, simulation, or theory), engineering design, or tutorial study. Students are expected to consult the course instructor, director of undergraduate studies, and/or appropriate faculty members to discuss ideas and suggestions for topics. These courses may be taken at any time during the student's career and may be taken more than once. Prerequisites: MENG 471 or 472; permission of adviser and director of undergraduate studies.

MENG 489a, Mechanical Design: Process and Implementation Madhusudhan

Venkadesan and Beth Anne Bennett

Study of the design process, including concept generation, project management, teamwork, detail design, and communication skills. Student teams implement a real-world design project with hardware objectives that can be achieved in a term, and a problem definition that allows room for creative solutions. Prerequisite: MENG 280, 361, or permission of instructor. SC RP

Modern Middle East Studies

Directors of undergraduate studies: Sarab Al Ani, B-57 HGS, 432-5757, sarab.alani@yale.edu; Narges Erami, Rm. 225, 10 Sachem St., 436-4204, narges.eram@yale.edu; www.yale.edu/macmillan/cmcs

FACULTY ASSOCIATED WITH THE PROGRAM OF MODERN MIDDLE EAST STUDIES

Professors Abbas Amanat (*History*), Gerhard Böwering (*Religious Studies*), John Darnell (*Near Eastern Languages & Civilizations*), Stephen Davis (*Religious Studies*), Steven Fraade (*Religious Studies*), Eckart Frahm (*Near Eastern Languages & Civilizations*), Frank Griffel (*Religious Studies*), Dimitri Gutas (*Near Eastern Languages & Civilizations*), Christine Hayes (*Religious Studies*), Hannan Hever (*Comparative Literature*), Marcia Inhorn (*Anthropology*), Anthony Kronman (*Law School*), Bentley Layton (*Religious Studies*), Joseph Manning (*Classics, History*), Ivan Marcus (*History*), Alan Mikhail (*History*), A. Mushfiq Mobarak (*School of Management*), Robert Nelson (*History of Art*), W. Michael Reisman (*Law School*), Maurice Samuels (*French*), Lamin Sanneh (*Divinity School*), Harvey Weiss (*Near Eastern Languages & Civilizations*)

Associate Professors Zareena Grewal (*American Studies*), Kaveh Khoshnood (*Public Health*), Mark Lazenby (*School of Nursing*), Andrew March (*Political Science*), Kishwar Rizvi (*History of Art*), Eliyahu Stern (*Religious Studies*), Jonathan Wyrzten (*Sociology*)

Assistant Professors Rosie Bsheer (*History*), Thomas Connolly (*French*), Robyn Creswell (*Comparative Literature*), Narges Erami (*Anthropology*), Adria Lawrence (*Political Science*), Julia Stephens (*History*)

Senior Lecturers Geetanjali Singh Chanda (*Women's, Gender, & Sexuality Studies*), Tolga Köker (*Economics*), Kathryn Slanski (*Near Eastern Languages & Civilizations*)

Lecturers Adel Allouche (*History*), Karla Britton (*Architecture*), Karen Foster (*History of Art*)

Senior Lecturer II Shiri Goren

Senior Lectors Sarab Al Ani, Muhammad Aziz, Jonas Elbousty, Dina Roginsky, Farkhondeh Shayesteh

The Modern Middle East Studies major focuses on the culture, history, religion, politics, and society of the modern Middle East in its full geographical breadth, using any of its four major languages, Arabic, Hebrew, Persian, and Turkish. Courses are selected from the Department of Near Eastern Languages and Civilizations and from other departments in the humanities and social sciences, including Anthropology, History, History of Art, Judaic Studies, Political Science, Religious Studies, and Sociology. The Modern Middle East Studies major gives students the language skills necessary to understand complex issues of the Middle East and serves as excellent preparation for graduate study or for business and professional careers in which an understanding of that region is essential.

Prerequisites There are no prerequisites, but prospective majors should keep the language requirement in mind while planning their course schedules (see below).

Requirements of the major Twelve term courses are required for the major, including three foundational courses, one each in modern thought, classical thought, and the modern Middle East. Six electives on the modern Middle East examine culture and thought, history, religion, politics, and society. Elective courses must be spread geographically and substantively; they must focus on at least two different subregions and originate in at least two different departments. The proposed course of study requires the approval of the director of undergraduate studies.

Language requirement All students are required to complete two courses at the L5 level in a Middle Eastern language. The two courses may be applied toward the twelve-course major requirement. Typical courses include ARBC 150, 151, and PERS 150.

Senior requirement Students in the major undertake a one- or two-term senior essay that involves use of materials in one or more modern Middle Eastern languages. The student selects a faculty adviser with competence in an appropriate language. A prospectus and outline signed by the adviser must be submitted to the director of undergraduate studies by the end of the fourth week of classes in either term of the senior year. Senior essays are graded by the adviser and a second reader. See the course descriptions of the senior essay courses (MMES 491, 492, 493) for additional

information. Alternatively, majors may take an additional seminar and write an essay in that course to fulfill the senior requirement.

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 12 term courses

Distribution of courses 3 foundational courses, 1 each in modern thought, classical thought, and the modern Middle East; 6 electives spread geographically and substantively, focusing on at least 2 subregions and from at least 2 depts

Language requirement 2 courses at L5 level in a Middle Eastern lang

Senior requirement Senior essay (MMES 491 or MMES 492, 493) or essay written in an addtl sem

Foundational Courses

MODERN THOUGHT

* **MMES 165a / FREN 215a, Introduction to Maghrebi Literature and Culture** Staff
Introduction to the literature and cultures of the Maghreb (Morocco, Algeria, Tunisia) from independence through the Arab Spring. Close analysis of fiction, poetry, and film. Focus on anticolonialism, decolonization, violence, multilingualism, Islam, feminism, migration, and social justice. HU

* **MMES 292b / RLST 292b, Salafiyya Movement in Islam** Frank Griffel
Close study of the development of the Salafiyya movement, a widely spread modernist reform movement of Muslim intellectuals active since the eighteenth and nineteenth centuries. Further development of the movement during the twentieth century; what "Salafism" means today. HU

* **MMES 403a / RLST 412a, Orientalism, Magic, and Religion** Staff
Examination of the relationship between religion and magic as expressed in various historical and geographical contexts, with particular attention to the significance of these categories in the development of Orientalist literature, art, film, and scholarship. HU

CLASSICAL THOUGHT

MMES 138a / RLST 165a, Introduction to the Quran Staff
Introduction to the study of the Quran. Topics include: the literary, historical, and theological reception of the Quran; its collection and redaction; the scriptural milieu of late antiquity; education and religious authority; ritual performance and calligraphic expression; the diversity of Muslim exegesis. HU

MMES 192a / RLST 170a, The Religion of Islam Gerhard Böwering
The rise of Islam in Arabia; Muhammad and the Qur'an; Muslim tradition and religious law; crucial issues of Islamic philosophy and theology; basic beliefs and practices of the Muslim community; Sufism and Shi'ism; religious institutions and modern trends; fundamentalism and violence; freedom and democracy. HU

* **MMES 342a / HIST 232Ja / HUMS 443a / JDST 270a / RLST 201a, Medieval Jews, Christians, and Muslims In Conversation** Ivan Marcus
How members of Jewish, Christian, and Muslim communities thought of and interacted with members of the other two cultures during the Middle Ages. Cultural

grids and expectations each imposed on the other; the rhetoric of otherness—humans or devils, purity or impurity, and animal imagery; and models of religious community and power in dealing with the other when confronted with cultural differences. Counts toward either European or Middle Eastern distributional credit within the History major, upon application to the director of undergraduate studies. WR, HU RP

MMES 391a / RLST 287a, Islamic Theology and Philosophy Frank Griffel

Historical survey of major themes in Muslim theology and philosophy, from teachings of the Qur'an to contemporary Muslim thought. The systematic character of Muslim thought and of the arguments given by thinkers; reason vs. revelation; the emergence of Sunnism and Shi'ism; the reaction of Muslim theology (from 1800) to the challenges of the West. HU

*** MMES 490a / NELC 490a, Introduction to Arabic and Islamic Studies** Dimitri Gutas

Comprehensive survey of subjects treated in Arabic and Islamic studies, with representative readings from each. Methods and techniques of scholarship in the field; emphasis on acquiring familiarity with bibliographical and other research tools. Enrollment limited to senior majors in Near Eastern Languages and Civilizations, except by permission of instructor.

THE MODERN MIDDLE EAST

*** MMES 377a / EP&E 249a / PLSC 377a / RLST 288a, Islam and Democracy in the Modern Middle East** Andrew March

The development of regimes of government in Muslim countries since the nineteenth century. Early constitutional movements, the rise of political Islam, the management of religion in various twentieth-century states, the Iranian revolution, and the growth of Salafi ideas, culminating in the ISIS "caliphate." SO

*** MMES 456b / HSAR 456b, Art and Politics in the Modern Middle East** Kishwar Rizvi

Political ideologies have either unified the modern Middle East, such as Pan-Arabism of the 1960s and Islamism of the 1980s, or caused deep ruptures, such as Zionism and sectarianism. Examination of the art and architectural productions that have gone hand-in-hand with these political developments from the nineteenth century until present day. Poetic, visual, and urban interventions document the profound changes that have defined the countries of this region, while connecting them to political movements throughout the world. WR, HU

Elective Courses

*** MMES 111a / ANTH 360a, Representing Iran** Narges Erami

Major themes in Iranian history and culture used as a critical framework for understanding challenges that face Iran today. Examination of Western production of knowledge about Iran. Topics include local and oral history, revolutions, Islam and secularism, democracy and theocracy, and the role of cinema. SO

MMES 128a / ARCH 158a / HSAR 118a / SAST 268a, Introduction to the History of Art: The Arts of Islam Kishwar Rizvi

Survey of Islamic art and architecture in the Middle East, North Africa, and South Asia from the seventh century to the present. Individual monuments, artworks, and historical cities examined within their artistic and historical contexts. Architecture

and urbanism, manuscript painting and portraiture, and the arts of calligraphy and ceramics. Includes visits to the Yale University Art Gallery. HU

*** MMES 139a / RLST 139a, Islam, Conquest, and Conversion** Staff

Through examination of conquest and religious conversion in the formative periods of Islamic history this course interrogates the idea that Islam was spread by violent domination. Case studies are drawn from the Middle East, South and South East Asia, the Indian Ocean, Iberia, and West Africa. HU

MMES 144a / HIST 346a, The Making of Modern Iran Abbas Amanat

The political, socioreligious, and cultural history of modern Iran from the Shi'ite revolution and the rise of the Safavid Empire to the present. Discussion of Shi'ism and the state, relations with neighboring countries (the Ottoman Empire and India), Russia and Britain in Qajar Iran, the Babi-Baha'i religion, the constitutional revolution, the Pahlavi dynasty, oil, nationalism and relations with the United States, the causes and the consequences of the Islamic revolution, and Iran in the contemporary Middle East.

HU

MMES 148b / HIST 345b / JDST 265b / RLST 202b, Jews in Muslim Lands from the Seventh to the Sixteenth Centuries Ivan Marcus

Jewish culture and society in Muslim lands from the time of the Prophet Muhammad to that of Suleiman the Magnificent. Topics include Islam and Judaism; Jerusalem as a holy site; rabbinic leadership and literature in Baghdad; Jewish courtiers, poets, and philosophers in Muslim Spain; and the Jews in the Ottoman Empire. HU RP

MMES 149a / ER&M 219a / HIST 219a / JDST 200a / RLST 148a, Jewish History and Thought to Early Modern Times Ivan Marcus

A broad introduction to the history of the Jews from biblical beginnings until the European Reformation and the Ottoman Empire. Focus on the formative period of classical rabbinic Judaism and on the symbiotic relationships among Jews, Christians, and Muslims. Jewish society and culture in its biblical, rabbinic, and medieval settings. Counts toward either European or non-Western distributional credit within the History major, upon application to the director of undergraduate studies. HU RP

*** MMES 150a / HEBR 150a / JDST 213a, Advanced Modern Hebrew: Daily Life in Israel** Staff

An examination of major controversies in Israeli society. Readings include newspaper editorials and academic articles as well as documentary and historical material. Advanced grammatical structures are introduced and practiced. Conducted in Hebrew. Prerequisite: HEBR 140 or equivalent. L5 RP

MMES 160b / JDST 323b / NELC 155b / SOCY 155b, State and Society in Israel Dina Roginsky

The interplay between the state and society in Israel. Current Israeli discourse on controversial issues such as civil rights in a Jewish-democratic state, Jewish-Arab relations, and right and left politics. Issues of orthodoxy, military service, globalization, and multiculturalism in Israel. Sociopolitical changes that have taken place in Israel since the establishment of the state in 1948 and that have led to the reshaping of Israeli Zionist ideology. HU

* **MMES 161b / HEBR 162b / JDST 319b, Israel in Ideology and Practice** Dina Roginsky

The social history of modern Israel from the inception of Zionism in the late nineteenth century to the present, with emphasis on the ideological processes that led to the foundation of the state in 1948. Topics include political dynamics, the complicated relationship between state and religion, Jewish-Arab relations, and contemporary Israeli society. Prerequisite: HEBR 140 or equivalent. L5 RP

* **MMES 168b / HEBR 158b / JDST 305b, Contemporary Israeli Society in Film** Shiri Goren

Examination of major themes in Israeli society through film, with emphasis on language study. Topics include migration, gender and sexuality, Jewish/Israeli identity, and private and collective memory. Readings in Hebrew and English provide a sociohistorical background and bases for class discussion. Prerequisite: HEBR 140 or permission of instructor. L5, HU RP

* **MMES 172b / HIST 384Jb / NELC 403b, The Middle East between Crusaders and Mongols** Adel Allouche

The impact of the Crusades and the Mongol conquests on the Islamic Middle East. Political, social, and economic changes in the region from the eleventh century to the middle of the fourteenth. Emphasis on the rise of new dynasties as a result of changes in the ethnic mosaic of the Middle East. WR, HU

* **MMES 173b / HIST 398Jb / NELC 404b, Mamluk Egypt** Adel Allouche

A study of the Mamluks, manumitted slaves initially imported to Egypt for military service who established their own rule over Egypt and Syria (1250–1517). Focus on the structure and workings of the Mamluk state. Military, political, economic, and social factors that contributed to the grandeur and, later, the decline of the Mamluk period in Egypt and its conquest by the Ottoman Turks. WR, HU

MMES 175a / HIST 350a / NELC 350a, Formation of the Islamic State, 610–750 Adel Allouche

The development of Islamic polity and society from the rise of Islam to the rise of the Abbasid dynasty. Religious and societal changes caused by the success of Muhammad's mission; ramifications of the subsequent Arab expansion at the expense of the Byzantine and Sasanian empires. The origins of Islamic institutions; the historical development of the main religious sects and of Islamic legal thought; Western views of Islam. HU

MMES 193b / RLST 155b, The Golden Age of Islam Gerhard Böwering

The development of Islamic civilization in the Middle East, North Africa, Spain, Iran, and India from Muhammad through the Mongol invasions to the rise of the Ottoman, Safavid, and Mughal empires (600–1500 C.E.). Emphasis on the intellectual and religious history of Islam in the age of the caliphates and during the rule of regional dynasties. HU

MMES 197a / HIST 216a / JDST 332a / RLST 193a, Zionism Eliyahu Stern

Introduction to the core ideas of the Zionist movement from the mid-nineteenth century to the mid-twentieth. Focus on internal Jewish debates and criticism of the movement by European and Middle Eastern intellectuals. Social, political, cultural, and messianic ideological strands within the movement and their interpretations of various historical experiences and ideas located in the Jewish tradition. HU

* **MMES 235b / JDST 235b / NELC 231b / RLST 147b, Introduction to Judaism in the Ancient World** Steven Fraade

The emergence of classical Judaism in its historical setting. Jews and Hellenization; varieties of early Judaism; apocalyptic and postapocalyptic responses to suffering and catastrophe; worship and atonement without sacrificial cult; interpretations of scriptures; law and life; the rabbi; the synagogue; faith in reason; Sabbath and festivals; history and its redemption. No prior background in Jewish history assumed.
HU

* **MMES 261b / FREN 414b, The Algerian War of Independence and Its Literature** Staff

Survey of literature about the Algerian war of independence written in both France and Algeria since 1954. The role of women in the insurgency; the construction of an Algerian national identity; the issue of political commitment for intellectuals; debates on terrorism and the use of torture. Some attention to film. Readings from the works of Camus, Dib, Kateb, Memmi, Stora, Blanchard, and Fanon.
L5, HU RP

* **MMES 263b / ARBC 167b, Arabic Language in Cinema** Sarab Al Ani

Critical, historical, and interpretative films and readings that develop growth in language skills (reading, listening, writing, and speaking), and better understanding of Arab social, cultural, and intellectual trends set against the backdrop that these films and readings reflect, comment upon, or reject. ARBC 150 and ARBC 151 or permission of instructor. L5

* **MMES 272a / JDST 271a / RLST 207a, Medieval Jewish and Islamic Thought** Staff

Study of philosophical and theological approaches to human reason and reasoning through identification and examination of the most important medieval Jewish and Islamic philosophers and theologians based on analysis of original medieval texts. Study of two basic philosophic approaches and two basic theological approaches to resolving the competing claims of "human reason" and "religious faith" to serve as the source for the attainment of human happiness and perfection. Readings in English translation. HU

* **MMES 273a / JDST 261a / RLST 200a, Jews at the Origins of Islam** Staff

Investigation of the role of Jews in the formative period of Islam, from the beginning of Muhammad's call to prophethood around 610 C.E. to the early Abbasid Period (ca. 850 C.E.) in light of contemporary scholarship on the origins of Islam. HU

* **MMES 310b / ANTH 311b, Anthropological Theory and the Post Colonial Encounter** Narges Erami

Key texts in the theoretical development of sociocultural anthropology. Theorists include Emile Durkheim, Marcel Mauss, A. R. Radcliffe-Brown, Bronislaw Malinowski, E. E. Evans-Pritchard, Claude Lévi-Strauss, Mary Douglas, Clifford Geertz, Sherry Ortner, Michele Rosaldo, Talal Asad, and Edward Said. so

* **MMES 320b / ANTH 320b / ARCG 320b / EVST 321b / NELC 320b, From Babylon to Bush** Harvey Weiss

Analysis of Mesopotamian transformations from the earliest agriculture villages to the earliest cities, states, and civilization, to the earliest empires, as well as the region-wide collapses that punctuated these developments. Forces that drove these uniquely early Mesopotamian developments. Essential archaeological questions, including why each

transformation happened, developed, and evolved. The end of the Ottoman empire and the British (1917) and American (1991, 2003) invasions. HU, SO

* **MMES 340b / HIST 348Jb, Citizenship in Iran and Afghanistan** Abbas Amanat
Concepts of citizenship and national identity in Iran and Afghanistan in the nineteenth and twentieth centuries; how subjects became citizens. Focus on women and gender, ethnic communities and non-Muslim minorities, social and legal reforms, and human rights violations. WR, HU

* **MMES 418a / JDST 339a / LITR 418a / RLST 203a, Politics of Modern Hebrew Literature** Hannan Hever
Overview of the Poetics, Culture, History and Political dynamics of Modern Hebrew Literature as a national literature over the last 300 years. The course will trace the literary development of its diasporic condition in Europe through the Hebrew Literature that is created in the Israeli Jewish sovereignty. Readings in translation. No background in Jewish literature, Hebrew literature, or Jewish culture is required. HU

* **MMES 442b / HIST 347Jb, From the Great Game to the Great Satan: Iran, Afghanistan, and Central Asia in the Age of Empires** Abbas Amanat
Encounters of Iran and its neighbors with Britain, Russia, and the United States since the nineteenth century. Special attention to Western imperial interests in the region and to indigenous forms of resistance to imperial hegemony. Topics include travel, diplomacy, war and hegemony, postcolonial sovereignty, the Cold War and regional power, and the Islamic Republic's demonizing of America. WR, HU

* **MMES 465a / ARBC 165a, Arabic Seminar** Dimitri Gutas
Study and interpretation of classical Arabic texts for advanced students. Prerequisite: ARBC 146, 151, or permission of instructor. May be repeated for credit. L5

Directed Study and Senior Essay Courses

* **MMES 471a and MMES 472b, Independent Directed Study** Narges Erami
Independent research or directed reading under the direction of a faculty member in the program on a special topic in Modern Middle East Studies not substantially covered by an existing undergraduate or graduate course. A proposal describing the nature of the program and the readings to be covered must be signed by the adviser and submitted to the director of undergraduate studies by the end of the second week of classes. The student should meet with the adviser regularly, typically for an hour a week, and write one term essay or several short essays.

* **MMES 491a or b, Senior Essay** Narges Erami
The one-term senior essay is a research paper of at least thirty pages prepared under the supervision of a faculty member in accordance with the following schedule: (1) by the end of the second week of classes of the term, students meet with advisers to discuss the essay's topic, approach, sources, and bibliography; (2) by the end of the fourth week of classes a prospectus with outline, including an annotated bibliography of materials in one or more modern Middle Eastern languages and of secondary sources, is signed by the adviser and submitted to the director of undergraduate studies. The prospectus should indicate the formal title, scope, and focus of the essay, as well as the proposed research method, including detailed indications of the nature and extent of materials in a modern Middle Eastern language that will be used; (3) at the end of the tenth week of classes, a rough draft of the complete essay is submitted to the adviser; (4) by 4 p.m.

on the last day of reading period, two copies of the finished paper must be submitted to the MMES registrar, 115 Prospect St., room 344. A late essay will receive a lower grade. Senior essays are graded by faculty associated with the Modern Middle East Studies program unless, for exceptional reasons, different arrangements for another reader have been made in advance with the director of undergraduate studies and the faculty adviser.

MMES 492a and MMES 493b, The Yearlong Senior Essay Narges Erami

The yearlong senior essay is a research paper of at least sixty pages prepared under the supervision of a faculty member in accordance with the following schedule: (1) by the end of the second week of classes of the first term, students meet with advisers to discuss the essay's topic, approach, sources, and bibliography; (2) by the end of the fourth week of classes a prospectus with outline, including an annotated bibliography of materials in one or more modern Middle Eastern languages and of secondary sources, is signed by the adviser and submitted to the director of undergraduate studies. The prospectus should indicate the formal title, scope, and focus of the essay, as well as the proposed research method, including detailed indications of the nature and extent of materials in a modern Middle Eastern language that will be used; (3) at the end of February, a rough draft of the complete essay is submitted to the adviser; (4) by 4 p.m. on the last day of reading period in the spring term, two copies of the finished paper must be submitted to the MMES registrar, 115 Prospect St., room 344. A late essay will receive a lower grade. Senior essays are graded by faculty associated with the Modern Middle East Studies program unless, for exceptional reasons, different arrangements for another reader have been made in advance with the director of undergraduate studies and the faculty adviser. Credit for MMES 492 only on completion of MMES 493.

Molecular Biophysics and Biochemistry

Director of undergraduate studies: Michael Koelle, CE 28A SHM, 737-5808,
 MBBUndergrad@yale.edu; (MBBUndergrad@yale.edu) medicine.yale.edu/mbb/
 academicprograms/undergraduate

FACULTY OF THE DEPARTMENT OF MOLECULAR BIOPHYSICS AND BIOCHEMISTRY

Professors †Kar en Anderson, Susan Baserga, †Ronald Breaker, †Gary Brudvig, †Sandy Chang, Enrique De La Cruz, †Daniel DiMajo, Donald Engelman, Alan Garen, Mark Gerstein, Mark Hochstrasser, Jonathon Howard, Anthony Koleske, William Konigsberg, Peter Lengyel (*Emeritus*), †Patrick Loria, †I. George Miller, Andrew Miranker, †Peter Moore (*Emeritus*), Karla Neugebauer, †Thomas Pollard, Lynne Regan, †Karen Reinisch, †David Schatz, Robert Schulman (*Emeritus*), †Friederick Sigworth, Dieter Söll, Mark Solomon, Joan Steitz, Thomas Steitz, Scott Strobel, †William Summers, Patrick Sung, Kenneth Williams (*Adjunct*), †Sandra Wolin

Associate Professors †Titus Boggon, Michael Koelle, Christian Schlieker, †Corey Wilson, Yong Xiong

Assistant Professors †Richard Baxter, Julien Berro, †Erdem Karatekin, Nikhil Malvankar, Matthew Simon, Chuck Sindelar, †Sarah Slavoff, †Shervin Takyar

Lecturer Aruna Pawashe

†A joint appointment with primary affiliation in another department.

The programs offered by the Department of Molecular Biophysics and Biochemistry are planned for students interested in the molecular and chemical basis of biological processes and are well suited to students hoping to attend medical school or pursue graduate studies in biochemistry, molecular biology, genetics, or biophysics. The B.S. major, designed for those with a strong commitment to research, provides an intensive introduction to laboratory techniques in biochemistry and biophysics. Students in this program usually carry out research projects in faculty laboratories during their junior and senior years. The B.A. major provides the intellectual discipline of biochemistry and biophysics for students who also wish to have sufficient time to pursue in-depth studies outside the major or who are interested in molecular biology as a liberal education; they too may engage in research during their junior and senior years.

The major for the Class of 2018 and previous classes Students in the Class of 2018 and previous classes may fulfill the requirements of the major that were in place when they entered the major in Molecular Biophysics and Biochemistry, as described in previous editions of this bulletin. Alternatively, they may fulfill the requirements for the major as described below for the Class of 2019 and subsequent classes.

The major for the Class of 2019 and subsequent classes The major requires a group of prerequisites or equivalents; several courses beyond the prerequisites for both degree programs; and a senior requirement, as indicated below.

Basic science prerequisites The basic science courses required of all majors include four half-term units of introductory biology (BIOL 101, 102, 103, 104); a general chemistry course with laboratory, (CHEM 161, 165, or CHEM 163, 167, or CHEM 112, 113, or CHEM 114, 115, or CHEM 118; and CHEM 134L, 136L, or CHEM 116L, 117L, or CHEM 119L); a year course in organic chemistry with laboratory, (CHEM 174, 175, or CHEM 124, 125, or CHEM 220 with 221 or 230; and CHEM 222L, 223L); one term of physical chemistry (CHEM 328); two terms of calculus (MATH 112 and 115); and one year of physics (PHYS 170, 171, or PHYS 180, 181, or PHYS 200, 201). Some of the prerequisites in biology, chemistry, mathematics, and physics may be satisfied by scores on Advanced Placement tests or placement examinations sufficient to earn acceleration credits in the particular subjects, even if the student does not choose to accelerate.

B.S. degree Nine courses are required beyond the prerequisites: MB&B 251L, 300, 301, 302, and 490; two additional upper-level MB&B electives, one of which must be a non-laboratory course; one quantitative reasoning elective (e.g., MATH 120 or above, STAT 105 or 230 or above, CPSC 201 or above, or ENAS 130 or above); and one elective in the natural sciences at a level higher than required in the prerequisites. Students choose the elective courses in consultation with a faculty adviser (see below). Only two course credits of MB&B 470, 471, and 478, 479 may count toward these electives. Students may substitute CHEM 333 for MB&B 302. The quantitative reasoning requirement may not be fulfilled by Advanced Placement test scores.

B.A. degree Seven courses are required beyond the prerequisites: MB&B 251L, 300, 301, 302, and 490; one additional upper-level MB&B elective; and one quantitative reasoning elective (e.g., MATH 120 or above, STAT 105 or 230 or above, CPSC 201 or

above, or ENAS 130 or above). Students choose the elective courses in consultation with a faculty adviser (see below). Students may substitute CHEM 333 for MB&B 302. The quantitative reasoning requirement may not be fulfilled by Advanced Placement test scores.

Senior requirement The senior requirement for both the B.S. and the B.A. is fulfilled by successful completion of MB&B 490, The Senior Project. Students enrolled in this course prepare a written report and make an oral presentation of a literature project. Students meet with faculty members in charge of the colloquium during the first two weeks of the spring term to agree on a topic and an approach. It is appropriate for students who took research for credit earlier in their training to write on their research topic. It is inappropriate for students to submit a revised version of a past research report or to resubmit a literature paper prepared for another course. The literature project for the senior requirement should be original work approved by the faculty member overseeing the senior colloquium.

The written report is expected to be 15–25 pages in length (double-spaced, twelve-point font, exclusive of figures). A first draft of the paper is due two weeks prior to the date of the oral presentation. Faculty in charge of the program will review the draft and return it to the student with suggestions. A final draft of the paper is due the first day of the reading period in the student's final term.

Students make a fifteen-minute oral presentation during the last three weeks of their final term in a general scientific forum open to the public. Other students in the series are expected to attend all presentations.

Credit/D/Fail Courses taken Credit/D/Fail may not be counted toward the requirements of the major.

Recommended courses All B.S. majors are encouraged to include MB&B 470 or 471 among their MB&B electives. Declared MB&B majors may take up to two credits of these independent research courses for a letter grade. The prerequisites in either general or organic chemistry should be taken in the freshman year.

Students with a strong interest in biophysics, including those planning to attend graduate school, are strongly encouraged to take courses beyond the basic requirements of the major. Such students are advised to take mathematics through differential equations (ENAS 194, MATH 246, or PHYS 301) and a full year of physical chemistry (CHEM 328 or 332, and 333). In place of one term of biophysics (MB&B 302) they may elect a full year of upper-level biophysics (MB&B 420 and graduate courses in optical spectroscopy and macromolecular interactions). Such revisions to the basic curriculum must be made in consultation with the faculty adviser.

Graduate courses in molecular biophysics and biochemistry, biology, and the biomedical sciences that may be of interest to undergraduates are listed in the bulletin of the Graduate School (<http://www.yale.edu/printer/bulletin/htmlfiles/grad>), and many are posted on the Biological and Biomedical Sciences Web site (<http://bbs.yale.edu>). Additional information is available from the directors of undergraduate and graduate studies. Undergraduates with an appropriate background may enroll with the permission of the director of graduate studies and the instructor.

Typical programs Programs with the minimal number of science courses required of B.A. and B.S. majors are shown below. Students whose scores on the Advanced Placement tests make them eligible for advanced courses are urged to replace the elementary science courses with more advanced ones in their freshman year, and to complete the required biochemistry and physics courses by the end of their sophomore and junior years, respectively. Students are permitted to take the biochemistry sequence (MB&B 300, 301) after one term of organic chemistry (CHEM 220).

Freshman	Sophomore	Junior	Senior
BIOL 101, 102, 103, 104	CHEM 220, 230, 222L, 223L	MB&B 300, 301, 251L	CHEM 328
CHEM 161, 165, 134L, 136L	MATH 112, 115	One quantitative reasoning elective PHYS 180, 181	MB&B 302 One MB&B elective And, for B.S. major: One science elective and a second MB&B elective MB&B 490

Combined B.S./M.S. degree program Exceptionally able and well-prepared students may complete a course of study leading to the simultaneous award of the B.S. and M.S. degrees after eight terms of enrollment. See "Simultaneous Award of the Bachelor's and Master's Degrees" under Special Arrangements (p. 66) in the Academic Regulations. Interested students should consult the director of undergraduate studies prior to the sixth term of enrollment for specific requirements in Molecular Biophysics and Biochemistry.

MB&B Faculty Committee on the Undergraduate Major Committee members are available for consultation throughout the year and are the only faculty advisers eligible to approve and sign MB&B majors' course schedules at the beginning of each term. Members acting as faculty advisers are:

Class of 2017:

L. Regan, 322 BASS (432-9843)

M. Simon, 220 BASS (432-5158)

Class of 2018:

K. Neugebauer, C 123 SHM (785-3322)

J. Berro, 309C JWG (737-3285, 432-5437)

Class of 2019:

J. Howard, 334A BASS (432-7245)

C. Schlieker, 236A BASS (432-5035)

Class of 2020:

E. De La Cruz, 336A BASS (432-5424)

P. Sung C 130A SHM (785-4553)

REQUIREMENTS OF THE MAJOR

Prerequisites B.S. and B.A. – BIOL 101, 102, 103, and 104; CHEM 161, 165, or CHEM 163, 167 (or CHEM 112, 113, or CHEM 114, 115, or CHEM 118); CHEM 134L, 136L (or CHEM 116L, 117L, or CHEM 119L); CHEM 174 (or CHEM

124), or 220, and CHEM 175 (or CHEM 125), 221, or 230; CHEM 222L, 223L; CHEM 328; MATH 112, 115; PHYS 170, 171, or PHYS 180, 181, or PHYS 200, 201

Number of courses *B.S.* – 9 term courses beyond prereqs, incl senior req; *B.A.* – 7 term courses beyond prereqs, incl senior req

Specific courses required *B.S.* and *B.A.* – MB&B 251L, 300, 301, 302

Distribution of courses *B.S.* – 2 addtl MB&B electives, 1 quantitative reasoning elective, and 1 science elective, all as specified; *B.A.* – 1 addtl MB&B elective and 1 quantitative reasoning elective, as specified

Substitution permitted CHEM 333 for MB&B 302

Senior requirement Senior project (MB&B 490)

Courses

* **MB&B 050b, Topics in Cancer Biology** Sandy Chang

Introduction to cancer as a genetic disease, with a focus on major discoveries in cancer biology that offer mechanistic insights into the disease process. A brief history of cancer; influence of the genomic revolution on cancer diagnostics; molecular defects underlying specific cancers; current and future cancer therapeutics. Patient case studies highlight specific molecular pathways and treatment strategies. Enrollment limited to freshmen with a strong background in biology and/or chemistry, typically demonstrated by a score of 4 or 5 on Advanced Placement examinations. Preregistration required; see under Freshman Seminar Program. SC

MB&B 105a or b / MCDB 105a or b, An Issues Approach to Biology Staff

Biological concepts taught in context of current societal issues, such as emerging diseases, genetically modified organisms, green energy, stem cell research, and human reproductive technology. Emphasis on biological literacy to enable students to evaluate scientific arguments. SC

* **MB&B 110a, Current Issues in Biological Science** William Summers

Students identify a scientific problem and then plan and execute a program of individualized learning aimed at the particular scientific knowledge required to understand and analyze the chosen problem. Intended to help students develop self-education skills as applied to scientific understanding, apply those skills to acquire some specific scientific knowledge, and understand the process by which scientific knowledge and understanding are achieved. For non-science majors. SC

* **MB&B 200a / MCDB 300a, Biochemistry** Nicole Clay and Donald Engelman

An introduction to the biochemistry of animals, plants, and microorganisms, emphasizing the relations of chemical principles and structure to the evolution and regulation of living systems. Prerequisites: BIOL 101 or equivalent performance on the corresponding biological sciences placement examination; one term of organic chemistry; or with permission of instructor. SC

[**MB&B 218L, Art and Biomolecular Recognition Laboratory**]

* **MB&B 230b / MCDB 230b, Rain Forest Expedition and Laboratory** Scott Strobel

Preparation for a two-week expedition to one of the world's rain forests during spring break and for a ten-week summer laboratory experience using samples collected during the expedition. Integrated topics draw on the fields of ecology, microbiology, chemistry, pharmacology, molecular biology, and bioinformatics. Students participate in an

original scientific project from field biology to natural product characterization. After one year of introductory biology or equivalent; after or concurrently with one term of organic chemistry. Limited enrollment. Funding for major travel expenses and summer research provided. SC

*** MB&B 251La or b / MCDB 301La or b, Laboratory for Biochemistry** William Konigsberg and Aruna Pawashe

An introduction to current experimental methods in molecular biology, biophysics, and biochemistry. Limited enrollment. Requires preregistration by e-mail to Aruna.Pawashe@yale.edu and William.Konigsberg@yale.edu prior to the first week of classes. After BIOL 101. SC ½ Course cr

MB&B 300a, Principles of Biochemistry I Michael Koelle, Andrew Miranker, and Matthew Simon

Discussion of the physical, structural, and functional properties of proteins, lipids, and carbohydrates, three major classes of molecules in living organisms. Energy metabolism, hormone signaling, and muscle contraction as examples of complex biological processes whose underlying mechanisms can be understood by identifying and analyzing the molecules responsible for these phenomena. After BIOL 101; after or concurrently with CHEM 175 (or CHEM 125) or 220 SC

MB&B 301b, Principles of Biochemistry II Karla Neugebauer, Joan Steitz, and Patrick Sung

A continuation of MB&B 300 that considers the chemistry and metabolism of nucleic acids, the mechanism and regulation of protein and nucleic acid synthesis, and selected topics in macromolecular biochemistry. Prerequisite: MB&B 300 or permission of instructor. SC

MB&B 302b, Principles of Biophysics Enrique De La Cruz and Charles Sindelar
An introduction to the theoretical basis of biophysical concepts and approaches with selected examples and applications. Prerequisites: MB&B 300 and CHEM 328. SC

MB&B 420a, Macromolecular Structure and Biophysical Analysis Andrew Miranker, Yong Xiong, Jonathon Howard, and Nikhil Malvankar

Analysis of macromolecular architecture and its elucidation using modern methods of structural biology and biochemistry. Topics include architectural arrangements of proteins, RNA, and DNA; practical methods in structural analysis; and an introduction to diffraction and NMR. Prerequisites: MBB 301 and 302. SC

*** MB&B 425a / MCDB 425a, Basic Concepts of Genetic Analysis** Tian Xu

The universal principles of genetic analysis in eukaryotes. Reading and analysis of primary papers that illustrate the best of genetic analysis in the study of various biological issues. Focus on the concepts and logic underlying modern genetic analysis. Prerequisite: MCDB 202 or equivalent. SC

MB&B 435a, Mathematical Methods in Biophysics Julien Berro, Yong Xiong, and Nikhil Malvankar

Applied mathematical methods relevant to analysis and interpretation of biophysical and biochemical data. Statistics and error analysis, differential equations, linear algebra, and Fourier transforms. Analysis of real data from research groups in MB&B. Prerequisites: MATH 120 and MB&B 300 or equivalents, or with permission of instructors. QR, SC

MB&B 443b, Advanced Eukaryotic Molecular Biology Mark Hochstrasser, Matthew Simon, Patrick Sung, and Karla Neugebauer

Selected topics in regulation of chromatin structure and remodeling, mRNA processing, mRNA stability, translation, protein degradation, DNA replication, DNA repair, site-specific DNA recombination, and somatic hypermutation. Prerequisites: MB&B 300 and 301, or permission of instructor. SC RP

* **MB&B 445b, Methods and Logic in Molecular Biology** Jonathon Howard, Joan Steitz, and Mark Hochstrasser

An examination of fundamental concepts in molecular biology through analysis of landmark papers. Development of skills in reading the primary scientific literature and in critical thinking. Prerequisites: MB&B 300 and 301. SC RP

MB&B 449a, Medical Impact of Basic Science Joan Steitz, Thomas Steitz, Andrew Miranker, David Schatz, and Karla Neugebauer

Examples of recent discoveries in basic science that have elucidated the molecular origins of disease or that have suggested new therapies for disease. Readings from the primary scientific and medical literature, with emphasis on developing the ability to read this literature critically. Prerequisites: MB&B 300 and 301 or equivalents, or permission of instructor. SC

MB&B 452b / MCDB 452b, Biological Data Science, Mining and Modeling Mark Gerstein

Techniques in data mining and simulation applied to bioinformatics, the computational analysis of gene sequences, macromolecular structures, and functional genomics data on a large scale. Sequence alignment, comparative genomics and phylogenetics, biological databases, geometric analysis of protein structure, molecular-dynamics simulation, biological networks, microarray normalization, and machine-learning approaches to data integration. Prerequisites: MB&B 301 and MATH 115, or permission of instructor. SC

* **MB&B 460Lb, Advanced Laboratory for Biochemistry** Aruna Pawashe and Alan Garen

An advanced laboratory in biochemistry, molecular biology, and biophysics. Students perform experiments on an individual basis that have unknown outcomes using techniques currently used in research labs. MB&B 251L or permission of the instructor. SC ½ Course cr

* **MB&B 470a and MB&B 471b, Research in Biochemistry and Biophysics for the Major** Alan Garen

Individual laboratory projects under the supervision of a faculty member. Students must submit an enrollment form that specifies the research supervisor by the date that course schedules are due. A required organizational meeting will be held at the beginning of each term. Students are expected to commit at least ten hours per week to working in a laboratory. Written assignments include a research proposal, due near the beginning of the term, and a research report that summarizes experimental results, due before the beginning of the final examination period. Students receive a letter grade. No more than two credits of MB&B 470/471 may be taken. These courses do count toward the degree requirements. Enrollment limited to MB&B majors. Prerequisite: MB&B 251L or permission of the instructor. SC

* **MB&B 472a and MB&B 473b, Research in Biochemistry and Biophysics** Alan Garen
Individual laboratory projects under the supervision of a faculty member. Students must submit an enrollment form that specifies the research supervisor by the date that course schedules are due. A required organizational meeting will be held at the beginning of each term. Students are expected to commit at least ten hours per week to working in a laboratory. Written assignments include a research proposal, due near the beginning of the term, and a research report that summarizes experimental results, due before the beginning of the final examination period. Taken after students have completed two credits of MB&B 470 and 471. MB&B 251L or permission of the instructor. SC

* **MB&B 478a and MB&B 479b, Intensive Research in Biochemistry and Biophysics**
Alan Garen

Individual laboratory projects under the supervision of a faculty member. Students must submit an enrollment form that specifies the research supervisor by the day that course schedules are due. A required organizational meeting will be held at the beginning of each term. Students are expected to commit at least twenty hours per week to working in a laboratory. Written assignments include a research proposal, due near the beginning of the term, and a research report that summarizes experimental results, due before the beginning of the final examination period. No more than two course credits count as electives toward the B.S. degree. Enrollment limited to senior MB&B majors. Prerequisite: MB&B 251L or 360L. 2 Course cr per term

* **MB&B 490b, The Senior Project** Mark Solomon, Dieter Söll, William Konigsberg, and Alan Garen

Colloquium for fulfillment of the senior requirement. The course involves a written and an oral presentation of a senior paper in an area of biochemistry or biophysics. The topic is selected in consultation with the faculty members in charge of the course.

Molecular, Cellular, and Developmental Biology

Director of undergraduate studies: Douglas Kankel, 1220B KBT, 432-3839,
crystal.adamchek@yale.edu; mcdb.yale.edu/

FACULTY OF THE DEPARTMENT OF MOLECULAR, CELLULAR, AND DEVELOPMENTAL BIOLOGY

Professors Robert Bazell (*Adjunct*), Ronald Breaker, John Carlson, †Lynn Cooley, Craig Crews, Stephen Dellaporta, Paul Forscher, Jo Handelsman, †Mark Hochstrasser, Vivian Irish, †Akiko Iwasaki, Christine Jacobs-Wagner, Douglas Kankel, †Paul Kavathas, Haig Keshishian, Mark Mooseker, Thomas Pollard, Anna Pyle, Joel Rosenbaum, †Alanna Scheppartz, †Hugh Taylor, Robert Wyman

Associate Professors Thierry Emonet, Scott Holley, Valerie Horsley, Weimin Zhong

Assistant Professors Murat Acar, Shirin Bahmanyar, †Sreerag Chandra, Damon Clark, Nicole Clay, Nadya Dimitrova, Joshua Gendron, Farren Isaacs, Yannick Jacob, †Kathryn Miller-Jensen, †Matthew Rodeheffer, Josein Van Wolfswinkel

Lecturers †Alexia Belperron, Surjit Chandhoke, Iain Dawson, Samantha Lin, Maria Moreno, Kenneth Nelson, Joseph Wolenski

†A joint appointment with primary affiliation in another department or school.

The science of biology is extremely broad, ranging across the domains of molecules, cells, tissues and organs, organisms, and ecosystems. Moreover, biology explores questions of evolutionary history and the processes of evolutionary change as well as the mechanisms by which cells, organisms, and ecosystems function. Students majoring in Molecular, Cellular, and Developmental Biology receive a thorough yet varied liberal education and preparation for professional careers in a diverse array of fields. Practical applications of biology include the development of biologicals and pharmaceuticals, the practice of medicine, and the pursuit of the scientific bases for understanding the development and function of biological systems.

Molecular, Cellular, and Developmental Biology (MCDB) offers programs for students wishing to concentrate on molecular and cellular biology and genetics, with applications to problems in cell and developmental biology, neurobiology, and various aspects of computational biology. Interdisciplinary opportunities are available within the major in the Biotechnology, Neurobiology, and Quantitative Biology tracks.

The MCDB major offers many opportunities for independent laboratory research. With approval, research can be conducted under the supervision of faculty members in any Yale department. Some programs for study abroad are available to MCDB majors; approved programs can fulfill some of the requirements for the major. Interested students should consult the director of undergraduate studies and the Center for International and Professional Experience (<http://cipe.yalecollege.yale.edu>).

The prerequisites for the B.S. degree fulfill most of the usual premedical science requirements. Students who choose the B.A. degree can also prepare for medical school by taking additional premedical courses.

Placement Placement in MCDB courses is determined by examinations administered at Yale. A student may place out of one or more courses in the BIOL 101–104 sequence; however, one or more of these foundational biology courses may be explicitly required as prerequisites for upper-level MCDB courses.

Placement in chemistry courses is arranged by the Chemistry department. Because required chemistry courses are prerequisite to several MCDB courses, students are strongly encouraged to take general and organic chemistry in the freshman and/or sophomore years. Students who place out of general chemistry may want to consider taking organic chemistry during the freshman year. Finishing the prerequisites early allows for a more flexible program in later years.

Prerequisites The foundational biology courses required of all MCDB majors are BIOL 101, 102, 103, and 104. All majors must also complete a course in mathematics numbered MATH 115 or higher (excluding MATH 190) or a statistics course taken at Yale. For the B.A. degree, additional prerequisites are a two-term lecture sequence in chemistry, and a term course in physics numbered PHYS 170 or higher. For the B.S. degree, additional prerequisites are a two-term lecture sequence in chemistry, with associated laboratories; a term course in organic chemistry with its associated laboratory; and two term courses in physics numbered PHYS 170 or higher.

Acceleration credit awarded in chemistry, mathematics, or physics, or completion of advanced courses in those subjects, is accepted in place of the corresponding

prerequisites for the MCDB major. Students who have mathematics preparation equivalent to MATH 115 or higher are encouraged to take additional mathematics courses, such as MATH 120, 121, 222, or 225, or ENAS 151 or 194. Students in the B.A. degree program who have satisfied one or more prerequisites with advanced placement must still complete three term courses in chemistry and physics at Yale, including at least one from each department.

Requirements of the major for the Class of 2017 Students in the Class of 2017 may fulfill the requirements of the major that were in place when they entered the major, as described in previous editions of this bulletin (<http://www.yale.edu/printer/bulletin/archivepdf/YCPS>). Alternatively, they may fulfill the requirements for the major as described below for the Class of 2018 and subsequent classes.

B.A. degree for the Class of 2018 and subsequent classes The B.A. degree requires a minimum of five and one-half course credits beyond the prerequisites, including five lecture or seminar courses and one laboratory, as follows:

1. Two core courses selected from MCDB 200, 202, 205, 210, 290, 300 (or MB&B 300), MCDB 310, 320, 430
2. Two general electives selected from MCDB courses numbered 240 or above, or two additional core courses from the list above. Two laboratory courses, either MCDB 342L and 343L or MCDB 344L and 345L, can be paired for a single elective credit. If used as an elective, these laboratories cannot also fulfill the laboratory requirement
3. One special elective selected from MCDB courses numbered 350 or higher
4. One laboratory from the biological sciences. Laboratories may be selected from MCDB, or Ecology and Evolutionary Biology, or Molecular Biology and Biophysics, or, with permission of the director of undergraduate studies, Anthropology
5. The senior requirement, described below

B.S. degree for the Class of 2018 and subsequent classes The B.S. degree requires a minimum of nine course credits beyond the prerequisites, including eight lecture or seminar courses and two laboratories, as follows:

1. Three core courses selected from MCDB 200, 202, 205, 210, 290, 300 (or MB&B 300), MCDB 310, 320, 430
2. Two general electives selected from MCDB courses numbered 240 or above. Additional core courses from the list above, a second term of organic chemistry, and courses in statistics may be used as general electives. Two laboratory courses, either MCDB 342L and 343L or MCDB 344L and 345L, can be paired for a single elective credit. If used as an elective, these laboratories cannot also fulfill the laboratory requirement
3. One special elective from MCDB courses numbered 350 or higher
4. Two laboratories from MCDB
5. The senior requirement, described below

Credit/D/Fail No course taken Credit/D/Fail may be counted toward the MCDB major, including prerequisites.

Selection of courses A relevant intermediate or advanced course from another department in science, engineering, mathematics, or statistics may be accepted as an elective with permission of the director of undergraduate studies. Many courses in other departments have prerequisites; such prerequisites can be substituted for an upper-level elective with permission of the director of undergraduate studies.

Residential college seminars cannot be substituted for electives and do not count toward the requirements of the major. The MCDB major should not be taken as one of two majors with Molecular Biophysics and Biochemistry or with Ecology and Evolutionary Biology.

Senior requirement In addition to the course requirements described above, all students must satisfy a senior requirement undertaken during the senior year. A booklet listing the senior requirements of each track and degree is available in the office of the director of undergraduate studies (1220B KBT). All students must fill out a checklist of requirements and go over it with the undergraduate registrar, Crystal Adamchek (crystal.adamchek@yale.edu), by the spring term of the junior year.

For the B.A. degree, the senior requirement can be met either by submitting a senior essay of fifteen to twenty pages evaluating current research in a field of biology, or by successful completion of one term of individual research (MCDB 475). A senior choosing to fulfill the requirement with a senior essay must consult with a faculty adviser on the scope and literature of the topic and submit the adviser's written approval to the director of undergraduate studies no later than the course selection period of the term in which the paper is due. The senior essay may be related to the subject matter of a course, but the essay is a separate departmental requirement in addition to any work done in a course and does not count toward the grade in any course. The senior essay must be completed and submitted to the office of the director of undergraduate studies by the last day of classes. Students electing this option should obtain an approval form from the office of the director of undergraduate studies.

For the B.S. degree, the senior requirement is usually fulfilled by completing a yearlong research course, MCDB 485, 486. Alternatively, a student can take two consecutive terms of MCDB 475. With permission of the director of undergraduate studies, students taking two terms of MCDB 475 can begin the project during the spring term of the junior year, continue it over the summer, and complete it during the fall term of the senior year. In all other cases, the senior requirement must be completed during the senior year. Yale College does not grant academic credit for summer research unless the student is enrolled in an independent research course in Yale Summer Session. Seniors working toward the B.S. degree are expected to spend at least ten hours per week in the lab conducting individual research.

B.S. degree, intensive major Requirements for the B.S. degree with an intensive major are the same as those for the B.S. degree except that students fulfill the senior requirement by taking MCDB 495, 496, Intensive Research, for four course credits. Seniors in the intensive major are expected to spend at least twenty hours per week in the lab conducting individual research.

Neurobiology track In addition to the core courses for the standard major, the Neurobiology track requires the additional core course MCDB 320. One elective is selected from MCDB courses numbered 350 or above and one is selected from

BENG 410, CPSC 475, MCDB 240, 310, 315, 415, 430, 440, PSYC 200, 270, or STAT 101. Other courses may be substituted with the approval of the student's track adviser. (Students should note that PSYC 110 is a prerequisite for many psychology courses but does not substitute as an elective in the Neurobiology track.) The laboratory requirement and the senior requirement are the same as those for the standard major. Students interested in the Neurobiology track should consult an adviser for the track.

Neurobiology track advisers

P. Forscher, 222 KBT (432-6344)

H. Keshishian, 640A KBT (432-3478)

R. Wyman, 610A KBT (432-3475)

W. Zhong, 616 KBT (432-9233)

Biotechnology track In addition to the core courses for the standard major, the Biotechnology track requires the additional core course MCDB 370. One elective is selected from MCDB courses numbered 350 or above and one is selected from MB&B 420, 421, 443, BENG 351, 352, 410, 435, 457, 464, CENG 210, 411, 412, CPSC 437, 445, 470, or 475. The laboratory requirement and the senior requirement are the same as those for the standard major. Students interested in the Biotechnology track should consult an adviser for the track.

Biotechnology track advisers

R. Breaker, 506 KBT (432-9389)

K. Nelson, 710A KBT (432-5013)

J. Wolenski, 330 KBT (432-6912)

Quantitative Biology track In addition to the core courses for the standard major, the Quantitative Biology track requires the additional core course MCDB 261. One elective is selected from MCDB courses numbered 350 or above and one is selected from MCDB 320, 361, 461, BENG 467, MB&B 302, 435, 452, 523, PHYS 402, MATH 246, 251, CPSC 440, 475, or CENG 320. The laboratory requirement and the senior requirement are the same as those for the standard major. Students interested in the Quantitative Biology track should consult an adviser for the track.

Quantitative Biology track advisers

T. Emonet, 1048 KBT (432-3516)

D. Clark, 224 KBT (432-0750)

M. Acar, West Campus B-31 (737-3255)

Independent research courses before senior year The only independent research course available to students prior to the senior year is MCDB 474. This course is graded pass/fail and contributes to the thirty-six course credits required for the bachelor's degree, but it does not substitute for any MCDB major requirement, including the senior requirement.

Independent research courses during senior year The research courses MCDB 475, 485, 486, and 495, 496 exist primarily to fulfill the senior requirement, and do not satisfy any other requirement for the major. Note that Yale College limits the number of independent study or independent research courses that students may take; see Course Credits and Course Loads (p. 46) in the Academic Regulations (p. 34). Any independent study course, regardless of its number, is included in the total.

No independent research course satisfies a laboratory requirement for the MCDB major.

Combined B.S./M.S. degree program Exceptionally able and well-prepared students may accelerate their professional education by completing a course of study leading to the simultaneous award of the B.S. and M.S. degrees after eight terms of enrollment. Students may not enroll in Yale College for more than eight terms in order to qualify for the simultaneous award of both degrees. It is possible to earn both degrees in fewer than eight terms, but not by the use of acceleration credits. The requirements are as follows:

1. Candidates must satisfy the Yale College requirements for the B.S. degree. Students in the program must complete the core courses for the major and choose their electives from graduate-level courses. One of the electives must be a graduate seminar selected with the approval of the director of undergraduate studies. Grades below B– in graduate courses are not accepted.
2. In addition to the courses specified above, students must complete two graduate research courses for six course credits: (a) MCDB 585, a two-credit course taken in the second term of the junior year. At the start of the course, each student forms a committee comprised of the faculty adviser and two faculty members that meets to discuss the research project. Two of the members of this committee must be members of the MCDB faculty. At the end of the course, the student completes a detailed prospectus describing the thesis project and the work completed to date. The committee evaluates an oral and written presentation of the prospectus and determines whether the student may continue in the combined program; (b) MCDB 595, a four-credit, yearlong course that is similar to MCDB 495, 496 and is taken during the senior year. During the course, the student gives an oral presentation describing the work. At the end of the course, the student is expected to present his or her work to the department in the form of a poster presentation. In addition, the student is expected to give an oral thesis defense, followed by a comprehensive examination of the thesis conducted by the thesis committee. Upon successful completion of this examination, as well as all other requirements, the student is awarded the combined B.S./M.S. degree.

Students must also satisfy the requirements of Yale College for the simultaneous award of the bachelor's and master's degrees, including the following:

1. To be considered for admission to the program, by the end of their fifth term of enrollment students must have achieved at least two-thirds A or A– grades in all of their courses as well as in all of the courses directly relating to the major, including prerequisites.
2. Students must apply in writing to the director of undergraduate studies and obtain departmental approval no later than the last day of classes in their fifth term of enrollment in Yale College. Students must have the approval of both the director of undergraduate studies and the director of graduate studies to receive graduate credit for the graduate courses they select.
3. Graduate work must not be entirely concentrated in the final two terms, and students in the program must take at least six term courses outside the department

during their last four terms at Yale and at least two undergraduate courses during their last two terms.

- Students must earn grades of A in at least two of their graduate-level term courses (or in one yearlong course) and have at least a B average in the remaining ones.

For more information, see "Simultaneous Award of the Bachelor's and Master's Degrees" under section K, Special Arrangements (p. 66), in the Academic Regulations.

Advising Freshmen considering a major in Molecular, Cellular, and Developmental Biology are invited to consult with the director of undergraduate studies and/or a faculty member in MCDB who is a fellow of their residential college. For assistance in identifying a suitable adviser, students should contact the departmental undergraduate registrar, Crystal Adamchek (crystal.adamchek@yale.edu). Students in the Biotechnology, Neurobiology, or Quantitative Biology tracks should consult an adviser for their track (listed above). The course schedules of all MCDB majors (including sophomores intending to major in MCDB) must be signed by a faculty member in the department. The signature of the director of undergraduate studies is required **only** for students who are fulfilling the requirements of two majors or who have been admitted to the simultaneous B.S./M.S. degree program. Students whose regular adviser is on leave can consult the office of the director of undergraduate studies to arrange for an alternate.

Any faculty member with a primary appointment in the MCDB department can serve as a faculty adviser to majors. College faculty advisers available to freshmen are listed below.

BK	J. Wolenski	MC	H. Keshishian, K. Nelson
BR	N. Clay, I. Dawson	PC	J. Carlson (F), C. Crews
CC	M. Mooseker, R. Wyman	SY	C. Jacobs-Wagner
DC	V. Irish, W. Zhong	SM	S. Dellaporta, D. Kankel, J. Rosenbaum
ES	To be announced	TD	S. Holley
JE	R. Breaker, T. Emonet, F. Isaacs	TC	To be announced

REQUIREMENTS OF THE MAJOR

Prerequisites *B.A.* — BIOL 101, 102, 103, 104; a two-term lecture sequence in chem; one term of PHYS 170 or above; MATH 115 or above (except MATH 190) or STAT course at Yale; *B.S.* — BIOL 101, 102, 103, 104; a two-term lecture sequence in chem, with labs, and 1 term of organic chem with lab; two terms of PHYS 170, 171 or above; MATH 115 or above (except MATH 190) or STAT course at Yale; all courses taken for letter grades

Number of courses *B.A.* — 5 courses and 1 lab, totaling at least 5½ course credits; *B.S.* — 8 courses and 2 labs, totaling at least 9 course credits; *B.S., intensive major* — 8 courses and 2 labs, totaling at least 11 course credits; all courses taken for letter grades

Specific courses required *Biotechnology track* — MCDB 370; *Neurobiology track* — MCDB 320; *Quantitative Biology track* — MCDB 261

Distribution of courses *Standard track* — *B.A.* — 2 core courses from MCDB 200, 202, 205, 210, 290, 300 (or MB&B 300), MCDB 310, 320, 430; 2 electives numbered MCDB 240 or above (or 2 addtl core courses); 1 elective numbered MCDB 350 or

above; 1 biology lab; *B.S.* — 3 core courses from MCDB 200, 202, 205, 210, 290, 300 (or MB&B 300), MCDB 310, 320, 430; 2 electives numbered MCDB 240 or above (or 2 addtl core courses); 1 elective numbered MCDB 350 or above; 2 MCDB labs; *Biotechnology, Neurobiology, and Quantitative Biology tracks*—same as standard track, with 1 addtl elective

Senior requirement *B.A.* — MCDB 475 taken in senior year, or senior essay; *B.S.* — 2 consecutive terms of independent research, MCDB 485, 486 (preferred) or 2 consecutive terms of MCDB 475; *B.S., intensive major* — MCDB 495, 496 in senior year

Introductory Courses

*** MCDB 040b, The Science and Politics of Cancer** Robert Bazell

Fundamentals of cell biology, Darwinian evolution, immunology, and genetics that underlie cancer; the history of cancer science and treatment; historical and current policy issues. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. SC

*** MCDB 050a, Immunology and Microbes** Paula Kavathas

Introduction to the immune system and its interaction with specific microbes. Attention both to microbes that cause illness, such as influenza, HIV, and HPV, and to microbes that live in harmony with humans, collectively called the microbiome. Readings include novels and historical works on diseases such as polio and AIDS. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. SC RP

*** MCDB 103b, Cancer** Alexia Belperron

Introduction to the biology of cancer, with a focus on leukemia, skin cancer, and cancers linked to infection. Topics include genetics, biochemistry, immunity, infection agents, and challenges for prevention and treatment. Intended for non-science majors and underclassmen. SC

MCDB 105a or b / MB&B 105a or b, An Issues Approach to Biology Staff

Biological concepts taught in context of current societal issues, such as emerging diseases, genetically modified organisms, green energy, stem cell research, and human reproductive technology. Emphasis on biological literacy to enable students to evaluate scientific arguments. SC

*** MCDB 106a / E&EB 106a / HLTH 155a, Biology of Malaria, Lyme, and Other Vector-Borne Diseases** Alexia Belperron

Introduction to the biology of pathogen transmission from one organism to another by insects; special focus on malaria, dengue, and Lyme disease. Biology of the pathogens including modes of transmission, establishment of infection, and immune responses; the challenges associated with vector control, prevention, development of vaccines, and treatments. Intended for non-science majors; preference to freshmen and sophomores. Prerequisite: high school biology. SC

*** MCDB 109b, Immunity and Contagion** Paula Kavathas

Introduction to the basics of the immune system; strategies to fight pathogens while maintaining harmony with our microbiome. Discussion of specific microbes such

as influenza, HIV, and HPV; historical analysis of the polio vaccine and the AIDS epidemic. Enrollment limited to freshmen and sophomores. SC

Intermediate and Advanced Courses

MCDB 200b, Molecular Biology Anna Pyle and Farren Isaacs

A study of the fundamental principles of molecular biology, including the experimental methodologies used in biological research. Topics include the structure, function, and chemical behavior of biological macromolecules (DNA, RNA, and protein), chromosome and genome organization, replication and maintenance of the genome, transcriptional and translational regulation, microRNAs and other noncoding RNAs, RNA processing, systems biology, and synthetic biology. Designed to provide an accelerated venue for MCDB majors and other students seeking to understand the molecular basis for gene expression and the resultant implications for medicine and biological engineering. Prerequisites: CHEM 161, 165, or 167 (or CHEM 112, 114, or 118), and BIOL 101 or permission of instructor. SC
Psychology: AdvSci NeuroTrk

* **MCDB 201Lb, Molecular Biology Laboratory** Maria Moreno

Basic molecular biology training in a project-based laboratory setting. Experiments analyze gene function through techniques of PCR, plasmid and cDNA cloning, DNA sequence analysis, and protein expression and purification. Instruction in experimental design, data analysis, and interpretation. Concurrently with or after MCDB 200, or with permission from instructor. For freshmen and sophomores interested in research integrated laboratory experience. Special registration procedures apply. Interested students must contact the instructor and attend an organizational meeting during the first week of classes. WR, SC ½ Course cr

* **MCDB 202a, Genetics** Stephen Dellaporta and Joshua Gendron

An introduction to classical, molecular, and population genetics of both prokaryotes and eukaryotes and their central importance in biological sciences. Emphasis on analytical approaches and techniques of genetics used to investigate mechanisms of heredity and variation. Topics include transmission genetics, cytogenetics, DNA structure and function, recombination, gene mutation, selection, and recombinant DNA technology. Prerequisite: BIOL 103 or equivalent performance on the corresponding biological sciences placement examination. SC RP

* **MCDB 203a, Laboratory for Genetics** Iain Dawson

Introduction to laboratory techniques used in genetic analysis. Different genetic model organisms - bacteria, yeast, *Drosophila*, and *Arabidopsis* - are used to provide practical experience with various classical and molecular genetic techniques including cytogenetics, mutagenesis and mutant analysis, recombination and gene mapping, isolation and manipulation of DNA, and DNA sequence analysis. *Concurrently with or after* MCDB 202a. MCDB 120a is a prerequisite for MCDB courses numbered 200 and above. SC ½ Course cr

MCDB 205b, Cell Biology Thomas Pollard, Megan King, and Shirin Bahmanyar

A comprehensive introductory course in cell biology. Emphasis on the general principles that explain the molecular mechanisms of cellular function. Prerequisites: BIOL 101 and 102, or equivalent performance on the corresponding biological sciences

placement examinations, or a score of 5 on the Advanced Placement test in Biology, or a score of 710 or above on the SAT Biology M test, or MCDB 200. SC

* **MCDB 210a, Developmental Biology** Scott Holley, Douglas Kankel, and Vivian Irish
Cellular differentiation and its genetic and molecular control; fertilization, cleavage, and morphogenesis of plants and animals; polarity and positional information; organogenesis and development of specialized tissues; evolution and development. Prerequisites: BIOL 101, 102, and 103, or equivalent performance on the corresponding biological sciences placement examinations. SC

MCDB 221La, Model Organisms in Biological Research Staff

An introduction to research and common methodologies in the biological sciences, with emphasis on the utility of model organisms. Techniques and methods commonly used in biochemistry, cell biology, genetics, and molecular and developmental biology; experimental design; data analysis and display; scientific writing. Concurrently with or after BIOL 101, 102, or 103, or equivalent performance on the corresponding biological sciences placement examinations, or with permission of instructor. WR, SC
½ Course cr

* **MCDB 230b / MB&B 230b, Rain Forest Expedition and Laboratory** Scott Strobel
Preparation for a two-week expedition to one of the world's rain forests during spring break and for a ten-week summer laboratory experience using samples collected during the expedition. Integrated topics draw on the fields of ecology, microbiology, chemistry, pharmacology, molecular biology, and bioinformatics. Students participate in an original scientific project from field biology to natural product characterization. After one year of introductory biology or equivalent; after or concurrently with one term of organic chemistry. Limited enrollment. Funding for major travel expenses and summer research provided. SC

MCDB 240b, Biology of Reproduction Hugh Taylor and Joshua Johnson

Introduction to reproductive biology, with emphasis on human reproduction. Development and hormonal regulation of reproductive systems; sexuality, fertilization, and pregnancy; modern diagnosis and treatment of reproductive and developmental disorders; social and ethical issues. Prerequisites: BIOL 101, 102, and 103, or equivalent performance on the corresponding biological sciences placement examinations, or a score of 5 on the Advanced Placement test in Biology, or a score of 710 or above on the SAT Biology M test. SC

MCDB 241Lb, Laboratory for Biology of Reproduction and Development Joshua Johnson

Laboratory investigation of reproductive and developmental processes in classic vertebrate and invertebrate systems, with emphasis on mammalian reproduction and development. Topics include gametogenesis, ovulation, hormonal control of reproduction, and investigation of embryogenesis in the mouse, frog, and fruit fly. Focus on student-driven quantitative analysis of reproductive and developmental parameters with emphasis on modern Reproducible Research methods alongside classic instruction in course topics. Enrollment limited. Concurrently with or after MCDB 210 or 240. Not open to freshmen. Special registration procedures apply; students must consult the instructor prior to the first week of classes. SC ½ Course cr

MCDB 290b, Microbiology Christine Jacobs-Wagner and John Wertz

Cell structure of microorganisms, bacterial genetics, microbial evolution and diversity, microbial development, microbial interaction, chemotaxis and motility, gene regulation, microbial genomics, host defense systems, infectious diseases, viruses, and biological weapons. Prerequisites: BIOL 101 and 102, or a term of biochemistry, genetics, cell biology, or molecular biology. SC

*** MCDB 291b, Laboratory for Microbiology** Iain Dawson

Laboratory experiments to supplement lectures of MCDB 290. Emphasis on practical approaches used when working with microbes, primarily bacteria. Topics include microscopy, culture techniques, biochemical/metabolic assays, and basic environmental and medical microbiology. Concurrently with or after MCDB 290. Prerequisite: MCDB 120 is a prerequisite for MCDB courses numbered 200 and above. SC ½ Course cr

*** MCDB 300a / MB&B 200a, Biochemistry** Nicole Clay and Donald Engelman

An introduction to the biochemistry of animals, plants, and microorganisms, emphasizing the relations of chemical principles and structure to the evolution and regulation of living systems. Prerequisites: BIOL 101 or equivalent performance on the corresponding biological sciences placement examination; one term of organic chemistry; or with permission of instructor. SC

*** MCDB 301La or b / MB&B 251La or b, Laboratory for Biochemistry** William Konigsberg and Aruna Pawashe

An introduction to current experimental methods in molecular biology, biophysics, and biochemistry. Limited enrollment. Requires preregistration by e-mail to Aruna.Pawashe@yale.edu and William.Konigsberg@yale.edu prior to the first week of classes. After BIOL 101. SC ½ Course cr

*** MCDB 303Lb, Advanced Molecular Biology Laboratory** Maria Moreno and Kenneth Nelson

A laboratory course that provides advanced biology research skills. Weekly workshops focus on laboratory practice, experimental design, data analysis, reading of primary literature, scientific presentations, and scientific writing skills. Application of these skills in project-based laboratory training sponsored by a faculty member. Enrollment limited. Special registration procedures apply; interested students must contact the instructor and attend an organizational meeting. This class is recommended to students in the sciences who are in their junior year and will be completing a senior research project requirement for graduation. SC RP

*** MCDB 310a / BENG 350a, Physiological Systems** Stuart Campbell, Elizabeth Holt,

Emile Boulpaep, Peter Aronson, Mark Saltzman, David Zenisek, and Marie Egan
Regulation and control in biological systems, emphasizing human physiology and principles of feedback. Biomechanical properties of tissues emphasizing the structural basis of physiological control. Conversion of chemical energy into work in light of metabolic control and temperature regulation. Prerequisites: CHEM 165 or 167 (or CHEM 113 or 115), or PHYS 180 and 181; MCDB 120, or BIOL 101 and 102. SC

MCDB 315b, Biological Mechanisms of Reaction to Injury S. David Hudnall, Jon Morrow, Jeffrey Sklar, Gilbert Moeckel, and Joanna Gibson

Human biology and disease as a manifestation of reaction to injury. Organ structure and function, cell injury, circulatory and inflammatory responses, disordered

physiology, and neoplasia. Enrollment limited; preference to junior and senior majors in MCDB or MB&B. Prerequisite: MCDB 205, 300, or 310. SC RP

MCDB 320a, Neurobiology Haig Keshishian and Paul Forscher

The excitability of the nerve cell membrane as a starting point for the study of molecular, cellular, and systems-level mechanisms underlying the generation and control of behavior. After a year of college-level chemistry; a course in physics is strongly recommended. SC

MCDB 321La, Laboratory for Neurobiology Haig Keshishian, Robert Wyman, and Fernando Vonhoff

Introduction to the neurosciences. Projects include the study of neuronal excitability, sensory transduction, CNS function, synaptic physiology, and neuroanatomy. Concurrently with or after MCDB 320. SC ½ Course cr

* **MCDB 342La, Laboratory in Nucleic Acids I** Kenneth Nelson

A project from a research laboratory within the MCDB department, using technologies from molecular and cell biology. Laboratories meet twice a week for the first half of the term. Concurrently with or after MCDB 202, 205, or 300. Enrollment limited. Special registration procedures apply; students must consult the instructor prior to the first week of classes. SC ½ Course cr

* **MCDB 343La, Laboratory in Nucleic Acids II** Kenneth Nelson

Continuation of MCDB 342L to more advanced projects in molecular and cell biology, such as making and screening cDNA libraries, microarray screening and analysis, or next-generation DNA sequencing. Laboratories meet twice a week for the second half of the term. Prerequisite: MCDB 342L or permission of instructor. Enrollment limited. Special registration procedures apply; students must consult the instructor prior to the first week of classes. SC ½ Course cr

* **MCDB 344Lb, Experimental Techniques in Cellular Biology** Joseph Wolenski

An inquiry-based approach to research in cell and molecular biology, with emphasis on experimental techniques commonly used in modern biomedical laboratories. Research is module-based and covers pertinent and timely topics. Methods include SDS-PAGE, immunoblotting, immunoprecipitation of proteins, column chromatography, mammalian cell culture, cell fractionation, cell transfection, plasmid design, DNA purification, PCR, and phase contrast and confocal microscopy. Meets during January and February. Prerequisite: MCDB 205. Special registration procedures apply; interested students must contact the instructor at least eighteen months in advance. SC ½ Course cr

* **MCDB 345Lb, Experimental Strategies in Cellular Biology** Joseph Wolenski

Continuation of MCDB 344L, with increased emphasis on experimental design, independent research, and presentation of data. Students develop semi-independent research projects in modern biomedical research. Emphasis on key components of being a successful principal investigator, including benchmark, seminar presentations, lab meetings, and critical analysis of data. Prepares for MCDB 475, 485, or 495. Meets during March and April. Prerequisite: MCDB 344L. Special registration procedures apply; interested students should contact the instructor. SC ½ Course cr

- * **MCDB 350a, Epigenetics** Nadya Dimitrova, Josephina Van Wolfswinkel, and Yannick Jacob

Study of epigenetic states and the various mechanisms of epigenetic regulation, including histone modification, DNA methylation, nuclear organization, and regulation by non-coding RNAs. Detailed critique of papers from primary literature and discussion of novel technologies, with specific attention to the impact of epigenetics on human health. Introductory courses (BIOL101-104) and two MCDB 200-level courses (strongly recommended: MCDB 200 and MCDB 202) or instructor permission. SC

- * **MCDB 370b, Biotechnology** Craig Crews, Nicole Clay, Ronald Breaker, Joseph Wolenski, Kenneth Nelson, and Farren Isaacs

The principles and applications of cellular, molecular, and chemical techniques that advance biotechnology. The most recent tools and strategies used by industrial labs, academic research, and government agencies to adapt biological and chemical compounds as medical treatments, as industrial agents, or for the further study of biological systems. Prerequisite: MCDB 200, 202, or 300. SC

- * **MCDB 387b, The Eukaryotic Cell Cycle** Iain Dawson

The regulation and coordination of the eukaryotic cell cycle examined by means of a detailed critique of primary literature. Particular attention to the role of the cell cycle in the processes of development and differentiation and in cancer and other diseases. Students develop an understanding of experimental approaches to problem solving. Enrollment limited, with preference to juniors and seniors. Prerequisites: BIOL 101, 102, and 103, or equivalent performance on the corresponding biological sciences placement examinations; MCDB 202, 205, or 210. Electronic permission key required. Students must contact the instructor prior to the first class meeting. SC

- * **MCDB 415b, Cellular and Molecular Physiology** Frederick Sigworth

Study of the processes that transfer molecules across membranes. Classes of molecular machines that mediate membrane transport. Emphasis on interactions among transport proteins in determining the physiologic behaviors of cells and tissues. Intended for seniors majoring in the biological sciences. Recommended preparation: MCDB 205, 310, 320, or permission of instructor. SC

- * **MCDB 425a / MB&B 425a, Basic Concepts of Genetic Analysis** Tian Xu

The universal principles of genetic analysis in eukaryotes. Reading and analysis of primary papers that illustrate the best of genetic analysis in the study of various biological issues. Focus on the concepts and logic underlying modern genetic analysis. Prerequisite: MCDB 202 or equivalent. SC

- * **MCDB 430a, Biology of the Immune System** Carla Rothlin

The development of the immune system. Cellular and molecular mechanisms of immune recognition. Effector responses against pathogens. Immunologic memory and vaccines. Human diseases including allergy, autoimmunity, immunodeficiency, and HIV/AIDS. After MCDB 300. SC

- * **MCDB 435a, Landmark Papers in Cell Biology** Joel Rosenbaum

Discussion and critical evaluation of selected research papers that were important in determining the directions of modern cell biological research. Emphasis on the nature of the problem, evaluation of the experimental approaches and results, and the authors' interpretation of the results. Weekly discussion by all participants required. Students

should contact the instructor prior to the first week of classes. Prerequisites: courses in cell biology, biochemistry, and genetics, or permission of instructor. SC

*** MCDB 450b, The Human Genome** Staff

A focus on the primary scientific literature covering the principles of genomics and its application to the investigation of complex human traits and diseases. Topics include the technology of genome sequencing and resequencing, the characterization of sequence and structural variation in human populations, haplotype and linkage disequilibrium analysis, genome-wide association studies, the comparative genomics of humans and our closest relatives, and personalized genomics and medicine. Enrollment limited to 15. Students should contact the instructor prior to the first week of classes. Prerequisite: MCDB 202; a course in statistics is strongly recommended. SC

MCDB 452b / MB&B 452b, Biological Data Science, Mining and Modeling Mark Gerstein

Techniques in data mining and simulation applied to bioinformatics, the computational analysis of gene sequences, macromolecular structures, and functional genomics data on a large scale. Sequence alignment, comparative genomics and phylogenetics, biological databases, geometric analysis of protein structure, molecular-dynamics simulation, biological networks, microarray normalization, and machine-learning approaches to data integration. Prerequisites: MB&B 301 and MATH 115, or permission of instructor. SC

*** MCDB 461b, Concepts and Applications in Systems Biology** Murat Acar

Analysis of the primary scientific literature on the topics of gene network design, stochasticity in gene expression, and evolution of genes and networks, in the context of both prokaryotic and eukaryotic systems. Critique of the approaches, data analysis, controls, results, and conclusions of selected current and classic papers in systems biology. Prerequisite: MCDB 261 or 361, or another MCDB course with permission of instructor. SC

*** MCDB 474a or b and MCDB 475a or b, Independent Research** Staff

Research project under faculty supervision taken as Pass/Fail only. Students are expected to spend approximately ten hours per week in the laboratory. Written assignments include a short research proposal summary at the beginning of the term, approved by the Yale faculty sponsor and the instructor in charge of the course. A final research report is required at the end of the term. Students who take this course more than once must reapply each term. Guidelines for the course should be obtained from the office of the director of undergraduate studies or downloaded from the Classes V2 server. Written proposals are due by the end of the first week of the semester. This is the only independent research course available to underclassmen.

*** MCDB 485a and MCDB 486b, Senior Research** Staff

Individual two-term laboratory research projects under the supervision of a faculty member. For MCDB seniors only. Students are expected to spend ten to twelve hours per week in the laboratory, and to make presentations to students and advisers. Written assignments include a short research proposal summary due at the beginning of the first term, a grant proposal due at the end of the first term, and a research report summarizing experimental results due at the end of the second term. Students are also required to present their research in either the fall or the spring term. A poster session is held at the end of the spring term. Students should line up a research laboratory during

the term preceding the research. Guidelines for the course may be obtained at <http://mcdb.yale.edu/forms> and on the course site on Classes*v2. Written proposals are due by the end of the second week of classes. Fulfills the senior requirement for the B.S. degree if taken in the senior year.

*** MCDB 495a and MCDB 496b, Senior Research Intensive** Staff

Individual two-term directed research projects in the field of biology under the supervision of a faculty member. For MCDB seniors only. Before registering, the student must be accepted by a Yale faculty member with a research program in experimental biology and obtain the approval of the instructor in charge of the course. Students spend approximately twenty hours per week in the laboratory, and make written and oral presentations of their research to students and advisers. Written assignments include a short research proposal summary due at the beginning of the first term, a grant proposal due at the end of the first term, and a research report summarizing experimental results due at the end of the second term. Students must attend a minimum of three research seminar sessions (including their own) per term. Students are also required to present their research during both the fall and spring terms. A poster session is held at the end of the spring term. Guidelines for the course may be obtained at <http://mcdb.yale.edu/forms> and on the course site on Classes*v2. Written proposals are due by the end of the second week of classes. Fulfills the senior requirement for the B.S. degree with an intensive major. 2 Course cr per term

Music

Director of undergraduate studies: Ian Quinn, 205 STOECK, 432-2986, dus.music@yale.edu; yalemusic.yale.edu

FACULTY OF THE DEPARTMENT OF MUSIC

Professors Kathryn Alexander (*Adjunct*), Richard Cohn, Michael Friedmann (*Adjunct*), Daniel Harrison, Paul Hawshaw (*Adjunct*), James Hepokoski (*Chair*), Richard Lalli (*Adjunct*), Patrick McCreless, Leon Plantinga (*Emeritus*), Ian Quinn, Ellen Rosand (*Emeritus*), Gary Tomlinson, Michael Veal, Craig Wright

Associate Professors Robert Holzer (*Adjunct*), Brian Kane, Gundula Kreuzer, Markus Rathy (*Adjunct*), Toshiyuki Shimada (*Adjunct*)

Assistant Professors Rebekah Ahrendt, Konrad Kaczmarek, Henry Parkes, Anna Zayaruznaya

Lecturers Daniel Egan, Andrew Gerle, Grant Herreid, Annette Jolles, Sarah Kohane, Joshua Rosenblum, Stanley Scott, Wendy Sharp, Sumarsam Sumarsam

The Department of Music offers introductory and advanced instruction in the history of music, the theory of music, composition, music technology, and performance. Level I courses, which are introductory courses numbered from 100 to 199, are open to all undergraduates and require no previous experience in music. Intermediate courses (Levels II and III) are numbered in the 200s and 300s, and may require a familiarity with music notation. Advanced courses (Level IV) are numbered in the 400s and are for seniors, juniors, and qualified sophomores. Level III and IV courses are intended primarily for students majoring in Music, but they may be elected by others who meet the stated prerequisites.

Music lessons Qualified students, whether majoring in Music or not, may offer up to four terms of instruction in performance for academic credit toward the 36-course-credit requirement for the bachelor's degree. Of these four course credits, only two may be applied to the major in Music. Auditions for lessons are held at the beginning of the fall term; students sign up at the School of Music auditions site (<http://music.yale.edu/study/music-lessons>). Students who audition for lessons are placed into one of three groups: 1) noncredit instruction for a fee; 2) lessons for academic credit at the 300 level, graded pass-fail; or 3) lessons for academic credit at the 400 level, graded A–F. Only students with exceptional proficiency are placed into 400-level lessons.

Students taking MUSI 360, 361, 460, or 461 are required to be concurrently enrolled in a 200-level music theory/musicianship course (MUSI 210, 211, 218, or 219) for both terms, or they must complete one term of the theory/musicianship requirement before enrolling in MUSI 360 or 460 and two terms before enrolling in MUSI 361 or 461. All courses used to fulfill these prerequisites or corequisites must be taken for a letter grade. Students must take the Music Department's music theory placement test to determine their placement in the 200-level theory/musicianship sequence. Advanced Placement test scores do not satisfy the music theory prerequisites for performance instruction. Although the faculty of the School of Music attempts to accommodate those who qualify for credit instruction, it cannot guarantee that they will be enrolled with the teacher of their choice.

Students accepted for noncredit instruction are charged \$550 for ten hours of lessons per term or \$350 for six hours of lessons per term. The fees are added to the Student Financial Services bill and are not refundable after the first two weeks of lessons each term. Declared music majors in their junior or senior year may receive noncredit lessons at a discounted rate: six hours of lessons per term at no charge or ten hours of lessons per term for \$275.

The major The Music major provides a general music program in the humanities, as well as preparation for graduate studies or for careers in music. The standard major consists of twelve term courses, eleven of which must be numbered 300 or above, excluding the prerequisites, MUSI 210, 211, 218, and 219. To gain a comprehensive familiarity with the history and theory of music, a student majoring in Music completes a survey of music history from the medieval period to the present, a survey of world music, a two-course music theory requirement, and an advanced research seminar. The survey courses in music history and world music are MUSI 350, 351, 352, and 353. Students choose two courses from the music theory series numbered 301 through 311 to satisfy the music theory requirement. Also required is one Level III or IV course in the Department of Music bearing the WR designation during the junior or senior year. (For the Classes of 2017 and 2018, the WR (writing) requirement can be fulfilled with a course designated "Research Seminar.") Four additional term courses in music chosen from Levels II, III, and IV (only one of which is from Level II) complete the major. Prospective majors are advised to begin the required courses by their sophomore year.

Students intending to go on to graduate work are advised to study German and French to achieve at least a reading knowledge of those languages. All Music majors are urged to undertake regular studies in musical performance.

Credit/D/Fail Courses taken Credit/D/Fail may not be counted toward the requirements of the major.

Senior requirement Each student majoring in Music must satisfy the senior requirement by completing a senior essay, composition, or recital in a course from the range MUSI 490–497. Students must submit a completed Senior Project Form to the director of undergraduate studies by the end of the course selection period in the term during which the project will be completed. The Senior Project Form, available in the departmental office, includes a brief description of the project and a timeline for completion. The form must be signed by the project's primary and secondary advisers, at least one of whom is a member of the faculty of the Department of Music.

The intensive major The intensive major is for students of high standing who are qualified to do sustained independent and original work in the history or theory of music or in composition. Students wishing to elect the intensive major must register for the senior project in the fall term of their senior year (MUSI 490, 492, or MUSI 494). A plan for progress must be included in the project proposal at the beginning of the fall term, specifying a deliverable end-of-term product with approximately the same scope as a one-term senior project. Upon satisfactory completion of this work, a student may be admitted to the intensive major, which consists of a second term of registration for the senior project (MUSI 491, MUSI 493, or MUSI 495). The additional course for the intensive major is supplementary to the twelve term courses that constitute the standard major.

B.A./M.M. program Students in Yale College possessing outstanding ability in performance or composition may anticipate, through their undergraduate programs, one year of the Master of Music program in the School of Music, provided they have completed four terms of performance (MUSI 360–363 or MUSI 460–463) and MUSI 210 and 211 by the end of the junior year.

The program is open to majors both in Music and in other subjects. Majors in subjects other than Music may present four courses toward the M.M. degree in addition to four terms of performance. These courses normally include two from the music theory sequence numbered 301–311 and two from MUSI 350, 351, 352, and 353, taken by the end of the junior year.

Candidates admitted to the B.A./M.M. program are expected to sit for placement examinations and juries in the School of Music at the beginning of their senior year. They must take lessons and MUS 544, the School of Music Seminar in the Major, in that year and they are advised to take two terms of a performance ensemble if their schedules permit. Students seeking the B.A./M.M. degree in an orchestral instrument are required to participate in the Yale Symphony Orchestra or the School of Music Philharmonia during their senior year. Composers, singers, and keyboard players should consult their principal teacher about requirements in the senior year beyond the lessons and seminar.

Interested students should consult their principal teacher at the beginning of their fifth term of enrollment and file an application in the Office of Student Affairs at the School of Music. Students who have accelerated the undergraduate program are ineligible to apply for the B.A./M.M. program.

Simultaneous B.A./M.A. program Undergraduates with exceptionally strong preparation in music history or music theory may complete a course of study leading to the simultaneous award of the B.A. and M.A. degrees after eight terms of enrollment. Students may not enroll in Yale College for more than eight terms to qualify for the simultaneous award of both degrees. Declared majors in Music may apply for the program until the last day of classes in their fifth term of enrollment if they have completed at least two graduate courses in the Department of Music, at least one numbered 700 or higher, with grades of B+ or above, and if their overall grade average is A– or above. Applicants must demonstrate progress toward proficiency in a foreign language examined by the Department of Music.

Students in the simultaneous program fulfill the requirements for the intensive major in Music. They also take eight graduate courses in the Department of Music, with average grades of B+ or higher and grades of A or A– in at least two of the courses. They satisfy the Yale College requirements for the program (see "Simultaneous Award of the Bachelor's and Master's Degrees" in section K, Special Programs (p. 66), in the Academic Regulations), and they pass a departmental examination in a modern foreign language.

REQUIREMENTS OF THE MAJOR

Prerequisites MUSI 210, 211, 218, and 219, or equivalents

Number of courses 12 term courses beyond prereqs, 11 numbered 300 or above

Specific courses required MUSI 350, 351, 352, 353; 2 from MUSI 301–311; 1 Level III or IV course with the WR designation

Distribution of courses 4 addtl courses from Levels II, III, IV, of which only 1 is from Level II

Senior requirement One-term senior essay or project in MUSI 490–497

Intensive major Two-term senior essay or project (MUSI 490, 491, or 492, 493, or 494, 495)

Freshman Seminars

* **MUSI 002a, The Role of the Performer in the Musical Experience** Michael Friedmann

Various models of the role of the performer in the composer-performer-audience partnership that comprises the musical experience. Repertoire for case studies ranges from baroque to mid-twentieth-century works, and from solo (both vocal and instrumental) to chamber and orchestral works. Audio and video recordings are used to introduce concepts of interpretation, stylistic approaches associated with specific historical periods, the performer as intermediary for the composer's wishes, and the performer's use of repertoire as a platform for personal expression. Extensive listening exercises. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. Prerequisite: ability to read music. HU

* **MUSI 010b, Music and Diplomacy** Rebekah Ahrendt

The history of music in cultural diplomacy, with a focus on theoretical frameworks that grew up around musical practices as a result of music's diplomatic functions. Scores, instruments, and performers mobilized in the service of diplomacy; the influence of past practices on contemporary policy; state-sponsored musical tours; diplomatic

patronage; universal vs. national music, including the use of such labels to further diplomatic goals. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

*** MUSI 065a, Shape-Note Traditions of the United States** Ian Quinn

Introduction to the folk-song process known as shape-note or Sacred Harp singing, a unique tradition of community a cappella music-making. The tradition's roots in colonial New England, its growth in the southern states between the Civil War and the World Wars, and its complicated relationship to ethnic and national identity. Exploration of a way of relating to music that is fundamentally different from the performer-audience relationship; concepts of folk music and oral tradition. Students will participate in the local shape-note singing community. No singing experience or music-reading ability required. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

Level I

*** MUSI 107b, Exploring the Nature of Genius** Craig Wright

The changing meanings of the term "genius" in Western culture; discussion as to whether genius is a reality. Focus on the special talents needed to respond to and shape the world in a defining fashion, and the quirky patterns of thought exemplified by great minds, principally Leonardo da Vinci, Newton, Mozart, Woolf, Beethoven, van Gogh, Picasso, and Joyce. Recent developments in neurobiology that suggest future lines of research into the minds of exceptional individuals. Enrollment limited to 65. WR, HU

MUSI 110a or b, Introduction to the Elements of Music Staff

The fundamentals of musical language (notation, rhythm, scales, keys, melodies, and chords), including writing, analysis, singing, and dictation. Intended for students who have no music reading ability.

MUSI 112a, Listening to Music Craig Wright

Development of aural skills that lead to an understanding of Western music. The musical novice is introduced to the ways in which music is put together and is taught how to listen to a wide variety of musical styles, from Bach and Mozart, to Gregorian chant, to the blues. HU

MUSI 130a, Introduction to the History of Western Music: 900 to 1800 Rebekah Ahrendt

An introduction to the ways in which music has shaped—and been shaped by—cultural life from the Middle Ages until Mozart, emphasizing engaged listening. Major genres, styles, and trends; developments in musical instruments and technologies; social roles of music and musicians; responses to music in literature and art. No prior musical experience necessary. No prerequisites. HU

MUSI 131b, Introduction to the History of Western Music: 1800 to the Present
Gundula Kreuzer

A survey of nineteenth- and twentieth-century composers, genres, and styles of music in Europe and America, with an emphasis on ways of listening. No prerequisites. HU

Level II

- * **MUSI 210a or b, Elementary Studies in Analysis and Model Composition I** Staff
 Practical investigation of the basic principles of tonal harmony, counterpoint, and composition through exercises in analysis, motivic development, phrase rhythm, texture, form, performance, and model composition. Recommended to be taken concurrently with MUSI 218 or 219. Admission after MUSI 110 or by the music theory placement test. See the *Calendar for the Opening Days* or the Music department Web site for information about the placement test. To be followed by MUSI 211. HU
- * **MUSI 211a or b, Elementary Studies in Analysis and Model Composition II** Staff
 Continuation of MUSI 210. Recommended to be taken concurrently with MUSI 218 or 219. Admission after MUSI 210 or by the music theory placement test. See the *Calendar for the Opening Days* or the Music department Web site for information about the placement test. HU RP
- * **MUSI 214a, Musical Theater Composition I** Joshua Rosenblum
 Introduction to elements of music- and lyric-writing for theater songs. Focus on the development of compositional proficiency in the musical theater idiom and on the refinement of each student's compositional voice. Prerequisite: MUSI 205. Enrollment limited to 12. HU RP
- * **MUSI 215b, Conduction Ensemble** Michael Veal
 Workshop in the method of conduction, or conducted improvisation. Focus on learning and executing a set of conducting gestures that shape improvisations into spontaneously generated compositions. Open to vocalists and instrumentalists from all stylistic backgrounds and musical traditions. The course culminates in a public performance by the ensemble. No previous experience with improvisation required. HU RP
- * **MUSI 218a or b, Elementary Musicianship I** Staff
 Exercises in melodic and harmonic dictation, sight-singing, keyboard harmony, and aural analysis Admission after MUSI 110 or by the music theory placement test. See the *Calendar for the Opening Days* or the Music department Web site for information about the placement test RP ½ Course cr
- * **MUSI 219a or b, Elementary Musicianship II** Staff
 Continuation of MUSI 218. Prerequisite: MUSI 218. Recommended to be taken concurrently with MUSI 210 or 211. RP ½ Course cr
- * **MUSI 220a and MUSI 221b, The Performance of Chamber Music** Wendy Sharp
 Coached chamber music emphasizing the development of ensemble skills, familiarization with the repertory, and musical analysis through performance. Admission by audition only. May be repeated for credit. For audition information e-mail wendy.sharp@yale.edu. Credit for MUSI 220 only on completion of MUSI 221. RP ½ Course cr per term
- * **MUSI 222a or b, The Performance of Vocal Music** Richard Lalli
 A course for singers and pianists that emphasizes the analysis and musical preparation of classical solo song and operatic repertoire. Examination of structure (poetic, harmonic, motivic), discussion of style, exploration of vocal techniques, and introduction to the International Phonetic Alphabet. Students are strongly encouraged to supplement the course with individual voice instruction. Admission by audition only.

May be repeated for credit. For audition information e-mail richard.lalli@yale.edu.

HU RP

*** MUSI 223a, The Performance of Early Music** Grant Herreid

A study of musical styles of the twelfth through early eighteenth centuries, including examination of manuscripts, musicological research, transcription, score preparation, and performance. Students in this class form the nucleus of the Yale Collegium Musicum and participate in a concert series at the Beinecke Library. Admission by audition only. May be repeated for credit. For audition information e-mail grant.herreid@yale.edu HU RP

*** MUSI 228a / THST 224a, Musical Theater Performance I** Staff

The structure and meaning of traditional and contemporary musical theater repertoire. Focus on ways to "read" a work, decipher compositional cues for character and action, facilitate internalization of material, and elicit lucid interpretations. For singers, pianists, and directors. Prerequisites: MUSI 211 and 219, or with permission of instructor. Admission by audition only. May be repeated for credit. For audition information e-mail dan.egan@yale.edu. HU RP

*** MUSI 232a or b, Central Javanese Gamelan Ensemble** Staff

An introduction to performing the orchestral music of central Java and to the theoretical and aesthetic discourses of the gamelan tradition. Students form the nucleus of a gamelan ensemble that consists primarily of tuned gongs and metallophones; interested students may arrange for additional private instruction on more challenging instruments. The course culminates in a public performance by the ensemble. No previous musical experience required. RP

*** MUSI 246a / THST 236a, American Musical Theater History** Daniel Egan

Critical examination of relevance and context in the history of the American musical theater. Historical survey, including nonmusical trends, combined with text and musical analysis. WR, HU RP

MUSI 262a / AFAM 241a / AFST 262a, Traditional and Contemporary Musics of Sub-Saharan Africa Michael Veal

A survey of the traditional and popular musics of black Africa, organized both by nation, such as Ghana, and by region, such as Senegambia. Introduction to the fundamental musical principles, materials, and performance contexts of African music.

WR

MUSI 277b / AFAM 203b, Coltrane and Hendrix Michael Veal

The parallel careers of John Coltrane and Jimi Hendrix in different genres of black music explored through biographical, music-analytical, and sociocontextual approaches. The stylistic evolutions in each musician's work; the music of Coltrane and Hendrix as embodiments of, and reactions to, the dominant musical and social issues of the 1960s. HU

Level III

All courses numbered 300 and above require the ability to read music.

- * **MUSI 302a, Tonal Counterpoint: Analysis and Composition** Daniel Harrison
Intermediate studies in the theory, analysis, and composition of the music of the early and mid-eighteenth century. Prerequisite: MUSI 211. Enrollment limited to 18. Preference to Music majors according to class. HU
- * **MUSI 304a, Nineteenth-Century Music: Analysis and Model Composition** Richard Cohn
Studies in the theory, analysis, and composition of music of the nineteenth century. Prerequisite: MUSI 211. Enrollment limited to 18. Preference to Music majors according to class. HU
- * **MUSI 305b, Twentieth-Century Music: Analysis and Model Composition** Michael Friedmann
Studies in the theory, analysis, and composition of music of the early and mid-twentieth century. Prerequisite: MUSI 211. Enrollment limited to 18. Preference to Music majors according to class. HU
- * **MUSI 307a, Jazz Harmony** Brian Kane
An intensive study of the language of jazz, with a focus on jazz harmonies, scale-chord relationships, improvisational syntax, reharmonization, and transcription. Students analyze and transcribe solos, write model compositions, and acquire basic jazz piano skills. Prerequisites: MUSI 211 and 219. Enrollment limited to 18. Preference to Music majors according to class. HU
- * **MUSI 312a, Composition Seminar I** Kathryn Alexander
Intermediate project-oriented studies in music composition and instrumentation. Study of compositional procedures and techniques in a variety of genres and styles. Group and individual lessons. Prerequisite: MUSI 205 or equivalent. Admission by audition only. Enrollment limited to 20. To audition, students should upload one or two PDF scores and MP3 recordings in a single zip file by 4 p.m. on Wednesday, September 7, to the designated 312 audition dropbox on the Composition Seminar Web page at classesv2.yale.edu. Students with questions should contact the instructor at kathryn.alexander@yale.edu.
- * **MUSI 313b, Composition Seminar II** Konrad Kaczmarek
Intermediate project-oriented studies in music composition and chamber music. Study of compositional procedures and techniques in a variety of genres and styles. Group and individual lessons. Prerequisite: MUSI 205, 214, or 312, or equivalent. Admission by audition only. May be repeated for credit. Enrollment limited to 20. To audition, students should upload one or two PDF scores and MP3 recordings in a single zip file by 4 p.m. on Wednesday, January 18, to the designated 313 audition dropbox on the Composition Seminar Web page at classesv2.yale.edu. Students with questions should contact the instructor at konrad.kaczmarek@yale.edu. RP
- * **MUSI 314b, Musical Theater Composition II** Andrew Gerle
Intermediate and advanced project-oriented studies in composition of musical theater. Prerequisite: MUSI 210. May be repeated for credit. Enrollment limited to 12. HU RP
- * **MUSI 319a, Advanced Musicianship** Michael Friedmann
Development of students' ability to recognize and generate structures and processes particular to music of the twentieth century. Student composers and advanced performers of post-tonal music expand their perceptive skills. Course activities include singing (and playing), dictation, identification, improvisation, and recognition. Musical

examples from the works of Schoenberg, Bartók, Debussy, and Stravinsky. Enrollment limited to 14.

* **MUSI 320a, Instrumentation and Orchestration** Kathryn Alexander

A study of instrumentation and orchestration in a variety of musical periods, genres and styles. Related creative project work and weekly labs. MUSI 210 or equivalent.

* **MUSI 322b / THST 318b, Analyzing, Directing, and Performing Early Opera** Grant Herreid

Study of a seventeenth-century Venetian opera, with attention to structural analysis of text and music. Exploration of period performance practice, including rhetorical expression, musical style, gesture, dance, Italian elocution, and visual design.

Production of the opera in conjunction with the Yale Baroque Opera Project. Open to all students, but designed especially for singers and directors. Prerequisites: MUSI 211 and 219. Admission by audition only. May be repeated for credit. For audition information e-mail grant.herreid@yale.edu. HU RP

* **MUSI 323a, Introduction to Conducting** Toshiyuki Shimada

An introduction to conducting through a detailed study of the problems of baton technique. Skills applied to selected excerpts from the standard literature, including concertos, recitatives, and contemporary music.

* **MUSI 324b, Intermediate Conducting** Toshiyuki Shimada

Intermediate studies in baton technique and score preparation. After MUSI 323.

* **MUSI 325a, Fundamentals of Music Technology** Konrad Kaczmarek

Fundamental principles of music technology including sound recording and reproduction, digital audio, digital signal processing, audio synthesis techniques, musical acoustics, and psychoacoustics. Emphasis on the theory of music technology through investigations into the tools used to analyze, perform, and create electroacoustic and computer-generated music. QR, SC RP

* **MUSI 334b, Analysis and Performance of Early Music** Grant Herreid

Continuation of MUSI 223. Analytical techniques applied to interpretation and performance. Emphasis on the development of vocal technique and sight-reading skills. Students in this class form the nucleus of the Yale Collegium Musicum. Prerequisite: MUSI 223 or equivalent. Admission by audition only. May be repeated for credit. For audition information see www.yale.edu/oci. HU RP

* **MUSI 346a, Sacred Musics of South Asia** Staff

Examination of music from South Asia using the sacred as a frame to understand the relationship between performance and spirituality. In addition to musical practices associated with diverse religions in South Asia including Hinduism, Islam, Buddhism, Sikhism, Christianity, and religions practiced by various indigenous communities, students investigate the extent to which the sacred emerges in popular, classical, and folk musics. Topics include the intersection of religious and sonic ideologies; the tension between history and timelessness; and theories of embodiment that inform scholarly work on the experience of performance. HU

* **MUSI 347b, Music in Indigenous Religions from Asia** Staff

Examination of case studies from different parts of Asia to study the confluence of indigeneity, spirituality, and musical performance. Consideration of various perspectives on the meaning of indigenous sacred music by engaging with scholarship

from disciplines ranging from ethnomusicology, anthropology, Asian Studies, and religious studies. Focus on series of monographs and engagement with field recordings, commercial music albums, fiction, and films from various parts of Asia. HU

MUSI 348b / AFAM 303b / THST 307b, Orisa Worship and Afro-Cuban Folkloric Dance Staff

Study of Afrodescendants in Cuba and how sacred forms of Orisa worship were practiced, studied, interpreted, and represented on stage. Understanding blackness, collective black-lived experiences, and the black dancing body in Cuba. Readings drawn from art history, ethnomusicology, anthropology, dance studies, religious studies, theology, history, and black studies, providing close study of concepts of religion, deity, folklore, nation, blackness, and dance. Concepts illustrated through readings, movement practice (dance classes), and spectatorship. HU

*** MUSI 349b, Sound, Religion, and Colonial Encounter** Staff

Investigation of the importance of sound and music for the politics and experience of religion in colonized societies. Engagements with theories of sovereignty, violence, the state, migration, slavery, and plantation labor. Broad geographic focus with main examples from South and Southeast Asia. HU

*** MUSI 350a, History of Western Music: Middle Ages and Renaissance** Henry Parkes

A detailed investigation of the history of musical style from A.D. 900 to 1600. Preference to Music majors according to class. HU

*** MUSI 351b, History of Western Music: Baroque and Classical** James Hepokoski
A detailed investigation of the history of musical style from 1600 to 1800. Preference to Music majors according to class. HU

MUSI 370b / ART 371b, Sound Art Staff

Introduction to sound art, a contemporary artistic practice that uses sound and listening as mediums, often creating psychological or physiological reactions as part of the finished artwork. The history of sound art in relation to the larger history of art and music; theoretical underpinnings and practical production; central debates and problems in contemporary sound art. Includes creation and in-class critique of experimental works. Materials fee: \$25. HU

MUSI 372a / CPSC 134a, Programming Musical Applications Scott Petersen

Topics in computer music, including musical representations for computing, automated music analysis and composition, interactive systems, and virtual instrument design. Use of domain-specific programming languages and libraries to explore how the principles of computer science can be applied to music to create new interfaces, instruments, and tools. Recommended preparation: the ability to read music or play an instrument. QR

Level IV

*** MUSI 412a, Composition Seminar III** Konrad Kaczmarek

Advanced project-oriented studies in music composition and chamber music. Extended study of contemporary procedures and compositional techniques. Group and individual lessons. Prerequisites: MUSI 312 and 313. Admission by audition only. May be repeated for credit. Enrollment limited to 20. To audition, students should upload one or two PDF scores and MP3 recordings in a single zip file by 4 p.m. on Wednesday, September 7, to the designated 412 audition dropbox on the Composition Seminar Web

page at classesv2.yale.edu. Students with questions should contact the instructor at konrad.kaczmarek@yale.edu.

* **MUSI 413b, Composition Seminar IV** Kathryn Alexander

Advanced project-oriented studies in music composition. Extended study of contemporary procedures and compositional techniques. Group and individual lessons. Prerequisites: MUSI 312 and 313. Admission by audition only. May be repeated for credit. Enrollment limited to 20. To audition, students should upload one or two PDF scores and MP3 recordings in a single zip file by 4 p.m. on Wednesday, January 18, to the designated 413 audition dropbox on the Composition Seminar Web page at classesv2.yale.edu. Students with questions should contact the instructor at kathryn.alexander@yale.edu.

* **MUSI 435a / HUMS 231a, Music in European Thought: Three Moments in the Modern Era** Leon Plantinga

An inquiry into the role of music and thought about music at three critical junctures in the intellectual and cultural history of modern Europe: the birth of modernity and opera; the Enlightenment and the classical style; and German romanticism and Beethoven. HU

* **MUSI 440b, The Chamber Music of Johannes Brahms** Michael Friedmann

A study of selected chamber works by Brahms, coupling analytical research with practical performance. Advanced violinists, violists, cellists, clarinetists, hornists, and pianists admitted by audition. HU
Music: Senior Seminar

Research Seminars

* **MUSI 470a, Noise** Brian Kane

A study of noise from musical, philosophical, and cultural perspectives. Reading and discussion of theoretical, political, ecological, and avant-garde writings on noise; critical study of musical repertoire involving noise, sound art, and recorded sound; introduction to current debates in sound studies and auditory culture; hands-on work with electronic noise. HU
Music: Senior Seminar

* **MUSI 478b / MUSI 578, Music, Service, and Society** Sebastian Ruth

The role of musicians in public life, both on and off the concert stage. New ways in which institutions of music can participate in the formation of civil society and vibrant communities. The potential influence of music on the lives of people experiencing political or social oppression. HU RP

Individual Study

* **MUSI 471a and MUSI 472b, Individual Study** Staff

Original essay in ethnomusicology, music history, music theory, or music technology and/or multimedia art under the direction of a faculty adviser. Admission to the course upon submission to the department of the essay proposal by the registration deadline, and approval of the director of undergraduate studies.

Individual Instruction in Performance

* **MUSI 360a or b, Performance: First Term** Richard Gard

Individual instruction in the study and interpretation of musical literature. Auditions for assignment to instructors (for both credit and noncredit lessons) are required for freshmen and some returning students, and are held only at the beginning of the fall term. For details, see the Music department's program description in the YCPS.

* **MUSI 361a or b, Performance: Second Term** Richard Gard

Continuation of MUSI 360.

* **MUSI 362a or b, Performance: Third Term** Richard Gard

Continuation of MUSI 361. For details, see the Music department's program description in the YCPS.

* **MUSI 363a or b, Performance: Fourth Term** Richard Gard

Continuation of MUSI 362.

* **MUSI 364a or b, Performance: Beyond Fourth Term** Richard Gard

Continuation of MUSI 363. o Course cr

* **MUSI 460a or b, Advanced Performance: First Term** Richard Gard

Individual instruction for advanced performers in the study and interpretation of musical literature. Auditions for assignment to instructors (for both credit and noncredit lessons) are required for freshmen and some returning students, and are held only at the beginning of the fall term. For details, see the Music department's program description in the YCPS.

* **MUSI 461a or b, Advanced Performance: Second Term** Richard Gard

Continuation of MUSI 460.

* **MUSI 462a or b, Advanced Performance: Third Term** Richard Gard

Continuation of MUSI 461. For details, see the Music department's program description in the YCPS. Prerequisite: MUSI 361 or 461.

* **MUSI 463a or b, Advanced Performance: Fourth Term** Richard Gard

Continuation of MUSI 462.

* **MUSI 464a or b, Advanced Performance: Beyond Fourth Term** Richard Gard

Continuation of MUSI 463. o Course cr

Music: Senior Seminar

Senior Projects

* **MUSI 490a and MUSI 491b, The Senior Essay** Staff

Preparation of a senior essay under faculty supervision. Admission by permission of the director of undergraduate studies.

* **MUSI 492a and MUSI 493b, The Senior Project in Composition** Staff

Preparation of a senior composition project under faculty supervision. Admission by permission of the composition faculty of the Department of Music. Prerequisites: MUSI 312, 313, 412, and 413.

*** MUSI 494a and MUSI 495b, The Senior Project in Musical Theater Composition**
Staff

Preparation of a senior composition project in the field of musical theater under faculty supervision. Admission by permission of the coordinator of the Shen Curriculum. Two terms of MUSI 314 or equivalent.

*** MUSI 496a and MUSI 497b, The Senior Recital** Staff

Preparation and performance of a senior recital and accompanying essay under faculty supervision. Admission by permission of the director of undergraduate studies.
Prerequisite: MUSI 461.

Naval Science

Program adviser: Commander Keith Lanzer, USN; Rm. 430, 55 Whitney Ave., 432-8223, keith.lanzer@yale.edu; nrotc.yalecollege.yale.edu

FACULTY OF THE DEPARTMENT OF NAVAL SCIENCE

Professor Captain Vernon Kemper, USN (*Adjunct*)

Assistant Professor Commander Keith Lanzer, USN (*Adjunct*)

Lectors Lieutenant Garrett Alfstad, USN, Lieutenant Jeffrey Bohme, USN, Lieutenant Brian Schoendorfer, USN, Captain Joshua Smith, USMC

The Naval Reserve Officers Training Corps (NROTC) program educates young men and women for service as commissioned officers in the United States Navy (USN) or Marine Corps (USMC). NROTC develops future officers mentally, morally, and physically, and instills in them the highest ideals of duty and loyalty and the core values of honor, courage, and commitment. The program in Naval Science prepares students to assume the highest responsibilities of command, citizenship, and government.

Academic requirements The Naval Science curriculum includes courses on topics such as Navy and Marine Corps organization, at-sea navigation, leadership, naval history, amphibious warfare, engineering, and weapons systems. Courses emphasize development of professional knowledge and leadership skills, which are placed in the context of military service immediately following graduation from Yale College.

Students in the NROTC program enroll in one Naval Science course per term. Some courses are required for both Navy and Marine option students, while others are specific to the branch of service. All NROTC students must also enroll in the Naval Science Laboratory each term.

Navy option students must complete eight core curriculum courses offered by Yale College, including two term courses in calculus to be completed by the sophomore year, two term courses in calculus-based physics, with laboratory, to be completed by the junior year, two term courses in English or equivalent writing courses, one term course in history or national security policy, and one term course in world culture or regional studies.

For the Navy option, the usual sequence of Naval Science courses is:

Freshman	Sophomore	Junior	Senior
Introduction to Naval Science	Military History of the West since 1500	Naval Engineering	Naval Operations
Navigation	Leadership & Management	Naval Systems	Ethics of War and Peace

Marine option students must complete three core curriculum courses offered by Yale College, including two term courses in English, or equivalent writing courses, and one term course in history or national security policy. For the Marine Corps option, the usual sequence of Naval Science courses is:

Freshman	Sophomore	Junior	Senior
Introduction to Naval Science	Military History of the West since 1500	Evolution of Warfare	Amphibious Warfare
Elective	Leadership & Management	Elective	Ethics of War and Peace

Application to the National Scholarship Program Recipients of National Scholarships are selected from applicants to a national competition (<http://www.nrotc.navy.mil>). Applicants select either the Navy or Marine Corps option, and scholarship recipients are appointed midshipmen in either the United States Naval Reserve (USNR) or United States Marine Corps Reserve (USMCR), as appropriate. Scholarship recipients are granted the compensation and benefits authorized by law and current policy for a total period not to exceed four years (forty months or fifty months with approved fifth year benefits). During this period, the United States government pays for college tuition, authorized academic fees, a textbook stipend, and a subsistence allowance, and provides uniforms or compensation in lieu. Upon conferral of a degree, graduates of the National Scholarship Program are commissioned into the Navy or Marine Corps for a minimum of five years of active duty service.

Yale students who matriculate without a scholarship may apply for the National Scholarship program during the fall term of their freshman year.

Application to the College Program Yale students in their first or second year may apply for enrollment in the nonscholarship College Program and compete for two- or three-year scholarships. If selected for the two- or three-year Scholarship Program, students receive the same benefits as students in the National Scholarship Program for their remaining undergraduate studies. Upon conferral of a degree, graduates of the College Program are commissioned into the Navy or Marine Corps for a minimum of three years of active duty service. Yale students interested in the College Program may apply directly to the Yale NROTC unit (<http://nrotc.yalecollege.yale.edu>).

NAVY 100a or b, Naval Science Laboratory Joshua Smith

Leadership and practical application skills from the Professional Core Competency objectives that are not covered in other Naval Science courses. Emphasis on professional training that is not of an academic nature. Includes both classroom instruction and physical training. Topics and special briefings as determined by Naval Science faculty and the Naval Service Training Command. Required for NROTC students each term.

Receives no credit; cannot be applied toward the 36-course-credit requirement for the Yale bachelor's degree. Grades earned in this course do not count toward GPA or eligibility for General Honors. o Course cr

*** NAVY 111a, Introduction to Naval Science** Garrett Alfstad

An overview of the naval service for first-year Naval ROTC students and others interested in pursuing the NROTC program. Organization, missions, customs and traditions, leadership principles, ethics, duties of a junior officer, and career options in the U.S. Navy and Marine Corps. Discussion of shipboard organization and procedures, safety, and damage control prepares students for summer training aboard naval vessels. For enrollment credit only; cannot be applied toward the 36-course-credit requirement for the Yale bachelor's degree. Grades earned in this course do not count toward GPA or eligibility for General Honors. o Course cr

*** NAVY 112b, Navigation** Brian Schoendorfer

Introduction to surface-ship navigation and practical piloting in both restricted and open water. Celestial navigation theory, navigational charts and instruments, and electronic navigation. Weather and other environmental factors that affect naval operations. Navigation rules and regulations, maneuvering board concepts, and practical exercises. For enrollment credit only; cannot be applied toward the 36-course-credit requirement for the Yale bachelor's degree. Grades earned in this course do not count toward GPA or eligibility for General Honors. o Course cr

NAVY 212b, Leadership and Management Staff

A study of leadership, ethics, resource management, and organizational behavior, with emphasis on situations commonly encountered by junior officers in the naval service. Classical theories of management, motivation, and communication; development of skills in organizational thinking and problem solving. Required for second-year NROTC students. For enrollment credit only; cannot be applied toward the 36-course-credit requirement for the Yale bachelor's degree. Grades earned in this course do not count toward GPA or eligibility for General Honors. o Course cr

NAVY 311a, Naval Engineering Keith Lanzer

An overview of Naval engineering systems and a detailed study of the principles behind ship construction. Topics include ship design, hydrodynamic forces, stability, conventional and nuclear propulsion, electrical theory and systems, interior communications, damage control, hydraulics, and ship control. Basic concepts in the theory and design of steam, gas turbine, and diesel propulsion. For enrollment credit only; cannot be applied toward the 36-course-credit requirement for the Yale bachelor's degree. Grades earned in this course do not count toward GPA or eligibility for General Honors. o Course cr

NAVY 312b, Naval Systems Staff

The characteristics and capabilities of the major systems and platforms used in the U.S. Navy. Technical concepts and scientific theory addressed through study of designations, characteristics, capabilities, and missions of ships and aircraft. How computers and electronic and space-based communications influence operational employment of various naval platforms. Classic theory of radar, sonar, and fire-control systems. For enrollment credit only; cannot be applied toward the 36-course-credit requirement for the Yale bachelor's degree. Grades earned in this course do not count toward GPA or eligibility for General Honors. o Course cr

NAVY 411a, Naval Operations and Seamanship Garrett Alfstad

Study of relative motion, formation tactics, and ship employment. Introductions to Naval operations and operations analysis, ship behavior and characteristics in maneuvering, applied aspects of ship handling, afloat communications, Naval command and control, Naval warfare areas, and joint warfare. Analysis of case studies involving related moral, ethical, and leadership issues. Prerequisites: NAVY 111 and 112. For enrollment credit only; cannot be applied toward the 36-course-credit requirement for the Yale bachelor's degree. Grades earned in this course do not count toward GPA or eligibility for General Honors. o Course cr

*** NAVY 412b, Leadership and Ethics** Staff

Exploration of Western moral traditions and ethical philosophy and of their applications to naval leadership in the twenty-first century. Topics include military leadership, core values, and professional ethics; the Uniform Code of Military Justice and Navy regulations; the roles of enlisted members, junior and senior officers, command relationships, and the conduct of warfare. Discussion of current and historical events in the United States Navy and Marine Corps. Prerequisite: NAVY 212. For enrollment credit only; cannot be applied toward the 36-course-credit requirement for the Yale bachelor's degree. Grades earned in this course do not count toward GPA or eligibility for General Honors. o Course cr

*** NAVY 413a, Amphibious Warfare** Joshua Smith

The fundamental terms, concepts, and theories of general warfare and amphibious warfare. Historical analysis of amphibious operations, including the evolution of amphibious doctrine, tactics, and technology. The development of the U.S. Marine Corps into a specialized amphibious force; particular attention to the structure and capabilities of the present-day Corps as a forward-deployed and rapid-deployment force, and to the development of Expeditionary Maneuver Warfare concepts. Prerequisites: NAVY 111 and 212. Required for Marine-option NROTC students. For enrollment credit only; cannot be applied toward the 36-course-credit requirement for the Yale bachelor's degree. Grades earned in this course do not count toward GPA or eligibility for General Honors. o Course cr

OTHER COURSES RELATED TO NAVAL SCIENCE

HIST 221a / GBL 281a, Military History of the West since 1500 Paul Kennedy

A study of the military history of the West since 1500, with emphasis on the relationship between armies and navies on the one hand, and technology, economics, geography, and the rise of the modern nation-state on the other. The coming of airpower in its varied manifestations. Also meets requirements for the Air Force and Naval ROTC programs. HU

Near Eastern Languages and Civilizations

Director of undergraduate studies: Christina Kraus, 319 HGS, 432-2944,
christina.kraus@yale.edu; nelc.yale.edu

FACULTY OF THE DEPARTMENT OF NEAR EASTERN LANGUAGES AND CIVILIZATIONS

Professors John Darnell, Benjamin Foster, Eckart Frahm, Dimitri Gutas, Bentley Layton (*Emeritus*), William Kelly Simpson (*Emeritus*), Shawkat Toorawa, Harvey Weiss

Lecturers Karen Foster, Christina Geisen, Enrique Jimenez-Sanchez, Agnete Lassen, Kathryn Slanski

Senior Lectors II Shiri Goren

Senior Lectors Sarab al-Ani, Muhammad Aziz, Jonas Elbousty, Dina Roginsky, Farkhondeh Shayesteh

Lecturers Ozgen Felek, Orit Yeret

The major in Near Eastern Languages and Civilizations is a liberal arts major that gives students a sound competence in a Near Eastern language and a broad knowledge of the literatures, civilizations, history, and archaeology of the Near East. The major also provides essential preparation for graduate or professional work in which a knowledge of Near Eastern languages, history, and archaeology is required.

Depending on the student's interests, the major is built around study of one or more Near Eastern languages, leading to a concentration in the ancient Near East (Mesopotamia, Egypt, or Syria-Palestine), in Hebrew language and literature, or in Arabic and Islamic studies.

Requirements of the major Twelve term courses in the department, or their equivalent, are required for the major, including the senior essay course. No more than six course credits from other departments may be applied toward this requirement. The course work includes at least two years of study of a Near Eastern language and no fewer than three courses in the history and civilizations of the Near East, at least one of which must be in the ancient and one in the Islamic Near East. Students should develop coherent programs of study in one of three areas of concentration:

1. Ancient Near Eastern languages and civilizations, with emphasis on Mesopotamia, Egypt, or Syria-Palestine. Students interested in Mesopotamia take at least two years of Akkadian, as well as courses in the history and civilizations of the ancient Near East. Students interested in Egypt take at least two years of Egyptian, as well as courses in the history and civilizations of ancient Egypt. Students interested in Syria-Palestine take at least two years of biblical Hebrew, as well as courses in the history and civilizations of the ancient Near East.
2. Hebrew language and literature. Students take two years or more of Hebrew (ancient or modern, but in any case at least two years of one period of the language), and courses in Hebrew literature, the history and civilizations of the ancient Near East, and Near Eastern Judaism.
3. Arabic and Islamic studies. ARBC 120 is a prerequisite for this area and counts as one term course toward the twelve required. Students take at least two years of Arabic beyond the prerequisite, and courses selected from Arabic literature, Arab civilization, Islamic religion, Near Eastern history, and Persian or Turkish language. In their senior year, students take NELC 490, Introduction to Arabic and Islamic Studies. Majors in this area of concentration are strongly advised to begin their language training as early as possible, and certainly not later than the sophomore year. Students should consult Dimitri Gutas, 316 HGS, 432-2947.

Well-qualified students who have acquired the requisite background in undergraduate courses may, with the permission of the instructor, the director of undergraduate studies, and the director of graduate studies, be admitted to graduate courses where no

suitable undergraduate courses exist. In addition, courses from such other departments and programs as Archaeological Studies, History, History of Art, Judaic Studies, Political Science, and Religious Studies, as well as college seminars, are routinely accepted for credit toward the major if they deal with Near Eastern topics.

All course schedules must be approved by the director of undergraduate studies.

Senior essay To derive full benefit from the major, students should acquire practical experience in using Near Eastern languages for research purposes. Therefore all students in the major undertake a senior essay that involves substantial use of materials in one or more Near Eastern languages. The senior essay is a research paper of at least thirty pages prepared under the supervision of a departmental faculty member. It may be written under the rubric of NELC 492 and/or 493, or as an extended seminar paper in a departmental seminar course, in which case the instructor serves as the essay adviser. The topic and a prospectus signed by an adviser are to be submitted to the director of undergraduate studies by the end of the fourth week of classes in either term of the senior year. The particular subject matter and theoretical approach of the essay are decided by the student after consultation with the faculty adviser.

In cases in which students demonstrably need more time for an extensive essay, the senior essay may be approved as a yearlong course after consultation with the adviser and the director of undergraduate studies. Only those students who have advanced language skills and whose project is considered to be of exceptional promise are eligible. The requirements for the two-term essay are the same as for the one-term essay, except that the essay should be at least sixty pages.

Languages currently offered by the Department of Near Eastern Languages and Civilizations include Akkadian, Arabic, Egyptian, Hebrew, Persian, and Turkish. Students who take a foreign language during a term, year, or summer abroad must complete a departmental placement examination after they return to Yale; there are no exceptions to this requirement.

REQUIREMENTS OF THE MAJOR

Prerequisites *Arabic and Islamic studies*—ARBC 120; *All other areas of concentration*—none

Number of courses 12 term courses (incl prereq and senior essay)

Distribution of courses 2 years of a Near Eastern lang; 3 courses in Near Eastern hist and civ, incl 1 in ancient and 1 in Islamic Near East; area of concentration as specified

Specific course required *Arabic and Islamic studies*—NELC 490

Senior requirement Senior essay using materials in 1 or more Near Eastern langs (in NELC 492 and/or 493 or in dept sem)

Near Eastern History and Civilizations

INTRODUCTORY AND SURVEY COURSES

* NELC 001a / AFST 001a / ARCG 001a, **Egypt and Northeast Africa: A**

Multidisciplinary Approach John Darnell

Examination of approximately 10,000 years of Nile Valley cultural history, with an introduction to the historical and archaeological study of Egypt and Nubia.

Consideration of the Nile Valley as the meeting place of the cultures and societies of northeast Africa. Various written and visual sources are used, including the collections of the Peabody Museum and the Yale Art Gallery. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program.

WR, HU

NELC 101b / HUMS 438b, Origins of Western Civilization: The Near East from Alexander to Muhammad Benjamin Foster

Cultural and historical survey of Hellenistic, eastern Roman, Parthian, Byzantine, and Sassanian empires in the Near East. Emphasis on mutual influences of Near Eastern and classical worlds, the rise of Christianity and Islam in Near Eastern contexts, and the division of East and West between conflicting ideas of unity. HU

ANCIENT, CLASSICAL, AND MEDIEVAL

NELC 108a / ARCG 237a / HSAR 237a, Ancient Painting and Mosaics Karen Foster
Developments in wall painting, vase painting, and mosaics as seen in ancient Egypt, the Aegean Bronze Age, and the Greek, Etruscan, and Roman world. HU

NELC 112a / AFST 112a / ARCG 222a / RLST 141a, Egyptian Religion through the Ages John Darnell

Diachronic approach to topics in Egyptian religion. Religious architecture, evidence for protodynastic cults, foreigners in Egyptian religious celebrations, music and vocal expression in Egyptian religion, Re and Osiris, the Amarna interlude and the Ramesside solar religion, and the goddess of the eye of the sun. Readings in translation.

HU

NELC 115a, The Bible in Its Ancient Near Eastern Setting Eckart Frahm

History of the Assyrian, Babylonian, and Persian empires of the first millennium B.C.E.; how their rise and fall influenced the politics, religion, and literary traditions of biblical Israel. Topics include the role of prophecy and (divine) law, political and religious justifications of violence, the birth of monotheism, and the historical reliability of the Hebrew Bible. HU

NELC 121b / HUMS 140b, The Hero in the Ancient Near East Kathryn Slanski

Exploration of the interaction of religion, history, and literature in the ancient Near East through study of its heroes, including comparison with heroes, heroic narratives, and hero cults in the Bible and from classical Greece. WR, HU

*** NELC 168a / CLCV 260a, The Origins of Writing** Christina Geisen

Exploration of writing in the ancient Near East and the profound effects this new method of communication had on human society. Focus on Egypt and Mesopotamia, where advanced writing systems first developed and were used for millennia. none

WR, HU

NELC 191b / ARCG 218b, Ancient Ships and Maritime Archaeology Karen Foster

Introduction to the world of the ancient mariners, with special attention to new discoveries and interpretations. HU, SO

*** NELC 231b / JDST 235b / MMES 235b / RLST 147b, Introduction to Judaism in the Ancient World** Steven Fraade

The emergence of classical Judaism in its historical setting. Jews and Hellenization; varieties of early Judaism; apocalyptic and postapocalyptic responses to suffering and catastrophe; worship and atonement without sacrificial cult; interpretations

of scriptures; law and life; the rabbi; the synagogue; faith in reason; Sabbath and festivals; history and its redemption. No prior background in Jewish history assumed.

HU

* **NELC 320b / ANTH 320b / ARCG 320b / EVST 321b / MMES 320b, From Babylon to Bush** Harvey Weiss

Analysis of Mesopotamian transformations from the earliest agriculture villages to the earliest cities, states, and civilization, to the earliest empires, as well as the region-wide collapses that punctuated these developments. Forces that drove these uniquely early Mesopotamian developments. Essential archaeological questions, including why each transformation happened, developed, and evolved. The end of the Ottoman empire and the British (1917) and American (1991, 2003) invasions. HU, SO

NELC 350a / HIST 350a / MMES 175a, Formation of the Islamic State, 610 –750 Adel Allouche

The development of Islamic polity and society from the rise of Islam to the rise of the Abbasid dynasty. Religious and societal changes caused by the success of Muhammad's mission; ramifications of the subsequent Arab expansion at the expense of the Byzantine and Sasanian empires. The origins of Islamic institutions; the historical development of the main religious sects and of Islamic legal thought; Western views of Islam. HU

* **NELC 381a or b / JDST 391a or b / RLST 407a or b, Midrash Seminar: The Revelation at Sinai** Steven Fraade

The giving of the Torah to Israel as seen through rabbinic eyes. Close readings of midrashic texts. Views of revelation, tradition, interpretation, law, and commandment in their literary and historical contexts. Interpretations and interpretive strategies compared and contrasted with those of other ancient biblical exegetes (Jewish and non-Jewish). Reading fluency in ancient Hebrew. L5, HU

* **NELC 382a or b / JDST 392a or b / RLST 405a or b, Mishnah Seminar: Tractate Ta'anit on Fasting** Steven Fraade

Close study of a section of the Mishnah, the earliest digest of Jewish law, treating procedures for public fasts in response to drought and other forms of collective adversity. Particular attention to the textual practices of rabbinic legal discourse in relation to its social function, and to the interplay of law and narrative. Prerequisite: reading fluency in ancient Hebrew. L5, HU

* **NELC 403b / HIST 384Jb / MMES 172b, The Middle East between Crusaders and Mongols** Adel Allouche

The impact of the Crusades and the Mongol conquests on the Islamic Middle East. Political, social, and economic changes in the region from the eleventh century to the middle of the fourteenth. Emphasis on the rise of new dynasties as a result of changes in the ethnic mosaic of the Middle East. WR, HU

* **NELC 404b / HIST 398Jb / MMES 173b, Mamluk Egypt** Adel Allouche

A study of the Mamluks, manumitted slaves initially imported to Egypt for military service who established their own rule over Egypt and Syria (1250–1517). Focus on the structure and workings of the Mamluk state. Military, political, economic, and social factors that contributed to the grandeur and, later, the decline of the Mamluk period in Egypt and its conquest by the Ottoman Turks. WR, HU

MODERN

NELC 120b / AFST 221b / ARCG 221b / HSAR 234b, Egyptomania John Darnell
Conceptual underpinnings of the use of ancient Egyptian motifs in architecture, painting, sculpture, and decorative arts throughout western Europe, the Middle East, and North America from antiquity to the present. HU

NELC 155b / JDST 323b / MMES 160b / SOCY 155b, State and Society in Israel Dina Roginsky

The interplay between the state and society in Israel. Current Israeli discourse on controversial issues such as civil rights in a Jewish-democratic state, Jewish-Arab relations, and right and left politics. Issues of orthodoxy, military service, globalization, and multiculturalism in Israel. Sociopolitical changes that have taken place in Israel since the establishment of the state in 1948 and that have led to the reshaping of Israeli Zionist ideology. HU

* **NELC 164a, Politics and Aesthetics in Modern Arabic Literature** Staff

A guided inquiry into the history and development of modern Arabic literary genres in the context of the political and cultural changes of the nineteenth and twentieth centuries in the Arab world. Critical examination of the ranges of themes and techniques that exist in each genre and of the diversity and breadth of Arabic literary expressions. Arabic 150. L5, HU

NELC 282b / ER&M 319b / JDST 318b / LITR 282b, Cultural Critique and Israel
Hannan Hever

Major trends in cultural studies explored using Israel as a case study; focus on the political-critical approach. Theoretical questions regarding the definition of culture; critical approaches to cultural texts; theories of high, low, and popular cultures; the constitution of the subject within the cultural arena. Attention to literature, cinema, music, and visual art. HU

Languages and Literatures of the Ancient Near East

AKKADIAN

Students wishing to study Akkadian should consult the director of undergraduate studies.

EGYPTIAN

EGYP 110a, Introduction to Classical Hieroglyphic Egyptian I Staff

Introduction to the language of ancient pharaonic Egypt (Middle Egyptian) and its hieroglyphic writing system, with short historical, literary, and religious texts. Grammatical analysis with exercises in reading, translation, and composition. Credit only on completion of EGYP 120. L1 RP

EGYP 120b, Introduction to Classical Hieroglyphic Egyptian II Staff

Continuation of EGYP 110. Prerequisite: EGYP 110. L2 RP

SYRIAC

Students wishing to study Syriac should consult the director of undergraduate studies.

Hebrew Language and Literature

HEBR 110a, Elementary Modern Hebrew I Dina Roginsky

Introduction to the language of contemporary Israel, both spoken and written. Fundamentals of grammar; extensive practice in speaking, reading, and writing under the guidance of a native speaker. Credit only on completion of HEBR 120. L1 RP
1½ Course cr

HEBR 120b, Elementary Modern Hebrew II Staff

Continuation of HEBR 110. Introduction to the language of contemporary Israel, both spoken and written. Fundamentals of grammar; extensive practice in speaking, reading, and writing under the guidance of a native speaker. Prerequisite: HEBR 110 or equivalent. L2 RP 1½ Course cr

* **HEBR 130a, Intermediate Modern Hebrew I** Staff

Review and continuation of grammatical study, leading to a deeper understanding of style and usage. Focus on selected readings and on writing, comprehension, and speaking skills. Prerequisite: HEBR 120 or equivalent. L3 RP

HEBR 140b, Intermediate Modern Hebrew II Staff

Continuation of HEBR 130. Review and continuation of grammatical study leading to a deeper comprehension of style and usage. Focus on selected readings and on writing, comprehension, and speaking skills. Prerequisite: HEBR 130 or equivalent. L4 RP

* **HEBR 158b / JDST 305b / MMES 168b, Contemporary Israeli Society in Film** Shiri Goren

Examination of major themes in Israeli society through film, with emphasis on language study. Topics include migration, gender and sexuality, Jewish/Israeli identity, and private and collective memory. Readings in Hebrew and English provide a sociohistorical background and bases for class discussion. Prerequisite: HEBR 140 or permission of instructor. L5, HU RP

* **HEBR 160a / JDST 360a / MMES 155, Hebrew in a Changing World** Dina Roginsky

Sociological aspects of Modern Hebrew as the language is used in Israel to construct norms, expectations, and daily experiences. Readings and class discussions address changes in Israeli society and culture at large. Prerequisite: HEBR 140. L5

* **HEBR 162b / JDST 319b / MMES 161b, Israel in Ideology and Practice** Dina Roginsky

The social history of modern Israel from the inception of Zionism in the late nineteenth century to the present, with emphasis on the ideological processes that led to the foundation of the state in 1948. Topics include political dynamics, the complicated relationship between state and religion, Jewish-Arab relations, and contemporary Israeli society. Prerequisite: HEBR 140 or equivalent. L5 RP

Arabic and Islamic Studies

ARABIC

ARBC 110a, Elementary Modern Standard Arabic I Muhammad Aziz

Development of a basic knowledge of Modern Standard Arabic. Emphasis on grammatical analysis, vocabulary acquisition, and the growth of skills in speaking,

listening, reading, and writing. Credit only on completion of ARBC 120. L1 RP
1½ Course cr

ARBC 120b, Elementary Modern Standard Arabic II Muhammad Aziz

Continuation of ARBC 110. Prerequisite: ARBC 110 or requisite score on a placement test. L2 RP 1½ Course cr

*** ARBC 130a, Intermediate Modern Standard Arabic I** Jonas Elbousty

Intensive review of grammar; readings from contemporary and classical Arab authors with emphasis on serial reading of unvoweled Arabic texts, prose composition, and formal conversation. Prerequisite: ARBC 120 or requisite score on a placement test. L3 RP 1½ Course cr

ARBC 136a, Intermediate Classical Arabic I Staff

Introduction to classical Arabic, with emphasis on analytical reading skills, grammar, and prose composition. Readings from the Qur'an, Islamic theology, and literature and history of the Middle East, as well as Jewish and Christian religious texts in Arabic. Prerequisite: ARBC 120 or permission of instructor. May be taken concurrently with ARBC 130 or 150. L3 RP

ARBC 140b, Intermediate Modern Standard Arabic II Jonas Elbousty

Continuation of ARBC 130. Prerequisite: ARBC 130 or requisite score on a placement test. L4 RP 1½ Course cr

ARBC 146b, Intermediate Classical Arabic II Staff

Continuation of ARBC 136. Prerequisite: ARBC 136 or permission of instructor. May be taken concurrently with ARBC 140 or 151. L4 RP

*** ARBC 150a, Advanced Modern Standard Arabic I** Sarab Al Ani

Further development of listening, writing, and speaking skills. For students who already have a substantial background in Modern Standard Arabic. Prerequisite: ARBC 140 or requisite score on a placement test. L5 RP

*** ARBC 151b, Advanced Modern Standard Arabic II** Sarab Al Ani

Continuation of ARBC 150. Prerequisite: ARBC 150 or requisite score on a placement test. L5 RP

*** ARBC 165a / MMES 465a, Arabic Seminar** Dimitri Gutas

Study and interpretation of classical Arabic texts for advanced students. Prerequisite: ARBC 146, 151, or permission of instructor. May be repeated for credit. L5

ARBC 190a, Levantine Arabic Sarab Al Ani

A basic course in the Arabic dialect of the Levant (Lebanon, Syria, Jordan, Palestine). Principles of grammar and syntax; foundations for conversation and reading. Prerequisite: ARBC 130. RP

*** ARBC 471a or b, Directed Reading and Research** Staff

For students who wish to pursue a topic or body of texts not available in the department's regular curriculum. Approval of the plan of study is required from both the director of undergraduate studies and a member of the department who agrees to serve as instructor. Student and instructor meet regularly throughout the term. The course culminates in either a piece of written work or a final examination.

PERSIAN

PERS 110a, Elementary Persian I Farkhondeh Shayesteh

Introduction to modern Persian, with emphasis on all four language skills: reading, writing, listening, and speaking. Credit only on completion of PERS 120. L1 RP
1½ Course cr

PERS 120b, Elementary Persian II Farkhondeh Shayesteh

Continuation of PERS 110, with emphasis on all four language skills: reading, writing, listening, and speaking. Prerequisite: PERS 110 or permission of instructor. L2 RP
1½ Course cr

PERS 130a, Intermediate Persian I Farkhondeh Shayesteh

Continuation of PERS 120, with emphasis on expanding vocabulary and understanding more complex grammatical forms and syntax. Prerequisite: PERS 120 or permission of instructor. L3 RP 1½ Course cr

PERS 140b, Intermediate Persian II Farkhondeh Shayesteh

Continuation of PERS 130, with emphasis on expanding vocabulary and understanding more complex grammatical forms and syntax. Prerequisite: PERS 130 or permission of instructor. L4 RP 1½ Course cr

*** PERS 150b, Thematic Survey of Modern Persian Literature** Farkhondeh Shayesteh

An advanced course focusing on continuing development of language skills for nonnative speakers. Emphasis on reading and writing through modern Persian literary prose and poetry. Prerequisite: PERS 140 or permission of the instructor. L5, HU RP

*** PERS 471a or b, Directed Reading in Persian** Staff

Independent study of Persian texts at an advanced level.

TURKISH

TKSH 110a, Elementary Modern Turkish I Staff

Development of a basic knowledge of modern Turkish, with emphasis on grammatical analysis, vocabulary acquisition, and reading and writing skills. Credit only on completion of TKSH 120. L1 RP 1½ Course cr

TKSH 120b, Elementary Modern Turkish II Staff

Continuation of TKSH 110. Prerequisite: TKSH 110 or permission of instructor. L2 RP 1½ Course cr

TKSH 130a, Intermediate Turkish I Staff

Continued study of modern Turkish, with emphasis on advanced syntax, vocabulary acquisition, and the beginnings of free oral and written expression. Prerequisite: TKSH 120 or permission of instructor. L3 RP

TKSH 140b, Intermediate Turkish II Staff

Continuation of TKSH 130. Prerequisite: TKSH 130. L4 RP

TKSH 150a, Advanced Turkish I Staff

An advanced language course focused on improving students' reading, writing, listening, and speaking skills in modern Turkish. Extensive study of vocabulary and idiomatic expressions. Readings from genres including academic articles, critical essays, literature, newspaper articles, and formal business writing. Screening of films, documentaries, and news broadcasts. Prerequisite: TKSH 140. L5 RP

TKSH 151b, Advanced Turkish II Staff

Continuation of TKSH 150. Focus on primary materials from Turkish media, short stories, and Turkish films. Development of proficiency sufficient for conducting research and presenting findings and evaluations in Turkish. Prerequisite: TKSH 150.

L5 RP

Courses for Majors

* **NELC 471a and NELC 472b, Directed Reading and Research** Staff

For students who wish to pursue a topic or body of texts not available in the department's regular curriculum. Approval of the plan of study by both the director of undergraduate studies and a member of the department who agrees to serve as instructor is required. Student and instructor meet regularly throughout the term. The course culminates in either a piece of written work or a final examination.

* **NELC 490a / MMES 490a, Introduction to Arabic and Islamic Studies** Dimitri Gutas

Comprehensive survey of subjects treated in Arabic and Islamic studies, with representative readings from each. Methods and techniques of scholarship in the field; emphasis on acquiring familiarity with bibliographical and other research tools. Enrollment limited to senior majors in Near Eastern Languages and Civilizations, except by permission of instructor.

* **NELC 492a and NELC 493b, The Senior Essay** Jonas Elbousty

Preparation of a research paper of at least thirty pages (sixty pages for a two-term essay) under the supervision of a departmental faculty member, in accordance with the following schedule: (1) by the end of the second week of classes of the fall term, students meet with advisers to discuss the topic, approach, sources, and bibliography of the essay. Note: students planning to write the essay in the second term (NELC 493) should also meet with their prospective advisers by this deadline; (2) by the end of the fourth week of classes a prospectus with outline, including an annotated bibliography of materials in one or more Near Eastern languages and of secondary sources, is signed by the adviser and submitted to the director of undergraduate studies. The prospectus should indicate the formal title, scope, and focus of the essay, as well as the proposed research method, including detailed indications of the nature and extent of materials in a Near Eastern language that will be used; (3) at the end of the tenth week of classes (end of February for yearlong essays), a rough draft of the complete essay is submitted to the adviser; (4) two copies of the finished paper must be submitted to the director of undergraduate studies, 314 HGS, by 4 p.m. on the last day of reading period. Failure to comply with the deadline will be penalized by a lower grade. Senior essays will be graded by departmental faculty unless, for exceptional reasons, different arrangements for an outside reader are made in advance with the director of undergraduate studies and the departmental adviser.

GRADUATE AND PROFESSIONAL SCHOOL COURSES OF INTEREST TO UNDERGRADUATES

Some Graduate School courses are open to qualified undergraduates with permission of the instructor and of the director of graduate studies. For course descriptions see the Online Course Information Web site (<http://www.yale.edu/oci>). (Also see "Courses

in the Yale Graduate and Professional Schools” under “Special Arrangements” in the Academic Regulations.)

Philosophy

Director of undergraduate studies: Kenneth Winkler, 406A C, 432-1679,
kenneth.winkler@yale.edu; philosophy.yale.edu

FACULTY OF THE DEPARTMENT OF PHILOSOPHY

Professors Seyla Benhabib, David Charles, Stephen Darwall, Michael Della Rocca, Keith DeRose, Paul Franks, Tamar Gendler, John Hare, Karsten Harries, Verity Harte, Brad Inwood, Shelly Kagan, Joshua Knobe, Thomas Pogge, Scott Shapiro, Sun-Joo Shin, Steven Smith, Jason Stanley, Zoltán Szabó, Kenneth Winkler, Gideon Yaffe

Assistant Professors Daniel Greco, Christopher Lebron, Elizabeth Miller, John Pittard

Philosophy courses numbered 100 through 199 are introductory. They are open to all students and have no prerequisites. Courses numbered 200 through 399 are intermediate. Some have prerequisites; others do not, and may be taken as a student's first course in philosophy, though such a student should consult the instructor first. In general, it is a good idea to take a broadly based course in any area of philosophy before taking a specialized course.

Courses numbered 400 through 479 and 481 through 485 are seminars. These advanced courses are intended primarily for juniors and seniors, though other students may be admitted with the instructor's permission. Undergraduates should be sure they have enough background to take such a course, including previous work in the same area of philosophy. Students with questions should consult the instructor.

The standard major Prerequisite to the Philosophy major are two introductory or intermediate philosophy courses. The major requires twelve courses (including the prerequisites and the senior requirement) that collectively expose students to a wide range of philosophy and philosophers. The Philosophy curriculum is divided into three broad groups: history of philosophy (PHIL 125–174, 200–264, 400–424, 481–485), metaphysics and epistemology (PHIL 265–319, 425–449), and ethics and value theory (PHIL 175–199, 320–399, 450–479). In history of philosophy, majors are required to take (a) either PHIL 125 and 126 or both terms of Directed Studies (DRST 003, 004), and (b) an additional, third course in history of philosophy. Majors are encouraged to take PHIL 125 and 126 as early as possible; these courses may be taken in either order. Majors must complete two courses in metaphysics and epistemology, two courses in ethics and value theory, and a course in logic (such as PHIL 115), the last preferably by the fall of their junior year. Majors must also take two seminars (either or both of which can be counted toward one of the group requirements) and satisfy the senior requirement as described below.

All courses in Philosophy count toward the twelve-course requirement. With approval from the director of undergraduate studies, courses offered by other departments may be counted toward the major requirements, though no more than two such courses will normally be allowed.

Specific regulations for the group requirements are as follows:

1. Some introductory courses do not count toward any group requirement. Other courses count toward a group requirement unless they are otherwise designated.
2. Courses automatically count toward the group under which they are listed in this bulletin. In rare cases, a course will be designated as counting toward a second group, although no single course can be counted by the same student toward two group requirements. In addition, students may petition to have a course count toward a group other than the one under which it is listed in this bulletin, though the presumption will be against such petitions.
3. Courses taken in other departments and applied to the major will not normally count toward a group requirement. Students may petition for credit toward a group requirement, though the presumption will be against such petitions.

Psychology track The psychology track is designed for students interested in both philosophy and psychology. Prerequisite to the major in the psychology track are two courses in philosophy or psychology. Majors in the track must take seven courses in philosophy and five in psychology, for a total of twelve, including the prerequisites and senior requirement. The seven philosophy courses must include (a) two courses in the history of philosophy, usually PHIL 125 and 126 or DRST 003 and 004, (b) a course in logic, such as PHIL 115, preferably by the fall of the junior year, (c) two seminars, one of which may be in the Psychology department, with the approval of the director of undergraduate studies, and (d) at least two courses at the intermediate or advanced level that bear on the intersection of philosophy and psychology, at least one of which must be a philosophy seminar. Courses satisfying (d) must be approved by the director of undergraduate studies. The five psychology courses must include PSYC 110 or its equivalent. Each major must also satisfy the senior requirement as described below.

The senior requirement The senior requirement is normally satisfied by completing a third philosophy seminar. Students taking a seminar to satisfy the senior requirement are expected to produce work superior in argument and articulation to that of a standard seminar paper. To this end, students taking a seminar for the senior requirement must satisfy additional requirements that are delineated in the syllabus or during the first class session, and that may include (a) additional readings, (b) submission of a complete draft of the final paper by the eighth week of the term that will then be significantly revised, and (c) one-on-one or small-group meetings with the instructor to discuss class material, the additional readings, and drafts in preparation.

In special cases, students may meet the senior requirement through either a one-term or a two-term independent project supervised by an instructor (PHIL 490, 491). Students must petition to fulfill the senior requirement through an independent project, and approval is not guaranteed. Applicants must submit a proposal to the director of undergraduate studies, in consultation with an appropriate supervisor, by the end of the term prior to beginning the independent study.

Each major should, by October 1 of the junior year, secure the agreement of a member of the Philosophy department to serve as adviser for the year. The adviser aids the student in choosing courses and in planning for the senior year. All senior majors must have their schedules signed by the director of undergraduate studies.

Credit/D/Fail No more than one course taken Credit/D/Fail may be counted toward the major, with the permission of the director of undergraduate studies. This applies to both the standard and the psychology tracks.

Other majors involving philosophy Majors in Mathematics and Philosophy (p. 509) and in Physics and Philosophy (p. 588) are also available. Students interested in philosophy and psychology should also consider the major in Cognitive Science (p. 206).

REQUIREMENTS OF THE MAJOR

Prerequisites *Standard track* – any 2 intro or intermediate phil courses; *Psychology track* – any 2 courses in phil or psych

Number of courses *Both tracks* – 12 term courses, incl prereqs and senior req

Specific courses required *Standard track* – PHIL 125 and 126, or DRST 003 and 004; *Psychology track* – PSYC 110 or equivalent

Distribution of courses *Standard track* – 3 courses in hist of phil (incl DRST 003 and 004, or PHIL 125 and 126), 2 in metaphysics and epistemology, 2 in ethics and value theory, and 1 in logic; 2 phil sems; *Psychology track* – 7 courses in phil, as specified; 5 courses in psych

Senior requirement *Both tracks* – a third sem in phil, or a one- or two-term independent project (PHIL 490, 491)

Introductory Courses

PHIL 115a, First-Order Logic Elizabeth Miller

An introduction to formal logic. Study of the formal deductive systems and semantics for both propositional and predicate logic. Some discussion of metatheory. QR

HISTORY OF PHILOSOPHY

PHIL 125a / CLCV 125a, Introduction to Ancient Philosophy Brad Inwood

An introduction to ancient philosophy, beginning with the earliest pre-Socratics, concentrating on Plato and Aristotle, and including a brief foray into Hellenistic philosophy. Intended to be taken in conjunction with PHIL 126. HU

PHIL 126b, Introduction to Modern Philosophy from Descartes to Kant Michael Della Rocca

An introduction to major figures in the history of modern philosophy, with critical reading of works by Descartes, Malabranche, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Intended to be taken in conjunction with PHIL 125, although PHIL 125 is not a prerequisite. HU

ETHICS AND VALUE THEORY

PHIL 175b, Introduction to Ethics Shelly Kagan

What makes one act right and another wrong? What am I morally required to do for others? What is the basis of morality? These are some of the questions raised in moral philosophy. Examination of two of the most important answers, the theories of Mill and Kant, with brief consideration of the views of Hume and Hobbes. Discussion of the question: Why be moral? HU

EPE: Intro Ethics

PHIL 177b / AFAM 198b / CGSC 277b / EP&E 494b, Propaganda, Ideology, and Democracy Jason Stanley

Historical, philosophical, psychological, and linguistic introduction to the issues and challenges that propaganda raises for liberal democracy. How propaganda can work to undermine democracy; ways in which schools and the press are implicated; the use of propaganda by social movements to address democracy's deficiencies; the legitimacy of propaganda in cases of political crisis. HU

PHIL 178a, Introduction to Political Philosophy Thomas Pogge

A survey of social and political theory, beginning with Plato and continuing through modern philosophers such as Rawls, Nozick, and Cohen. Emphasis on tracing the development of political ideas; challenges to political theories. HU

PHIL 180b / PLSC 191b, Ethics and International Affairs Thomas Pogge

Moral reflection taken beyond state boundaries. Traditional questions about state conduct and international relations as well as more recent questions about intergovernmental agencies, nongovernmental organizations, and the design of global institutional arrangements. HU

PHIL 182a / CGSC 282a / PSYC 182a, Perspectives on Human Nature Joshua Knobe

Comparison of philosophical and psychological perspectives on human nature. Nietzsche on morality, paired with contemporary work on the psychology of moral judgment; Marx on religion, paired with systematic research on the science of religious belief; Schopenhauer paired with social psychology on happiness. HU

Intermediate Courses

HISTORY OF PHILOSOPHY

PHIL 200b / CLCV 261b, Plato Verity Harte

Focus on the central philosophical themes in the work of Plato and on methodology for studying Plato. Some prior philosophical study of Plato is recommended, such as PHIL/CLCV 125 or DRST 003. HU

* **PHIL 202b / RLST 277b, Existentialism** Noreen Khawaja

Introduction to key problems in European existentialism. The development of the tradition from its roots in romantic theories of individual autonomy; the sweeping culture critiques of Sartre and Marcuse; the adoption and transformation of religious ideas. Readings from Rousseau, Kierkegaard, Gide, Lukács, Nietzsche, Heidegger, and de Beauvoir. HU

PHIL 261a / GMAN 213a, Realism, Idealism, and Romanticism Paul Franks

Investigation of the possibility of individual agency and absolute reason in modernity. Introduction to figures from classical German philosophy such as Kant, Goethe, Mendelssohn, Jacobi, Fichte, Schelling, Schlegel, and Hegel. Themes include realism, idealism, romanticism, skepticism, nihilism, freedom, individuality, systematicity, and romantic irony. HU

METAPHYSICS AND EPISTEMOLOGY

PHIL 267b, Mathematical Logic Sun-Joo Shin

An introduction to the metatheory of first-order logic, up to and including the completeness theorem for the first-order calculus. Introduction to the basic concepts of set theory. Prerequisite: PHIL 115 or permission of instructor. QR

Math: Logic/Foundations

PHIL 269b, The Philosophy of Science Daniel Greco

Central questions about the nature of scientific theory and practice. Factors that make a discipline a science; how and why scientific theories change over time; interpreting probabilistic claims in science; whether simpler theories are more likely to be true; the laws of nature; whether physics has a special status compared to other sciences; the legitimacy of adaptationist thinking in evolutionary biology. HU

PHIL 270b, Epistemology Keith DeRose

Introduction to current topics in the theory of knowledge. The analysis of knowledge, justified belief, rationality, certainty, and evidence. HU

PHIL 281a, Infinity Zoltán Szabó

The idea of infinity. Traditional and contemporary versions of the paradoxes of space, time, and motion, as well as the paradoxes of classes, chances, and truth. Some elementary arithmetic, geometry, probability theory, and set theory. QR, HU

* **PHIL 311b / RLST 303b, The End of Metaphysics** Nancy Levene

Exploration of the end, or aim, of metaphysics in light of the supposition that it is at an end. Readings from classics and critics in the history of philosophy and religion. WR, HU

ETHICS AND VALUE THEORY

PHIL 320a, Philosophy of Architecture Karsten Harries

Perspectives on the questions of architectural aesthetics, language, space, and ethics from the position of contemporary phenomenology. HU

* **PHIL 321a / HUMS 311a / PLSC 285a, Political Theology** Steven Smith

Discussion of political theology as the foundation of political authority. The question of whether authority derives from reason or revelation, or from secular or religious sources. Examination of the dialectic of secularization and religious belief in some of the writings of Hobbes, Spinoza, Rousseau, Kant, Maistre, Schmitt, and Strauss. a course in political philosophy or intellectual history. HU, SO

* **PHIL 322a / JDST 216a, Intersubjectivity and Dialogue** Asaf Angermann

Study of the multiple philosophical perspectives on the problem of intersubjectivity in twentieth century philosophy, including the phenomenological method in continental philosophy, the problem of other minds in analytic philosophy, and the dialogical principle in modern Jewish thought. Permission of the instructor is required. HU

PHIL 326a / RLST 402a, The Philosophy of Religion John Hare

The relation between religion and ethics, traditional arguments for the existence of God, religious experience, the problem of evil, miracles, immortality, science and religion, and faith and reason. HU

Seminars

HISTORY OF PHILOSOPHY

* **PHIL 409b / CLCV 409b, Plato's *Philebus*** Verity Harte

Discussion of Plato's *Philebus* (in translation), the late work in which he examines the competing claims of pleasure and reason to be the basis of human happiness and in which he provides a portrait of the best human life. One course in ancient philosophy

and at least one additional philosophy course. Preference given to senior majors in Philosophy and Classics. HU

* **PHIL 410b / EALL 308b, Sages of the Ancient World** Michael Hunter

Comparative survey of ancient discourses about wisdom from China, India, the Near East, Egypt, Greece, and Rome. Topics include teaching, scheming, and dying. HU

METAPHYSICS AND EPISTEMOLOGY

* **PHIL 426b / CGSC 426b / EP&E 490b / PSYC 422b, The Cognitive Science of Morality** Joshua Knobe

Introduction to the emerging field of moral cognition. Focus on questions about the philosophical significance of psychological findings. Topics include the role of emotion in moral judgment; the significance of character traits in virtue ethics and personality psychology; the reliability of intuitions and the psychological processes that underlie them. HU

* **PHIL 427b, Computability and Logic** Sun-Joo Shin

A technical exposition of Gödel's first and second incompleteness theorems and of some of their consequences in proof theory and model theory, such as Löb's theorem, Tarski's undefinability of truth, provability logic, and nonstandard models of arithmetic.

Prerequisite: PHIL 267 or permission of instructor. QR, HU

Math: Logic/Foundations

* **PHIL 442a, Language and Power** Jason Stanley

Investigation into the way language shapes our social world, drawing on readings from feminist theory, critical race theory, formal semantics and pragmatics, political psychology, and European history. One philosophy course; a basic course in logic would be helpful. HU

* **PHIL 443b, Philosophy of Quantum Mechanics** Elizabeth Miller

Examination of philosophical issues as informed by quantum mechanics and evaluation of why that which quantum mechanical formalism tells us about the world remains controversial. Topics include the measurement problem, superposition, non-locality, the wave function, configuration space, probability, and compatibility with relativity.

* **PHIL 448b, Moral and Epistemic Dilemmas** Daniel Greco

A close study of recent work on both moral and epistemic dilemmas. Discussion of both the particular cases alleged to give rise to dilemmas, as well as more general theoretical considerations that have been adduced for and against recognizing a category of dilemmas in normative theorizing. Emphasis will be placed on drawing connections between the two literatures. One course in either ethics or epistemology. HU

* **PHIL 449a, Personal Identity** Kenneth Winkler

Study and discussion of the nature of persons, their unity, and the conditions of their identity over time. Readings in classical and contemporary sources, including Locke, Hume, Shaftesbury, Butler, Reid, Bernard Williams, Derek Parfit, Charles Taylor, Sally Haslanger, David Lewis, and Mark Johnston. Consideration of the metaphysics of kinds; social construction; philosophical methodology; and the bearing of ethics on metaphysics. Previous PHIL course or permission of the instructor. HU

ETHICS AND VALUE THEORY

*** PHIL 452a, History of Early Modern Ethics** Stephen Darwall

An examination of seventeenth- and eighteenth-century ethical philosophy, including Hobbes, Hutcheson, Hume, Butler, Rousseau, Kant, Smith, and Bentham. HU

*** PHIL 455b / EP&E 334b, Normative Ethics** Shelly Kagan

A systematic examination of normative ethics, the part of moral philosophy that attempts to articulate and defend the basic principles of morality. The course surveys and explores some of the main normative factors relevant in determining the moral status of a given act or policy (features that help make a given act right or wrong). Brief consideration of some of the main views about the foundations of normative ethics (the ultimate basis or ground for the various moral principles). Prerequisite: a course in moral philosophy. HU

*** PHIL 457b / EP&E 235b / PLSC 283b, Recent Work on Justice** Thomas Pogge

In-depth study of one contemporary book, author, or debate in political philosophy, political theory, or normative economics. Focus varies from year to year based on student interest and may include a ground-breaking new book, the life's work of a prominent author, or an important theme in contemporary political thought. HU

*** PHIL 462b / EP&E 255b / PLSC 306b, Sovereignty** Andrew March

The history of the concept of sovereignty, including current debates over its meaning in political philosophy, international relations, and jurisprudence. Discussion of how these debates relate to both historical and contemporary political problems. SO

*** PHIL 464a / PLSC 291a, Justice, Taxes, and Global Financial Integrity** Thomas Pogge

Study of the formulation, interpretation, and enforcement of national and international tax rules from the perspective of national and global economic justice. Previous courses in one or two of the following: law, economics, political science, or political philosophy. HU

*** PHIL 475b, The Bavarian Rococo Church** Karsten Harries

A case study, exploring the relationship of architecture, reason, and the sacred. Focus will be on the epochal threshold that both separates and joins the theatrical culture of the Baroque from our modern world-picture. HU

*** PHIL 482b / GMAN 315b / HUMS 243b / LITR 431b, Systems and Their Theory**
Henry Sussman

Conceptual systems that have, since the outset of modernity, furnished a format and platform for rigorous thinking at the same time that they have imposed on language the attributes of self-reflexivity, consistency, repetition, purity, and dependability. Texts by Kant, Hegel, Bergson, Kafka, Proust, and Borges. HU

Tutorial and Senior Essay Courses

*** PHIL 480a or b, Tutorial** Staff

A reading course supervised by a member of the department and satisfying the following conditions: (1) the work of the course must not be possible in an already existing course; (2) the course must involve a substantial amount of writing, i.e., a term essay or a series of short essays; (3) the student must meet with the instructor

regularly, normally for at least an hour a week; (4) the proposed course of study must be approved by both the director of undergraduate studies and the instructor.

*** PHIL 490a or b and PHIL 491a or b, The Senior Essay Staff**

The essay, written under the supervision of a member of the department, should be a substantial paper; a suggested length is between 8,000 and 12,000 words for one-term projects, and between 12,500 and 15,000 words for two-term projects. Students completing a one-term project should enroll in either 490 in the fall or 491 in the spring. Students completing a two-term project should enroll in both 490 and 491. The deadline for senior essays completed in the fall is December 5; the deadline for both one- and two-term senior essays completed in the spring is April 21.

GRADUATE, DIVINITY, AND LAW SCHOOL COURSES THAT COUNT TOWARD THE MAJOR

Some Graduate, Divinity, and Law School courses are open to qualified undergraduates with permission of the instructor and the director of graduate studies or the dean or registrar of the Divinity or the Law School. (See "Courses in the Yale Graduate and Professional Schools" in section K of the Academic Regulations.) With permission of the director of undergraduate studies, relevant Graduate, Divinity, and Law School courses may count toward the major. Course descriptions appear in the Graduate, Divinity, and Law School bulletins.

Physics

Director of undergraduate studies: John Harris, 311 WL-W, 432-3601, dus.physics@yale.edu; physics.yale.edu/academics/undergraduate-studies

FACULTY OF THE DEPARTMENT OF PHYSICS

Professors †Charles Ahn, Yoram Alhassid, Thomas Appelquist, †Charles Bailyn, O. Keith Baker, Charles Baltay, Sean Barrett, Cornelius Beausang (*Adjunct*), †Hui Cao, Richard Casten (*Emeritus*), †Richard Chang (*Emeritus*), †Paolo Coppi, David DeMille, †Michel Devoret, Bonnie Fleming, †Marla Geha, Steven Girvin, Leonid Glazman, John Harris, Karsten Heeger, †Victor Henrich, Jay Hirshfield (*Adjunct*), †Jonathan Howard, Francesco Iachello, †Sohrab Ismail-Beigi, Steven Lamoreaux, Simon Mochrie, Vincent Moncrief, †Priyamvada Natarajan, Peter Parker (*Emeritus*), †Daniel Prober, Nicholas Read, Jack Sandweiss (*Emeritus*), †Robert Schoelkopf, Ramamurti Shankar, Witold Skiba, †A. Douglas Stone, Paul Tipton (*Chair*), Thomas Ullrich (*Adjunct*), C. Megan Urry, †Pieter van Dokkum, †John Wettlaufer, Michael Zeller (*Emeritus*)

Associate Professors Helen Caines, Sarah Demers, †Thierry Emonet, Walter Goldberger, Jack Harris, Daisuke Nagai, †Corey O'Hern, Nikhil Padmanabhan, †Hongxing Tang

Assistant Professors †Murat Acar, †Eric Michael Brown, †Damon Clark, †Liang Jiang, Reina Maruyama, David Poland, †Peter Rakich

Senior Lecturer Sidney Cahn

Lecturers Stephen Irons, Rona Ramos, Adriane Steinacker

†A joint appointment with primary affiliation in another department.

Physics forms a foundation for all other sciences. The various undergraduate courses and degree programs offered by the Physics department provide students with a thorough preparation in physics for any career, as well as the general background in physics that should be part of a liberal education. The department offers four different introductory sequences and two degree programs. Also offered are introductory courses that fulfill the science and quantitative reasoning distributional requirements and are appropriate for non-science majors. Combined majors are available in Mathematics and Physics (p. 510), Astronomy (p. 165), Physics and Philosophy (p. 588), and Physics and Geosciences (p. 586). Applied Physics (p. 137) is a closely related major.

Introductory courses with no calculus requirement Physics courses numbered 120 or below are for students with little or no previous experience in physics who do not plan to major in the natural sciences. These courses have no college-level mathematics requirement and do not satisfy the medical school requirement.

Introductory calculus-based lecture sequences

1. PHYS 170, 171 is for students with little background in physics and mathematics who will probably not major in the physical sciences but who may be interested in medical and biological sciences. Knowledge of differential and integral calculus at the level of MATH 112 or equivalent is a prerequisite. MATH 115 should be taken concurrently with PHYS 171.
2. PHYS 180, 181 is for students with some previous background in physics and mathematics who plan to major in the physical sciences. Calculus at the level of MATH 112 is a prerequisite; MATH 115 and 120 should be taken concurrently.
3. PHYS 200, 201 is for students with a strong background in mathematics and physics who plan to major in the physical sciences. Calculus at the level of MATH 115 is presumed. MATH 120 and either MATH 222 or 225 are typically taken concurrently.
4. PHYS 260, 261 is intended for students who have had excellent training in and have a flair for mathematical methods and quantitative analysis; a solid foundation in physics is required. One of MATH 120, ENAS 151, PHYS 301, or MATH 230, 231 or equivalent should be taken concurrently with PHYS 260, 261.

If students have the appropriate mathematics background, they are advised to take a calculus-based physics course. Sir Isaac Newton developed calculus while trying to describe the world around him; it is the natural language of physics. Students enrolled in one of the calculus-based introductory courses will be invited to a series of Chairman's Teas, which provide an opportunity to discuss topics on the frontiers of physics with faculty and peers. Completion of a calculus-based course also prepares students for the 340-level series of advanced physics electives, which cover special topics of interest to both majors and nonmajors.

A guide to selecting physics courses (<http://physics.yale.edu/academics/undergraduate-studies/guide-introductory-physics-course>) is available to aid in course selection. Questions about placement should be addressed to the director of undergraduate studies.

Introductory laboratories Two different introductory laboratory sequences are offered: PHYS 165L, 166L, and PHYS 205L, 206L. Each of these laboratory courses earns one-

half course credit. Students normally take the laboratory courses associated with the introductory physics sequence in which they are enrolled. Students should register for a section of the appropriate laboratory course during the first week of classes by logging onto Classes*v2 (<http://classesv2.yale.edu>).

1. PHYS 165L, 166L is an introductory laboratory for those students interested in the biological sciences and medicine, but without a strong high school physics laboratory preparation. Related lecture courses are PHYS 170, 171, and PHYS 180, 181.
2. PHYS 205L, 206L is for students who plan to major in the physical sciences. Related lecture courses are PHYS 180, 181, PHYS 200, 201, and PHYS 260, 261. Students who take the lecture courses in freshman year are advised to start this laboratory sequence with PHYS 205L in the spring of freshman year or in the fall of sophomore year.

Advanced electives A series of 340-level electives explores special topics of interest to both majors and nonmajors. The electives are open to any student in Yale College who has completed a year of introductory calculus-based physics (PHYS 170, 171, or 180, 181, or 200, 201, or 260, 261). The offerings for 2016–2017 include PHYS 343, Gravity, Astrophysics, and Cosmology and PHYS 344, Quantum and Nanoscale Physics.

Major degree programs Two different majors are offered in Physics: the B.S. and the B.S. with an intensive major. Students in either program acquire advanced training in physics, mathematics, and related topics through the core courses. They use electives to design individualized programs with more depth or breadth, depending on their needs and interests. Both degree programs require research experience through PHYS 471 and 472—one term for the B.S. degree and two terms for the B.S. degree with an intensive major. Both programs are excellent preparation for a wide variety of postgraduate activities, including professional school in business, law, or medicine; graduate school in engineering or other sciences; or careers in business, consulting, financial services, government service, or teaching.

The B.S. program with an intensive major is distinguished by depth of study in advanced physics courses and prepares students to study physics or closely related physical sciences in graduate school. The director of undergraduate studies can help students in the B.S. program prepare for graduate school in physics by recommending appropriate electives to supplement the core courses.

Credit/D/Fail courses Courses taken Credit/D/Fail may not be counted toward the requirements of either major.

B.S. degree program The prerequisites are an introductory lecture course sequence with a mathematics sequence equivalent to, or more advanced than, the corequisite of the physics sequence. The following options are appropriate: PHYS 170, 171 with MATH 112, 115; or PHYS 180, 181 with MATH 115, 120; or PHYS 200, 201 with MATH 120 and either 225 or 222; or PHYS 260, 261 with MATH 120, ENAS 151, PHYS 301, or MATH 230, 231 or equivalent. In addition, the laboratory sequence PHYS 205L, 206L or PHYS 165L, 166L is required. Students who take these physics and mathematics courses starting in their freshman year may satisfy the prerequisites by the middle of their sophomore year. Students who begin taking physics courses in their sophomore year may also complete either the standard or the intensive major.

Students are advised to take mathematics courses throughout their freshman year at the appropriate level.

Eight courses are required beyond the prerequisites, including the senior project. Students must take a mathematics course at the level of, or more advanced than, PHYS 301. Three courses at the core of the major involve advanced study of fundamental topics common to all branches of physics, and must be taken in order. The first two, PHYS 401 and 402, pertain to advanced classical physics (mechanics, statistical physics and thermodynamics, and electromagnetism), and the third, APHY 439 or PHYS 440, covers quantum mechanics. Three advanced elective courses are also required. Suitable advanced courses include the PHYS 340-level electives, an advanced laboratory such as PHYS 382L, and 400-level courses in Physics. Students may also find suitable advanced courses in other departments in the sciences, engineering, and mathematics. Courses taken to satisfy these requirements must be approved by the director of undergraduate studies. In order to pursue their individual interests in sufficient depth, many students choose to take more than the required number of advanced courses.

Senior requirement for the B.S. degree program The senior requirement for the standard B.S. degree is fulfilled by receiving a passing grade on a one-term research project in PHYS 471 or 472 or equivalent. Students should consult the director of undergraduate studies for further information.

B.S. degree program, intensive major The prerequisites for the B.S. degree with an intensive major are the same as for the standard program. Ten courses are required beyond the prerequisites, including the senior project. Students must take a mathematics course at the level of, or more advanced than, PHYS 301. Five courses at the core of the major involve advanced study of fundamental topics common to all branches of physics. Three of the courses pertain to advanced classical physics: mechanics (PHYS 410), statistical physics and thermodynamics (PHYS 420), and electromagnetism (PHYS 430). Two other courses incorporate quantum mechanics (PHYS 440 and 441). These courses must be taken in order because the ideas build progressively: PHYS 410 precedes 440, which precedes 441, 420, and 430.

Because experiment is at the heart of the discipline, the intensive major requires one term of advanced laboratory (PHYS 382L or equivalent) and at least two terms of independent research (PHYS 471, 472 or equivalent). One advanced elective course is required to complete the program. Suitable advanced courses include the PHYS 340-level electives and 400-level courses in Physics. Students may also find suitable advanced courses in other departments in the sciences, engineering, and mathematics. Courses taken to satisfy these requirements must be approved by the director of undergraduate studies. In order to pursue their individual interests in sufficient depth, many students choose to take more than ten advanced courses.

Senior requirement for the B.S. degree program, intensive major The senior requirement for the intensive major is fulfilled by receiving a passing grade on a two-term research project in PHYS 471, 472 or equivalent. Students should consult the director of undergraduate studies for further information.

Sequence of courses For both the standard B.S. degree and the B.S. degree with an intensive major, students are advised to begin the program in their freshman year to

allow the greatest amount of flexibility in course selection. It is possible, however, to complete either program in a total of six terms, as illustrated below.

A program for a student completing the Physics B.S. in three years might be:

Freshman or Sophomore	Sophomore or Junior	Senior
PHYS 170, 171, or 180, 181, or 200, 201, or 260, 261	PHYS 206L	APHY 439 or PHYS 440
PHYS 205L	PHYS 301	PHYS 471 or 472
Mathematics corequisites	PHYS 401 PHYS 402 One advanced elective	Two advanced electives

A program for a student completing the intensive major in three years might be:

Freshman or Sophomore	Sophomore or Junior	Senior
PHYS 170, 171, or 180, 181, or 200, 201, or 260, 261	PHYS 206L	PHYS 441
PHYS 205L	PHYS 301	PHYS 420
Mathematics corequisites	PHYS 410 PHYS 440 PHYS 382L	PHYS 430 PHYS 471 PHYS 472 One advanced elective

Approval of programs All Physics majors in the sophomore, junior, and senior classes must have their programs approved by the director of undergraduate studies. Freshmen and undeclared sophomores who are interested in Physics or related majors are encouraged to meet with the director of undergraduate studies to discuss their questions and proposed programs.

REQUIREMENTS OF THE MAJOR

B.S. DEGREE

Prerequisites PHYS 170, 171, or 180, 181, or 200, 201, or 260, 261, with appropriate math coreqs; PHYS 205L, 206L, or PHYS 165L, 166L

Number of courses 8 term courses beyond prereqs (incl senior req)

Specific courses required PHYS 301 or other advanced math course; PHYS 401, 402, and either APHY 439 or PHYS 440, in sequence

Distribution of courses 3 advanced electives approved by DUS

Senior requirement PHYS 471 or 472 or equivalent

B.S. DEGREE, INTENSIVE MAJOR

Prerequisites PHYS 170, 171, or 180, 181, or 200, 201, or 260, 261, with appropriate math coreqs; PHYS 205L, 206L, or PHYS 165L, 166L

Number of courses 10 term courses beyond prereqs (incl senior req)

Specific courses required PHYS 301 or other advanced math course; PHYS 410, 440, 441, 420, 430, in sequence; PHYS 382L

Distribution of courses 1 advanced elective approved by DUS

Senior requirement PHYS 471 and 472

Courses

* **PHYS 050b / APHY 050b, Science of Modern Technology** Daniel Prober
 Examination of the science behind selected advances in modern technology. Focus on the scientific and contextual basis of each advance. Topics are developed by the participants with the instructor and with guest lecturers, and may include nanotechnology, quantum computation and cryptography, optical systems for communication and medical diagnostics, transistors, satellite imaging and global positioning systems, large-scale immunization, and DNA made to order. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program.
 SC RP

* **PHYS 100a / APHY 100a / ENAS 100a / EVST 100a / G&G 105a, Energy Technology and Society** Daniel Prober
 The technology and use of energy. Impacts on the environment, climate, security, and economy. Application of scientific reasoning and quantitative analysis. Intended for non-science majors with strong backgrounds in math and science. Enrollment limited to 24. For application instructions, visit the course site on Classes*v2 (<http://classesv2.yale.edu>). QR, SC

* **PHYS 120b, Quantum Physics and Beyond** John Harris
 Current topics in modern physics, beginning with quantum physics and continuing through subatomic physics, special and general relativity, cosmology, astrophysics, and string theory. SC

PHYS 165La and PHYS 166Lb, General Physics Laboratory Staff
 A variety of individually self-contained experiments are roughly coordinated with the lectures in PHYS 170, 171, and 180, 181 and illustrate and develop physical principles covered in those lectures. SC ½ Course cr per term

* **PHYS 170a and PHYS 171b, University Physics for the Life Sciences** Staff
 An introduction to classical physics with special emphasis on applications drawn from the life sciences and medicine. Fall-term topics include vectors and kinematics, Newton's laws, momentum, energy, random walks, diffusion, fluid mechanics, mathematical modeling, and statistical mechanics. Spring-term topics include oscillations, waves, sound, electrostatics, circuits, Maxwell's equations, electromagnetic waves and optics, gene circuits, and quantum mechanics. Essential mathematics are introduced and explained as needed. Completion of MATH 112 or equivalent is prerequisite for PHYS 170. MATH 115 is recommended prior to or concurrently with PHYS 171. QR, SC

PHYS 180a and PHYS 181b, University Physics Staff
 A broad introduction to classical and modern physics for students who have some previous preparation in physics and mathematics. Fall-term topics include Newtonian mechanics, gravitation, waves, and thermodynamics. Spring-term topics include electromagnetism, optics, special relativity, and quantum physics. Concurrently with MATH 115 and 120 or equivalents. See comparison of introductory sequences and laboratories in the YCPS. May not be taken for credit after PHYS 170, 171. QR, SC

PHYS 200a and PHYS 201b, Fundamentals of Physics Helen Caines and Francis Robinson

A thorough introduction to the principles and methods of physics for students who have good preparation in physics and mathematics. Emphasis on problem solving and quantitative reasoning. Fall-term topics include Newtonian mechanics, special relativity, gravitation, thermodynamics, and waves. Spring-term topics include electromagnetism, geometrical and physical optics, and elements of quantum mechanics. Prerequisite: MATH 115 or equivalent. See comparison of introductory sequences and laboratories in the YCPS. QR, SC

PHYS 205La or b and PHYS 206La or b, Modern Physical Measurement Karsten Heeger and Staff

A two-term sequence of experiments in classical and modern physics for students who plan to major in Physics. In the first term, the basic principles of mechanics, electricity, and magnetism are illustrated in experiments designed to make use of computer data handling and teach error analysis. In the second term, students plan and carry out experiments illustrating aspects of wave and quantum phenomena and of atomic, solid state, and nuclear physics using modern instrumentation. May be begun in either term. SC ½ Course cr per term

* **PHYS 260a and PHYS 261b, Intensive Introductory Physics** Charles Baltay

The major branches of physics – classical and relativistic dynamics, gravitation, electromagnetism, heat and thermodynamics, statistical mechanics, quantum physics – at a sophisticated level. For students majoring in the physical sciences, Mathematics, and Philosophy who have excellent training in and a flair for mathematical methods and quantitative analysis. Concurrently with MATH 230 and 231, or PHYS 301, or equivalent. QR, SC

PHYS 295a / ASTR 255a, Research Methods in Astrophysics Marla Geha

The acquisition and analysis of astrophysical data, including the design and use of ground- and space-based telescopes, computational manipulation of digitized images and spectra, and confrontation of data with theoretical models. Examples taken from current research at Yale and elsewhere. Use of the Python programming language. A background in high school calculus and physics. No previous programming experience required. QR, SC RP

PHYS 301a, Introduction to Mathematical Methods of Physics Oliver Baker

Topics include multivariable calculus, linear algebra, complex variables, vector calculus, and differential equations. Designed to give accelerated access to 400-level courses by providing, in one term, the essential background in mathematical methods. Recommended to be taken concurrently with PHYS 401 or 410. Prerequisite: PHYS 170, 171, or 180, 181, or 200, 201, or 260, 261, or permission of instructor. QR

PHYS 344b, Quantum and Nanoscale Physics Sean Barrett

An introduction to cutting-edge developments in physics involving quantum information and/or nanotechnology. Background concepts in quantum mechanics, electromagnetism, and optics are introduced as necessary. Prerequisite: PHYS 170, 171, or 180, 181, or 200, 201, or 260, 261, or permission of instructor. PHYS 301 or other advanced mathematics course recommended. QR, SC

*** PHYS 356b / ASTR 356b, Astrostatistics and Data Mining** Hector Arce

Introduction to the statistical tools used to analyze and interpret astrophysical data, including common data mining techniques for finding patterns in large data sets and data-based prediction methods. Use of publicly available high-quality astronomical data from large surveys such as SDSS and 2MASS, and from space-based observatories such as Spitzer, Herschel, and WISE. Coding with the Python programming language. Prerequisite: ASTR 255 or equivalent. QR, SC

*** PHYS 382Lb, Advanced Physics Laboratory** Steve Lamoreaux

Laboratory experiments with some discussion of theory and techniques. An advanced course focusing on modern experimental methods and concepts in atomic, optical, nuclear, and condensed matter physics. Intended to prepare students for independent research. For majors in the physical sciences. Prerequisite: PHYS 206L. After or concurrently with PHYS 439 or 440, or with permission of instructor. SC

PHYS 401a and PHYS 402b, Advanced Classical Physics from Newton to Einstein

Ramamurti Shankar

Advanced physics as the field developed from the time of Newton to the age of Einstein. Topics include mechanics, electricity and magnetism, statistical physics, and thermodynamics. The development of classical physics into a "mature" scientific discipline, an idea that was subsequently shaken to the core by the revolutionary discoveries of quantum physics and relativity. Prerequisite: PHYS 170, 171, or 180, 181, or 200, 201, or 260, 261. Concurrently with PHYS 301 or other advanced mathematics course. QR, SC

PHYS 410a, Classical Mechanics Jack Harris

An advanced treatment of mechanics, with a focus on the methods of Lagrange and Hamilton. Lectures and problems address the mechanics of particles, systems of particles, and rigid bodies, as well as free and forced oscillations. Introduction to chaos and special relativity. Prerequisite: PHYS 170, 171, or 180, 181, or 200, 201, or 260, 261. Concurrently with PHYS 301 or other advanced mathematics course. QR, SC

*** PHYS 420a, Thermodynamics and Statistical Mechanics** A. Douglas Stone

An introduction to the laws of thermodynamics and their theoretical explanation by statistical mechanics. Applications to gases, solids, phase equilibrium, chemical equilibrium, and boson and fermion systems. Prerequisites: PHYS 301 and 410 or equivalents. QR, SC

PHYS 428a / AMTH 428a / E&EB 428a / G&G 428a, Science of Complex Systems Jun

Korenaga

Introduction to the quantitative analysis of systems with many degrees of freedom. Fundamental components in the science of complex systems, including how to simulate complex systems, how to analyze model behaviors, and how to validate models using observations. Topics include cellular automata, bifurcation theory, deterministic chaos, self-organized criticality, renormalization, and inverse theory. Prerequisite: PHYS 301, MATH 247, or equivalent. QR, SC

PHYS 430b, Electromagnetic Fields and Optics David Poland

Electrostatics, magnetic fields of steady currents, electromagnetic waves, and relativistic dynamics. Provides a working knowledge of electrodynamics. Prerequisites: PHYS 301 and 410 or equivalents. QR, SC

PHYS 439a / APHY 439a, Basic Quantum Mechanics Sohrab Ismail-Beigi

The basic concepts and techniques of quantum mechanics essential for solid-state physics and quantum electronics. Topics include the Schrödinger treatment of the harmonic oscillator, atoms and molecules and tunneling, matrix methods, and perturbation theory. Prerequisites: PHYS 181 or 201, PHYS 301, or equivalents, or permission of instructor. QR, SC RP

PHYS 440b, Quantum Mechanics and Natural Phenomena I Witold Skiba

The first term of a two-term sequence covering principles of quantum mechanics with examples of applications to atomic physics. The solution of bound-state eigenvalue problems, free scattering states, barrier penetration, the hydrogen-atom problem, perturbation theory, transition amplitudes, scattering, and approximation techniques. Prerequisite: PHYS 410 or 401. QR, SC

PHYS 441a, Quantum Mechanics and Natural Phenomena II Steve Lamoreaux

Continuation of PHYS 440. Prerequisite: PHYS 440. QR, SC

PHYS 448a / APHY 448a, Solid-State Physics I Victor Henrich

The first term of a two-term sequence covering the principles underlying the electrical, thermal, magnetic, and optical properties of solids, including crystal structure, phonons, energy bands, semiconductors, Fermi surfaces, magnetic resonances, phase transitions, dielectrics, magnetic materials, and superconductors. Prerequisites: APHY 322, 439, PHYS 420. QR, SC

PHYS 449b / APHY 449b, Solid-State Physics II Michel Devoret

The second term of the sequence described under APHY 448. QR, SC

PHYS 458a / APHY 458a, Principles of Optics with Applications Hui Cao

Introduction to the principles of optics and electromagnetic wave phenomena with applications to microscopy, optical fibers, laser spectroscopy, and nanostructure physics. Topics include propagation of light, reflection and refraction, guiding light, polarization, interference, diffraction, scattering, Fourier optics, and optical coherence. Prerequisite: PHYS 430. QR, SC

PHYS 460a, Mathematical Methods of Physics Nicholas Read

Survey of mathematical techniques useful in physics. Physical examples illustrate vector and tensor analysis, group theory, complex analysis (residue calculus, method of steepest descent), differential equations and Green's functions, and selected advanced topics. Prerequisite: PHYS 301 or other advanced mathematics course. QR

*** PHYS 471a and PHYS 472b, Independent Projects in Physics** John Harris

Each student works on an independent project under the supervision of a member of the faculty or research staff. Students participate in a series of seminar meetings in which they present a talk on their project or research related to it. A written report is also submitted. For students with a strong background in Physics course work. RP

Physics and Geosciences

Directors of undergraduate studies: John Harris (Physics), 311 WL-W, 432-3601, dus.physics@yale.edu; David Bercovici (Geology and Geophysics), 305 KGL, 432-3168, david.bercovici@yale.edu

The major in Physics and Geosciences applies fundamental physical principles to the study of Earth and other planetary bodies at a level that is more intensive than in the Physics or Geology and Geophysics majors individually. Topics of interest range from atmosphere, ocean, and climate dynamics to physics of the solid Earth or of other planetary bodies.

Prerequisites The prerequisites for the major include MATH 120 or its equivalent, PHYS 170, 171 or another introductory physics sequence, the associated physics laboratory sequence PHYS 205L, 206L, and a course in ordinary differential equations chosen from ENAS 194, MATH 246, or PHYS 301.

Requirements of the major Beyond the prerequisites, the major requires a minimum of twelve term courses, including the senior project. At least four of these courses must be in Physics and at least six must be in Geology and Geophysics. Students complete a two- or three-term advanced physics sequence: either PHYS 401 and 402, or PHYS 410, 420, and 430. They must also take basic quantum mechanics (PHYS 439) and one elective numbered PHYS 320 or above. Required courses in Geology and Geophysics include one introductory course numbered G&G 100–150, with any accompanying laboratory; one elective numbered G&G 200 or above; and four advanced electives from one of two Geology and Geophysics tracks: the Atmosphere, Ocean, and Climate track or the Solid Earth Science track. A list of suggested electives is available from the office of the director of undergraduate studies in Geology and Geophysics or on the G&G departmental Web site (<http://earth.yale.edu>). No elective course may count toward multiple requirements for the major.

Senior requirement Students complete a two-term senior project on a topic that is appropriate for the combined major and acceptable to both the Physics and Geology and Geophysics departments. The project is undertaken in either PHYS 471, 472 or G&G 490, 491. In addition, students must present an oral report on their project to each department.

Credit/D/Fail courses No course taken Credit/D/Fail may be counted toward the Physics and Geosciences major, including prerequisites.

Advising Interested students should consult the directors of undergraduate studies in Physics and in Geology and Geophysics.

REQUIREMENTS OF THE MAJOR

Prerequisites MATH 120 or equivalent; PHYS 170, 171 or above; PHYS 205L, 206L; ENAS 194, MATH 246, or PHYS 301

Number of courses At least 12 courses beyond prereqs, incl senior req

Specific courses required PHYS 401 and 402, or PHYS 410, 420, and 430; PHYS 439

Distribution of courses 1 elective numbered PHYS 320 or above; 1 intro course in G&G, with lab, as specified; 1 elective course numbered G&G 200 or above; 4 advanced courses in a G&G track, as specified

Senior requirement Senior project in PHYS 471, 472 or G&G 490, 491, on topic acceptable to both depts; oral report on project to both depts or equivalent

Physics and Philosophy

Directors of undergraduate studies: John Harris (Physics), 311 WL-W, 432-3601, dus.physics@yale.edu; Kenneth Winkler (Philosophy), 406A C, 432-1679, kenneth.winkler@yale.edu

Prospective majors in Physics and Philosophy are advised to begin taking the prerequisites during their freshman year, and to take at least two of the required Philosophy courses by the end of their sophomore year. Prerequisites for this major are as follows: mathematics through calculus at the level of MATH 120; any introductory Physics lecture sequence numbered 170 or higher; PHYS 165L and 166L, or 205L and 206L; one introductory Philosophy course.

Beyond the prerequisites, students take fourteen term courses, including the senior requirement. Seven courses in Physics approved by the director of undergraduate studies and numbered 301 or higher are required, including PHYS 301 or equivalent and either PHYS 439 or 440. Six courses in Philosophy or in History of Science, Medicine, and Public Health are required, including PHIL 125 and 126, one course in logic above the introductory level, and a Philosophy seminar selected with the approval of the directors of undergraduate studies.

Senior requirement Seniors must complete one of the following: (1) PHYS 471 or 472 (independent project); (2) PHIL 490 or 491 (senior essay); (3) PHIL 480 (tutorial) on an appropriate subject; (4) an appropriate Philosophy seminar with the approval of the director of undergraduate studies in Philosophy.

REQUIREMENTS OF THE MAJOR

Prerequisites MATH 120; PHYS 170, 171, or 180, 181, or 200, 201, or 260, 261; PHYS 165L, 166L, or 205L, 206L; 1 intro Phil course

Number of courses 14 term courses beyond prereqs, incl senior req

Distribution of courses 7 Physics courses numbered 301 or higher approved by DUS; 6 courses in Phil or HSHM, incl 1 in logic above intro level and a Phil sem, as specified

Specific courses required PHYS 301 or equivalent; PHYS 439 or 440; PHIL 125, 126

Senior requirement 1 from PHYS 471 or 472, PHIL 490 or 491, PHIL 480 on appropriate topic, or approved Phil sem or equivalent

Political Science

Director of undergraduate studies: David Simon, 115 Prospect St., 432-5236, david.simon@yale.edu; politicalscience.yale.edu/academics/about-undergraduate-program

FACULTY OF THE DEPARTMENT OF POLITICAL SCIENCE

Professors Bruce Ackerman, Akhil Amar, Seyla Benhabib, Paul Bracken, David Cameron, Benjamin Cashore, Bryan Garsten, Alan Gerber, Jacob Hacker, Oona Hathaway, Jolyon Howorth (*Visiting*), Gregory Huber, Stathis Kalyvas, Joseph LaPalombara (*Emeritus*), David Mayhew (*Emeritus*), Thomas Pogge, Douglas Rae, John Roemer, Susan Rose-Ackerman, Frances Rosenbluth, Bruce Russett (*Emeritus*), James Scott, Ian Shapiro, Stephen Skowronek, Steven Smith, Susan Stokes, Peter

Swenson, John Wargo, Ebonya Washington, Steven Wilkinson (*Chair*), Elisabeth Wood

Associate Professors Ana De La O, Alexandre Debs, H el ene Landemore, Adria Lawrence, Jason Lyall, Karuna Mantena, Andrew March, Nuno Monteiro, Milan Svolik, Vesla Weaver

Assistant Professors Peter Aronow, Kate Baldwin, Deborah Beim, Alexander Coppock, Allan Dafoe, John Henderson, Eitan Hersh, Kelly Rader, Thania Sanchez

Lecturers Paris Aslanidis, Charles Blow, Steven Calabresi, Michael Fotos, Bernt Hagtvet, Cynthia Horan, Jolyon Howorth, Sigrun Kahl, Matthew Kocher, Volodymyr Kulyk, Stephen Latham, Christopher Lebron, David Leslie, Malte Lierl, Matthew Mahler, Mark Mellman, Marc Opper, Alexander Rosas, Andrew Sabl, Yuriy Sergeyev, Walter Shapiro, David Simon, Derek Slap, James Sleeper, Mark Somos, Jason Stearns, John Stoehr, Robert Trager, Bonnie Weir, Graeme Wood

Advising The director of undergraduate studies and other members of the department can provide advice about departmental requirements, options within the major, requirements of two majors, study abroad, and other matters related to the major. Majors must secure written approval of their course selections each term from the director of undergraduate studies. All subsequent changes in a student's major program must also be approved. Students are also encouraged to seek advice from other departmental faculty members who are knowledgeable about their fields of interest. Information on faculty interests can be found on the departmental Web site (<http://politicalscience.yale.edu/people/faculty>).

The standard program Twelve term courses in political science are required. Students must take at least two courses in each of any three of the department's five fields – international relations, American government, political philosophy, analytical political theory, and comparative government. Students expecting to major in Political Science should take one or more introductory-level courses in the department early in their college careers. Introductory courses count toward the overall course requirement and toward the departmental fields requirement.

Students are encouraged to take courses related to political science that are offered by other departments. Students who elect the standard program may petition to count up to two such courses toward the major. Students may routinely count college seminars taught by members of the Political Science faculty toward the major, and they may petition to count one college seminar taught by an instructor outside the department. Students who have completed Directed Studies may, with the approval of the director of undergraduate studies, count one term of DRST 005, 006 toward the major.

Senior requirement Students majoring in Political Science are required to take at least two seminars taught by members of the Political Science department, including at least one during the senior year. Seniors in the major must also complete a senior essay, as described under "Senior essay" below. The essay can be written either in one term or over both terms of the senior year. In order to graduate from Yale College, a student majoring in Political Science must achieve a passing grade on the senior essay.

Credit/D/Fail Students may count up to two lecture courses taken Credit/D/Fail toward the major which will count as non-A grades for purposes of calculating

distinction. Seminars taken Credit/D/F will not count toward the major requirements, but will count as non-A grades for purposes of calculating distinction.

Seminar preregistration Each term, the department provides all declared Political Science majors the opportunity to apply for preregistration to its seminars. Instructors of seminars may preregister up to twelve students per course, or up to eight students for multiple-titled courses. The maximum enrollment for each seminar is eighteen. Students may be preregistered in up to two seminars per term. In order to participate in fall-term seminar preregistration, students must be declared Political Science majors by July 1, and an initial notice is sent to all majors by the end of July. In order to participate in spring-term preregistration, students must be declared Political Science majors by November 1, and the initial notice is sent by the end of November.

Senior essay The senior essay provides an appropriate intellectual culmination to the student's work in the major and in Yale College. The essay should ordinarily be written on a topic in an area in which the student has previously done course work. It should rest on extensive research that is appropriate to the subject matter. Essays are expected to be in the range of twenty-five to thirty double-spaced pages. At the beginning of the term in which the essay is written, students must have their senior essay topic approved by a faculty member who has agreed to advise them. Each student is expected to consult regularly with the seminar instructor or adviser and take the initiative in developing a plan of research, scheduling regular meetings, and submitting preliminary drafts for review.

One-term essays may be written either in a seminar or, with the approval of an adviser and the director of undergraduate studies, in PLSC 480. Senior essays written in the fall term are due on December 9, 2016. Spring-term and yearlong essays are due on April 25, 2017. More extensive information about the senior essay can be found on the departmental Web site (<http://politicalscience.yale.edu/academics/undergraduate-program/undergraduate-senior-essay>).

The yearlong senior essay Students who wish to undertake a more extensive research project than is possible in a single term may fulfill the senior essay requirement by enrolling in the yearlong course sequence PLSC 490 and 491. PLSC 490 also counts toward the senior seminar requirement. In the fall term, students writing a yearlong senior essay develop a research prospectus for the essay and begin their research under the supervision of a member of the faculty who specializes in the area being investigated. In the spring term, students complete the essay. Yearlong senior essays are expected to be substantially longer than a regular term paper. While there is no fixed length, they are normally at least fifty pages long.

Majors who wish to enroll in the yearlong senior essay must apply for admission in the spring of their junior year. The deadline for the Class of 2018 is April 10, 2017. By that date, students should submit to the office of the director of undergraduate studies: (1) the yearlong senior essay prospectus form signed by a faculty adviser who has agreed to supervise the student during both terms of the senior year; and (2) a one-to-two-page statement describing the research project. It is expected that no more than fifteen students will be admitted each year.

The standard major with an interdisciplinary concentration Students majoring in Political Science may choose an interdisciplinary concentration, which allows them

to identify and pursue an area of study that crosses conventional disciplinary and departmental boundaries. Examples of interdisciplinary concentrations are urban studies, health politics and policy, political economy, political psychology, and global affairs. Students choosing such a concentration are required to take twelve term courses toward the major. At least seven courses must be in the field of concentration. Of the courses counting toward the major outside of the field of concentration, at least two courses must be taken in each of any two of the department's five fields. As many as three courses taken in other departments may be counted toward the major, with the permission of the director of undergraduate studies. The senior requirement is the same as for the standard program, with the proviso that the essay must be written on a subject that falls within the field of concentration.

Students wishing to pursue the Political Science major with an interdisciplinary concentration must submit an application and meet with the director of undergraduate studies to discuss their proposed program of study. The application is due prior to the beginning of the November recess in the student's final year of enrollment.

The intensive major The intensive major gives students an opportunity to undertake more extensive course work and research for the senior essay than is possible in the standard major. Requirements for the intensive major are identical to those for the nonintensive major (standard program or interdisciplinary concentration), with the following exceptions: (1) in the spring term of the junior year, intensive majors take PLSC 474 in preparation for writing a yearlong senior essay; (2) in the senior year, intensive majors fulfill the senior essay requirement by enrolling in the yearlong course sequence PLSC 490 and PLSC 493 (PLSC 490 also counts toward the senior seminar requirement); (3) a total of fifteen term courses is required.

Juniors wishing to pursue an intensive major must apply to the director of undergraduate studies by November 11, 2016. The application should contain: (1) the intensive major application form signed by a faculty adviser who has agreed to supervise the student for the final three terms of enrollment; (2) a plan of study that identifies the political science courses that will be taken in those three terms; and (3) a one-to-two-page description of the proposed senior essay.

Study abroad Students who study in a Junior Term Abroad program or at another university during the summer may, with the approval of the director of undergraduate studies, count up to two courses toward the major. Students who study in a Junior Year Abroad program may, with the approval of the director of undergraduate studies, count up to four courses toward the major. Students may also petition to have non-Yale courses that were not taught in political science departments count toward the major. Pending approval of the director of undergraduate studies, these courses will count toward the maximum number of substitutions.

Combined B.A./M.A. degree program Exceptionally able and well-prepared students may complete a course of study leading to the simultaneous award of the B.A. and M.A. degrees after eight terms of enrollment. See "Simultaneous Award of the Bachelor's and Master's Degrees" under Special Arrangements (p. 66) in the Academic Regulations. Interested students should consult the director of undergraduate studies prior to the sixth term of enrollment for specific requirements in Political Science.

REQUIREMENTS OF THE MAJOR

B.A. DEGREE, STANDARD PROGRAM**Prerequisites** None**Number of courses** *Standard major*—12 term courses; *intensive major*—15 term courses**Distribution of courses** 2 courses in each of 3 of the 5 departmental fields**Substitution permitted** 2 courses from other depts with DUS approval**Senior requirement** 2 sems, 1 in senior year, and 1-term senior essay in sem or in PLSC 480; or 1 sem as specified and 2-term senior essay in PLSC 490, 491**Intensive major** PLSC 474; 2 courses in each of 3 of the 5 departmental fields; 1 sem as specified and 2-term senior essay in PLSC 490, 493**B.A. DEGREE, INTERDISCIPLINARY CONCENTRATION****Prerequisites** None**Number of courses** *Standard major with interdisciplinary concentration*—12 term courses; *intensive major with interdisciplinary concentration*—15 term courses**Distribution of courses** 7 courses in concentration; 2 courses in each of 2 of the 5 departmental fields; max of 3 courses from other depts with DUS approval**Senior requirement** 2 sems, 1 in senior year, and 1-term senior essay in sem or in PLSC 480; or 1 sem as specified and 2-term senior essay in PLSC 490, 491**Intensive major** PLSC 474; 7 courses in concentration; 2 courses in each of 2 of the 5 departmental fields; 1 sem as specified and 2-term senior essay in PLSC 490, 493

 Introductory Courses
*** PLSC 030a, Law and the Limits of Freedom** Alexander Rosas

This course evaluates the desired role of law in free and modern societies and dissects, more broadly, the relationship between law, the state, and the individual in such societies. Particularly, this course considers when, if ever, it is appropriate to use law to limit freedom in the name of equality, security, community, utility, and/or morality. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. SO

PLSC 111b, Introduction to International Relations Nuno Monteiro

Key questions and issues in international relations, including both the evolution of the international system over the last century and topics in contemporary world politics. Causes and conduct of war, sources of order, the emergence of new actors, the spread of norms, and evolution of the global economy. SO

PLSC 114a, Introduction to Political Philosophy Bryan Garsten

Fundamental issues in contemporary politics investigated through reflection on classic texts in the history of political thought. Emphasis on topics linked to modern constitutional democracies, including executive power, representation, and political parties. Readings from Plato, Machiavelli, Hobbes, Locke, Rousseau, Madison and Hamilton, Lincoln, and Tocqueville, in addition to recent articles on contemporary issues. SO

EPE: Intro Political Phil

PLSC 116a, Comparative Politics: States, Regimes, and Conflict Adria Lawrence
Introduction to the study of politics and political life in the world outside the United States. State formation and nationalism, the causes and consequences of democracy, the functioning of authoritarian regimes, social movements and collective action, and violence. SO

PLSC 118b, The Moral Foundations of Politics Ian Shapiro
An introduction to contemporary discussions about the foundations of political argument. Emphasis on the relations between political theory and policy debate (e.g., social welfare provision and affirmative action). Readings from Bentham, Mill, Marx, Burke, Rawls, Nozick, and others. SO
EPE: Intro Political Phil

International Relations

* **PLSC 120a, The Global Politics of Artificial Intelligence** Staff
Study of the processes in which machine intelligence transforms economic, societal, and global politics and of the political challenges in development of beneficial artificial intelligence. Topics include the provability of beneficial AI; the effects on, and of, inequality and unemployment; military conflict and strategy with autonomous weapons, cyber weapons, and AI-enabled intelligence; and determining which global institutions are best suited for providing global public goods, the legitimate aggregation of preferences, and the control of AI development. SO

* **PLSC 123a, Political Economy of Foreign Aid** Peter Aronow
Introduction to modern quantitative research methods in international political economy, with a focus on empirical evidence related to foreign aid. The state of knowledge regarding the effects of development assistance on democratization, governance, human rights, and conflict. The challenges of drawing causal inferences in the domain of international political economy. SO

PLSC 128b / GBLB 247b, Development Under Fire Jason Lyall
The recent emergence of foreign assistance as a tool of counterinsurgency and post-conflict reconciliation. Evaluation of the effects of aid in settings such as Afghanistan, Iraq, Colombia, and the Philippines. Examination of both theory and practice of conducting development work in the shadow of violence. Strengths and weaknesses of different evaluation methods, including randomized control trials (RCTs) and survey experiments. SO

PLSC 130b / GBLB 260b, Nuclear Politics Alexandre Debs
The pursuit, use, and non-use of nuclear weapons from the Manhattan Project to the present. The effect of the international system, regional dynamics, alliance politics, and domestic politics in the decision to pursue or forgo nuclear weapons. The role of nuclear weapons in international relations, the history of the Cold War, and recent challenges in stemming nuclear proliferation. SO

* **PLSC 133b, Causes of War** Allan Dafoe
Examination of social, symbolic, and psychological aspects of international relations, with emphasis on the roles of perception and reputation in militarized conflict. Topics include deterrence, honor, prestige, signaling, audience costs, and international law. Rationalist, psychological, and cultural perspectives. Some attention to research design. SO

* **PLSC 137a or b / GBLB 274a or b, Terrorism** Bonnie Weir

Theoretical and empirical literature used to examine a host of questions about terrorism. The definition(s) of terrorism, the application of the term to individuals and groups, the historical use and potential causes of terrorism, suicide and so-called religious terrorism, dynamics within groups that use terrorism, and counterterrorism strategies and tactics. Theoretical readings supplemented by case studies. SO

* **PLSC 138a / MGRK 236a, Eurozone Crisis** Paris Aslanidis

Examination of how Europe continues to struggle with repercussions of the Great Recession and the impact of the Eurozone crisis in countries such as Portugal, Ireland, Spain, and, especially, Greece. Topics include the euro as a viable common currency; why and how the Eurozone crisis erupted and spread; and whether this catastrophe could have been averted. SO

PLSC 143a, International Challenges of the Twenty-First Century Jolyon Howorth

Challenges facing the global community as it undergoes a power transition with the relative decline of the West and the emergence of powers such as China, India, and Brazil. Natural challenges such as demography, climate, and energy security; systemic issues related to the balance of power, economic crises, and trade globalization; new threats, including rogue states, terrorism, and WMD proliferation; regional challenges in Asia, Ukraine/Crimea, the Middle East, and Africa. SO

PLSC 146b / EVST 245b / F&ES 245b, Global Environmental Governance Benjamin Cashore

The development of international environmental policy and the functioning of global environmental governance. Critical evaluation of theoretical claims in the literature and the reasoning of policy makers. Introduction of analytical and theoretical tools used to assess environmental problems. Case studies emphasize climate, forestry, and fisheries. SO

PLSC 148b / HMRT 100, Theories, Practices, and Politics of Human Rights Thania Sanchez

Introduction to core human-rights issues, ideas, practices, and controversies. The concept of human rights as a philosophical construct, a legal instrument, a political tool, an approach to economic and equity issues, a social agenda, and an international locus of contestation and legitimation. Required for students in the Multidisciplinary Academic Program in Human Rights. SO

* **PLSC 152a / EP&E 245a, Global Firms and National Governments** Joseph LaPalombara

Interactions between large-scale firms that make international investments and policy makers and government officials in the “host” countries. National and subnational officials who work to attract investments (or not) and who set policies regulating global firms and their investments. Focus on less-developed countries. Theories as to why firms “globalize”; case studies of controversies created by overseas corporate investments; the changing economic landscape associated with investments by countries such as China, Brazil, and India. SO

* **PLSC 153a / GBLB 293a, On Diplomacy and War** Robert Trager

Study of the diplomatic interaction of states on issues of war and peace. Topics include: responsibilities of diplomats for conveying information about the states they represent; international agreements and conferences; the role of mediators; differing effects

of signals sent through private and public channels. Fundamental knowledge of international relations and diplomatic history. WR, SO

*** PLSC 162a, Japan and the World** Frances Rosenbluth

The historical development of Japan's international relations since the late Tokugawa period; World War II and its legacy; domestic institutions and foreign policy; implications for the United States; and interactions between nationalism and regionalism. SO

PLSC 165b, International Security Matthew Kocher

An introduction to international security. General theories of state interests and behavior; the causes, conduct, and regulation of violence among nations. SO

PLSC 166b, The New Europe David Cameron

European politics since World War II, with emphasis on postwar geopolitical settlement, the development of the European Community and Union, the demise of the Soviet Union and other communist regimes, and current challenges facing Europe. SO

*** PLSC 183a / EP&E 259a, Europe, the United States, and the Iraq Crisis** Jolyon Howorth

Examination of the contrasting relations between the main European powers and the United States in their approaches to Iraq in order to understand the divisions attending the 2003 war and the subsequent transfer of sovereignty. Topics include the Iran-Iraq War (1980–88), the first Persian Gulf crisis (1990–91), the sanctions regime (1991–2002), problems of peacekeeping and nation building, and the Obama exit strategy. SO

PLSC 191b / PHIL 180b, Ethics and International Affairs Thomas Pogge

Moral reflection taken beyond state boundaries. Traditional questions about state conduct and international relations as well as more recent questions about intergovernmental agencies, nongovernmental organizations, and the design of global institutional arrangements. HU

American Government

PLSC 205a, Law, Leadership, and the American Presidency Stephen Skowronek

Examination of the constitutional law, historical development, and current operations of the American presidency. Topics include formal powers, the organization and mobilization of popular support, the modern executive establishment, and the politics of presidential leadership. SO

PLSC 206a, The Polarization of American Politics in Red and Blue John Henderson

Americans have become increasingly divided across red and blue party lines. This course explores the causes and consequences of this polarization process in contemporary American politics, including polarization at both the mass and elite level and the forces that drive divisiveness; the consequences of polarization including, where people choose to live, how they vote in elections, how parties campaign, and how the policy-making process has changed; and the ongoing tumult in the 2016 presidential election. SO

*** PLSC 210a, Political Preferences and American Political Behavior** Greg Huber

Introduction to research methods and topics in American political behavior. Focus on decision making from the perspective of ordinary citizens. Topics include utility theory, heuristics and biases, political participation, retrospective voting, the consequences of

political ignorance, the effects of campaigns, and the ability of voters to hold politicians accountable for their actions. SO

PLSC 211b / AFAM 325b, Social Policy and the Politics of Inequality in the United States

Vesla Weaver

The contours and consequences of inequality in the United States, including explanations for why it has expanded over the past several decades and why Americans seem to tolerate more of it. The development of the modern welfare state and the causes of racialized poverty, segregation, and incarceration. SO

PLSC 214b, The Politics of American Public Policy

Jacob Hacker

Public policy in the United States and the methodological and theoretical tools used to study the forces that shape it. Economic and political science perspectives on the policy process and contemporary American governance. Domestic policy issues such as health care, economic inequality, job insecurity, the federal debt, environmental protection, criminal justice, financial regulation, and primary and higher education. SO

PLSC 215b / EVST 255b / F&ES 255b, Environmental Politics and Law

John Wargo

Exploration of the politics, policy, and law associated with attempts to manage environmental quality and natural resources. Themes of democracy, liberty, power, property, equality, causation, and risk. Case histories include air quality, water quality and quantity, pesticides and toxic substances, land use, agriculture and food, parks and protected areas, and energy. SO

*** PLSC 217a, U.S. National Elections**

Eitan Hersh

An investigation of electoral realignments, voting for president and Congress, voter turnout, incumbency advantage, nominations, and campaign finance. SO

PLSC 218b / ECON 275b, Public Economics

Ebonya Washington

The role of government in the economy and in our economic lives. Reasons for government intervention in the market economy and the impact of government expenditure programs and taxation systems on welfare and behavior. Tools of microeconomics applied to issues such as government response to global warming, the impact of redistribution and social insurance on individual behavior, school choice, social security vs. private retirement savings accounts, and government vs. private health insurance. After introductory microeconomics. SO

*** PLSC 219b / EP&E 497b / EVST 247b, Politics of the Environment**

Peter Swenson

Historical and contemporary politics aimed at regulating human behavior to limit damage to the environment. Goals, strategies, successes, and failures of movements, organizations, corporations, scientists, and politicians in conflicts over environmental policy. Focus on politics in the U.S., including the role of public opinion; attention to international regulatory efforts, especially with regard to climate change. SO

*** PLSC 222a / AFAM 276a, Race and the Politics of Punishment**

Vesla Weaver

Historical and contemporary issues surrounding race and punishment in the American criminal justice system, with a focus on research involving institutional development, policy history, and racial orders. The influence of racial perceptions on policy preferences; ways in which the criminal justice system defines and creates race; debates about black inclusion and equality and their relation to debates about crime and punishment. SO

* **PLSC 224b, Political Leadership** Stephen Skowronek

Examination of political leadership as both a concept and a practice. Survey of classic works by Machiavelli, Carlyle, Weber, Lenin, and Schumpeter. Consideration of the difference between transformational leadership and transactional leadership, and between executive leadership and reform leadership. Issues include the conundrum of "democratic leadership" and the role of narrative in leadership. WR, SO

PLSC 229a, Election Rules and Campaign Strategy Eitan Hersh

Examination of political campaigns in the United States. Factors that people use to make voting decisions; the influence of election rules on candidate strategy and on voters' decision-making processes; reasons candidates choose to pursue specific strategies, and the effectiveness of those strategies at winning votes; critical analysis of opinions voiced by campaign operatives and media personalities. SO

* **PLSC 232b, Information, Technology, and Political Power** Eitan Hersh

The role of information in the political process. Effects on politics of information generated through new and old technologies; the decision-making processes of voters, mass mobilizers, and government reformers, as well as elite political actors such as campaign operatives, bureaucrats, and members of Congress; political and moral issues related to information flows, including privacy, innovation, and collective action. SO

PLSC 233b, Constitutional Law Akhil Reed Amar

An introduction to the main themes of the American Constitution – popular sovereignty, separation of powers, federalism, and rights – and to basic techniques of constitutional interpretation. Special emphasis on the interplay of constitutional text, judicial doctrine, and constitutional decision making outside the judiciary. SO

* **PLSC 235a, Political Journalism and Public Policy** Derek Slap

The effects of political journalism on American public policy from 1960 to the present. Focus on changes in the media during the past few decades. The Dewey-Lippmann debate on the role journalism should play in politics, marketing in the 1968 presidential campaign, broadcast news and audience fragmentation in the 1970s, media dysfunction and the Clinton and Obama health care initiatives, the Internet, hyperpartisanship, media bias, and recent gun control initiatives. SO

* **PLSC 236b, Presidential Campaigns and the Media** Walter Shapiro

The intersection of two institutions in the midst of major transformations – the political campaign industry and the news business. Presidential campaign coverage during the last third of the twentieth century; the beleaguered economic structure of the news business in the twenty-first century; media coverage of the 2008 and 2012 presidential races, with emphasis on how campaigns adapted to the changed news landscape and to new ways of communicating with voters. SO

* **PLSC 237a, Persuasion and Political Communication** John Henderson

The history of political communication, persuasion, and demagoguery in the American political tradition, from the design and ratification of the Constitution to modern debates over terrorism and authoritarianism. The limits of democratic deliberation and representation; elite communication strategies that influence policy making and elections. SO

* **PLSC 239b, Introduction to Experimental Methods in Political Science** Staff

An introduction to experimental methods as they can be used to study politics. Strengths and weaknesses of experimental and nonexperimental studies. Applications

include effects of television advertising, formation of political attitudes, and causes of voter turnout. Design and implementation of an experiment. Recommended preparation: introductory statistics. SO

Global Affairs: Research

* **PLSC 241b / SOCY 365b, The Making of Political News** Matthew Mahler

The processes through which political news gets made. How the form and content of political news are shaped in and through the ongoing relationships between political operatives and journalists; ways in which these actors attempt to structure and restructure such relationships to their benefit. SO

* **PLSC 244a / EP&E 324a, Journalism, Liberalism, Democracy** James Sleeper

The news media's role in configuring the democratic public sphere, from the early synergy of print capitalism and liberalism through the corporate consolidation of mass media and the recent fragmentation and fluidity of "news." Classical-humanist and civic-republican responses to these trends. SO

* **PLSC 245a / AFAM 268a, Urban Politics and Policy** Cynthia Horan

Analysis of competing approaches to urban politics and political economy with a focus on how scholars debate the study of power, race, and space. Application of theories to contemporary policy issues such as policing, metropolitan disparities, and inner-city revitalization. SO

PLSC 248a, Political Economy of Health Care Peter Swenson

Political and economic factors that have influenced efforts to achieve quality, economy, and equality in the delivery of American health care since the early twentieth century; some attention to international comparisons. Medical licensing; drug regulation; malpractice law; provider payment and care management; guaranteed health insurance; emergence of the private, employer-based insurance system; recent legislative actions and controversies concerning the quality and cost-effectiveness of health care. Recommended preparation: introductory microeconomics. SO

* **PLSC 251b / AMST 469b / EP&E 396b, Progressivism: Theory and Practice**

Stephen Skowronek

The progressive reform tradition in American politics. The tradition's conceptual underpinnings, social supports, practical manifestations in policy and in new governmental arrangements, and conservative critics. Emphasis on the origins of progressivism in the early decades of the twentieth century, with attention to latter-day manifestations and to changes in the progressive impulse over time. SO

* **PLSC 253a or b / ENGL 467a or b, Journalism** Staff

The changing role and the practice of journalism. Challenges and opportunities related to the business model of journalism in a digital, global age. Emphasis on both imaginative and critical thinking as it applies to reporting and to creating a story for maximum impact. Optional field trips to New York. The core course for Yale Journalism Scholars. No prerequisites. WR

* **PLSC 256b / EP&E 248b, American Political Institutions** Michael Fotos

The origins and development of American political institutions, especially in relation to how institutions shape the policy process. Issues of temporality, policy feedback, and policy substance. SO

PLSC 257b, Bioethics and Law Stephen Latham

The treatment by American law of major issues in contemporary biomedical ethics: informed consent, assisted reproduction, abortion, end-of-life care, research on human subjects, stem cell research, and public health law. Readings include legal cases, statutes, and regulations. No background in law assumed. SO

*** PLSC 265a, Classics of Political Journalism** John Stoehr

Examination of presidential campaigns and campaign reporting as a window through which to gain a wider and richer understanding of American political history. Primary texts include: *The Making of the President 1960* by Theodore H. White; *Miami and the Siege of Chicago* by Norman Mailer; *The Selling of the President 1968* by Joe McGinniss; *The Boys on the Bus* by Timothy Crouse; *Fear and Loathing on the Campaign Trail '72* by Hunter S. Thompson; *Portrait of an Election* by Elizabeth Drew; *Political Fictions* by Joan Didion; *What It Takes* by Richard Ben Cramer; and "Up, Simba!" by David Foster Wallace. SO

*** PLSC 278a, Politics and the Supreme Court** Kelly Rader

The role of the U.S. Supreme Court in the American political system. Ways in which the political preferences of Congress, the President, and the American public shape, constrain, or compel the Court's decision making. Supreme Court justices as political actors who issue decisions that make policy. SO

*** PLSC 280b / AFAM 270b, Poverty, Politics, and Policy in the American City**

Cynthia Horan

Examination of how politics informs the formulation and implementation of policies to address urban poverty. Consideration of alternative explanations for poverty and alternative government strategies. Focus on efforts by local organizations and communities to improve their situations within the context of government actions. SO

Political Philosophy

*** PLSC 283b / EP&E 235b / PHIL 457b, Recent Work on Justice** Thomas Pogue

In-depth study of one contemporary book, author, or debate in political philosophy, political theory, or normative economics. Focus varies from year to year based on student interest and may include a ground-breaking new book, the life's work of a prominent author, or an important theme in contemporary political thought. HU

*** PLSC 285a / HUMS 311a / PHIL 321a, Political Theology** Steven Smith

Discussion of political theology as the foundation of political authority. The question of whether authority derives from reason or revelation, or from secular or religious sources. Examination of the dialectic of secularization and religious belief in some of the writings of Hobbes, Spinoza, Rousseau, Kant, Maistre, Schmitt, and Strauss. a course in political philosophy or intellectual history. HU, SO

PLSC 290a / SOCY 151a, Foundations of Modern Social Theory Philip Gorski

Major works of social thought from the beginning of the modern era through the 1920s. Attention to social and intellectual contexts, conceptual frameworks and methods, and contributions to contemporary social analysis. Writers include Hobbes, Locke, Rousseau, Kant, Adam Smith, Marx, Freud, Peirce, Weber, and Durkheim. SO

* **PLSC 291a / PHIL 464a, Justice, Taxes, and Global Financial Integrity** Thomas Pogge

Study of the formulation, interpretation, and enforcement of national and international tax rules from the perspective of national and global economic justice. Previous courses in one or two of the following: law, economics, political science, or political philosophy. HU

* **PLSC 298b / GMAN 217b / HUMS 312b, Critiques of Political Action** Paul North

What it means to change the world. The history and theory of political action in authors such as Saint Paul, Rousseau, Marx, Foucault, Fanon, Philip K. Dick, and Ursula K. Le Guin. Assessment of different modes of engagement: philanthropy, critique, interpretation, humanitarianism, reform, revolution, and technological innovation. HU

* **PLSC 304b / EP&E 410b, Business Ethics** Vikram Mansharamani

Current ethical problems facing business leaders. Visible and invisible factors that make ethical decisions complex and difficult to analyze. Anticipating ethical dilemmas; framing decisions and gathering information; the difficulties of taking appropriate, timely action.

* **PLSC 306b / EP&E 255b / PHIL 462b, Sovereignty** Andrew March

The history of the concept of sovereignty, including current debates over its meaning in political philosophy, international relations, and jurisprudence. Discussion of how these debates relate to both historical and contemporary political problems. SO

* **PLSC 310b / EP&E 230b, Self-Interest and Its Critics** Andrew Sabl

Debates surrounding the concept of self-interest from the seventeenth century to the present. Defining self-interest, its nature, and its limits, and distinguishing it from other motives for behavior; advantages and disadvantages of assuming self-interested motives for human actions; current scholarship on economic rationality, rational choice in political science, and philosophical ethics. SO

* **PLSC 313a / EP&E 380a, Bioethics, Politics, and Economics** Stephen Latham

Ethical, political, and economic aspects of a number of contemporary issues in biomedical ethics. Topics include abortion, assisted reproduction, end-of-life care, research on human subjects, and stem cell research. SO

* **PLSC 327b, Advanced Topics in Modern Political Philosophy** Karuna Mantena

The topic of empire and its role in the development of modern political thought. Focus on how the imperial experience—discovery of new peoples, conquest, colonial settlement, and global commerce—affected the formation of such central concepts of political theory as reason, freedom, rights, sovereignty, property, and progress. Readings include Vitoria, Montaigne, Locke, Montesquieu, Diderot, Kant, Burke, Mill, Hobson, Arendt. Substantial course work in intellectual history and/or political theory. HU, SO

* **PLSC 332a / EP&E 299a, Philosophy of Science for the Study of Politics** Ian Shapiro

An examination of the philosophy of science from the perspective of the study of politics. Particular attention to the ways in which assumptions about science influence models of political behavior, the methods adopted to study that behavior, and the

relations between science and democracy. Readings include works by both classic and contemporary authors. SO

* **PLSC 334a / AFAM 301a, The Making of Black Lives Matter** Christopher Lebron
Intellectual history and philosophical underpinnings of black political and social thought relevant to the Black Lives Matter social movement. The works of black writers; the role of love in social justice; how artistic movements impact critical black thought; sexuality, gender, and invisibility; and whether the role of leaders is still relevant in black politics and movements. HU

* **PLSC 337b / AFAM 300b, Afrofuturism** Christopher Lebron
Survey of Afrofuturism from political and philosophical perspectives, with investigation of alternative forms of narrative and social critique to bear on contemporary questions of race, imagination, and social justice. How black writers, thinkers, and musicians have turned to speculative genres to observe American history and politics as well as urgent moral dilemmas.

Analytical Political Theory

PLSC 342b / EP&E 220b, Introduction to Rational Choice and Formal Political Theory
Milan Svobik

Introduction to formal political theory including application of rational choice and game theoretic analysis. Key topics and findings include: why voters vote in elections; how candidates choose platforms; why common resources tend to be overexploited; whether the state is needed for public good provision; how electoral systems shape politicians' and voters' behavior; whether voters can hold politicians accountable for their performance in office; how constitutions affect politicians' incentives to compromise; and why countries fight wars. SO

* **PLSC 343b / ECON 473b / EP&E 227b, Equality** John Roemer
Egalitarian theories of justice and their critics. Readings in philosophy are paired with analytic methods from economics. Topics include Rawlsian justice, utilitarianism, the veil of ignorance, Dworkin's resource egalitarianism, Roemer's equality of opportunity, Marxian exploitation, and Nozickian procedural justice. Some discussion of American economic inequality, Nordic social democracy, and the politics of inequality. Recommended preparation: intermediate microeconomics. SO

PLSC 344a / EP&E 295a, Game Theory and Political Science Deborah Beim
Introduction to game theory—a method by which strategic interactions among individuals and groups in society are mathematically modeled—and its applications to political science. Concepts employed by game theorists, such as Nash equilibrium, subgame perfect equilibrium, and perfect Bayesian equilibrium. Problems of cooperation, time-consistency, signaling, and reputation formation. Political applications include candidate competition, policy making, political bargaining, and international conflict. No prerequisites other than high school algebra. Political Science majors who take this course may not count ECON 159 toward the major. QR, SO

PLSC 346b / GLBL 180b, Game Theory and International Relations Alexandre Debs
Introduction to game theory and its applications in political science and economics, with a focus on international relations. Standard solution concepts in game theory; case studies from important episodes in the history of international relations, including

World War II, the Cuban missile crisis, and the 2003 U.S.-led invasion of Iraq.
Recommended preparation: introductory microeconomics. QR, SO

Comparative Government

*** PLSC 347a / AFST 347a / EP&E 484a / GBL 243a / LAST 348a, Post-Conflict Politics** David Simon

Consideration of a range of issues and challenges faced by countries emerging from domestic conflict. Focus on elements of peace-building—disarmament and demobilization, post-conflict elections, institution-building, and reconstruction—as well as modes of transitional justice and mechanisms for truth and reconciliation. SO

*** PLSC 354a / EP&E 250a, The European Union** David Cameron

Origins and development of the European Community and Union over the past fifty years; ways in which the often-conflicting ambitions of its member states have shaped the EU; relations between member states and the EU's supranational institutions and politics; and economic, political, and geopolitical challenges. SO

*** PLSC 366b, European Politics** David Cameron

Comparison of the political systems of the major European countries. Topics include political institutions, electoral politics and political parties, public policies, and contemporary problems. SO

*** PLSC 368a, Global Politics** Stathis Kalyvas

Major issues in current international politics, from political economy to international security, with a broad geographic focus. Emphasis on analytic and synthetic skills. Themes include the politics of economic crisis, global governance, state failure, and political and economic development. SO

*** PLSC 372a / EP&E 242a, Politics and Markets** Peter Swenson

Examination of the interplay between market and political processes in different substantive realms, time periods, and countries. Inquiry into the developmental relationship between capitalism and democracy and the functional relationships between the two. Investigation of the politics of regulation in areas such as property rights, social security, international finance, and product, labor, and service markets. Topics include the economic motives of interest groups and coalitions in the political process. SO

*** PLSC 376b / ER&M 376b / MGRK 304b / SOCY 307b, Extreme and Radical Right Movements** Paris Aslanidis

Extreme and radical right movements and political parties are a recurrent phenomenon found in most parts of the world. Discussion of their foundational values and the causes of their continuous, even increasing, support among citizens and voters. SO

*** PLSC 377a / EP&E 249a / MMES 377a / RLST 288a, Islam and Democracy in the Modern Middle East** Andrew March

The development of regimes of government in Muslim countries since the nineteenth century. Early constitutional movements, the rise of political Islam, the management of religion in various twentieth-century states, the Iranian revolution, and the growth of Salafi ideas, culminating in the ISIS "caliphate." SO

PLSC 378b / LAST 214b / SOCY 170b, Contesting Injustice Elisabeth Wood

Exploration of why, when, and how people organize collectively to challenge political, social, and economic injustice. Cross-national comparison of the extent, causes, and consequences of inequality. Analysis of mobilizations for social justice in both U.S. and international settings. Intended primarily for freshmen and sophomores. SO

*** PLSC 392b / MGRK 303b, The Greek Civil War** Paris Aslanidis

An in-depth look into the Greek civil war, one of the major European civil wars of the twentieth century, including its relation to World War II and the Cold War. Focus on readings from the field of history, with some attention to other disciplines and areas such as anthropology and fiction. SO

*** PLSC 393a, Comparative Constitutional Law** Steven Calabresi

Introduction to the field of comparative constitutional law. Constitutional texts, materials, and cases drawn primarily from those constitutional democracies that are also members of the Group of Twenty Nations and that respect judicial independence. SO

*** PLSC 398a, Comparative Political Economy** Frances Rosenbluth

Introduction to issues in political economy across time and place. The field's diverse theoretical underpinnings and its place in the context of political science and of the social sciences more generally; theoretical perspectives such as materialism, institutionalism, and cognition/culture/beliefs; interactions between government and the economy in democratic and nondemocratic regimes and in developed and developing countries. Enrollment limited to senior Political Science majors. SO

*** PLSC 413b / AFST 413b / GLOBL 328b, Governance in Africa** Malte Lierl

International donor agencies, along with global and local NGOs and civil society groups, invest heavily in promoting "good governance" in developing countries. Investigation of governance problems in developing countries and the disconnect between ideas and concepts of international development organizations, perspectives of academic researchers, and perception of citizens in developing countries. Regional focus on Sub-Saharan Africa. Prerequisite: Basic understanding of social science research methods is assumed.

*** PLSC 414b / AFST 432b, Development and Democracy in Africa** David Simon

Introduction to development challenges in Africa. Use of current social science research to examine the driving forces behind Africa's poor development outcomes and to explore options for changing Africa's development trajectory. The effectiveness of democratization as a broad development tool. Evaluation of micro-level projects designed to tackle specific problems. SO

PLSC 415b / SOCY 172b, Religion and Politics Sigrun Kahl

Challenges to the view of religion as an archaic force destined to dwindle away in a secularized society. A historical and comparative investigation of the relationship between religion and politics in Europe and the United States, with comparisons to the Muslim world. SO

*** PLSC 420a / ANTH 406a / EVST 424a, Rivers: Nature and Politics** James Scott

The natural history of rivers and river systems and the politics surrounding the efforts of states to manage and engineer them. SO

*** PLSC 423b / EP&E 243b / GBLB 336b / LAST 423b, Political Economy of Poverty Alleviation** Ana De La O

Overview of classic and contemporary approaches to the question of why some countries have done better than others at reducing poverty. Emphasis on the role of politics. SO

PLSC 424a / AFAM 195a / SAST 440a, Gandhi, King, and the Politics of Nonviolence Karuna Mantena

A study of the theory and practice of nonviolent political action, as proposed and practiced by M. K. Gandhi and Martin Luther King, Jr. The origins of nonviolence in Gandhian politics and the Indian independence movement; Gandhian influences on the Civil Rights movement; King's development of nonviolent politics; the legacies and lessons for nonviolent politics today. SO

PLSC 430a / AFST 420a / LAST 406a, The Politics of Development Assistance David Simon

Study of development assistance, a dominant feature of the political economies of some of the world's poorest countries. The motivations and politics of aid from donors' perspectives; the political and economic impact of aid on developing countries. Proposals to make aid a more effective instrument of development. SO

*** PLSC 436a / GBLB 361a, Violence: State and Society** Matthew Kocher

Examination of large-scale violence, generally within sovereign states. Why violence happens, why it takes place in some locations and not others, why it takes specific forms (insurgency, terrorism, civilian victimization), what explains its magnitude (the number of victims), and what explains targeting (the type or identity of victims). SO

PLSC 439b / GBLB 263b, Challenges of Young Democracies Ana De La O

Challenges faced by young democracies, such as organizing free and fair elections, controlling government corruption, building an accountable system of governance, sustaining development, and curtailing conflict and violence. Factors that lead to the consolidation of democratic politics or to stagnation and a return to nondemocratic political systems. SO

*** PLSC 446b / EP&E 258b / SOCY 369b, Welfare States across Nations** Sigrun Kahl

How different societies counterbalance capitalism and deal with social risks. Welfare state regimes and their approaches to inequality, unemployment, poverty, illness, disability, child rearing, and old age. Why the United States has an exceptionally small welfare state. SO

*** PLSC 448a / EP&E 496a, Business and Government After Communism** Ian Shapiro

Reassessment of business's place in society—and its relations with government—in an era when alternatives to capitalism are moribund. Topics include the role of business in regime change, corruption and attempts to combat it, business and the provision of low income housing and social services, and privatization of such core functions of government as prisons, the military, and local public services. Prerequisites: three courses in political science. SO

*** PLSC 466b / EP&E 236b, Ethics and the Multinational Business Firm** Susan Rose-Ackerman

Ethical challenges facing modern business leaders, with a focus on multinational corporations conducting business in developing countries. Topics include the normative basis of the market and firm, labor rights, environmental harms, corruption and fraud,

and obligations of managers to shareholders and to other stakeholders. Priority to junior and senior majors in Ethics, Politics, and Economics. SO

Statistical and Mathematical Methods

PLSC 452a / EP&E 203a / STAT 102a, Introduction to Statistics: Political Science

Jonathan Reuning-Scherer

Statistical analysis of politics, elections, and political psychology. Problems presented with reference to a wide array of examples: public opinion, campaign finance, racially motivated crime, and public policy. QR

PLSC 453a / EP&E 209a / STAT 103a, Introduction to Statistics: Social Sciences

Jonathan Reuning-Scherer

Descriptive and inferential statistics applied to analysis of data from the social sciences. Introduction of concepts and skills for understanding and conducting quantitative research. QR

Advanced Courses

*** PLSC 471a and PLSC 472b, Individual Reading for Majors** David Simon

Special reading courses may be established with individual members of the department. They must satisfy the following conditions: (1) a prospectus describing the nature of the program and the readings to be covered must be approved by both the instructor and the director of undergraduate studies; (2) the student must meet regularly with the instructor for an average of at least two hours per week; (3) the course must include a term essay, several short essays, or a final examination; (4) the topic and/or content must not be substantially encompassed by an existing undergraduate or graduate course. All coursework must be submitted no later than the last day of reading period.

*** PLSC 474b, Directed Reading and Research for Junior Intensive Majors** David Simon

For juniors preparing to write yearlong senior essays as intensive majors. The student acquires the methodological skills necessary in research, identifies a basic reading list pertinent to the research, and prepares a research design for the project. All coursework must be submitted no later than the last day of reading period.

*** PLSC 480a or b, One-Term Senior Essay** David Simon

For seniors writing the senior essay who do not wish, or are unable, to write the essay in a department seminar. Students must receive the prior agreement of a member of the department who will serve as the senior essay adviser, and must arrange to meet with that adviser on a regular basis throughout the term.

*** PLSC 490a, The Senior Colloquium** Greg Huber

Presentation and discussion of students' research proposals, with particular attention to choice of topic and research design. Each student frames the structure of the essay, chooses research methods, begins the research, and presents and discusses a draft of the introductory section of the essay. Enrollment limited to Political Science majors writing a yearlong senior essay.

*** PLSC 491b, The Senior Essay** David Simon

Each student writing a yearlong senior essay establishes a regular consultation schedule with a department member who, working from the prospectus prepared for PLSC 490,

advises the student about preparation of the essay and changes to successive drafts. Enrollment limited to Political Science majors writing a yearlong senior essay.

*** PLSC 493b, Senior Essay for Intensive Majors** David Simon

Each student in the intensive major establishes a regular consultation schedule with a department member who, working from the prospectus prepared for PLSC 490, advises the student about preparation of the essay and changes to successive drafts, as well as reporting the student's progress until submission of the final essay. Enrollment limited to Political Science intensive majors.

Portuguese

Director of undergraduate studies: K. David Jackson, 82–90 Wall St., 432-1158, k.jackson@yale.edu; span-port.yale.edu

Portuguese is taught at Yale as part of the Department of Spanish and Portuguese; the names of departmental faculty members teaching Portuguese courses appear in the faculty list under Spanish (p. 656).

The major in Portuguese is a liberal arts major intended to develop competence in the Portuguese language and to provide students with a comprehensive knowledge of the literatures and cultures of Portugal, Brazil, and African and Asian lands of Portuguese language or influence.

Students begin the study of Portuguese with PORT 110, 125, or S112. After two years of Portuguese language study, or equivalent, students have sufficient proficiency to take advanced courses in Luso-Brazilian literature and culture.

Requirements of the major for the Class of 2018 and previous classes Students in the Class of 2018 and previous classes may fulfill the requirements of the Portuguese major that were in place when they entered the major, as described in previous editions of this bulletin (<http://www.yale.edu/printer/bulletin/archivepdfs/YCPS>). Alternatively, they may fulfill the requirements for the major as described below for the Class of 2019 and subsequent classes.

Requirements of the major for the Class of 2019 and subsequent classes The standard major, for which the prerequisite is PORT 130 or the equivalent, consists of ten term courses. Students must take at least five term courses in the literatures or cultures of the Portuguese world. In completing their programs, students may elect up to four courses in other languages and literatures, anthropology, history, or history of art, or from study abroad, that are related to their field of study and approved by the director of undergraduate studies. Juniors and seniors majoring in Portuguese may, with the permission of the instructor and the director of graduate studies, enroll in graduate courses in Portuguese.

Senior requirement All majors must present a senior essay. The essay is written in PORT 491 and/or 492. A maximum of two credits counts toward the major.

Placement All students who have not yet taken Portuguese at Yale are expected to take the departmental placement test, with the exception of students who have no previous knowledge of Portuguese whatsoever. The departmental placement test covers reading, writing, speaking, and listening skills. The placement test will be given at the beginning

of the fall and spring terms; see the departmental Web site (<http://span-port.yale.edu>) for details.

REQUIREMENTS OF THE MAJOR

Prerequisite PORT 130 or equivalent

Number of courses 10 term courses beyond prereq (incl senior essay course)

Distribution of courses At least five term course in literatures or cultures of the Portuguese world

Substitution permitted With DUS permission, up to 4 relevant courses from other depts or from study abroad

Senior requirement Senior essay (PORT 491 and/or 492)

Courses

PORT 110a, Elementary Portuguese I Staff

Basic vocabulary and fundamentals of grammar through practice in speaking, reading, and writing, with stress on audio-lingual proficiency. Introduces Brazilian and Portuguese culture and civilization. Credit only on completion of PORT 120. L1 RP 1½ Course cr

PORT 120b, Elementary Portuguese II Staff

Continuation of PORT 110. To be followed by PORT 130. Prerequisite: PORT 110. Qualifies students for summer study abroad. L2 RP 1½ Course cr

* **PORT 125b, Intensive Elementary Portuguese** Fabiana DePaula

An intensive beginning course in Portuguese that covers in one term the material taught in PORT 110 and 120. Admits to PORT 130. Basic vocabulary and fundamentals of grammar and phonology through practice speaking, reading, and writing, and listening with stress on audio-lingual proficiency. Advanced students and speakers of other Romance languages, with permission of instructor. Qualifies students for summer study abroad in Brazil (L3-L4). L1, L2 2 Course cr

PORT 130a, Intermediate Portuguese I Fabiana DePaula

Contemporary and colloquial usage of Portuguese in the spoken and written language of Brazil. Grammar review and writing practice. Readings on Brazilian society and history are used to build vocabulary. Exercises develop students' oral command of the language. L3 RP 1½ Course cr

PORT 140b, Intermediate Portuguese II Fabiana DePaula

Continuation of PORT 130. Grammar review, conversation, cultural topics, and readings from Brazilian literature. Prerequisite: PORT 130. L4 RP 1½ Course cr

* **PORT 150a, Advanced Practice in Portuguese** Marta Almeida

Advanced conversation and composition, with an introduction to Luso-Brazilian literature and culture. After PORT 140 or equivalent. May be repeated for credit. L5 RP

PORT 211b, Portuguese Language & Brazilian Usage Marta Almeida

Advanced study of Portuguese language in Brazil. Focus on developing an analytical and critical sense of current sociolinguistic trends, including globalization, bilingualism, and language and gender. Prerequisite: PORT 140 or equivalent L5

PORT 243a, Advanced Grammar and Composition Marta Almeida

A review of grammar with special emphasis on the writing of essays for academic or professional readers. Prerequisite: PORT 140 or equivalent L5

*** PORT 300a, The Short Story: Major Authors** K. David Jackson

Close reading of modern short stories by major authors writing in Portuguese, with an emphasis on Brazilian literature. Dominant critical and thematic currents; analysis of social forces. Prerequisite: PORT 140 or equivalent. L5, HU

PORT 351a, Pessoa, Lispector, Saramago K. David Jackson

Study of works in translation by three contemporary masters in the Portuguese language, Fernando Pessoa, Clarice Lispector, and José Saramago. These authors radically experiment with prose in order to question notions of identity, existence, and meaning. WR, HU

*** PORT 360b / EALL 286b, The Modern Novel in Brazil and Japan** Seth Jacobowitz

Brazilian and Japanese novels from the late nineteenth century to the present.

Representative texts from major authors are read in pairs to explore their commonalities and divergences. Topics include nineteenth-century realism and naturalism, the rise of mass culture and the avant-garde, and existentialism and postmodernism. No knowledge of Portuguese or Japanese required. HU TR

*** PORT 394a / LAST 394a / LITR 294a, World Cities and Narratives** K. David Jackson

Study of world cities and selected narratives that describe, belong to, or represent them. Topics range from the rise of the urban novel in European capitals to the postcolonial fictional worlds of major Portuguese, Brazilian, and Spanish American cities. Conducted in English. WR, HU TR

*** PORT 471a and PORT 472b, Directed Reading or Directed Research** Staff

Individual study for qualified students under the supervision of a faculty member selected by the student. Approval of the director of undergraduate studies is required.

*** PORT 491a or b and PORT 492a or b, The Senior Essay** Staff

A research project designed under a faculty director, resulting in a substantial paper written in Portuguese, submitted to the DUS and a second designated reader.

Psychology

Director of undergraduate studies: Woo-Kyoung Ahn, 319 SSS, 432-9626, woo-kyoung.ahn@yale.edu; psychology.yale.edu

FACULTY OF THE DEPARTMENT OF PSYCHOLOGY

Professors Woo-kyoung Ahn, Stephen Anderson, Amy Arnsten, John Bargh, Paul Bloom, Thomas Brown, Tyrone Cannon, BJ Casey, Joseph Chang, Marvin Chun, Margaret Clark, Ravi Dhar, John Dovidio, Carol Fowler (*Adjunct*), Tamar Gendler, Jeannette Ickovics, Marcia Johnson, Jutta Joormann, Dan Kahan, Alan Kazdin, Frank Keil, Joshua Knobe, Marianne LaFrance, Linda Mayes, Gregory McCarthy, Nathan Novemsky, Jennifer Richeson, Peter Salovey, Laurie Santos, Brian Scholl, Jane Taylor, Tom Tyler, Fred Volkmar, Victor Vroom, Karen Wynn

Associate Professors Robert Kerns, Jr., Maria Piñango, David Rand, Mary Schwab-Stone

Assistant Professors Steve Wohn Chang, Yarrow Dunham, Dylan Gee, Avram Holmes, Hedy Kober, Gregory Samanez-Larkin

Lecturers Nancy Close, Nelson Donegan, Carla Horwitz, Kristi Lockhart, Mary O'Brien, Matthias Siemer

The introduction to psychology is PSYC 110, a general survey course. PSYC 110 is a prerequisite for other 100-level courses only if indicated in their course descriptions; it is a prerequisite for all courses numbered 200 or above.

Courses in the department are organized so that they are best taken in several parallel sequences. Courses numbered from 120 to 190 and ending in a zero are core survey courses that introduce students to major areas of psychology and provide additional background for more advanced courses. These courses represent major content areas of psychology; students should sample broadly from them before specializing. Courses numbered from 200 to 209 focus on statistics. Courses numbered from 210 to 299 teach general methodology or data collection in various areas of psychology. Courses numbered from 300 to 399 are more advanced courses in a particular specialization. Senior seminars, whose enrollment is limited to twenty students, are numbered from 400 to 489. These seminars are best taken once a student has appropriate background. Courses numbered from 490 to 499 are special tutorial courses that require permission of the adviser and the director of undergraduate studies.

The major for the Class of 2018 and previous classes Students in the Class of 2018 and previous classes may fulfill the requirements of the major that were in place when they entered the major in Psychology, as described in previous editions of this bulletin (<http://www.yale.edu/printer/bulletin/archivepdfs/YCPS>). Alternatively, they may fulfill the requirements for the major as described below for the Class of 2019 and subsequent classes.

The standard major for the Class of 2019 and subsequent classes The major in Psychology requires twelve term courses beyond PSYC 110, including the senior requirement.

1. Because psychology is so diverse a subject, every student is required to take four courses from the list below. Two of these courses must be from the social science point of view in psychology and two must be from the natural science point of view. At least one from each group must be a course designated as "Core" in the course listings. Students are expected to take their two core courses as early as possible in the major, normally within two terms after declaring their major.

Social science: PSYC 125, 126, 127, 128, 132, 140, 141, 150, 180, 181, 182, 232L, 250, 280L, 313, 330, 332, 334, 342, 355

Natural science: PSYC 120, 130, 135, 137, 147, 149, 160, 161, 171, 190, 230L, 233L, 260, 270, 304, 315, 318, 320, 321, 322, 324, 327, 331, 337, 350, 372, 376

2. Because statistical techniques and the mode of reasoning they employ are fundamental in psychology, a course in statistics (PSYC 200) is required, preferably prior to the senior year. A student may substitute STAT 103 for PSYC 200 or may substitute an examination arranged with the instructor of PSYC 200 for the course requirement. Students may take the examination only one time.

3. To assure some direct experience in collecting and analyzing data, students must elect at least one course, preferably prior to the senior year, in which research is planned and carried out. Courses numbered between 210 and 299 fulfill this research methods requirement.
4. Students may, with permission of the director of undergraduate studies, count up to three term courses in other related departments toward the major. Appropriate courses are rare and students should consult with the director of undergraduate studies in Psychology about selecting outside courses.

Students interested in research are encouraged to take an independent study course (PSYC 493) as early as the sophomore year. Students may also take PSYC 495 for one-half course credit of independent research per term with prior permission of the faculty adviser and the director of undergraduate studies. These independent study courses are graded P/F. No more than a total of three credits from PSYC 490–499 combined may count toward the major.

B.S. degree The B.S. degree is awarded to students who conduct empirical research through PSYC 499 during senior year. An empirical research project normally includes designing an experiment and collecting and analyzing the data.

B.A. degree The B.A. degree is typically awarded to students who conduct a nonempirical literature review. There are no restrictions in the research format for the B.A.

Senior requirement Majors are required to earn two course credits from courses numbered PSYC 400–499. At least one of these courses (excluding PSYC 490–495, which can only be taken P/F) must be taken during the senior year, for which a student must write a substantial final paper (a minimum of 5,000 words) and receive a letter grade.

Neuroscience track in Psychology for the Class of 2019 and subsequent classes Students with a major interest in neuroscience may wish to elect the neuroscience track. Such students are considered Psychology majors for whom the requirements have been modified to accommodate their interests, and to reflect the multidisciplinary nature of modern neuroscience and psychology. Given the broad nature of the field of neuroscience, students may wish to concentrate their studies in one area of the field (e.g., behavioral, cellular and molecular, cognitive, affective, social, clinical, or developmental). Interested students are encouraged to meet with the track adviser, Avram Holmes, 402 SSS, 436-9240, avram.holmes@yale.edu. Majors in the neuroscience track meet with the track adviser at the beginning of each term in their junior and senior years.

Requirements for the neuroscience track are the same as for the standard major, with the following exceptions:

1. Two terms of introductory biology are required for the major, either MCDB 120 or BIOL 101 and 102, and either E&EB 122 or BIOL 103 and 104. Students who have scored 5 on the Advanced Placement test in Biology may place out of these courses.
2. Students must take PSYC 160 or 170 and a data-collection course chosen from PSYC 230L, 260, or 270. MCDB 320 may substitute for the PSYC 160 or 170

requirement, or MCDB 320 and 321L may substitute for the PSYC 230L, 260, or 270 requirement, but not both. If MCDB 320 is substituted for a Psychology course, it cannot be counted as one of the two advanced science courses outside the department (see item 4 below).

3. As required for the standard major, students in the neuroscience track must take two courses from the social science list above, at least one of which must be designated as "Core" in the course listings. Students in the neuroscience track must also take a course from the natural science list in addition to the courses specified in item 2 above.
4. At least two advanced science courses must be chosen from Molecular, Cellular, and Developmental Biology and Ecology and Evolutionary Biology courses numbered 200 and above that deal with human and/or animal biology; recommended courses include MCDB 200, 202, 205, 210, 240, 300, 315, 320, E&EB 220, 225, and 240. Certain courses outside of these departments may also meet the advanced science requirement, including BENG 350, 421, CPSC 475, MB&B 300, 301, 420, 435, 443, 452, MATH 222, 225, 230, 231, and STAT 241. Other courses may qualify for this requirement with permission of the neuroscience track adviser. Laboratory courses do not count toward the advanced science requirement. Students should note that many advanced science courses have prerequisites that must be taken first.
5. The senior requirement for the neuroscience track is the same as for the standard major, except that the two required course credits from PSYC 400–499 must have neuroscience content. Students pursuing the B.S. degree in the track must carry out a neuroscientific empirical project in PSYC 499 and must be supervised by a faculty member within the neuroscience area of the Psychology department. Students who wish to work with an affiliated faculty member studying neuroscience outside the department must obtain permission from the neuroscience track adviser.

Credit/D/Fail No more than two term courses taken Credit/D/Fail may be applied toward the major; no 200-level course taken Credit/D/Fail may be applied toward the major.

Departmental advisers Schedules for all majors must be discussed with, and approved by, the director of undergraduate studies or the adviser for the neuroscience track in Psychology. Only then may a schedule be submitted to the residential college dean's office. For questions concerning credits for courses taken at other institutions or at Yale but outside the Department of Psychology, students should consult with the director of undergraduate studies. For questions concerning the neuroscience track, students should consult with the adviser for the neuroscience track in Psychology.

Distinction in the Major To be considered for Distinction in the Major, students must submit a senior essay to the Psychology department at least one week before the last day of classes in the term when the course used for the senior essay is taken. Senior essays that are submitted after the deadline will be subject to grade penalties. Senior essays considered for Distinction in the Major are graded by a second reader and the essay adviser.

Computer Science and Psychology major The interdepartmental major in Computer Science and Psychology may be considered by students with interests lying squarely

between the two disciplines. See under Computer Science and Psychology (p. 225) for more information.

REQUIREMENTS OF THE MAJOR

STANDARD MAJOR

Prerequisite PSYC 110

Number of courses 12 courses beyond prereq (incl senior req)

Specific course required PSYC 200

Distribution of courses *B.A.* or *B.S.* – 2 social science courses and 2 natural science courses, as specified; 1 course numbered PSYC 210–299

Substitution permitted For PSYC 200, STAT 103 or exam arranged with instructor; up to 3 relevant courses in other depts, with DUS permission

Senior requirement *B.A.* – 1 course credit from PSYC 400-489 or 499 taken during senior year; 1 additional course credit from PSYC 400-499; *B.S.* – PSYC 499 taken during senior year; 1 additional course credit from PSYC 400-499

NEUROSCIENCE TRACK

Prerequisite PSYC 110

Number of courses 12 courses beyond prereq (incl senior req)

Specific courses required MCDB 120 or BIOL 101 and 102; E&EB 122 or BIOL 103 and 104; PSYC 160 or 170; PSYC 200; PSYC 230L, 260, or 270

Distribution of courses *B.A.* or *B.S.* – 2 social science courses and 1 natural science course, as specified; at least 2 advanced science courses, as specified

Substitution permitted MCDB 320 for PSYC 160 or 170, or MCDB 320 and 321L for PSYC 230L, 260, or 270; for PSYC 200, STAT 103 or exam arranged with instructor

Senior requirement *B.A.* – 1 course credit from PSYC 400-489 or 499 with neuroscience content taken during senior year; 1 additional course credit from PSYC 400-499 with neuroscience content; *B.S.* – PSYC 499 taken during senior year, with neuroscience content in a research project; 1 additional course credit from PSYC 400–499 with neuroscience content

Courses

PSYC 110a or b, Introduction to Psychology Staff

A survey of major psychological approaches to the biological, cognitive, and social bases of behavior. SO

* **PSYC 125a / CHLD 125a / EDST 125a, Child Development** Nancy Close and Carla Horwitz

The reading of selected material with supervised participant-observer experience in infant programs, a day-care and kindergarten center, or a family day-care program. Regularly scheduled seminar discussions emphasize both theory and practice. An assumption of the course is that it is not possible to understand children – their behavior and development – without understanding their parents and the relationship between child and parents. The focus is on infancy as well as early childhood. Enrollment limited to juniors and seniors. WR, SO

Psychology: Social Science

*** PSYC 127a / CHLD 127a / EDST 127a, Theory and Practice of Early Childhood Education** Carla Horwitz

Development of curricula for preschool children—infants through six-year-olds—in light of current research and child development theory. WR, SO RP

Psychology: Social Science

PSYC 130a / CGSC 110a, Introduction to Cognitive Science Brian Scholl

An introduction to the interdisciplinary study of how the mind works. Discussion of tools, theories, and assumptions from psychology, computer science, neuroscience, linguistics, and philosophy. SO

Psychology: Natural Science

Psychology: Core

PSYC 140a, Developmental Psychology Frank Keil

An introduction to research and theory on the development of perception, action, emotion, personality, language, and cognition from a cognitive science perspective.

Focus on birth to adolescence in humans and other species. Prerequisite: PSYC 110. SO

Psychology: Core

Psychology: Social Science

PSYC 147a, Animal Models of Clinical Disorders Nelson Donegan

An interdisciplinary approach to understanding and treating psychiatric disorders, integrating clinical psychology, psychiatry, and advances in basic neuroscience. Focus on how research with animal models can advance our understanding of psychiatric disorders and generate more effective treatments for patients. Topics include drug addiction, depression, Parkinson's disease, and schizophrenia. SC, SO

Psychology: Natural Science

PSYC 150b, Social Psychology John Bargh

Study of social cognition, attitudes and persuasion, group processes, intergroup processes, prosocial behavior, aggression, and conformity. Theories, methodology, and applications of social psychology. Prerequisite: PSYC 110. SO

Psychology: Social Science

Psychology: Core

PSYC 160b, The Human Brain Gregory McCarthy

Introduction to the neural bases of human psychological function, including social, cognitive, and affective processing. Preparation for more advanced courses in cognitive and social neuroscience. Topics include memory, reward processing, neuroeconomics, individual differences, emotion, social inferences, and clinical disorders. Neuroanatomy, neurophysiology, and neuropharmacology are also introduced. SC

Psychology: Core

Psychology: Natural Science

PSYC 161b, Drugs, Brain, and Behavior Hedy Kober

Psychoactive drugs and their effects on both brain and behavior. Pharmacological and brain mechanisms of different classes of legal, illegal, and medicinal drugs, including alcohol, caffeine, tobacco, stimulants, depressants, antidepressants, and hallucinogens. Individual drugs' pharmacokinetics, mechanisms of action, dosing, routes of administration, and patterns and effects of use and misuse. Some attention to substance use disorders, prevention, and treatment. SC

PSYC 171b, Sex, Evolution, and Human Nature Laurie Santos

Consideration of human behavior in a broad evolutionary context. Topics include basic evolutionary theory, human mating strategies, the biology of warfare, sex differences in behavior, love and lust, the evolution of morality, and the role of language and culture.

SO

PSYC 180b, Abnormal Psychology Jutta Joormann

The major forms of psychopathology that appear in childhood and adult life. Topics include the symptomatology of mental disorders; their etiology from psychological, biological, and sociocultural perspectives; and issues pertaining to diagnosis and treatment. SO

PSYC 182a / CGSC 282a / PHIL 182a, Perspectives on Human Nature Joshua Knobe

Comparison of philosophical and psychological perspectives on human nature. Nietzsche on morality, paired with contemporary work on the psychology of moral judgment; Marx on religion, paired with systematic research on the science of religious belief; Schopenhauer paired with social psychology on happiness. HU

PSYC 190a, Introduction to Clinical Neuroscience Tyrone Cannon

The biological bases of psychopathology, with attention to the interplay of biological and psychological factors. Research and theory regarding the role of biological influences such as genetics, neuronal physiology and signaling, and psychopharmacology in the major classes of mental disorders. Discussion of mood and anxiety disorders, schizophrenia, addictions, personality disorders, eating disorders, and autism.

Psychology: Natural Science

Psychology: Core

PSYC 200b, Statistics Staff

Measures of central tendency, variability, association, and the application of probability concepts in determining the significance of research findings. QR

PSYC 233La, Research Methods in Cognition and Emotion Matthias Siemer

Current methods of empirical research in the psychological study of human emotion and its regulation. Focus on cognitive-experimental approaches. Students design a study on a topic related to emotion regulation, conduct an experiment, collect data, and perform statistical analyses. Prerequisites: PSYC 110 or 131 and a course in statistics, or with permission of instructor. SO

*** PSYC 235b, Research Methods in Psychology** Woo-kyoung Ahn

Introduction to general principles and strategies of psychological research. Topics include generating and testing hypotheses, laboratory and field experiments, scale construction, sampling, archival methods, case studies, ethics and politics of research, and Internet and cross-cultural methods. Hands-on research experience in laboratories. Prerequisites: PSYC 200 or STAT 103, or permission of instructor. WR, SO

PSYC 250a, Research Methods in Clinical Psychology Arielle Baskin-Sommers

Introduction to the underpinnings, processes, and methods of scientific research utilized in clinical psychology. Rationale for various methods, generating and testing hypotheses, nonhuman animal models, laboratory and applied studies, assessment methods, ethical issues, protection of participants, and research findings in relation to public life and policy. SO

Psychology: Social Science

Psychology: ResearchMethods

*** PSYC 270a or b, Research Methods in Behavioral Neuroscience** Nelson Donegan
Laboratory course in which students design and conduct research to study brain function and behavior. Emphasis on hands-on participation in behavioral and neuroscience techniques. Prerequisites: PSYC 160 or 170, and a course in statistics, or with permission of instructor. SC

Psychology: ResearchMethods

Psychology: Natural Science

PSYC 318b / LING 220b, General Phonetics Staff

Investigation of possible ways to describe the speech sounds of human languages. Acoustics and physiology of speech; computer synthesis of speech; practical exercises in producing and transcribing sounds. SO

Psychology: Natural Science

PSYC 321b, Psychopharmacology Thomas Brown

Study of therapeutic and recreational drugs that affect the central nervous system and influence mood, cognition, perception, and behavior. Drugs considered vary from psychotropic to hypnotic to narcotic. Prerequisite: PSYC 160 or 170 or equivalent, or permission of instructor. SC

Psychology: Natural Science

PSYC 327a / LING 227a, Language and Computation I Staff

Design and analysis of computational models of language. Topics include finite state tools, computational morphology and phonology, grammar and parsing, lexical semantics, and the use of linguistic models in applied problems. Prerequisite: prior programming experience or permission of instructor. QR, SO

Psychology: Natural Science

PSYC 330a, Psychology and the Law Kristi Lockhart

Contributions of psychological theory and research to our understanding of the law and the criminal justice system. Topics include criminality, eyewitness testimony, lie detection, jury decision making, the death penalty, the insanity defense, civil commitment, prisons, repressed memories, children as witnesses and defendants, and the role of psychologists as expert witnesses and trial consultants. SO

Psychology: Social Science

PSYC 331b / LING 231b, Neurolinguistics Maria Piñango

The study of language as a cognitive neuroscience. The interaction between linguistic theory and neurological evidence from brain damage, degenerative diseases (e.g., Alzheimer's disease), mental illness (e.g., schizophrenia), neuroimaging, and neurophysiology. The connection of language as a neurocognitive system to other systems such as memory and music. SO

*** PSYC 334a / CHLD 334a, Developmental Psychopathology** Fred Volkmar, Eli Lebowitz, Denis Sukhodolsky, and Wendy Silverman

Study of developmental psychopathology during childhood and adolescence, team taught by a child psychiatrist and three psychologists. Topics include: aspects of normal development, assessment methods, clinical disorders, treatment, and legal and social policy issues. Review of normative development, followed by discussion of theoretical approaches to understanding developmental aspects of common mental health conditions in childhood. Attention to treatment models as well as relevant issues

of culture and ethnicity in the expression of psychopathology. PSYC 130, 140, 180, or equivalent, or with permission of instructor.

PSYC 342a / WGSS 315a, Psychology of Gender Marianne LaFrance

Exploration of the relationship between gender and psychological processes at individual, interpersonal, institutional, and cross-cultural levels. so

* **PSYC 355a, Clinical Psychology in the Community** Kristi Lockhart

Mental disorders as they are treated within a community setting. Students participate in a fieldwork placement, working either one-on-one or in groups with the psychiatrically disabled. Seminar meetings focus on such topics as the nature of severe mental disorders, the effects of deinstitutionalization, counseling skills, and social policy issues related to mental health. Prerequisite: PSYC 180 or permission of instructor.

Psychology: Social Science

* **PSYC 371a / CGSC 371a, Laboratory in Animal Cognition** Staff

An introduction to current issues, laboratory techniques, and methods in animal cognition. Students help develop and pilot research projects on canine cognition. Topics include number, theory of mind, and causality.

* **PSYC 372a / LING 490a, Research Methods in Linguistics** Raffaella Zanuttini

An introduction to research methods in linguistics. Observational and experimental approaches to research in the field. Topics include collection and organization of linguistic data, basic field methods, and use of language corpora and databases.

Introduction to research in language acquisition and language change. Prerequisites: one course in syntax and one course in phonology.

PSYC 376a, Learning and Memory Thomas Brown

The basic facts, general principles, and theories that describe how higher animals, from mice to humans, are changed by their experiences. The historically separate fields of learning and memory research desegregated under a neuroscientific perspective that recognizes the evolutionary continuity among higher animals. Prerequisites:

introductory courses in biology and psychology, or permission of instructor. sc, so
Psychology: Natural Science

* **PSYC 402a, Topics in Infant Studies** Karen Wynn

Advanced topics in infant cognitive, social, and emotional development. Attention to infant attachment strategies as well as maternal and paternal investment and attachment. Perspectives from biology; anthropology; and developmental, comparative, clinical, physiological, and evolutionary psychology. so

* **PSYC 405a, Social Emotions** Margaret Clark

The nature and function of emotions in social context. How emotions such as happiness, sadness, fear, and anger shape how we relate to others; how the ways in which we relate to others shape our experience and expression of these emotions. The nature and functions of additional emotions that seem to arise only within the context of social relationships: feelings of hurt, guilt, gratitude, empathic joy, and empathic sadness. so

* **PSYC 406a / CGSC 406a, The Evolution of Morality** Mark Sheskin

The evolution of moral judgment and behavior. Foundational topics include competing characterizations of moral cognition, inclusive fitness, and literature on cross-cultural universals and differences. Debates include how much of adult morality is early-

emerging in development vs. a late-emerging product that relies heavily on learning, the presence of morality in other species, and the relationship between the evolution of morality and the evolution of religious belief. SO

* **PSYC 409a, Science of Free Will** Thomas Brown

The scientific facts and arguments behind the theory that free will is an illusion or invalid construct. Implications of this theory for religion, law, and morality. Supporting evidence drawn from the fields of psychology, neuroscience, genetics, physics, and complex adaptive systems. SO

* **PSYC 414b / WGSS 466b, Gender Images: A Psychological Perspective** Marianne LaFrance

The nature and psychological impact of exposure to visual images that portray various dimensions of gender, such as sex differences and sexuality, in various media, including advertising, television, film, and Facebook. How to empirically decode gender images in contemporary media as well as assess their range of influences. The overall aim is to understand how visual representations of gender affect psychological identity and well-being. SO

* **PSYC 417a, Etiology and Treatment of Addictions** Arielle Baskin-Sommers

Research from the fields of cognitive neuroscience, psychology, sociology, and public health on the etiology and treatment of addictions. Social, neurobiological, and genetic explanations for addiction; evaluation of addiction treatments; the social construction of substance policies. SO

* **PSYC 422b / CGSC 426b / EP&E 490b / PHIL 426b, The Cognitive Science of Morality** Joshua Knobe

Introduction to the emerging field of moral cognition. Focus on questions about the philosophical significance of psychological findings. Topics include the role of emotion in moral judgment; the significance of character traits in virtue ethics and personality psychology; the reliability of intuitions and the psychological processes that underlie them. HU

* **PSYC 425b / CGSC 425b, Social Perception** Brian Scholl

Connections between visual perception, among the earliest and most basic of human cognitive processes, and social cognition, among the most advanced forms of higher-level cognition. The perception of animacy, agency, and goal-directedness; biological motion; face perception (including the perception of facial attractiveness); gaze processing and social attention; "thin-slicing" and "perceptual stereotypes"; and social and cultural influences on perception. SO

* **PSYC 436b / HIST 413Jb / HSHM 420b, History of Addiction** Henry Cowles

A survey of the understanding and treatment of addiction in the modern period. Psychology and psychiatry; alcoholism, abstinence, and prohibition; gambling and other behavioral addictions; recent work on habit formation; and addiction narratives in literature and film. Readings include primary texts from a range of scientific and medical fields as well as from court cases, political debates, and social and religious movements. WR, HU

* **PSYC 454b, Sensory Information Processing** Lawrence Marks

A functional examination of the ways that sensory systems transduce stimulus energies and information. Topics include sensory anatomy and physiology, psychophysical

analysis of the qualitative dimensions of sensory experience, selective attention, and interactions among sensory, perceptual, and cognitive mechanisms. SC, SO

*** PSYC 455b / HIST 178J / HSHM 456b / HUMS 457b, Other Minds** Henry Cowles and Laurie Santos

A historical and scientific perspective on what this course will refer to as "other minds." Students have the opportunity to study key scientific papers and interact with international experts on such topics as the cognitive capacities that allow humans to think of animal species as deserving of compassion and respect; why certain human groups are considered "less than" human; and what makes the human mind special. Prerequisites: one course in psychology and one course in historical perspectives, or with permission of the instructor. HU, SO

*** PSYC 477b, Psychopathology and the Family** Kristi Lockhart

The influence of the family on development and maintenance of both normal and abnormal behavior. Special emphasis on the role of early childhood experiences. Psychological, biological, and sociocultural factors within the family that contribute to variations in behavior. Relations between family and disorders such as schizophrenia, depression, anorexia nervosa, and criminality. Family therapy approaches and techniques. SO

*** PSYC 493a or b, Directed Research** Woo-kyoung Ahn

Empirical research projects or literature review. A student must be sponsored by a faculty member, who sets the requirements and supervises the student's progress. To register, the student must submit a written plan of study approved by the adviser to the director of undergraduate studies. The normal minimum requirement is a written report of the completed research or literature review, but individual faculty members may set alternative equivalent requirements. May be elected for one or two terms. May not be used for the Psychology senior requirement.

PSYC 495a or b, Research Topics Woo-kyoung Ahn

Discussion and/or individual study of current topics or ongoing research projects. A student must be sponsored by a faculty member, who sets the requirements and supervises the coursework. Requirements can include attending lab meetings, performing research with a faculty member, or writing a final paper. To register, the student must submit a written plan of study approved by the faculty sponsor to the director of undergraduate studies. May be repeated for credit. May not be used for the Psychology senior requirement. ½ Course cr

*** PSYC 499a or b, Senior Essay** Staff

Independent senior research project (either empirical research or literature review), conducted under the guidance of a faculty adviser who sets the requirements and supervises the research. To register, students must submit a written plan of study, approved by the adviser, to the director of undergraduate studies. A paper of 5,000 words or more meets the writing needed for the senior requirement. To be considered for Distinction in the Major, the paper should be submitted at least one week before the last day of classes and will be graded by the advisor and a second reader assigned by the DUS.

Public Health

For information about Yale College course offerings related to health, see under Global Health Studies (p. 398).

The five-year B.A.–B.S./M.P.H. degree program The B.A.–B.S./M.P.H. degree program in Public Health offers Yale College students interested in the field of public health the opportunity to earn a bachelor's degree from Yale College and an M.P.H. degree from the Yale School of Public Health (YSPH) in a five-year joint program.

Undergraduate requirements During four years of Yale College enrollment, students complete any standard major. Four of the thirty-six course credits required for the bachelor's degree are typically taken at YSPH in partial fulfillment of the M.P.H. degree requirements. Students may take additional YSPH courses while enrolled in Yale College, but no more than four course credits earned in the professional schools may be applied toward the bachelor's degree. Two Yale College courses selected from an approved list (<http://medicine.yale.edu/ysph/admissions/programs/ MPH/select>) may be counted as electives toward the M.P.H. degree requirements.

Students accepted into the B.A.-B.S./M.P.H. program typically take the following courses at the School of Public Health while enrolled in Yale College: BIS 505, Introduction to Statistical Thinking I and II; CDE 505, Social and Behavioral Foundations of Health; CDE 508, Principles of Epidemiology I; EPH 515, Introduction to Research and Professional Ethics Seminar; either HPM 510, Introduction to Health Policy and Health Systems, or HPM 560, Health Economics and U.S. Health Policy; and either EHS 510, Introduction to Environmental Health, or EHS 503, Introduction to Toxicology.

During the summer between the fourth and fifth years, students complete a public health internship (<http://publichealth.yale.edu/internship>).

Master's program requirements Students accepted into the program affiliate with one of seven departments or programs at the School of Public Health; this affiliation determines the primary adviser and the specific requirements for the five-year program. During the fifth year, students are in full-time residence at the School of Public Health to complete their remaining course work and master's thesis.

Admission requirements Students apply to the B.A.–B.S./M.P.H. program in the fall term of the junior year. Successful candidates present a verified commitment to improving the health of the public and evidence of quantitative skills. Two terms each of college-level mathematics, science, and social science courses are recommended, although some of these courses can be completed after applying to the program. Additional qualifications may be required by particular departments or programs. A complete application includes the application form, transcripts, SAT scores, two letters of recommendation (at least one from an instructor of a Yale course), a personal statement, and approval from the student's residential college dean. Questions about admissions should be directed to Mary Keefe (mary.keefe@yale.edu).

Further information about the program may be viewed on the YSPH Web site (<http://medicine.yale.edu/ysph/admissions/programs/ MPH/select/index.aspx>).

Religious Studies

Director of undergraduate studies: Harry Stout, 451 College St., 432-0830, harry.stout@yale.edu [F]; Phyllis Granoff, 451 College St., 432-0830, phyllis.granoff@yale.edu [Sp]; religiousstudies.yale.edu

FACULTY OF THE DEPARTMENT OF RELIGIOUS STUDIES

Professors Gerhard Böwering, Stephen Davis, Carlos Eire, Steven Fraade, Bruce Gordon, Philip Gorski, Phyllis Granoff, Frank Griffel, John Hare, Christine Hayes, Kathryn Lofton (*Chair*), Ivan Marcus, Dale Martin, Sally Promey, Harry Stout, Robert Wilson

Associate Professors Zareena Grewal, Andrew Quintman, Eliyahu Stern

Assistant Professors Eric Greene, Noreen Khawaja

Senior Lecturers John Grim, Stephen Latham, Nancy Levene, Mary Evelyn Tucker

Lecturers Margaret Olin, George Syrimis

The Religious Studies curriculum approaches the history of human thought and practice while focusing on specific geographical, cultural, and philosophical areas of scholarly interest. Courses explore when, how, and why communities forge systems of value. Faculty guide students to examine institutions, practices, texts, and ideas simultaneously: to see how texts influence institutions, how institutions prescribe habits, and how human beings resist and reiterate the given institutions and practices of their specific geographic and historical contexts. The Religious Studies department is particularly known for its promotion of scholarly research by undergraduates. Undergraduate majors acquire the linguistic, philosophical, and historical acumen necessary for an in-depth research project during their senior year.

Religious Studies course offerings, other than freshman seminars, are arranged in four categories. Group A features general and comparative courses that engage more than one tradition, concept, or text. Group B includes survey courses that provide a broad introduction to a particular religious tradition or scripture in historical context. Group C includes courses on specialized topics in religious studies, both introductory and intermediate. Group D offers advanced courses on specialized topics and typically have specific prerequisites or require the permission of the instructor. Students who want a broad introduction to the study of religions can choose courses listed under Groups A or B, though courses listed under Group C are also open without prerequisite. Religious Studies majors develop specialized concentrations as they plan a major program in consultation with the director of undergraduate studies and other members of the faculty.

The major The department offers two programs for students majoring in Religious Studies: the standard major and a major in which religious studies is combined with another subject closely related to the senior essay. Both programs require a core of courses, a seminar, and a two-term senior essay.

Core requirement A core of six courses in Religious Studies is required of all majors and should be selected in consultation with the director of undergraduate studies. One core course, normally from Group A, involves the comparative study of religions. Three

core courses, normally from Groups B and C, concentrate on the historical or textual study of three different religious traditions or regions. Students are encouraged to select religions and regions as widely divergent as possible in order to balance in-depth study with global diversity and connection. One core course focuses on systematic thought (ethics, philosophy of religion, or theology). The final core course is RLST 490, the junior seminar on the academic study of religion.

Seminar requirement Before the end of the junior year, students must complete a seminar (in addition to the junior seminar) that requires a major research paper. In Program I, this seminar must be an elective in Religious Studies. In Program II, it may be a course in Religious Studies, or it may constitute one of the four term courses outside the department.

Program I. The standard major Program I consists of twelve term courses in Religious Studies, including the core of six required courses, the two-term senior essay, and four electives. The electives are usually selected from Groups C and D and form a coherent unit to help the student prepare for the senior essay. Certain cognate courses in other departments that are integral to the student's area of concentration may count toward the major with permission of the director of undergraduate studies. Normally the maximum number of cognate courses that may be applied is two. Two terms of an ancient language related to the study of religion may, with permission of the director of undergraduate studies, be counted.

Program II. Religious studies with another subject Program II consists of eight term courses in Religious Studies (the core of six required courses and the two-term senior essay) and four term courses outside the department, one of which may fulfill the seminar requirement outlined above. The four courses outside the department need not directly concern religion, but they must form a coherent, focused unit of concentration. Through them students can develop expertise in a methodological approach, cultural area, historical period, or body of literature contributing to the senior essay. Examples of successful combinations might be: four courses in Chinese history, language, and literature with a senior essay topic on Chinese Buddhism; four courses in early American history and literature with a topic on colonial American religion; four courses in a specific area of biology and medical science with a topic on biomedical ethics; four courses in globalization and international relations with a topic on religion and globalization. Each student's petition to take this program will be judged on its contribution to the student's senior essay. Normally, introductory courses in other departments may not count among the outside courses; appropriate language courses at a higher level may. Students electing Program II must, at the end of the junior year and in no case later than the beginning of the senior year, obtain approval for their proposed program from the director of undergraduate studies. Students who think they may elect this program should consult the director of undergraduate studies as early as possible in their studies to begin suitable selection of courses.

Senior requirement Students in both programs must write a senior essay under the supervision of a faculty adviser in the student's area of concentration. In selecting a senior essay topic, students normally choose a subject on which they have completed course work before commencing the senior year. The essay counts as two term courses toward the major and is taken in both terms of the senior year. The student should begin choosing a senior essay topic during the second term of the junior year, and early

in the first term of the senior year must submit a Statement of Intention approved by a faculty adviser and the director of undergraduate studies. The senior essay course, RLST 491 and 492, includes research and writing assignments as well as colloquia in which seniors present and discuss their research. The student must submit at least ten pages of the essay to the director of undergraduate studies by the last day of classes in the first term in order to receive a grade of "satisfactory" for that term.

Courses in the Divinity School Some Divinity School courses may count toward the major, with permission of the director of undergraduate studies. Divinity School faculty are eligible to advise senior essays. Information about courses and faculty may be found in the Divinity School bulletin (<http://www.yale.edu/printer/bulletin/htmlfiles/div>).

Students majoring in Religious Studies who plan to do graduate work in the subject are strongly encouraged to study languages of which a reading knowledge will be needed for their graduate program.

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 12 term courses (incl senior req)

Specific course required RLST 490

Distribution of courses *Both programs*—1 course in comparative religions; 3 courses in historical or textual study of religious traditions, as specified; 1 course in systematic thought, as specified; 1 sem other than junior sem, as specified; *Program I*—4 electives; *Program II*—4 nonintro courses in another subject linked with senior essay, approved by DUS

Substitution permitted *Both programs*—Divinity School courses, with DUS permission; *Program I*—2 related courses in other depts, with DUS permission

Senior requirement Senior essay (RLST 491, 492)

Freshman Seminars

* **RLST 012a / HUMS 092a, Divine Law in Historical Perspective** Christine Hayes
Exploration of the divergent notions of divine law in Greco-Roman antiquity and biblical Israel; the cognitive dissonance their historical encounter engendered and attempts by Jewish, Christian, and contemporary secular thinkers to negotiate competing claims. Topics include: debates over the attributes and nature of divine law versus human law; the grounds of divine law's authority; law as a religious expression versus law as debasement of the divine-human relationship; the impact of divine law debates on secular legal theory. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **RLST 015a, Gods and Heroes in Indian Religions** Phyllis Granoff
The basic doctrines and practices of India's three classical religions, Buddhism, Jainism, and Hinduism, explored through close reading of texts in translation. Lives of the founders, great monks, nuns, and lay followers of Buddhism and Jainism; myths of the major Hindu gods; heroines and goddesses in the three traditions. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **RLST 017a, Authenticity** Noreen Khawaja

The origins of personal authenticity in Western thought and the impact of this idea on modern notions of truth, sincerity, and identity. The "true" self as a historical idea and as a social performance. Readings in philosophy, literature, and religious thought from antiquity to the present. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **RLST 020b, Himalayan Pilgrimage** Andrew Quintman

Exploration of the many ways in which the Himalayan landscape has been imagined as circumscribing a sacred space, from traditional literature to multi-media representations of popular Western culture. Critical inquiry of Buddhist traditions, religious texts, and ritual practices in Tibet, Nepal, North India, and Bhutan; the mythos of Tibet as Shangri-la; and the status of pilgrimage in contemporary Himalayan culture. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **RLST 022a, Religion and Science Fiction** Staff

Survey of contemporary science fiction with attention to its use and presentation of religious thought and practice. Focus on the ways in which different religious frameworks inform the literary imagination of this genre, and how science fiction in turn creates religious systems in both literature and society. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **RLST 025a, Scriptures** Nancy Levene

Investigation of the idea of scripture through the study of texts that either are deemed scriptural by communities of readers or circulate with the mark or metaphor of scripture. The foci will be on the interpretation of textual significance and the relationship of the sacred and the secular. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

General, Comparative, and Thematic Courses (Group A)

* **RLST 110a, Apocalyptic Religion in Cross-Cultural Perspective** Robert Wilson

An examination of millennial and "end-time" beliefs in a variety of cultures around the world. Attention given to Jewish and Christian texts as well as Native American traditions, African and Asian movements, and modern manifestations such as Jonestown and Heaven's Gate. HU

Surveys of Religious Traditions (Group B)

RLST 125a / SAST 267a, Introduction to Buddhist Thought and Practice Andrew Quintman

Significant aspects of Buddhism as practiced mainly in India and South Asia, including philosophy and ethics, monastic and ascetic life, meditation and ritual practices, and the material culture of Buddhist societies. The *Mahayana* tradition that emerged in the first century B.C.E.; later forms of esoteric Buddhism known as tantra; the development of modern Buddhism in Asia and its manifestation in the West. Readings from Buddhist texts in translation. HU

* **RLST 135a / EAST 335a, Zen Buddhism** Eric Greene

Survey of the history and teachings of Zen Buddhism in China and Japan. Emphasis on reading and interpretation of primary Zen texts in their historical and religious context,

along with investigation of modern interpretations and appropriations of Zen in the West. HU

*** RLST 139a / MMES 139a, Islam, Conquest, and Conversion** Staff

Through examination of conquest and religious conversion in the formative periods of Islamic history this course interrogates the idea that Islam was spread by violent domination. Case studies are drawn from the Middle East, South and South East Asia, the Indian Ocean, Iberia, and West Africa. HU

RLST 141a / AFST 112a / ARCG 222a / NELC 112a, Egyptian Religion through the Ages John Darnell

Diachronic approach to topics in Egyptian religion. Religious architecture, evidence for protodynastic cults, foreigners in Egyptian religious celebrations, music and vocal expression in Egyptian religion, Re and Osiris, the Amarna interlude and the Ramesside solar religion, and the goddess of the eye of the sun. Readings in translation. HU

RLST 145a / JDST 110a, The Bible Christine Hayes

The writings common to both Jewish and Christian scripture examined as diverse and often conflicting expressions of the religious life and thought of ancient Israel. The works' cultural and historical setting in the ancient Near East; the interpretive history of selected passages influential in Western culture. Introduction to a wide range of critical and literary approaches to biblical studies. Students view course lectures, which survey the entire Bible, on line; class time focuses on specific biblical passages and their subsequent interpretation in Jewish and Christian culture. HU

*** RLST 147b / JDST 235b / MMES 235b / NELC 231b, Introduction to Judaism in the Ancient World** Steven Fraade

The emergence of classical Judaism in its historical setting. Jews and Hellenization; varieties of early Judaism; apocalyptic and postapocalyptic responses to suffering and catastrophe; worship and atonement without sacrificial cult; interpretations of scriptures; law and life; the rabbi; the synagogue; faith in reason; Sabbath and festivals; history and its redemption. No prior background in Jewish history assumed. HU

RLST 148a / ER&M 219a / HIST 219a / JDST 200a / MMES 149a, Jewish History and Thought to Early Modern Times Ivan Marcus

A broad introduction to the history of the Jews from biblical beginnings until the European Reformation and the Ottoman Empire. Focus on the formative period of classical rabbinic Judaism and on the symbiotic relationships among Jews, Christians, and Muslims. Jewish society and culture in its biblical, rabbinic, and medieval settings. Counts toward either European or non-Western distributional credit within the History major, upon application to the director of undergraduate studies. HU RP

RLST 149b / HIST 220b / JDST 201b, Introduction to Modern Jewish History David Sorkin

A broad introduction to the history of Jewish culture from the late Middle Ages until the present. Emphasis on the changing interaction of Jews with the larger society as well as the transformation of Judaism in its encounter with modernity. HU

RLST 155b / MMES 193b, The Golden Age of Islam Gerhard Böwering

The development of Islamic civilization in the Middle East, North Africa, Spain, Iran, and India from Muhammad through the Mongol invasions to the rise of the Ottoman,

Safavid, and Mughal empires (600–1500 C.E.). Emphasis on the intellectual and religious history of Islam in the age of the caliphates and during the rule of regional dynasties. HU

RLST 160a / HIST 280a / ITAL 315a, The Catholic Intellectual Tradition Carlos Eire
Introductory survey of the interaction between Catholicism and Western culture from the first century to the present, with a focus on pivotal moments and crucial developments that defined both traditions. Key beliefs, rites, and customs of the Roman Catholic Church, and the ways in which they have found expression; interaction between Catholics and the institution of the Church; Catholicism in its cultural and sociopolitical matrices. Close reading of primary sources. HU

RLST 165a / MMES 138a, Introduction to the Quran Staff
Introduction to the study of the Quran. Topics include: the literary, historical, and theological reception of the Quran; its collection and redaction; the scriptural milieu of late antiquity; education and religious authority; ritual performance and calligraphic expression; the diversity of Muslim exegesis. HU

RLST 170a / MMES 192a, The Religion of Islam Gerhard Böwering
The rise of Islam in Arabia; Muhammad and the Qur'an; Muslim tradition and religious law; crucial issues of Islamic philosophy and theology; basic beliefs and practices of the Muslim community; Sufism and Shi'ism; religious institutions and modern trends; fundamentalism and violence; freedom and democracy. HU

Topics in Religious Studies (Group C)

* **RLST 182b / SAST 459b, Buddhist Traditions of Mind and Meditation** Andrew Quintman

Buddhist meditation practices examined in the context of traditional theories of mind, perception, and cognition. Readings both from Buddhist canonical works and from secondary scholarship on cognitive science and ritual practice. Recommended preparation: a course in Asian religions. HU

RLST 187b / HSAR 142b / SAST 265b, Introduction to the History of Art: The Classical Buddhist World Youn-mi Kim

Buddhist art and architecture of India, Pakistan, Afghanistan, and central Asia from earliest beginnings to the tenth century, and including Greco-Roman, Persian, and Islamic contact. HU

* **RLST 191b, Ritual and Salvation in India** Phyllis Granoff

The role of ritual in Buddhism and Hinduism in India, Nepal, and Tibet. The origins of ritual in the vedic sacrifice; domestic ritual and early image worship, agamic and tantric yoga; notions of sound and the practice of mantric recitation; the symbolism of cosmic diagrams; rituals and literature of pilgrimage. HU

RLST 193a / HIST 216a / JDST 332a / MMES 197a, Zionism Eliyahu Stern

Introduction to the core ideas of the Zionist movement from the mid-nineteenth century to the mid-twentieth. Focus on internal Jewish debates and criticism of the movement by European and Middle Eastern intellectuals. Social, political, cultural, and messianic ideological strands within the movement and their interpretations of various historical experiences and ideas located in the Jewish tradition. HU

*** RLST 200a / JDST 261a / MMES 273a, Jews at the Origins of Islam** Staff

Investigation of the role of Jews in the formative period of Islam, from the beginning of Muhammad's call to prophethood around 610 C.E. to the early Abbasid Period (ca. 850 C.E.) in light of contemporary scholarship on the origins of Islam. HU

*** RLST 201a / HIST 232Ja / HUMS 443a / JDST 270a / MMES 342a, Medieval Jews, Christians, and Muslims In Conversation** Ivan Marcus

How members of Jewish, Christian, and Muslim communities thought of and interacted with members of the other two cultures during the Middle Ages. Cultural grids and expectations each imposed on the other; the rhetoric of otherness—humans or devils, purity or impurity, and animal imagery; and models of religious community and power in dealing with the other when confronted with cultural differences. Counts toward either European or Middle Eastern distributional credit within the History major, upon application to the director of undergraduate studies. WR, HU RP

RLST 202b / HIST 345b / JDST 265b / MMES 148b, Jews in Muslim Lands from the Seventh to the Sixteenth Centuries Ivan Marcus

Jewish culture and society in Muslim lands from the time of the Prophet Muhammad to that of Suleiman the Magnificent. Topics include Islam and Judaism; Jerusalem as a holy site; rabbinic leadership and literature in Baghdad; Jewish courtiers, poets, and philosophers in Muslim Spain; and the Jews in the Ottoman Empire. HU RP

*** RLST 203a / JDST 339a / LITR 418a / MMES 418a, Politics of Modern Hebrew Literature** Hannan Hever

Overview of the Poetics, Culture, History and Political dynamics of Modern Hebrew Literature as a national literature over the last 300 years. The course will trace the literary development of its diasporic condition in Europe through the Hebrew Literature that is created in the Israeli Jewish sovereignty. Readings in translation. No background in Jewish literature, Hebrew literature, or Jewish culture is required. HU

*** RLST 206b, Secularism from the Enlightenment to the Present** Eliyahu Stern

The historical construction of secularism from the eighteenth century to the twentieth. Attention to recent scholarship on the formation of secular ideologies and their effect on conceptions of time, space, and knowledge. Readings include works by Jose Casanova, Reinhart Koselleck, Charles Taylor, and Talal Asad. HU

*** RLST 207a / JDST 271a / MMES 272a, Medieval Jewish and Islamic Thought** Staff

Study of philosophical and theological approaches to human reason and reasoning through identification and examination of the most important medieval Jewish and Islamic philosophers and theologians based on analysis of original medieval texts. Study of two basic philosophic approaches and two basic theological approaches to resolving the competing claims of “human reason” and “religious faith” to serve as the source for the attainment of human happiness and perfection. Readings in English translation. HU

RLST 214b / HIST 248b / JDST 293b, Introduction to Modern Jewish Thought
Eliyahu Stern

An overview of Jewish philosophical trends, movements, and thinkers from the seventeenth century to the twenty-first. Topics include enlightenment, historicism, socialism, secularism, religious radicalism, and Zionism. HU

- * **RLST 228a / ER&M 218a / JDST 349a / LITR 435a, Ethnicity, Religion, and Nationality in Modern Jewish Culture** Hannan Hever and Eliyahu Stern
 Conception and development of cultural identity through the category of "the Jew" in modernity. Investigation of identity politics in modern Europe, the Middle East, and America with consideration of how discourses of colonialism, science, theology, and multiculturalism have determined the perception of self and relation to others. HU
- * **RLST 251b / ARCG 128b / EGYPT 128b, Magic and Ritual in Ancient Egypt** Christina Geisen
 Introduction to ancient Egyptian magic and rituals with an overview on the use of magic and discussion of the different rituals and festivals attested in Ancient Egypt. none WR, HU
- * **RLST 260a / AMST 451a / HIST 174Ja, Religion, War, and the Meaning of America** Harry Stout
 The relationship between religion and war in American history from colonial beginnings through Vietnam. The religious meanings of Americans at war; the mutually reinforcing influences of nationalism and religion; war as the norm of American national life; the concept of civil religion; biblical and messianic contexts of key U.S. conflicts. HU
- * **RLST 277b / PHIL 202b, Existentialism** Noreen Khawaja
 Introduction to key problems in European existentialism. The development of the tradition from its roots in romantic theories of individual autonomy; the sweeping culture critiques of Sartre and Marcuse; the adoption and transformation of religious ideas. Readings from Rousseau, Kierkegaard, Gide, Lukács, Nietzsche, Heidegger, and de Beauvoir. HU
- RLST 287a / MMES 391a, Islamic Theology and Philosophy** Frank Griffel
 Historical survey of major themes in Muslim theology and philosophy, from teachings of the Qur'an to contemporary Muslim thought. The systematic character of Muslim thought and of the arguments given by thinkers; reason vs. revelation; the emergence of Sunnism and Shi'ism; the reaction of Muslim theology (from 1800) to the challenges of the West. HU
- * **RLST 288a / EP&E 249a / MMES 377a / PLSC 377a, Islam and Democracy in the Modern Middle East** Andrew March
 The development of regimes of government in Muslim countries since the nineteenth century. Early constitutional movements, the rise of political Islam, the management of religion in various twentieth-century states, the Iranian revolution, and the growth of Salafi ideas, culminating in the ISIS "caliphate." SO
- * **RLST 292b / MMES 292b, Salafiyya Movement in Islam** Frank Griffel
 Close study of the development of the Salafiyya movement, a widely spread modernist reform movement of Muslim intellectuals active since the eighteenth and nineteenth centuries. Further development of the movement during the twentieth century; what "Salafism" means today. HU
- * **RLST 303b / PHIL 311b, The End of Metaphysics** Nancy Levene
 Exploration of the end, or aim, of metaphysics in light of the supposition that it is at an end. Readings from classics and critics in the history of philosophy and religion. WR, HU

* **RLST 311b / AMST 392b, Religion and Popular Culture** Kathryn Lofton
Study of the religious dimensions of popular culture. Religious institutions' engagement in economic markets; the deployment of religious imagery in the cultural marketplace; consumer culture as a religious space. HU

* **RLST 314a, Kierkegaard** Nancy Levene
Study of select works of Søren Kierkegaard, with focus on his conceptions of faith, despair, history, and love. No prerequisites. HU

* **RLST 335b / ITAL 317b / LITR 180b / WGSS 317b, Women in the Middle Ages**
Christiana Purdy Moudarres
Medieval understandings of womanhood examined through analysis of writings by and/or about women, from antiquity through the Middle Ages. Introduction to the premodern Western canon and assessment of the role that women played in its construction. TR

* **RLST 383a / SAST 467a, Biography in Asian Religions** Andrew Quintman
The significance of life writing in the religious traditions of Asia. Readings both from primary texts in translation and from theoretical works on biography and autobiography. HU

Advanced Topics in Religious Studies (Group D)

RLST 402a / PHIL 326a, The Philosophy of Religion John Hare
The relation between religion and ethics, traditional arguments for the existence of God, religious experience, the problem of evil, miracles, immortality, science and religion, and faith and reason. HU

* **RLST 405a or b / JDST 392a or b / NELC 382a or b, Mishnah Seminar: Tractate Ta'anit on Fasting** Steven Fraade
Close study of a section of the Mishnah, the earliest digest of Jewish law, treating procedures for public fasts in response to drought and other forms of collective adversity. Particular attention to the textual practices of rabbinic legal discourse in relation to its social function, and to the interplay of law and narrative. Prerequisite: reading fluency in ancient Hebrew. L5, HU

* **RLST 407a or b / JDST 391a or b / NELC 381a or b, Midrash Seminar: The Revelation at Sinai** Steven Fraade
The giving of the Torah to Israel as seen through rabbinic eyes. Close readings of midrashic texts. Views of revelation, tradition, interpretation, law, and commandment in their literary and historical contexts. Interpretations and interpretive strategies compared and contrasted with those of other ancient biblical exegetes (Jewish and non-Jewish). Reading fluency in ancient Hebrew. L5, HU

* **RLST 412a / MMES 403a, Orientalism, Magic, and Religion** Staff
Examination of the relationship between religion and magic as expressed in various historical and geographical contexts, with particular attention to the significance of these categories in the development of Orientalist literature, art, film, and scholarship. HU

* **RLST 422a / EGYPT 147a, Egyptian Monastic Literature in Coptic** Stephen Davis
Readings in the early Egyptian classics of Christian asceticism in Sahidic Coptic, including the desert Fathers and Shenute. Prerequisite: EGYPT 127 or equivalent. Counts as L4 if taken after EGYPT 137 or equivalent. L3

* **RLST 423b / EGYPT 137b, Gnostic Texts in Coptic** Harold Attridge
Reading, translation, and analysis of Gnostic and Valentinian literature from Nag Hammadi, in several dialects of Coptic. Prerequisite: EGYPT 127 or equivalent. Counts as L4 if taken after EGYPT 147 or equivalent. L3

Other Courses

* **RLST 488a and RLST 489b, Individual Tutorial** Staff
For students who wish, under faculty supervision, to investigate an area in religious studies not covered by regular departmental offerings. The course may be used for research or for directed reading. A long essay or several short ones are required. To apply, students should present a prospectus with bibliography of work they propose to undertake to the director of undergraduate studies together with a letter of support from the faculty member who will direct the work.

* **RLST 490b, Religion and Society** Nancy Levene
Seminar on religion in its social formations. Issues include different concepts of social life, the operation of violence in social relationships, and religion as both champion and critic of society. No prerequisites.

* **RLST 491a and RLST 492b, The Senior Essay** Staff
Students writing their senior essays meet periodically in the fall and weekly in the spring for a colloquium directed by the director of undergraduate studies. The essay, written under the supervision of a member of the department, should be a substantial paper between 12,500 and 15,000 words.

Russian and East European Studies

Director of undergraduate studies: Constantine Muravnik, 2710B HGS, 432-0995, constantine.muravnik@yale.edu; slavicedpartment/rsee; (<http://slavic.yale.edu/academics/undergraduate-program>) Yale Macmillan Center (<http://macmillan.yale.edu/academic-programs>)

FACULTY ASSOCIATED WITH THE MAJOR

Professors Vladimir Alexandrov (*Slavic Languages & Literatures*), Paul Bushkovitch (*History*), Katerina Clark (*Comparative Literature, Slavic Languages & Literatures*), Laura Engelstein (*History*), John Gaddis (*History*), Harvey Goldblatt (*Slavic Languages & Literatures*), John MacKay (*Slavic Languages & Literatures, Film & Media Studies*), Timothy Snyder (*History*)

Associate Professors Jason Lyall (*Political Science*), Douglas Rogers (*Anthropology*), Marci Shore (*History*)

Assistant Professors Marijeta Bozovic (*Slavic Languages & Literatures*), Molly Brunson (*Slavic Languages & Literatures*), Bella Grigoryan (*Slavic Languages & Literatures*)

Lecturer Hilary Fink

Senior Lectors II Irina Dolgova, Constantine Muravnik**Senior Lectors** Krystyna Illakowicz, Julia Titus, Karen von Kunes

The major in Russian and East European Studies, administered by the Department of Slavic Languages and Literatures, offers an interdisciplinary approach to the study of a broad region: Russia, Ukraine, Belarus, the Caucasus, and Central Asia; Poland, Hungary, the Czech and Slovak Republics, and other areas in east central Europe; and the Balkans. The program is appropriate for students considering careers in international public policy, diplomacy, or business, and is also suited to students wishing to continue academic work.

Languages A full understanding of the area demands knowledge of its languages. Students must demonstrate either proficiency in Russian or intermediate-level ability in an East European language. Students may demonstrate proficiency in Russian by (1) completing fourth-year Russian (RUSS 160, 161); (2) passing a written examination to demonstrate equivalent ability; or (3) completing a literature course taught in Russian and approved by the director of undergraduate studies. Students may demonstrate intermediate-level ability in an East European language by (1) completing a two-year sequence in an East European language (currently Czech, Polish, Romanian, or Ukrainian; students interested in studying other East European languages should contact the director of undergraduate studies); or (2) by passing a language examination demonstrating equivalent ability. Students are encouraged to learn more than one language.

Course requirements Thirteen term courses taken for a letter grade are required for the major. Students must take one course in Russian or East European history selected in consultation with the director of undergraduate studies. If Russian is presented as the primary language to satisfy the requirements of the major, then all East European language courses and third- and fourth-year Russian courses count toward the major. If an East European language other than Russian is presented as the primary language, then all courses in that language designated L3 or higher count toward the major. Electives are chosen in consultation with the director of undergraduate studies from an annual list of offerings. Electives must include at least one course in a social science. Other undergraduate courses relevant to Russian and East European Studies, including residential college seminars, may also count toward the major if approved by the director of undergraduate studies. Qualified students may elect pertinent courses in the Graduate School with the permission of the instructor, the director of graduate studies, and the director of undergraduate studies.

Senior requirement Every major must write a senior essay in RSEE 490, 491. At the beginning of the senior year, students enroll in RSEE 490 and arrange for a faculty member to serve as senior adviser. By the third Friday of October, majors submit a detailed prospectus of the essay, with bibliography, to the adviser. A draft of at least ten pages of the text of the essay, or a detailed outline of the entire essay, is due to the adviser by the last day of reading period of the fall semester. The student provides the adviser with a form that the adviser signs to notify the director of undergraduate studies that the first-term requirements for the senior essay have been met. Failure to meet these requirements results in loss of credit for RSEE 490. The senior essay takes the form of a substantial article, no longer than 13,000 words, excluding footnotes and

bibliography. Three copies of the essay are due in the Slavic departmental office by April 14, 2017. A member of the faculty other than the adviser grades the essay.

Study and travel Students should be aware of opportunities for study and travel in Russia and eastern Europe. The director of undergraduate studies can provide information on these programs and facilitate enrollment. Students who spend all or part of the academic year in the region participating in established academic programs usually receive Yale College credit, and are strongly encouraged to take advantage of study abroad opportunities during summers or through the Year or Term Abroad program. Students wishing to travel abroad as part of the major should consult the director of undergraduate studies.

M.A. program The European and Russian Studies program does not offer the simultaneous award of the B.A. and M.A. degrees. However, students in Yale College are eligible to complete the M.A. in European and Russian Studies (with concentration in Russia and eastern Europe) in one year of graduate work. Students interested in this option must complete eight graduate courses in the area by the time they complete the bachelor's degree. Only two courses may be counted toward both the graduate degree and the undergraduate major. Successful completion of graduate courses while still an undergraduate does not guarantee admission into the M.A. program. Students must submit the standard application for admission to the M.A. program.

REQUIREMENTS OF THE MAJOR

Prerequisite or corequisite Demonstrated proficiency in Russian or intermediate-level ability in an East European lang

Number of courses 13 term courses (incl senior essay and specified lang courses)

Distribution of courses 1 course in Russian or East European hist approved by DUS;
at least 1 course in social sciences

Senior requirement Senior essay (RSEE 490, 491)

RSEE 254b / LITR 245b / RUSS 254b, Novels of Tolstoy and Dostoevsky Vladimir Alexandrov

Close reading of major novels by two of Russia's greatest authors. Focus on the interrelations of theme, form, and literary-cultural context. Readings and discussion in English. HU

* **RSEE 300b / CZEC 301b / LITR 220b, Milan Kundera: The Czech Novelist and French Thinker** Karen von Kunes

Close reading of Kundera's novels, with analysis of his aesthetics and artistic development. Relationships to French, German, and Spanish literatures and to history, philosophy, music, and art. Topics include paradoxes of public and private life, the irrational in erotic behavior, the duality of body and soul, the interplay of imagination and reality, the function of literary metaphor, and the art of composition. Readings and discussion in English. HU TR

* **RSEE 327a / FILM 409a / LITR 306a / RUSS 327a, The Danube in Literature and Film** Marijeta Bozovic

The Danube River in the film, art, and literature of various Danubian cultural traditions, from the late nineteenth century to the present. Geography and history of the region that includes the river's shores and watershed; physical, historical, and

metaphoric uses of the Danube; the region as a contested multilingual, multicultural, and multinational space, and as a quintessential site of cross-cultural engagement. Readings and discussion in English. HU TR

RSEE 390b / HIST 237b / RUSS 241b, Russian Culture: The Modern Age Paul Bushkovitch and John MacKay

An interdisciplinary exploration of Russian cultural history, focusing on literature, art, religion, social and political thought, and film. Conceptions of Russian nationhood; the myths of St. Petersburg; dissent and persecution; the role of social and cultural elites; the intelligentsia; attitudes toward the common people; conflicting appeals of rationality, spirituality, and idealism; the politicization of personal life; the impact of the Bolshevik Revolution and its aftermath. Readings and discussion in English. HU

* **RSEE 490a and RSEE 491b, The Senior Essay** Staff

Preparation of the senior essay under faculty supervision. The essay grade becomes the grade for both terms of the course. Required of all seniors majoring in Russian and East European Studies. Credit for RSEE 490 only on completion of RSEE 491.

Related Courses That Count toward the Major

Students are encouraged to examine the offerings in Slavic Languages and Literatures and other departments, as well as residential college seminars, for additional related courses that may count toward the major.

* **ANTH 438b, Culture, Power, Oil** Douglas Rogers

The production, circulation, and consumption of petroleum as they relate to globalization, empire, cultural performance, natural resource extraction, and the nature of the state. Case studies include the United States, Saudi Arabia, Nigeria, Venezuela, and the former Soviet Union. SO
Anthropology: Sociocultural

HIST 263a, Eastern Europe to 1914 Timothy Snyder

Eastern Europe from the medieval state to the rise of modern nationalism. The Ottoman Empire, the Polish-Lithuanian Commonwealth, the Hapsburg monarchy, and various native currents. Themes include religious diversity, the constitution of empire, and the emergence of secular political ideologies. HU

HIST 264b, Eastern Europe since 1914 Timothy Snyder

Eastern Europe from the collapse of the old imperial order to the enlargement of the European Union. Main themes include world war, nationalism, fascism, and communism. Special attention to the structural weaknesses of interwar nation-states and postwar communist regimes. Nazi and Soviet occupation as an age of extremes. The collapse of communism. Communism after 1989 and the dissolution of Yugoslavia in the 1990s as parallel European trajectories. HU

* **HIST 270Jb, Philosophy of History in Central Europe** Marci Shore

Ways in which central European philosophers before, during, and after the communist period grappled with the meaning of history, the role of the individual within history, and the space for ethics within historical determinism. Philosophy of history as an aspect of, and response to, the totalitarian experiments of the twentieth century. WR, HU

Science

Yale College offers a yearlong interdepartmental course sequence for freshmen with strong preparation in the sciences who do not intend to major in science. SCIE 030 and 031, Current Topics in Science, presents a broader range of topics than standard courses and highlights the interdependence of the scientific disciplines. Application information is available on the Freshman Seminar Web site (<http://yalecollege.yale.edu/content/freshman-seminar-program-2>).

Courses

* SCIE 030a and SCIE 031b, Current Topics in Science Staff

A series of modules in lecture and discussion format addressing scientific issues arising in current affairs. Topics are selected for their scientific interest and contemporary relevance, and may include global warming, human cloning, and the existence of extrasolar planets. Credit for SCIE 030 only on completion of SCIE 031; one course credit is awarded for successful completion of the year's work. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. SC ½ Course cr per term

Slavic Languages and Literatures

Director of undergraduate studies: Constantine Muravnik, 2709 HGS, 432-0995, constantine.muravnik@yale.edu; language coordinator: Irina Dolgova, 2704A HGS, 432-1307, irina.dolgova@yale.edu; slavic.yale.edu

FACULTY OF THE DEPARTMENT OF SLAVIC LANGUAGES AND LITERATURES

Professors Vladimir Alexandrov, Katerina Clark, Harvey Goldblatt, John MacKay

Associate Professors Molly Brunson, Bella Grigoryan

Assistant Professor Marijeta Bozovic

Senior Lectors II Irina Dolgova, Constantine Muravnik

Senior Lectors I Krystyna Illakowicz, Julia Titus, Karen von Kunes

The major in Russian offered by the Department of Slavic Languages and Literatures acquaints students with Russian literature and culture, develops students' appreciation of literary values and skill in literary analysis, and gives them a basic competence in Russian. For an area major in Russian studies, see Russian and East European Studies (p. 629), an interdisciplinary program administered by the Department of Slavic Languages and Literatures.

Students majoring in Russian may concentrate exclusively on Russian language and literature (Program I), or they may elect to study Russian literature in the context of comparative studies of literature (Program II). For Program II, credit is given for work done in other departments. Specific courses in each program must be arranged with the director of undergraduate studies. Students interested in specializing in Russian or

Slavic linguistics may arrange a special concentration in linguistics with the director of undergraduate studies.

The major Prerequisite to the major in both programs is RUSS 151. The department offers two sequences of language courses to fulfill the prerequisite: either (1) RUSS 110, 120, 130, 140, 150, and 151 or (2) RUSS 125, 145, 150, and 151. Prospective majors should complete RUSS 140 or 145 by the end of their sophomore year or accelerate their course of study by taking summer courses or studying abroad. While completing the prerequisite, students are encouraged to begin fulfilling requirements of the major that do not presuppose advanced knowledge of Russian by taking courses in Russian history and Russian literature in translation.

In addition to the prerequisite, the major in Russian requires at least eleven term courses, which must include the following (some courses may fulfill more than one requirement):

1. Two terms of Russian literature in translation: RUSS 250 and 253.
2. Fourth-year Russian: RUSS 160 and 161.
3. Two terms of Russian literature read and discussed in the original language, typically selected from Group A courses numbered 170 or above.
4. At least two term courses in Russian literature of the nineteenth century and two in Russian literature of the twentieth century. Students should select courses from Group A and from the 250 series with this requirement in mind.
5. RUSS 490. The senior essay is the intellectual culmination of the student's work in the major. All primary sources used in the essay must be read in Russian.

In addition to the requirements above, each program requires the following:

Program I One term course in the history or culture of Russia, selected in consultation with the director of undergraduate studies; three additional term courses in the Department of Slavic Languages and Literatures above RUSS 151. These may include literature courses taught either in translation or in the original, advanced language training courses, or graduate courses.

Program II Four term courses outside the Department of Slavic Languages and Literatures that are relevant to the major in the context of comparative studies of literature, selected in consultation with the director of undergraduate studies.

Senior requirement All majors write a senior essay (RUSS 490), an independent project carried out under the guidance of a faculty member. Three copies of the essay are due in the Slavic departmental office on April 14, 2017.

Placement examination The online departmental placement examination will be available from July 1 through August 15; see the Center for Language Study Web site (<http://cls.yale.edu/placement-testing>) for more information. Students who have studied Russian elsewhere must take the placement examination before enrolling in any Russian language course at Yale. For further information consult Irina Dolgova (irina.dolgova@yale.edu), language coordinator, 432-1307.

Graduate courses Courses in the Graduate School are open to qualified undergraduates with permission of the instructor and of the director of graduate studies. Course descriptions are available at the office of the director of undergraduate studies.

Study abroad Students majoring in Russian are strongly encouraged to spend a summer or a term studying in the Russian Federation under the auspices of programs approved by the director of undergraduate studies. Language courses taken during the summer or during a term in Russia in approved programs may substitute for certain advanced Russian courses at Yale. Students interested in study abroad should consult the director of undergraduate studies well before their junior year.

REQUIREMENTS OF THE MAJOR

Prerequisite RUSS 151

Number of courses 11 term courses beyond prereq (incl senior essay)

Specific courses required *Both programs* – RUSS 160, 161, 250, 253

Distribution of courses *Both programs* – 2 terms of 19th-century Russian lit; 2 terms of 20th-century Russian lit; 2 courses from Group A numbered 170 or above; *Program I* – 1 course in hist or culture of Russia; 3 addtl courses in dept of Slavic Langs and Lits above level of RUSS 151; *Program II* – 4 courses relevant to major in other depts, with DUS approval

Senior requirement Senior essay (RUSS 490)

Czech, Polish, Romanian, and Ukrainian

CZEC 110a, Elementary Czech I Karen von Kunes

A comprehensive introduction to Czech for students with no previous knowledge of the language. Essentials of grammar, with emphasis on oral proficiency, reading, writing, and listening comprehension. Newspaper articles, annotated excerpts from Capek's *R.U.R.*, Hasek's *Svejk*, Kundera's *Joke* and *Unbearable Lightness of Being*, and Havel's *Private View*. Audio- and videotapes. Credit only on completion of CZEC 120. L1 RP 1½ Course cr

CZEC 120b, Elementary Czech II Karen von Kunes

Continuation of CZEC 110. After CZEC 110 or equivalent. L2 RP 1½ Course cr

CZEC 130a, Intermediate Czech Karen von Kunes

Continuation of CZEC 120. Grammar and usage, with emphasis on idiomatic expressions, syntax, and stylistics. Readings in modern Czech history, prose, and poetry; discussion of economic, political, and social issues. After CZEC 120 or equivalent. L3 RP 1½ Course cr

CZEC 140b, Advanced Czech Karen von Kunes

Continuation of CZEC 130. Emphasis on writing skills and spoken literary Czech. After CZEC 130 or equivalent. L4 RP 1½ Course cr

PLSH 110a, Elementary Polish I Krystyna Illakowicz

A comprehensive introduction to elementary Polish grammar and conversation, with emphasis on spontaneous oral expression. Reading of original texts, including poetry. Use of video materials. Credit only on completion of PLSH 120. L1 RP 1½ Course cr

PLSH 120b, Elementary Polish II Krystyna Illakowicz

Continuation of PLSH 110. After PLSH 110 or equivalent. L2 RP 1½ Course cr

*** PLSH 150a, Advanced Polish** Krystyna Illakowicz

Improvement of high-level language skills through reading, comprehension, discussion, and writing. Focus on the study of language through major literary and cultural texts, as well as through film and other media. Exploration of major historical and cultural themes. Prerequisite: PLSH 140 or equivalent. L5

*** PLSH 160b, Advanced Polish II** Krystyna Illakowicz

Improvement of high-level language skills through reading, comprehension, discussion, and writing. Focus on the study of language through major literary and cultural texts, as well as through film and other media. Exploration of major historical and cultural themes. Prerequisite: PLSH 150 or equivalent. L5, HU

Group A

Unless otherwise noted, all Group A courses are conducted in Russian.

RUSS 110a, First-Year Russian I Julia Titus

A video-based course designed to develop all four language skills: reading, writing, speaking, and listening comprehension. Use of dialogues, games, and role playing. In addition to readings in the textbook, students read original short stories and learn Russian songs and poems. Oral and written examinations. Credit only on completion of RUSS 120. L1 RP 1½ Course cr

RUSS 120b, First-Year Russian II Julia Titus

Continuation of RUSS 110. After RUSS 110 or equivalent. L2 RP 1½ Course cr

RUSS 122a, Russian for Bilingual Students I Julia Titus

A comprehensive Russian course for native speakers of Russian or other Slavic languages whose formal education has been in English. Overview of Russian grammar, focusing on the writing system, cases, conjunction, and syntax. Readings from Russian prose, film screenings, discussion, and regular practice in translation and composition.

L1, L2

RUSS 125a, Intensive Elementary Russian Constantine Muravnik

An intensive course that covers in one term the material taught in RUSS 110 and 120. For students of superior linguistic ability. Study of Russian grammar; practice in conversation, reading, and composition. Recommended for prospective majors in Russian and in Russian and East European Studies. L1, L2 RP 2 Course cr

RUSS 130a, Second-Year Russian I Irina Dolgova

A course to improve functional competence in all four language skills (speaking, writing, reading, and listening comprehension). Audio activities, for use both in the classroom and independently, are designed to help students improve their listening comprehension skills and pronunciation. Lexical and grammatical materials are thematically based. After RUSS 120 or equivalent. L3 RP 1½ Course cr

RUSS 140b, Second-Year Russian II Irina Dolgova

Continuation of RUSS 130. After RUSS 130 or equivalent. L4 RP 1½ Course cr

*** RUSS 142b, Russian for Bilingual Students II** Julia Titus

Continuation of RUSS 122. Further development of reading and writing skills. Expansion of vocabulary. After RUSS 122 or equivalent. L3, L4

RUSS 145b, Intensive Intermediate Russian Constantine Muravnik

A continuation of RUSS 125 that covers in one term the material taught in RUSS 130 and 140. For students of superior linguistic ability. Prerequisite: RUSS 125. L3, L4 RP 2 Course cr

RUSS 150a, Third-Year Russian I Constantine Muravnik

Intensive practice in conversation and composition accompanied by review and refinement of grammar. Readings from nineteenth- and twentieth-century literature, selected readings in Russian history and current events, and videotapes and films are used as the basis of structured conversation, composition, and grammatical exercises. Oral and written examinations. Audiovisual work in the Center for Language Study required. After RUSS 140 or 145 or equivalent. L5 RP 1½ Course cr

RUSS 151b, Third-Year Russian II Constantine Muravnik

Continuation of RUSS 150. After RUSS 150 or equivalent. L5 RP 1½ Course cr

RUSS 160a, Fourth-Year Russian I Irina Dolgova

Discussion topics include Russian culture, literature, and self-identity; the old and new capitals of Russia, the cultural impact of the Russian Orthodox Church, and Russia at war. Readings from mass media, textbooks, and classic and modern literature. Use of video materials. After RUSS 151 or equivalent. L5

RUSS 161b, Fourth-Year Russian II Irina Dolgova

Continuation of RUSS 160. After RUSS 160 or equivalent. L5

*** RUSS 185b, Advanced Russian Conversation and Composition** Irina Dolgova

Development of advanced language skills in composition, comprehension, and conversation. Includes grammar review and discussion of Russian stylistics. Readings from a range of contemporary media and Internet sources. Prerequisite: RUSS 151 or equivalent. L5

*** RUSS 384a, Avant-Gardes and Émigrés** Marijeta Bozovic

A highly collaborative seminar to study the work of influential Russian artists, writers, and thinkers of the twentieth century and to introduce students to new ways of conducting and presenting research, using digital tools. Frequent meetings in the Beinecke Library and Digital Humanities Lab in Sterling Memorial Library. Prerequisite: advanced Russian language skills. HU

Group B

The courses in this group, conducted in English, are open to all Yale College students.

*** CZEC 301b / LITR 220b / RSEE 300b, Milan Kundera: The Czech Novelist and French Thinker** Karen von Kunes

Close reading of Kundera's novels, with analysis of his aesthetics and artistic development. Relationships to French, German, and Spanish literatures and to history, philosophy, music, and art. Topics include paradoxes of public and private life, the irrational in erotic behavior, the duality of body and soul, the interplay of imagination and reality, the function of literary metaphor, and the art of composition. Readings and discussion in English. HU TR

*** PLSH 246b / FILM 241b, Polish Communism and Postcommunism in Film**

Krystyna Illakowicz

The Polish film school of the 1950s and the Polish New Wave of the 1960s. Pressures of politics, ideology, and censorship on cinema. Topics include gender roles in historical and contemporary narratives, identity, ethos of struggle, ethical dilemmas, and issues of power, status, and idealism. Films by Wajda, Munk, Polanski, Skolimowski, Kieslowski, Holland, and Kedzierzawska, as well as selected documentaries. Readings by Milosz, Andrzejewski, Mickiewicz, Maslowska, Haltoff, and others. Readings and discussion in English. HU

*** RUSS 022b, The Divine and the Human in Russian Fiction** Vladimir Alexandrov

A study of major works by several of the greatest writers in nineteenth- and twentieth-century Russian literature: Dostoevsky, Tolstoy, Bely, Nabokov, and Bulgakov. Primary attention to the ways the authors embody in their themes, devices, and forms the link between the human realm and the transcendent, a central preoccupation of Russian culture. Readings and discussion in English. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU TR

RUSS 220a / HSAR 221a, Russian and Soviet Art, 1757 to the Present Molly Brunson

The history of Russian and Soviet art from the foundation of the Academy of the Arts in 1757 to the present. Nineteenth-century academicism, romanticism, and realism; the Russian avant-garde and early Soviet experimentation; socialist realism and late- and post-Soviet culture. Readings and discussion in English. HU TR

RUSS 241b / HIST 237b / RSEE 390b, Russian Culture: The Modern Age Paul

Bushkovitch and John MacKay

An interdisciplinary exploration of Russian cultural history, focusing on literature, art, religion, social and political thought, and film. Conceptions of Russian nationhood; the myths of St. Petersburg; dissent and persecution; the role of social and cultural elites; the intelligentsia; attitudes toward the common people; conflicting appeals of rationality, spirituality, and idealism; the politicization of personal life; the impact of the Bolshevik Revolution and its aftermath. Readings and discussion in English. HU

RUSS 250a, Masterpieces of Russian Literature I Hilary Fink

Introduction to major texts of the nineteenth-century Russian literary tradition. Works by Pushkin, Gogol, Lermontov, Turgenev, Dostoevsky, Tolstoy, and Chekhov examined in their social and historical contexts. Emphasis on the authors' use of genre, language, and literary devices to explore pressing questions posed by Russian modernity. Readings and discussion in English. WR, HU TR

RUSS 253b, Masterpieces of Russian Literature II Hilary Fink

A survey of major writers and literary movements, focusing on the intersection of art and revolution in twentieth-century Russian literature. The Symbolists and Decadents at the end of the nineteenth century; the reception of the 1917 Revolution by Russian writers in the 1920s; the formation of Stalinist literary orthodoxy and reactions against it; contemporary literary rebellions against the political and artistic legacies of the past. Works by Chekhov, Bely, Babel, Akhmatova, Bulgakov, Pasternak, and Pelevin. Readings and discussion in English. HU TR

RUSS 254b / LITR 245b / RSEE 254b, Novels of Tolstoy and Dostoevsky Vladimir Alexandrov

Close reading of major novels by two of Russia's greatest authors. Focus on the interrelations of theme, form, and literary-cultural context. Readings and discussion in English. HU TR

* **RUSS 327a / FILM 409a / LITR 306a / RSEE 327a, The Danube in Literature and Film** Marijeta Bozovic

The Danube River in the film, art, and literature of various Danubian cultural traditions, from the late nineteenth century to the present. Geography and history of the region that includes the river's shores and watershed; physical, historical, and metaphoric uses of the Danube; the region as a contested multilingual, multicultural, and multinational space, and as a quintessential site of cross-cultural engagement. Readings and discussion in English. HU TR

* **RUSS 333a / LITR 227a, The Living Dead in Literature** Molly Brunson

A study of ghosts, vampires, cyborgs, animated artworks, and other supernatural beings in Slavic, western European, and American literature and culture. The thematic, historical, and epistemological significance of violating the border between life and death in art. Analysis of novels, short stories, folklore, visual arts, and theoretical texts. Readings and discussion in English. HU

* **SLAV 202a, Old Church Slavic** Harvey Goldblatt

A study of Old Church Slavic and its place in the history of Church Slavic. The main features and the grammar of Old Church Slavic. The Glagolitic and Cyrillic writing systems. Close readings from Old Church Slavic literary monuments. Old Church Slavic in relation to modern Slavic languages (especially Russian). Prerequisite: elementary knowledge of a Slavic language. Conducted in English. RP

Group C

* **RUSS 480a and RUSS 481b, Directed Reading in Russian Literature** Staff

Individual study under the supervision of a faculty member selected by the student. Applicants must submit a prospectus approved by the adviser to the director of undergraduate studies by the end of the first week of classes in the term in which the course is taken. The student meets with the adviser at least one hour each week, and takes a final examination or writes a term paper. No credit granted without prior approval of the director of undergraduate studies.

* **RUSS 490a or b, The Senior Essay** Staff

Research and writing on a topic of the student's own devising. Regular meetings with an adviser as the work progresses from prospectus to final form.

* **SLAV 485a or b, Directed Reading or Individual Research in Slavic Languages and Literatures** Staff

Individual study under the supervision of a faculty member selected by the student. Applicants must submit a prospectus approved by the adviser to the director of undergraduate studies by the end of the first week of classes in the term in which the course is taken. The student meets with the adviser at least one hour each week, and takes a final examination or writes a term paper. No credit granted without prior approval of the director of undergraduate studies.

Sociology

Director of undergraduate studies: Andrew Papachristos, 493 College St., 432-3345, andrew.papachristos@yale.edu; yale.edu/sociology

FACULTY OF THE DEPARTMENT OF SOCIOLOGY

Professors Julia Adams, Jeffrey Alexander, Elijah Anderson, †James Baron, Scott Boorman, Nicholas Christakis, †Paul Cleary, Deborah Davis, Ron Eyerman, Philip Gorski, †Peter Salovey, †Vicki Schultz, Philip Smith (*Chair*), †Ola v Sorensen, Frederick Wherry

Associate Professors Rene Almeling, Emily Erikson, †Marissa King, †Lisa Kohler-Hausmann, Vida Maralani, Andrew Papachristos, Jonathan Wyrzten

Assistant Professors †Justin Farrell, Lloyd Grieger

Lecturer Matthew Mahler

†A joint appointment with primary affiliation in another department or school.

Sociology provides the theoretical and empirical foundation for understanding how societies function and how they change over time. Sociologists are interested in the causes and consequences of processes such as the social construction of groups and identity, the evolution of culture, intersubjective meanings, intergroup relations, and hierarchies and social norms. They conduct research on individual behavior and outcomes such as educational attainment, jobs and careers, religious commitment, and political involvement; interpersonal processes such as intimate relationships, sexuality, social interaction in groups, and social networks; the behaviors of organizations and institutions; the causes and consequences of group differences and social inequality; and social change at the societal and global level.

The Sociology major provides both a solid foundation for students interested in careers in the social sciences and a strong background for a variety of professions in which knowledge about social processes and how societies work is relevant. Many recent graduates have gone on to law school, medical school, or graduate programs in public health, business, education, urban planning, criminology, or sociology. Others work in finance, consulting, publishing, marketing, city planning, teaching, research, and advocacy.

The Sociology department offers four undergraduate programs leading to the B.A. degree: (1) the standard program focuses on sociological concepts, theories, and methods; (2) a combined program allows students to combine sociology with a concentration in another field; (3) a concentration in markets and society focuses on the cultural frameworks, social ties, and social institutions that give rise to markets and that shape economic behavior; (4) a concentration in health and society emphasizes social processes as they affect health and medicine. Students interested in the major are encouraged to contact the director of undergraduate studies early in their academic careers to discuss potential options.

Prerequisite Students interested in the Sociology major should complete either a freshman seminar or at least one introductory course (numbered SOCY 110–149) by the end of the sophomore year. This course may be applied toward the requirements

of the major. The director of undergraduate studies can waive the introductory course requirement for students who demonstrate adequate preparation for advanced course work in sociology. All students interested in the Sociology major should meet with the director of undergraduate studies no later than the beginning of the junior year to elect a program of study.

Division of courses Courses in Sociology are divided by level, with introductory courses numbered from 110 to 149, courses in sociological theory from 150 to 159, courses in sociological methods from 160 to 169, intermediate courses from 150 to 299, advanced courses in the 300s, and individual study and research courses in the 400s. Freshman seminars are numbered below 100 and count as introductory or intermediate courses. In addition, qualified students may petition to enroll in graduate courses, with permission of the instructor and the director of graduate studies. A list of graduate courses and descriptions is available from the director of undergraduate studies.

Credit/D/Fail courses A maximum of two courses taken Credit/D/Fail may be counted toward the requirements of the major.

Program I. The standard major The requirements for the standard major are:

1. Thirteen term courses in sociology (including the prerequisite and senior colloquium), of which normally no more than two may be drawn from outside the Sociology department. At least one must be an introductory Sociology course or a substitute approved by the director of undergraduate studies, but no more than two introductory courses may count toward the total.
2. Two courses in sociological theory and two in sociological methods, normally completed by the end of the junior year. SOCY 151, Foundations of Modern Social Theory, and 152, Topics in Contemporary Social Theory, are the required courses for theory. SOCY 160, Methods of Inquiry, and one additional Sociology course numbered SOCY 161–169 are required for methods. Other methods courses from outside the department can be approved at the discretion of the director of undergraduate studies. Students planning to study abroad in their junior year are strongly encouraged to begin meeting the theory and methods requirements in their sophomore year. They should also discuss the options for their course of study with the director of undergraduate studies before finalizing their plans.
3. One advanced seminar in Sociology (SOCY 300–399).
4. For students in the intensive major, a two-term senior essay and colloquium, SOCY 493, 494. Students in the nonintensive major take one additional 300-level seminar in Sociology and write a one-term senior essay in SOCY 491.

Program II. Sociology with another subject The combined program allows students to unite the study of sociology with the study of another discipline or substantive area, and to design a program that satisfies their own interests and career plans. By the beginning of the junior year, participants in the combined program are expected to consult with the director of undergraduate studies in order to obtain approval for their course of study. The requirements for Program II are:

1. Thirteen term courses (including the prerequisite and senior colloquium), of which at least nine and no more than ten are selected from Sociology, the remainder being chosen from another department or program. At least one must be an introductory

Sociology course or a substitute approved by the director of undergraduate studies, but no more than two introductory courses in any department or program may count toward the total. The courses outside Sociology must constitute a coherent unit alone and form a logical whole when combined with the Sociology courses.

2. Two courses in sociological theory and two in sociological methods, normally completed by the end of the junior year. SOCY 151, Foundations of Modern Social Theory, and 152, Topics in Contemporary Social Theory, are the required courses for theory. SOCY 160, Methods of Inquiry, and one additional Sociology course numbered SOCY 161–169 are required for methods. Other methods courses from outside the department can be approved at the discretion of the director of undergraduate studies. Students planning to study abroad in their junior year are strongly encouraged to begin meeting the theory and methods requirements in their sophomore year. They should also discuss the options for their course of study with the director of undergraduate studies before finalizing their plans.
3. One advanced seminar in Sociology (SOCY 300–399).
4. A one- or two-term senior essay in which the student integrates sociology and the other subject chosen. Students in the intensive major write a two-term senior essay and attend a yearlong biweekly colloquium (SOCY 493, 494). Students in the nonintensive major take one additional 300-level seminar in Sociology and write a one-term senior essay in SOCY 491.

Program III. Concentration in markets and society Students in the markets and society concentration gain a broad understanding of markets and their relationship to social networks, religion, the state, and culture. Students explore the field of economic sociology, develop insights into market logics and economic outcomes, and develop skills in network analysis. Application is required to the markets and society concentration, using a form downloaded from the Sociology department Web site (<http://sociology.yale.edu>). Requirements for the concentration are:

1. Thirteen term courses in sociology (including the prerequisite and senior colloquium). At least one must be an introductory Sociology course or a substitute approved by the director of undergraduate studies, but no more than two introductory courses in any department or program may count toward the total. Up to four courses may be drawn from outside the Sociology department, with approval from the director of undergraduate studies.
2. Two courses in sociological methods, one in network analysis (e.g., SOCY 167, Social Networks and Society) and another in statistics (e.g., SOCY 162, Methods in Quantitative Analysis).
3. SOCY 321, Sociology of Markets. A different seminar may fulfill this requirement with approval from the director of undergraduate studies.
4. One additional intermediate or advanced course in economic sociology. Suitable courses include SOCY 219, Economic Sociology; and SOCY 395, Wealth and Poverty in Modern China. An intermediate or advanced course in economic anthropology (e.g., ANTH 346, Anthropological Approaches to Capitalism) or a course in economic history or behavioral economics may fulfill this requirement with approval from the director of undergraduate studies.
5. At least one intermediate or advanced course in microeconomics (e.g., ECON 121 or 125).

6. A one- or two- term senior essay integrating sociology with business, markets, or economic behavior. Students in the intensive major write a two-term senior essay and attend the yearlong biweekly colloquium (SOCY 493, 494). Students in the nonintensive major take one additional 300-level seminar in Sociology and write a one-term senior essay in SOCY 491.

Program IV. Concentration in health and society Students in the health and society concentration gain a broad understanding of how supraindividual factors such as socioeconomic inequality, demographic processes, neighborhood environments, cultural norms, and social networks affect health and medical care. Students explore the fields of medical sociology, stratification, demography, and network science. The core courses in the concentration satisfy the social science requirements of premedical programs while also providing a solid foundation for students interested in public health, health policy, and global health. Application is required to the health and society concentration, using a form downloaded from the Sociology department Web site (<http://sociology.yale.edu/academics/undergraduate-program/health-and-society-application>). Requirements for the concentration are:

1. Thirteen term courses in Sociology (including the prerequisite and senior colloquium). Up to five course credits may be drawn from outside the Sociology department, with approval from the director of undergraduate studies.
2. SOCY 126, Health of the Public (or other similar course, with approval of DUS), the gateway course for the concentration.
3. SOCY 151, Foundations of Modern Social Theory, is highly recommended.
4. A course in statistics: SOCY 162, Methods in Quantitative Sociology, or STAT 103, Introduction to Statistics: Social Sciences, or GLOBL 121, Applied Quantitative Analysis, or a higher-level statistics course approved by the director of undergraduate studies.
5. SOCY 160, Methods of Inquiry, or a comparable course approved by the director of undergraduate studies.
6. In order to build a broad base of interdisciplinary knowledge on health, students may take up to five course credits from outside the Sociology department. It is recommended that students select at least one course credit from the following: BIOL 101, Biochemistry and Biophysics; BIOL 102, Principles of Cell Biology and Membrane Physiology; BIOL 103, Genes and Development; BIOL 104, Principles of Ecology and Evolutionary Biology; MATH 112, Calculus of Functions of One Variable I (or higher-level Mathematics course); ECON 170, Health Economics and Public Policy.
7. Two upper-level Sociology seminars selected from the following: SOCY 341, Poverty and Social Welfare Policy in the United States; SOCY 314, Inequality in America; SOCY 361, Demography, Gender, and Health; SOCY 390, Politics of Reproduction; other courses approved by the director of undergraduate studies.
8. A one- or two-term senior essay integrating sociology with health and medicine. Students in the intensive major write a two-term senior essay and attend the yearlong biweekly colloquium (SOCY 493, 494). Students in the nonintensive major take one additional 300-level seminar in Sociology and write a one-term senior essay in SOCY 491.

Senior requirement for the nonintensive major Students electing the nonintensive major take one additional seminar in Sociology (SOCY 300–399) and write a one-credit senior essay during the senior year (SOCY 491). The senior essay for nonintensive majors is intended to be an in-depth scholarly review and critical analysis based on secondary sources. Students select an important topic in any sociological field and write a literature review that evaluates what is known about the topic. All nonintensive majors are required to enroll in SOCY 491 to receive credit for the senior essay. To register for this course, students must submit a written plan of study approved by a faculty adviser to the director of undergraduate studies no later than the end of registration period in the term in which the senior essay is to be written. Nonintensive majors are not eligible to graduate with Distinction in the Major.

Senior requirement for the intensive major The intensive major gives students an opportunity to undertake a yearlong program of original research resulting in a contribution to sociological knowledge. The yearlong project requires substantial independent research and knowledge of a sociological subfield. Students use research methods such as data gathering through participant observation, in-depth interviewing, administration of small-scale surveys, or secondary analysis of existing data. They may present findings in a variety of forms, from ethnographic narratives to analytical statistics. Students select primary and secondary advisers from the faculty. Students in the intensive major enroll in SOCY 493, 494, Senior Essay and Colloquium for Intensive Majors, during their senior year. The colloquium provides a forum for discussing the research process and for presenting students' research at various stages. Intensive majors are eligible to graduate with Distinction in the Major if they meet the grade standards for Distinction—see under Honors (p. 32) in the Undergraduate Curriculum (p. 19) section—and submit a senior essay written in SOCY 493, 494.

Admission to the intensive major Candidates for the intensive major should apply to the director of undergraduate studies by the last day of classes in the spring term of their junior year. The intensive major is especially recommended for students considering graduate school or social research. In special circumstances, applications may be accepted through the end of registration period in the first term of the senior year. Applications should include a one-page statement of interest that includes a list of relevant courses taken and identifies a prospective senior essay adviser. Admission is based on performance and promise. The director of undergraduate studies and the senior essay adviser serve as advisers to seniors in the intensive major.

REQUIREMENTS OF THE MAJOR

Prerequisite 1 freshman sem or intro course (SOCY 110–149) or equivalent

Number of courses 13 term courses (incl prereq and senior essay)

Specific courses required *Programs I and II*—SOCY 151, 152, 160, 1 addtl course from SOCY 161–169; *Program III*—SOCY 321; *Program IV*—SOCY 126

Distribution of courses *All programs*—no more than 2 intro courses; *Program I*—1 sem from SOCY 300–399; *Program II*—9 or 10 courses in Sociology; 3 or 4 courses from another dept; 1 sem from SOCY 300–399; *Program III*—2 courses in methods, as specified; 1 intermed or adv course in economic sociology; 1 intermed or adv course in microecon; *Program IV*—1 course in stat, as specified; 2 sems from SOCY 300–399, as specified

Substitution permitted *Program I*—up to 2 courses from other depts; *Program III*—up to 4 courses from other depts, with DUS approval; *Program IV*—up to 5 courses from other depts, with DUS approval

Senior requirement *Nonintensive major*—1 addtl 300-level Sociology sem and senior essay (SOCY 491); *Intensive major*—two-term senior essay (SOCY 493, 494)

Introductory Courses

* **SOCY 018b, The Sociological Imagination** Julia Adams

Introduction to the linked study of sociology and modernity. Topics include the dramatic rise of capitalism; colonialism and empire; the advent of democracy and bureaucracy; the world-historical invention of the individual; and the contested role of religion in modernity. Readings from classical and contemporary authors. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program.

SO

* **SOCY 086a, China in the Age of Xi Jinping** Deborah Davis

An overview of the major social institutions in contemporary China, with a focus on the changing relationship between individual and society. Use of print and visual sources to explore the social consequences of China's recent retreat from socialism and its rapid integration into the global economy. May count toward the Sociology major as an intermediate course. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. SO

SOCY 133a, Computers, Networks, and Society Scott Boorman

Comparison of major algorithm-centered approaches to the analysis of complex social network and organizational data. Fundamental principles for developing a disciplined and coherent perspective on the effects of modern information technology on societies worldwide. Software warfare and algorithm sabotage; blockmodeling and privacy; legal, ethical, and policy issues. No prior experience with computers required. SO RP

Courses in Sociological Theory

Open to all students without prerequisite.

SOCY 151a / PLSC 290a, Foundations of Modern Social Theory Philip Gorski

Major works of social thought from the beginning of the modern era through the 1920s. Attention to social and intellectual contexts, conceptual frameworks and methods, and contributions to contemporary social analysis. Writers include Hobbes, Locke, Rousseau, Kant, Adam Smith, Marx, Freud, Peirce, Weber, and Durkheim. SO

* **SOCY 152b, Topics in Contemporary Social Theory** Ron Eyerman

In-depth introduction to recent developments in social theory, with particular emphasis on the last twenty years. Focus on three distinct areas of study: the building blocks and contrasting understandings of human persons and social action; the competing theories of the social structure of markets, institutions, cultures, social fields, and actor-networks; and the theoretical controversies concerning nations, states and empires, ethnic and racial identity, and the relation between facts and values in social research. Authors include Judith Butler, Michel Foucault, Jurgen Habermas, Pierre

Bourdieu and Bruno Latour. None. Though "Foundations of Modern Social Theory" or equivalent is strongly recommended. SO

Courses in Sociological Methods

* **SOCY 160a, Methods of Inquiry** Matthew Mahler

The theory and practice of social inquiry. How social scientists—and aspiring social scientists—actually do their work, including designing research, sampling and measuring, and interpreting results. Examination of thesis proposal writing; ethical quandaries involved in social research. No background in social research assumed. SO

* **SOCY 162a, Methods in Quantitative Sociology** Lloyd Grieger

Introduction to methods in quantitative sociological research. Topics include: data description; graphical approaches; elementary probability theory; bivariate and multivariate linear regression; regression diagnostics. Students use Stata for hands-on data analysis. QR, SO

SOCY 167a, Social Networks and Society Andrew Papachristos

Introduction to the theory and practice of social network analysis. The role of social networks in contemporary society; basic properties of network measures, matrices, and statistics. Theoretical concepts such as centrality and power, cohesion and community, structural holes, duality of persons and groups, small worlds, and diffusion and contagion. Use of social structural, dynamic, and statistical approaches, as well as network analysis software. No background in statistics required. SO

* **SOCY 169b, Visual Sociology** Philip Smith

Introduction to themes and methods in visual sociology. The role and use of visual information in social life, including images, objects, settings, and human interactions. Ethnographic photography, the study of media images, maps and diagrams, observation and coding of public settings, unobtrusive measures, and the use of internet resources. SO

Intermediate Courses

The prerequisite for intermediate courses is one introductory Sociology course or permission of the instructor.

SOCY 155b / JDST 323b / MMES 160b / NELC 155b, State and Society in Israel Dina Roginsky

The interplay between the state and society in Israel. Current Israeli discourse on controversial issues such as civil rights in a Jewish-democratic state, Jewish-Arab relations, and right and left politics. Issues of orthodoxy, military service, globalization, and multiculturalism in Israel. Sociopolitical changes that have taken place in Israel since the establishment of the state in 1948 and that have led to the reshaping of Israeli Zionist ideology. HU

SOCY 170b / LAST 214b / PLSC 378b, Contesting Injustice Elisabeth Wood

Exploration of why, when, and how people organize collectively to challenge political, social, and economic injustice. Cross-national comparison of the extent, causes, and consequences of inequality. Analysis of mobilizations for social justice in both U.S. and international settings. Intended primarily for freshmen and sophomores. SO

SOCY 172b / PLSC 415b, Religion and Politics Sigrun Kahl

Challenges to the view of religion as an archaic force destined to dwindle away in a secularized society. A historical and comparative investigation of the relationship between religion and politics in Europe and the United States, with comparisons to the Muslim world. SO

Advanced Courses

Courses in this category are open to students who have completed one intermediate course and any other specified requirement, or by permission of the instructor. Preference is given to Sociology majors in their junior and senior years.

* **SOCY 307b / ER&M 376b / MGRK 304b / PLSC 376b, Extreme and Radical Right Movements** Paris Aslanidis

Extreme and radical right movements and political parties are a recurrent phenomenon found in most parts of the world. Discussion of their foundational values and the causes of their continuous, even increasing, support among citizens and voters. SO

* **SOCY 313a, Sociology of the Arts and Popular Culture** Ron Eyerman

An advanced introduction to sociological perspectives on the arts and popular culture. Emphasis on the conceptualization of culture within social theory, with the aim of interpreting cultural expressions and artifacts – artworks, music, television, film, and literature. SO

* **SOCY 319a / AFAM 390 / ER&M 419a, Ethnography of the African American Community** Elijah Anderson

An ethnographic study of the African American community. Analysis of ethnographic and historical literature, with attention to substantive, conceptual, and methodological issues. Topics include the significance of slavery, the racial ghetto, structural poverty, the middle class, the color line, racial etiquette, and social identity. SO

* **SOCY 330a / AFST 303a / EP&E 303a, Civil Sphere and Democracy** Jeffrey Alexander

In dialogue with normative and empirical approaches to civil society, this course examines civil sphere theory. The sacred and profane binaries that animate the civil sphere are studied, as are such civil sphere organizations as polls, mass media, electoral system, law, and office. Topics include: United States presidential elections, immigration and its controversies, the civil rights movement, the crisis of contemporary journalism, recent controversies over church pedophilia, the financial system, telephone hacking, and the challenge of de-provincializing civil sphere theory. one intermediate sociology course, or by permission of the instructor. HU, SO

* **SOCY 352a / HUMS 247a, Material Culture and Iconic Consciousness** Jeffrey Alexander

How and why contemporary societies continue to symbolize sacred and profane meanings, investing these meanings with materiality and shaping them aesthetically. Exploration of "iconic consciousness" in theoretical terms (philosophy, sociology, semiotics) and further exploration of compelling empirical studies about food and bodies, nature, fashion, celebrities, popular culture, art, architecture, branding, and politics. HU, SO

* **SOCY 365b / PLSC 241b, The Making of Political News** Matthew Mahler

The processes through which political news gets made. How the form and content of political news are shaped in and through the ongoing relationships between political operatives and journalists; ways in which these actors attempt to structure and restructure such relationships to their benefit. SO

* **SOCY 369b / EP&E 258b / PLSC 446b, Welfare States across Nations** Sigrun Kahl

How different societies counterbalance capitalism and deal with social risks. Welfare state regimes and their approaches to inequality, unemployment, poverty, illness, disability, child rearing, and old age. Why the United States has an exceptionally small welfare state. SO

* **SOCY 395a / EAST 408a / EP&E 269a, Wealth and Poverty in Modern China**

Deborah Davis

The underlying causes and consequences of the changing distribution of income, material assets, and political power in contemporary China. Substantive focus on inequality and stratification. Instruction in the use of online Chinese resources relevant to research. Optional weekly Chinese language discussions. Prerequisite: a previous course on China since 1949. SO

Individual Study and Research Courses

* **SOCY 471a and SOCY 472b, Individual Study** Andrew Papachristos

Individual study for qualified juniors and seniors under faculty supervision. To register for this course, each student must submit to the director of undergraduate studies a written plan of study that has been approved by a faculty adviser.

* **SOCY 491a or b, Senior Essay and Colloquium for Nonintensive Majors** Andrew

Papachristos

Independent library-based research under faculty supervision. To register for this course, students must submit a written plan of study approved by a faculty adviser to the director of undergraduate studies no later than the end of registration period in the term in which the senior essay is to be written. The course meets biweekly, beginning in the first week of the term.

* **SOCY 493a and SOCY 494b, Senior Essay and Colloquium for Intensive Majors**

Andrew Papachristos

Independent research under faculty direction, involving empirical research and resulting in a substantial paper. Workshop meets biweekly to discuss various stages of the research process and to share experiences in gathering and analyzing data. The first meeting is in the second week of the term.

South Asian Studies

Director of undergraduate studies: Harry Blair (harry.blair@yale.edu), 107 Rosenkraz Hall., 436-5190; southasia.macmillan.yale.edu/

FACULTY ASSOCIATED WITH THE PROGRAM OF SOUTH ASIAN STUDIES

Professors Akhil Amar (*Law School*), Tim Barringer (*History of Art*), Nihal de Lanerolle (*School of Medicine*), Michael Dove (*Anthropology, Forestry & Environmental Studies*), Sara Suleri Goodyear (*English*), Phyllis Granoff (*Religious Studies*), Inderpal

Grewal (*Women's, Gender, & Sexuality Studies*), Kalyanakrishnan Sivaramakrishnan (*Anthropology, Forestry & Environmental Studies*), Shyam Sunder (*School of Management*), Steven Wilkinson (*Political Science*)

Associate Professors Mayur Desai (*Public Health*), Zareena Grewal (*Ethnicity, Race, & Migration*), Karuna Mantena (*Political Science*), Andrew Quintman (*Religious Studies*), Kishwar Rizvi (*History of Art*)

Assistant Professor Rohit De (*History*)

Senior Lecturers Carol Carpenter (*Anthropology, Forestry & Environmental Studies*), Geetanjali Singh Chanda (*Women's, Gender, & Sexuality Studies*)

Lecturer Hugh Flick, Jr. (*Religious Studies*)

Senior Lectors David Brick, Seema Khurana, Swapna Sharma

The program in South Asian Studies combines the requirements of a discipline-based first major with significant course work in South Asian Studies. South Asian Studies can be taken only as a second major. The major is intended to provide students with a broad understanding of the history, culture, and languages of South Asia, as well as the region's current social, political, and economic conditions. Work in a discipline-based major coupled with a focus on South Asia prepares students for graduate study, employment in nongovernmental organizations, or business and professional careers in which an understanding of the region is essential.

The South Asian Studies major permits students to choose courses from a wide range of disciplines. Individual programs should have a balance between courses in the humanities and those in the social sciences. The proposed course of study must be approved each term by the director of undergraduate studies. Students should also identify an adviser from the South Asian Studies faculty in their area of specialization as early as possible.

Permission to complete two majors must be secured from the Committee on Honors and Academic Standing. Application forms are available from the residential college deans and must be submitted prior to the student's final term.

Requirements of the major In addition to fulfilling the requirements of the primary major, a student choosing South Asian Studies as a second major must complete seven term courses in South Asian Studies numbered 200 or above. At least two of the seven courses must address premodern South Asia, and at least two should be seminars. Students may petition the director of undergraduate studies to include one relevant course from another department or program; approval may require additional course work on South Asian topics. Students must also complete the senior requirement and meet the major's language requirement.

Credit/D/Fail A maximum of one course taken Credit/D/Fail may count toward the major.

Language requirement One South Asian language must be studied at the advanced level (L5). Students who matriculate with advanced proficiency in a South Asian language (excluding English), as demonstrated through testing, are encouraged to study Sanskrit, or to study a second modern language through Yale courses or the

Directed Independent Language Study program. Students may request substitution of another appropriate language (e.g., Persian or Arabic) for the core language requirement, and they are encouraged to pursue intensive language study through courses or work abroad.

Senior requirement The senior requirement may be fulfilled by completion of a seminar that culminates in a senior essay. Alternatively, the requirement may be fulfilled by completion of a one-credit, two-term senior research project in SAST 491, 492, or by completion of a one-credit, one-term directed study in SAST 486 that culminates in a senior essay. The senior essay should be a substantial paper with a maximum length of 8,000 words for one term and 10,500 words for two terms. The use of primary materials in the languages of the region is encouraged in senior essay projects. The director of undergraduate studies must approve senior essay plans early in the student's senior year.

Study abroad Up to three course credits from approved study abroad programs may be applied toward the requirements of the major, with permission of the director of undergraduate studies.

Courses in the Graduate School Graduate courses in South Asian Studies are open to qualified undergraduates. Course descriptions appear in the online Graduate School bulletin (<http://www.yale.edu/printer/bulletin/htmlfiles/grad/the-graduate-school-of-arts-and-sciences.html>) and are also available in the South Asian Studies program office. Permission of the instructor and of the director of graduate studies is required.

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 7 term courses (not incl senior req or lang req)

Distribution of courses 7 courses in South Asian Studies numbered 200 or above, 2 in premodern, 2 sems

Substitution permitted One relevant course in another dept, and/or up to 3 study abroad credits with DUS permission

Language requirement Study in a South Asian lang through L5 level

Senior requirement Senior essay in sem, or research project in SAST 491, 492, or senior essay in SAST 486

Language and Literature Courses

* **HNDI 110a, Elementary Hindi I** Staff

An in-depth introduction to modern Hindi, including the Devanagari script. A combination of graded texts, written assignments, audiovisual material, and computer-based exercises provides cultural insights and increases proficiency in understanding, speaking, reading, and writing Hindi. Emphasis on spontaneous self-expression in the language. No prior background in Hindi assumed. Credit only on completion of HNDI 120. L1 1½ Course cr

HNDI 120b, Elementary Hindi II Staff

Continuation of HNDI 110. After HNDI 110 or equivalent. L2 1½ Course cr

HNDI 130a, Intermediate Hindi I Seema Khurana and Swapna Sharma

The first half of a two-term sequence designed to develop proficiency in the four language skills. Extensive use of cultural documents including feature films, radio broadcasts, and literary and nonliterary texts to increase proficiency in understanding, speaking, reading, and writing Hindi. Focus on cultural nuances and Hindi literary traditions. Emphasis on spontaneous self-expression in the language. After HNDI 120 or equivalent. L3 1½ Course cr

*** HNDI 132a, Accelerated Hindi I** Swapna Sharma

A fast-paced course designed for students who are able to understand basic conversational Hindi but who have minimal or no literacy skills. Introduction to the Devanagari script; development of listening and speaking skills; vocabulary enrichment; attention to sociocultural rules that affect language use. Students learn to read simple texts and to converse on a variety of everyday personal and social topics.

L3

HNDI 140b, Intermediate Hindi II Swapna Sharma and Seema Khurana

Continuation of HNDI 130. After HNDI 130 or equivalent. L4 1½ Course cr

*** HNDI 142b, Accelerated Hindi II** Swapna Sharma

Continuation of HNDI 132. Development of increased proficiency in the four language skills. Focus on reading and higher language functions such as narration, description, and comparison. Reading strategies for parsing paragraph-length sentences in Hindi newspapers. Discussion of political, social, and cultural dimensions of Hindi culture as well as contemporary global issues. L4

*** HNDI 159b, Hindi Literature and Public Culture** Seema Khurana

An advanced language course that develops language skills through selected readings of Hindi literature and the study of popular culture. Focus on the adaptations of literary works of Prem Chand, Mannoo Bhandhari, Sharat Chandra, and Amrita Pritam in popular culture, cinema, theater, and television dramas. Prerequisite: HNDI 150. L5

*** HNDI 198a or b, Advanced Tutorial** Swapna Sharma and Seema Khurana

For students with advanced Hindi language skills who wish to engage in concentrated reading and research on material not otherwise offered by the department. Work must be supervised by an adviser and must terminate in a term paper or the equivalent. Permission to enroll requires submission of a detailed project proposal and its approval by the language studies coordinator. Prerequisite: HNDI 150 or equivalent.

*** SKRT 110a / LING 115a, Introductory Sanskrit I** David Brick

An introduction to Sanskrit language and grammar. Focus on learning to read and translate basic Sanskrit sentences in Devanagari script. No prior background in Sanskrit assumed. L1 1½ Course cr

SKRT 120b / LING 125b, Introductory Sanskrit II David Brick

Continuation of SKRT 110. Focus on the basics of Sanskrit grammar; readings from classical Sanskrit texts written in Devanagari script. After SKRT 110. L2 1½ Course cr

SKRT 130a / LING 138a, Intermediate Sanskrit I David Brick

The first half of a two-term sequence aimed at helping students develop the skills necessary to read texts written in Sanskrit. Readings include selections from the *Hitopadesa*, *Kathasaritsagara*, *Mahabharata*, and *Bhagavadgita*. After SKRT 120 or equivalent. L3 1½ Course cr

SKRT 140b / LING 148b, Intermediate Sanskrit II David Brick

Continuation of SKRT 130, focusing on Sanskrit literature from the *kavya* genre. Readings include selections from the *Jatakamala* of Aryasura and the opening verses of Kalidasa's *Kumarasambhava*. After SKRT 130 or equivalent. L4 1½ Course cr

*** SKRT 150a, Advanced Sanskrit: Dharmasastra** Staff

Introduction to Sanskrit commentarial literature, particularly to *Dharmasastra*, an explication and analysis of dharma (law or duty). Discussion of normative rules of human behavior; historical traditions of writing on the Indian subcontinent. Prerequisite: SKRT 140 or equivalent. L5

*** SAST 150b, AdvSanskritReadingDharmashastra** David Brick

L5

General Courses in South Asian Studies

SAST 219a / ANTH 276a, South Asian Social Worlds Staff

Study of a series of texts that introduce anthropological and critical approaches to South Asia's peoples and cultures while questioning the historical and political possibility of understanding such a diverse region. WR, SO

SAST 224a / HIST 396a, India and Pakistan since 1947 Staff

Introduction to the history of the Indian subcontinent from 1947 to the present. Focus on the emergence of modern forms of life and thought, the impact of the partition on state and society, and the challenges of democracy and development. Transformations of society, economy, and culture; state building; economic policy. HU

SAST 265b / HSAR 142b / RLST 187b, Introduction to the History of Art: The Classical Buddhist World Youn-mi Kim

Buddhist art and architecture of India, Pakistan, Afghanistan, and central Asia from earliest beginnings to the tenth century, and including Greco-Roman, Persian, and Islamic contact. HU

SAST 267a / RLST 125a, Introduction to Buddhist Thought and Practice Andrew Quintman

Significant aspects of Buddhism as practiced mainly in India and South Asia, including philosophy and ethics, monastic and ascetic life, meditation and ritual practices, and the material culture of Buddhist societies. The *Mahayana* tradition that emerged in the first century B.C.E.; later forms of esoteric Buddhism known as tantra; the development of modern Buddhism in Asia and its manifestation in the West. Readings from Buddhist texts in translation. HU

SAST 268a / ARCH 158a / HSAR 118a / MMES 128a, Introduction to the History of Art: The Arts of Islam Kishwar Rizvi

Survey of Islamic art and architecture in the Middle East, North Africa, and South Asia from the seventh century to the present. Individual monuments, artworks, and historical cities examined within their artistic and historical contexts. Architecture and urbanism, manuscript painting and portraiture, and the arts of calligraphy and ceramics. Includes visits to the Yale University Art Gallery. HU

SAST 271a / HIST 309a, History of Ancient India David Brick

Introduction to Indian society and civilization from its earliest beginnings until c. 1000 C.E. Topics include politics, caste and class, commerce, religion, art and architecture, literature, and science. HU

SAST 278b / ECON 211b / GLBL 211b, Economic Performance and Challenges in India
Staff

India's transition from being one of the poorest countries in the world to having one of the fastest-growing economies. Economic reform processes, trade and policy implications, and changes within the agriculture, industry, and service sectors.

Prerequisites: introductory microeconomics and macroeconomics. SO

SAST 440a / AFAM 195a / PLSC 424a, Gandhi, King, and the Politics of Nonviolence
Karuna Mantena

A study of the theory and practice of nonviolent political action, as proposed and practiced by M. K. Gandhi and Martin Luther King, Jr. The origins of nonviolence in Gandhian politics and the Indian independence movement; Gandhian influences on the Civil Rights movement; King's development of nonviolent politics; the legacies and lessons for nonviolent politics today. SO

*** SAST 459b / RLST 182b, Buddhist Traditions of Mind and Meditation** Andrew Quintman

Buddhist meditation practices examined in the context of traditional theories of mind, perception, and cognition. Readings both from Buddhist canonical works and from secondary scholarship on cognitive science and ritual practice. Recommended preparation: a course in Asian religions. HU

*** SAST 467a / RLST 383a, Biography in Asian Religions** Andrew Quintman
The significance of life writing in the religious traditions of Asia. Readings both from primary texts in translation and from theoretical works on biography and autobiography. HU

*** SAST 486a or b, Directed Study** Staff

A one-credit, single-term course on topics not covered in regular offerings. To apply for admission, a student should present a course description and syllabus to the director of undergraduate studies, along with written approval from the faculty member who will direct the study.

Senior Essay Course

*** SAST 491a and SAST 492b, Senior Essay** Staff

A yearlong research project completed under faculty supervision and resulting in a substantial paper. Credit for SAST 491 only on completion of SAST 492. ½ Course cr per term

Southeast Asia Studies

Program chair: Michael R. Dove, Kroon Hall 134, 432-3463, michael.dove@yale.edu;
program administrator: Kristine Mooseker, 311 LUCE, 432-3431,
kristine.mooseker@yale.edu; cseas.yale.edu/

FACULTY ASSOCIATED WITH THE COUNCIL ON SOUTHEAST ASIA STUDIES

Professors Michael R. Dove (*Forestry & Environmental Studies*), J. Joseph Errington (*Anthropology*), Benedict Kiernan (*History*), James Scott (*Political Science*), Frederick Wherry (*Sociology*), Mimi Yiengpruksawan (*History of Art*)

Associate Professor Erik Harms (*Anthropology*)

Senior Lecturers Carol Carpenter (*Forestry & Environmental Studies, Anthropology*), Amity Doolittle (*Forestry & Environmental Studies*)

Curator Ruth Barnes (Art Gallery)

Senior Lector II Quang Phu Van

Senior Lector Indriyo Sukmono

Lector Dinny Risri Aletheiani

The Council on Southeast Asia Studies offers an interdisciplinary program that brings together faculty and students sharing an interest in Southeast Asia and supplements the undergraduate curriculum with a weekly seminar series, periodic conferences, cultural events, and special lectures.

Yale does not offer a degree in Southeast Asia studies, but majors in any department may consult with Council faculty regarding a senior essay on a Southeast Asian topic, and in certain circumstances students who have a special interest in the region may consider a Special Divisional Major. Students interested in pursuing field research or language study in Southeast Asia may apply to the Council for summer fellowship support.

Courses featuring Southeast Asian content are offered within a variety of departments each year, including Anthropology, Environmental Studies, History, History of Art, Music, Philosophy, and Political Science. A list of courses for the current year can be obtained through the Council office or Web site (<http://cseas.yale.edu>). Yale maintains extensive library and research collections on Southeast Asia.

Language instruction at all levels is offered in two Southeast Asian languages, Indonesian and Vietnamese. Other Southeast Asian languages may be available in any given year via video conference through the Yale Shared Course Initiative. Check the SEAS Language Studies (<http://cseas.yale.edu/academics/language-studies>) page on the Southeast Asia Web site (<http://cseas.yale.edu>) for updated information. The Council on Southeast Asia Studies supports language tables and tutoring in other Southeast Asian languages by special arrangement.

Indonesian Courses

* **INDN 110a, Elementary Indonesian I** Indriyo Sukmono

An introductory course in standard Indonesian with emphasis on developing communicative skills through a systematic survey of grammar and graded exercises.

Credit only on completion of INDN 120. Enrollment limited to 15 per section. L1
1½ Course cr

* **INDN 120b, Elementary Indonesian II** Indriyo Sukmono

Continuation of INDN 110. Introduction to reading, leading to mastery of language patterns, essential vocabulary, and basic cultural competence. After INDN 110 or equivalent. Enrollment limited to 15 per section. L2 1½ Course cr

* **INDN 130a, Intermediate Indonesian I** Dinny Risri Aletheiani

Continued practice in colloquial Indonesian conversation and reading and discussion of texts. After INDN 120 or equivalent. Limited enrollment. L3 1½ Course cr

* **INDN 140b, Intermediate Indonesian II** Dinny Risri Aletheiani

Continuation of INDN 130. After INDN 130 or equivalent. Limited enrollment. L4
1½ Course cr

* **INDN 150a, Advanced Indonesian I** Dinny Risri Aletheiani

Development of advanced fluency through discussion of original Indonesian sociohistorical, political, and literary texts and audiovisual sources. Extension of cultural understanding of Indonesia. Prerequisite: INDN 140 or equivalent. May not be taken after INDN 153. L5

* **INDN 160b, Advanced Indonesian II** Indriyo Sukmono

Continuation of INDN 150. Prerequisite: INDN 150 or equivalent. L5

* **INDN 170a, Advanced Indonesian: Special Topics** Indriyo Sukmono

Continuation of INDN 160. Students advance their communicative competence in listening, speaking, reading, and writing. Use of Indonesian book chapters, Web pages, printed and electronic articles, social networking posts, newsgroups, and letters. Prerequisite: INDN 160.

* **INDN 180b, Research and Creative Project on Indonesia** Dinny Risri Aletheiani

Continuation of INDN 170. Advancement in students' competence in listening, speaking, reading, and writing. Reading materials include book chapters, Web sites, print and electronic articles, e-mail messages, blogs, and social networking posts. Prerequisite: INDN 170.

* **INDN 470a and INDN 471b, Independent Tutorial** Staff

For students with advanced Indonesian language skills who wish to engage in concentrated reading and research on material not otherwise offered in courses. The work must be supervised by an adviser and must terminate in a term paper or its equivalent. After INDN 160. Permission to enroll requires submission of a detailed project proposal and its approval by the program adviser.

Vietnamese Courses

VIET 110a, Elementary Vietnamese I Quang Phu Van

Students acquire basic working ability in Vietnamese, developing skills in speaking, listening, writing (Roman script), and reading. Discussion of aspects of Vietnamese society and culture. Credit only on completion of VIET 120. Intended for students with no previous knowledge of Vietnamese. L1 RP 1½ Course cr

VIET 120b, Elementary Vietnamese II Quang Phu Van

Continuation of VIET 110. L2 RP 1½ Course cr

*** VIET 132a, Accelerated Vietnamese** Quang Phu Van

An accelerated course designed for students who understand and speak informal Vietnamese on topics related to everyday situations but who have minimal or no literacy skills. Development of grammatical accuracy and overall competence in speaking, reading, and writing. Topics include the alphabet, diacritical marks, kinship terms, food culture, forms of politeness and sociocultural rules, and formal and informal language. Admits to VIET 140. L3

*** VIET 142b, Accelerated Vietnamese II** Staff

An accelerated course designed for heritage students who wish to build a higher level of proficiency and develop sociocultural competence in speaking, reading, and writing. Topics include health care, rituals, community, linguistic landscape, education, mass communication, literature, history, values, and traditional and pop cultures. VIET 132 or equivalent. L4

VIET 150a, Advanced Vietnamese Quang Phu Van

Students improve their fluency and accuracy in Vietnamese and solidify their reading, writing, speaking, and listening skills. Topics include social, economic, and cultural practices, gender issues, notions of power, and taboo. Prerequisite: VIET 140 or equivalent. L5

VIET 220b / LITR 279b, Introduction to Vietnamese Culture, Values, and Literature
Quang Phu Van

Introduction to Vietnamese culture and values. Topics include cultural and national identity, aesthetics, the meaning of life, war, and death. Selected readings from Zen poems, folklore, autobiographies, and religious and philosophical writings. Course is taught in English and is an alternative to Western perspectives. Readings in translation. No previous knowledge of Vietnamese required. HU TR

*** VIET 470a and VIET 471b, Independent Tutorial** Quang Phu Van

For students with advanced Vietnamese language skills who wish to engage in concentrated reading and research on material not otherwise offered in courses. The work must be supervised by an adviser and must terminate in a term paper or its equivalent. Permission to enroll requires submission of a detailed project proposal and its approval by the program adviser.

Spanish

Director of undergraduate studies: Leslie Harkema, Rm. 207, 82–90 Wall St., 432-1157, leslie.harkema@yale.edu; language program director: Ame Cividanes, Rm. 210, 82–90 Wall St., 432-1159, ame.cividanes@yale.edu; span-port.yale.edu

FACULTY OF THE DEPARTMENT OF SPANISH AND PORTUGUESE

Professors Rolena Adorno (*Chair*), Aníbal González, Roberto González Echevarría, K. David Jackson, Noël Valis

Associate Professor Susan Byrne

Assistant Professor Leslie Harkema

Senior Lectors II Sybil Alexandrov, Margherita Tortora, Sonia Valle

Senior Lectors I Marta Almeida, Maria Pilar Asensio-Manrique, Mercedes Carreras, Ame Cividanes, Sebastián Díaz, María de la Paz García, María Jordán, Rosamaría León, Juliana Ramos-Ruano, Lissette Reymundi, Lourdes Sabé-Colom, Bárbara Saffille, Terry Seymour

The Department of Spanish and Portuguese provides instruction in the languages, literatures, and cultures of the Hispanic and Luso-Brazilian worlds. Courses in Portuguese and the requirements of the major are described under Portuguese (p. 606); the names of faculty teaching Portuguese courses are listed above.

The major in Spanish is a liberal arts major that offers a wide range of courses in the language, literatures, and cultures of the twenty Spanish-speaking countries in Europe, Latin America, and the Caribbean. Today, Spanish is the second language of the United States, one of the three most widely spoken languages in the world, and one of the five diplomatic languages of the United Nations. The program in Spanish offers students the opportunity to acquire thorough linguistic proficiency as well as in-depth knowledge of both cultural and literary topics. The major explores literature, history, philosophy, art, and cultural studies, and provides excellent preparation for careers in law, diplomacy, medicine, business, the arts, academics, journalism, and education.

Courses numbered SPAN 110–199 include beginning and intermediate language courses designed to help students develop fluency in understanding, speaking, reading, and writing Spanish. Courses numbered SPAN 200–299 seek to provide students with a broad but solid introduction to the fields of Hispanic literatures and cultures while strengthening their linguistic competence. Courses numbered 300–499 allow students to perfect their linguistic and critical skills through study of a specific problem or issue, e.g., a literary genre, a type of literary or cultural representation, or a specific writer or text. Students desiring more information about either language or literature offerings should consult the director of undergraduate studies.

Placement Students whose test scores demonstrate advanced ability in Spanish may enroll directly in any L5 course; scores that demonstrate advanced ability include a placement of L5 on the departmental placement examination, a score of 5 on either of the Spanish Advanced Placement tests, a score of 6 or 7 on the Advanced-Level International Baccalaureate examination, or a proficiency level of C1 in the Common European Framework of Reference for Languages. All other students, including native speakers, who have previously studied Spanish formally or informally must take the departmental placement examination in order to enroll in a Spanish course.

Placement examination and preregistration Information about the departmental placement examination and about preregistration procedures for Spanish L1–L4 language courses is available on the departmental Web site (<http://span-port.yale.edu>).

Language courses Students with no previous formal or informal Spanish study ordinarily enroll in SPAN 110. Students who take SPAN 110 must continue with 120 in the following term, and no credit is awarded for 110 until 120 has been successfully completed. Students wishing to take intensive beginning Spanish may, with the instructor's permission, enroll in SPAN 125, which covers the same material as SPAN 110 and 120, but in one term. SPAN 132 and 142 are designed for heritage

speakers and are available only to them. Admission to SPAN 132 and 142 is based on results of the departmental placement examination; interested students should contact the instructor.

Prerequisite Prerequisite to the major is SPAN 140, 142, or 145, or the equivalent through advanced placement or study abroad. Equivalent preparation to SPAN 140, 142, or 145 may be demonstrated by the test scores listed above under "Placement."

The standard major Beyond the prerequisite, ten term courses are required, including the senior essay.

Requirements of the major for the Class of 2017 Students in the class of 2017 may fulfill the requirements of the major that were in place when they entered the major in Spanish, as described in previous editions of this bulletin (<http://www.yale.edu/printer/bulletin/archivepdf/YCPS>). Alternatively, they may fulfill the requirements for the major as described for the Class of 2018 and subsequent classes.

Requirements of the major for the Class of 2018 and subsequent classes Beyond the prerequisite, ten term courses numbered SPAN 200 or higher are required, five of which must be numbered SPAN 300 or higher. A maximum of one course may be numbered SPAN 200–230. Freshman seminars taught in Spanish count toward the major in the SPAN 231–299 range.

Senior requirement Seniors write the senior essay in SPAN 491 in the spring of their senior year under the individual direction of a faculty adviser. Students expecting to complete their degree requirements in December write the senior essay in SPAN 491 in the fall of their senior year. Seniors in SPAN 491 are expected to submit their completed essay to the director of undergraduate studies at 82–90 Wall Street by 4 p.m. on April 28 in the spring term, or by 4 p.m. on December 9 in the fall term. If the essay is submitted late without an excuse from the student's residential college dean, the penalty is one letter grade, though no essay that would otherwise pass will be failed because it is late.

Intensive major Students in the intensive major fulfill the requirements for the standard major, and take an additional two courses numbered SPAN 300 or higher.

Two majors Students electing Spanish as one of two majors should consult the director of undergraduate studies about a specialized course of study.

Courses in the Graduate School Juniors and seniors majoring in Spanish may, with permission of the instructor and the director of graduate studies, enroll in graduate literature courses in Spanish. A list of pertinent graduate courses is available at the office of the director of undergraduate studies.

Study abroad Students at the intermediate level of language study are encouraged to apply to the eight-week summer language courses offered by Yale Summer Session in New Haven and Bilbao, Spain; New Haven and Quito, Ecuador; or New Haven and Lima, Peru. Advanced students may apply for the five-week Yale Summer Session course offered in Valencia, Spain. More information about these programs is available on the Yale Summer Session Web site (<http://summer.yale.edu>). For information about the Year or Term Abroad program, see under Special Arrangements (p. 66) in the

Academic Regulations. Students who wish to count courses taken abroad toward the major should consult with the director of undergraduate studies before going abroad.

REQUIREMENTS OF THE MAJOR

Prerequisite SPAN 140, 142, 145, or equivalent

Number of courses 10 term courses (incl senior req)

Distribution of courses 10 term courses numbered SPAN 200 or higher, 5 of which are numbered SPAN 300 or higher; max of one course numbered SPAN 200–230

Senior requirement Senior essay (SPAN 491)

Intensive major 2 addtl courses numbered SPAN 300 or higher, totaling 12 term courses

Courses

* **SPAN 055b, Cervantes' Novelas ejemplares** Susan Byrne

Close study of Miguel de Cervantes' *Novelas ejemplares*, with special attention to historical context and purported exemplarity. L5-level Spanish placement. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program.

L5, HU

* **SPAN 060a, Freshman Colloquium: Literary Studies in Spanish** Noël Valis

Introduction to the study of literature in general and to some of the most important texts in Hispanic literature. Selected texts in Spanish include short stories, essays, lyric, and theater. Open to students who have placed into L5 courses. Counts toward the requirements of the Spanish major with permission of the director of undergraduate studies. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. L5, HU

* **SPAN 110a or b, Elementary Spanish I** Staff

For students who wish to begin study of the Spanish language. Development of basic skills in understanding, speaking, reading, and writing through a functional approach to the teaching of Spanish grammar. Includes an introduction to the cultures (traditions, art, literature, music) of the Spanish-speaking world. Audiovisual materials are incorporated into class sessions. Conducted in Spanish. To be followed immediately by SPAN 120. Credit only on completion of SPAN 120. L1 RP 1½ Course cr

SPAN 120a or b, Elementary Spanish II Staff

Further development of understanding, speaking, reading, and writing skills. Class sessions incorporate short authentic texts in Spanish, audiovisual materials, and film. Cultural topics of the Spanish-speaking world (traditions, art, literature, music) are included. Conducted in Spanish. After SPAN 110 or in accordance with placement results. Admits to SPAN 130 or 145. L2 RP 1½ Course cr

* **SPAN 125a, Intensive Elementary Spanish** Maria Lourdes Sabé

An intensive beginning course in spoken and written Spanish that covers the material of SPAN 110 and 120 in one term. Conducted in Spanish. Admits to SPAN 130 or 145. Not open to students who have completed SPAN 110 or 120. L1, L2 RP 2 Course cr

SPAN 130a or b, Intermediate Spanish I Staff

Development of language proficiency in listening, speaking, reading, and writing through communicative activities rather than a sequence of linguistic units. Authentic

Spanish language texts, films, and videos serve as the basis for the functional study of grammar and the acquisition of a broader vocabulary. Cultural topics are presented throughout the term. Conducted in Spanish. Admits to SPAN 140. L3 RP
1½ Course cr

*** SPAN 132a, Spanish for Heritage Speakers I** Sybil Alexandrov

A language course designed for students who have been exposed to Spanish—either at home or by living in a Spanish-speaking country—but who have little or no formal training in the language. Practice in all four communicative skills (comprehension, speaking, reading, writing), with special attention to basic grammar concepts, vocabulary building, and issues particular to heritage speakers. Admission in accordance with placement results. L3

SPAN 140a or b, Intermediate Spanish II Staff

Continuation of SPAN 130. Development of increased proficiency in the four language skills. Greater precision in grammar usage, vocabulary enrichment, and expanded cultural awareness are achieved through communicative activities based on authentic Spanish-language texts, including a short novel. Conducted in Spanish. Admits to L5 courses. L4 RP 1½ Course cr

*** SPAN 142b, Spanish for Heritage Speakers II** Sybil Alexandrov

Continuation of SPAN 132. Examination of complex grammar structures; consideration of problems particular to heritage speakers through the reading of both literary and journalistic texts. Practice in all communicative skills (comprehension, speaking, reading, writing). After SPAN 132 or in accordance with placement results. L4

*** SPAN 145a or b, Intensive Intermediate Spanish** Staff

An intensive intermediate course in spoken and written Spanish that covers the material of SPAN 130 and 140 in one term. Conducted in Spanish. Admits to L5 courses. Not open to students who have completed SPAN 130 or 140. L3, L4 RP 2 Course cr

*** SPAN 223b / LAST 223b, Spanish in Film: An Introduction to the New Latin American Cinema** Margherita Tortora

Development of proficiency in Spanish through analysis of critically acclaimed Latin American films. Includes basic vocabulary of film criticism in Spanish as well as discussion and language exercises. Enrollment limited to 18. L5

*** SPAN 225b / LAST 225b / SPAN S225E, Spanish for the Medical Professions**
Mercedes Carreras

Topics in health and welfare. Conversation, reading, and writing about medical issues for advanced Spanish-language students, including those considering careers in medical professions. Enrollment limited to 18. L5

*** SPAN 243b / LAST 243b, Advanced Spanish Grammar** Staff

A comprehensive, in-depth study of grammar intended to improve students' spoken and written command of Spanish. Linguistic analysis of literary selections; some English-to-Spanish translation. Enrollment limited to 18. L5

SPAN 246b, Introduction to the Cultures of Spain Leslie Harkema

Study of various aspects of Spanish culture, including its continuing relation to the societies of Latin America. Examination of Spanish politics, history, religions, art forms, music, and literatures, from ancient times to the present. Primary sources and critical studies are read in the original. L5, HU

* **SPAN 250a, Composition and Analysis** Leslie Harkema

Advanced practice in both written and oral expression. Readings and discussion of a range of texts from the Spanish-speaking world (literature, contemporary journalism, historical documents, and film). Multiple short papers workshopped in class to improve students' grasp of grammar and style. Practice in personal narrative, argumentation, interpretation and analysis, and translation. L5, HU

* **SPAN 266a / LAST 266a, Studies in Latin American Literature I** Rolena Adorno

Origins of Latin American literary tradition from preconquest Aztec poetry to Baroque poetry of the seventeenth century. Study of works that helped define the future Latin America, from the Caribbean, to Mexico, and to the Andes of South America. Readings from the works of fifteenth century Texcocan poet, prince Nezahualcoyotl, through to seventeenth century Mexican Baroque poet, Sor Juana Inés de la Cruz. L5, HU

SPAN 267b / LAST 267b, Studies in Latin American Literature II Roberto González Echevarría

An introduction to Latin American literature from the nineteenth century to the present. Works by Borges, García Márquez, Paz, Neruda, Cortázar, and others. L5, HU

* **SPAN 300a / LITR 189a, Cervantes's *Don Quijote*** Roberto González Echevarría

A detailed study of the *Quijote* in the aesthetic and historical context of Renaissance and baroque Spain. The significance of the *Quijote* for modern European and Latin American fiction. Readings also include Cervantes's *Exemplary Stories* and Elliott's *Imperial Spain*. Conducted in English; a section in Spanish available depending on demand. Counts toward the Spanish major. HU TR

* **SPAN 301a, Introduction to Spanish Cinema** Noël Valis

The development of cinema in Spain from the 1930s to the present. Directors include Almodóvar, Amenábar, Bardem, Bigas Luna, Buñuel, Álex de la Iglesia, Médem, Erice, and Saura. L5, HU

* **SPAN 309a / HSHM 434a, Science and Religion in Spanish Narrative, 1875–1915**

Leslie Harkema

The literary response to debates surrounding scientific advances and religious belief in Spanish novels and stories of the modernist era. Authors include Benito Pérez Galdós, Emilia Pardo Bazán, Santiago Ramón y Cajal, Miguel de Unamuno, and Pío Baroja. Open to students who have placed into L5 courses or who have successfully completed an L4 course in Spanish. Counts toward the Spanish major. L5, HU

* **SPAN 329a, Golden Age Theater** Roberto González Echevarría

The development and apogee of the Spanish *comedia*, as well as contemporary minor subgenres such as the *auto sacramental* and the *entremés*. Exploration of how the theater synthesizes post-Garcilaso lyric, the *commedia dell'arte*, renaissance epic, the *romancero*, Spanish history, and the European renaissance literary tradition. Works by Cervantes, Lope de Vega, Tirso de Molina, Guillén de Castro, Mira de Amescua, Juan Ruiz de Alarcón, Luis Quiñones de Benavente, Pedro Calderón de la Barca, and Sor Juana Inés de la Cruz. Comparison with English and French theater is encouraged. L5, HU

* **SPAN 330b, Contemporary Spanish Autobiography** Noël Valis

Exploration of several autobiographical texts produced in Spain from the eighteenth century to the twentieth, as well as other texts centered around the self, such as first-

person fiction and lyrical poetry. Theoretical readings and discussions on the nature of autobiography. SPAN 140 or equivalent. L5, HU

* **SPAN 333b, The Other Cervantes** Susan Byrne

Study of Cervantes' first play, *El cerco de Numancia*, as well as his first and last novels, *La Galatea* and *Los trabajos de Persiles y Sigismunda*, for their technical artistry, philosophical content, and place in this major author's canon. L5 Spanish level placement L5, HU

* **SPAN 335a, Law and Literature in Spain** Susan Byrne

The role of legal writing in the development of literature, specifically the prose novel. Readings include *Lazarillo de Tormes* and works by Rojas, Flores, and Cervantes. L5, HU

* **SPAN 344b / LAST 344b, Narrative and Music in Hispanic Caribbean Culture**

Aníbal González Perez

The development of the narrative genre in Cuba, the Dominican Republic, and Puerto Rico from its origins in the nineteenth century to the present. Focus on how music is represented and incorporated into the discourse of Hispanic Caribbean novels and stories. Authors include Villaverde, Carpentier, Cabrera Infante, Nicolás Guillén, Ana Lydia Vega, and Luis Palés Matos. Open to students who have placed into L5 courses or who have successfully completed an L4 course in Spanish. Counts toward the Spanish major. L5, HU

* **SPAN 350a / LAST 351a, Borges: Literature and Power** Aníbal González Perez

An introduction to the work of Jorge Luis Borges, focusing on the relation between literature and power as portrayed in selected stories, essays, and poems. Topics include Borges and postmodernity; writing and ethics; and Borges's politics. Works include *Ficciones*, *Otras inquisiciones*, *El aleph*, *El hacedor*, *El informe de Brodie*, and *Obra poética*. Open to students who have placed into L5 courses or who have successfully completed an L4 course in Spanish. Counts toward the Spanish major. L5, HU

* **SPAN 353b, Spanish American Vanguardist Literature** Aníbal González Perez

Introduction to the Vanguardist period in Spanish American cultural history. The effects of political and social change in the early twentieth century on Spanish American writers and artists. Tensions between playfulness and engagement, cosmopolitanism and regionalism, and creativity and conscience in Vanguardist works. L5, HU

* **SPAN 359a / LAST 365a, The Asian Image in Contemporary Latin American**

Literature Aníbal González Perez

Exploration of the image of Asians and their diaspora in Latin American literature, from the 20th century until today. Topics include: cultural contributions of migrants to Latin America from China, Japan, Lebanon, and Syria; Asian-themed works by authors such as Rubén Darío, José Juan Tablada, and Leonardo Padura Fuentes; recent works by Asian diaspora authors in Latin America, such as Carlos Yushimito, José Watanabe, and Doris Moromisoto; and visual arts by painters such as Wilfredo Lam. for students with solid command of spoken and written Spanish (L5). L5, HU

* **SPAN 367b / HIST 227b, The Spanish Civil War: Words and Images** Noël Valis

An introduction to the history and cultural-literary impact of the Spanish Civil War (1936–39) from national and international perspectives. Views both from within and from outside the war; women and the war; memory and the war. Authors include George Orwell, Ernest Hemingway, Javier Cercas, Alberto Méndez, Mercè Rodoreda,

Ramón J. Sender, W. H. Auden, and Stephen Spender. Open to students who have placed into L5 courses or who have successfully completed an L4 course in Spanish. Counts toward the Spanish major. L5, HU

SPAN 397a, Renaissance Spanish Poetry Susan Byrne

Spanish poetry of the Renaissance, read for its incorporation of elements of Classical mythology, Renaissance Humanism, Hermetism, and Neoplatonism. L5, HU

*** SPAN 478a and SPAN 479b, Directed Readings and/or Individual Research** Staff

Individual study under faculty supervision. The student must submit a bibliography and a written plan of study approved by the faculty adviser to the director of undergraduate studies. No reading or research course credit is granted without prior approval from the director of undergraduate studies. The student must meet with the instructor at least one hour a week. A final examination or essay is required.

*** SPAN 491a or b, The Senior Essay** Staff

A research project completed under faculty supervision and resulting in a paper of considerable length, in Spanish.

Special Divisional Majors

Director of undergraduate studies: Joel Silverman, Dean's Office MC, 432-0722, joel.silverman@yale.edu

A Special Divisional Major affords an alternative for students whose academic interests cannot be met by an existing departmental or special major. Students may, with the approval of the Committee on Honors and Academic Standing, design majors of their own in consultation with members of the faculty and in accordance with the procedures outlined below.

Special Divisional Majors differ so widely in content that there is no uniform format, but two patterns prevail. Some majors combine two disciplines (e.g., music and English, religious studies and anthropology), while others draw from several departments to focus on a particular culture, period, or problem (e.g., French studies, medieval studies, urban studies). Students interested in pursuing a Special Divisional Major in Renaissance studies should visit the Renaissance Studies program Web site (<http://www.yale.edu/renstudies/undergrad.html>). A Special Divisional Major may not be offered as one of two majors.

Students considering a Special Divisional Major should be aware of its particular demands and risks. They face the challenges of interdisciplinary work and must grapple with the conceptual processes of disparate disciplines. They must establish criteria for selecting courses and organize their courses in order to obtain an adequate base in the fields necessary for advanced work on a specific topic.

Students in a Special Divisional Major may get little help in designing their programs. Because they are in separate, independent programs, they forfeit some of the services normally provided as part of a departmental or special major. They must, for example, find their own advisers. They need to ask the help of faculty members already committed to other departments and programs who may not share their interdisciplinary interests. They must acquire the necessary background and sustain their interest without the help of any special seminar. They may lose other advantages

of departmental affiliation, such as priority for acceptance in restricted-enrollment courses, opportunities to meet students and faculty members with similar interests, and participation in a program easily understood by graduate schools and others. Their transcripts will carry only the notation "Special Divisional Major," without specifying the student's field of concentration.

Before applying for a Special Divisional Major, students are urged to consult the directors of undergraduate studies in their fields of major interest, who can advise them whether a Special Divisional Major is necessary. Special interests can usually be accommodated within an existing major.

Application Students considering a Special Divisional Major are invited to talk with directors of undergraduate studies and with their residential college deans at any stage in their planning. Candidates may apply for admission as early as their fourth term of enrollment, but must have done so no later than one month after their seventh term of enrollment begins. The committee's experience suggests that the last term of the sophomore or the first term of the junior year is the best time to apply.

Lucidity, coherence, and completeness in an application are of primary importance to a student's candidacy, since they are indications of a thoughtfully prepared program of study and of the qualities of eagerness and initiative essential to a successful Special Divisional Major. The committee expects that applicants will have worked in close collaboration with the director of undergraduate studies of the Special Divisional Major in developing their proposals, and it will normally view failure to do so as grounds for rejection of the application.

Application forms are available at the Morse College dean's office. They are submitted, along with letters of support from faculty advisers, to the Committee on Honors and Academic Standing, in care of the Morse College dean's office. The committee meets to consider proposals several times a year. All students in good standing are eligible, although the committee must be satisfied that candidates have particular aptitude and preparation for the work they propose.

In approving or rejecting proposals for a Special Divisional Major, the committee looks principally at the quality of the student's planning. What are the objectives of the program? What are the principles for selecting courses and organizing material? Is the program comparable in breadth and depth to other majors in Yale College? What provisions have been made to guide and evaluate the student's progress? What sort of senior project would focus and integrate the program? Finally, are the objectives of the program best served by a Special Divisional Major? The committee will not approve a major if the student can accomplish the desired aims in an existing major; the committee may consult directors of undergraduate studies and other faculty members to judge whether or not this is the case.

Requirements of the major Because of the variety of programs, there are no uniform prerequisites. All students must satisfy their prospective advisers and the committee that they have obtained adequate preparation for the advanced courses and senior projects they propose.

The major ordinarily comprises at least twelve advanced term courses and a senior project. Advanced courses include all but prerequisites for majors, beginning language

courses, and comparable courses. When appropriate, approval is granted for graduate courses, tutorials, and residential college seminars. Courses taken Credit/D/Fail may not be counted toward the major. No distinction is made in the Special Divisional Major between standard and intensive majors.

The director of undergraduate studies in the Special Divisional Major presents proposals for the major to the Committee on Honors and Academic Standing. General problems connected with a student's program may be discussed with the director of undergraduate studies. Students who revise their original proposal or change faculty advisers must obtain the committee's approval. The committee advises the Yale College Faculty whether or not the student has completed a major and may not be able to recommend students for the degree who have changed their programs without proper consultation.

Senior requirement No later than midterm of their seventh term of enrollment, and after consultation with their faculty advisers, students provide the committee with an outline of their plans for the senior project. There are several options: a written or oral examination, a senior essay or project, or, in some circumstances, a graduate course or a tutorial. A senior essay usually offers the most effective means of integrating material from more than one discipline, and students in a Special Divisional Major typically request one course credit in each term of the senior year in SPEC 491, 492, The Senior Project.

Students who offer a yearlong senior project must, in order to continue the course into the second term, provide their advisers with substantial written evidence of their progress (i.e., a draft or detailed outline) by the end of their seventh term. The project must be completed no later than two weeks before the last day of classes in the student's eighth term of enrollment. At least two faculty members evaluate it.

Advisers Candidates must arrange for faculty advisers before applying. Directors of undergraduate studies or department chairs can usually suggest advisers. The committee expects each student to obtain a primary adviser from the department that forms the principal component of the major as well as one or more adjunct advisers from other fields. The primary adviser must be a regular member of the Yale College faculty. Members of the faculties of other schools of the University and visiting faculty members may serve as adjunct advisers.

Both advisers and students assume special responsibilities when designing and completing a major that falls outside existing programs. The special nature of the program and the student's loss of departmental affiliation make it particularly important for the faculty adviser to meet regularly with the student to help plan the program and to supervise its completion, including the senior project.

The primary adviser assumes chief responsibility for reporting the student's progress to the committee and for assigning a grade to the senior project. The primary adviser also consults the student's other advisers and works with them in directing, evaluating, and grading the senior project.

REQUIREMENTS OF THE MAJOR

Prerequisite Approval of 2 faculty advisers and Committee on Honors and Academic Standing

Number of courses 13 term courses (incl one-term senior essay) or 14 term courses (incl two-term senior essay)

Distribution of courses Advanced courses in 2 or more appropriate depts; grad courses, college sems, or tutorials with DUS permission

Senior requirement Senior essay or project (SPEC 491 and/or 492), or, with DUS permission, written or oral exam, or grad course, or tutorial

Courses

* **SPEC 491a and SPEC 492b, The Senior Project** Staff

An essay or project, prepared during one or two terms by senior Special Divisional Majors. Conducted under the supervision of the student's primary adviser and with the approval of the Committee on Honors and Academic Standing in connection with an approved Special Divisional Major. Spring-term essays are due no later than two weeks before the last day of classes.

Statistics

Director of undergraduate studies: Andrew Barron, 24 Hillhouse Ave., 432-0634, andrew.barron@yale.edu; statistics.yale.edu

FACULTY OF THE DEPARTMENT OF STATISTICS

Professors †Donald Andrews, Andrew Barron, Joseph Chang, John Hartigan (*Emeritus*), †Theodore Holford, †Peter Phillips, David Pollard, †Heping Zhang, †Hongyu Zhao, Huibin Zhou

Associate Professors John Emerson (*Adjunct*), †Sekhar Tatikonda

Assistant Professors Jessi Cisewski, Sahand Negahban

Senior Lecturer Jonathan Reuning-Scherer

†A joint appointment with primary affiliation in another department or school.

Statistics is the science and art of prediction and explanation. The mathematical foundation of statistics lies in the theory of probability, which is applied to problems of making inferences and decisions under uncertainty. Practical statistical analysis also uses a variety of computational techniques, methods of visualizing and exploring data, methods of seeking and establishing structure and trends in data, and a mode of questioning and reasoning that quantifies uncertainty.

The Statistics program at Yale is a blend of the mathematical theory of probability and statistical inference, the philosophy of inference under uncertainty, computational techniques, the practice of data analysis, and statistical analysis applied to economics, biology, medicine, engineering, and other areas. Statistical methods are widely used in the sciences, medicine, industry, business, and government; graduates can work in these areas or go on to graduate study.

The curriculum for the Statistics major is a synthesis of theory, methods, and applications. The requirements are designed to achieve balance and depth in each of the three directions of probability, statistics, and data analysis. Statistics can be taken either as a primary major or as one of two majors, in consultation with the director of

undergraduate studies. Appropriate majors to combine with Statistics include programs in the social sciences, natural sciences, engineering, computer science, or mathematics. A Statistics concentration is also available within the Applied Mathematics major.

Prerequisites Multivariable calculus and linear algebra are required and should be taken before or during the sophomore year. This requirement may be satisfied by MATH 120 and MATH 222 or 225, or equivalents.

Requirements of the major for the B.A. degree The B.A. degree program requires ten term courses beyond the prerequisites, including the senior project. Majors take two courses in the theory and applications of probability (STAT 241 and 251), two courses emphasizing the theory of statistical inference (STAT 242 and 312), and two courses in the methods and practice of data analysis, chosen from STAT 230, 361, and 363. STAT 238 may be substituted for STAT 241 with the permission of the director of undergraduate studies. All majors are also required to take a course in computing (ENAS 130 or CPSC 112). The two remaining courses are electives chosen from Statistics courses numbered above 200. Appropriate courses in other departments or in the Graduate School may count toward the major with permission of the director of undergraduate studies.

Requirements of the major for the B.S. degree The B.S. degree program requires twelve term courses beyond the prerequisites. In addition to the courses indicated for the B.A. degree, the B.S. degree requires a course in mathematical analysis (MATH 260, 300, or 301) and an additional Statistics elective numbered above 200.

Senior requirement In the senior year, majors in both degree programs complete a research project in STAT 490. Students enrolled in this course work on a research project under the supervision of a faculty member, present and share their progress with each other during the seminar meetings, and write a final report.

Credit/D/Fail A maximum of one course taken Credit/D/Fail may be counted toward the requirements of the major, with permission of the director of undergraduate studies.

REQUIREMENTS OF THE MAJOR

Prerequisites *Both degrees* – MATH 120 and MATH 222 or 225, or equivalents

Number of courses *B.A.* – 10 term courses beyond prereqs (incl senior project); *B.S.* – 12 term courses beyond prereqs (incl senior project)

Specific courses required *B.A.* – STAT 241, 242, 251, 312; 2 from STAT 230, 361, 363; ENAS 130 or CPSC 112; *B.S.* – same, plus MATH 260, 300, or 301

Distribution of courses *B.A.* – 2 Stat electives numbered above 200, as specified; *B.S.* – 3 Stat electives numbered above 200, as specified

Substitution permitted STAT 238 for STAT 241, with DUS permission; courses in other depts or grad courses, with DUS permission

Senior requirement *Both degrees* – Senior project (STAT 490)

STAT 101 – 106, Introduction to Statistics

A basic introduction to statistics, including numerical and graphical summaries of data, probability, hypothesis testing, confidence intervals, and regression. Each course in

this group focuses on applications to a particular field of study and is taught jointly by two instructors, one specializing in statistics and the other in the relevant area of application. The first seven weeks of classes are attended by all students in STAT 101–106 together, as general concepts and methods of statistics are developed. The remaining weeks are divided into field-specific sections that develop the concepts with examples and applications. Computers are used for data analysis. These courses are alternatives; they do not form a sequence and only one may be taken for credit. No prerequisites beyond high school algebra. May not be taken after STAT 100 or 109.

Students enrolled in STAT 101–106 who wish to change to STAT 109, or those enrolled in STAT 109 who wish to change to STAT 101–106, must submit a course change notice, signed by the instructor, to their residential college dean by Friday, October 2. The approval of the Committee on Honors and Academic Standing is not required.

STAT 101a / E&EB 210a, Introduction to Statistics: Life Sciences Walter Jetz
Statistical and probabilistic analysis of biological problems, presented with a unified foundation in basic statistical theory. Problems are drawn from genetics, ecology, epidemiology, and bioinformatics. QR

STAT 102a / EP&E 203a / PLSC 452a, Introduction to Statistics: Political Science
Jonathan Reuning-Scherer
Statistical analysis of politics, elections, and political psychology. Problems presented with reference to a wide array of examples: public opinion, campaign finance, racially motivated crime, and public policy. QR

STAT 103a / EP&E 209a / PLSC 453a, Introduction to Statistics: Social Sciences
Jonathan Reuning-Scherer
Descriptive and inferential statistics applied to analysis of data from the social sciences. Introduction of concepts and skills for understanding and conducting quantitative research. QR

STAT 105a, Introduction to Statistics: Medicine Jonathan Reuning-Scherer
Statistical methods used in medicine and medical research. Practice in reading medical literature competently and critically, as well as practical experience performing statistical analysis of medical data. QR

[**STAT 106, Introduction to Statistics: Data Analysis**]

Courses in Statistics

STAT 100b, Introductory Statistics Jessica Cisewski
An introduction to statistical reasoning. Topics include numerical and graphical summaries of data, data acquisition and experimental design, probability, hypothesis testing, confidence intervals, correlation and regression. Application of statistical concepts to data; analysis of real-world problems. May not be taken after STAT 101–106 or 109. QR
EPE: Intro Statistics

STAT 109a, Introduction to Statistics: Fundamentals Jonathan Reuning-Scherer
General concepts and methods in statistics. Meets for the first half of the term only. May not be taken after STAT 100 or 101–106. ½ Course cr

STAT 230a or b, Introductory Data Analysis Staff

Survey of statistical methods: plots, transformations, regression, analysis of variance, clustering, principal components, contingency tables, and time series analysis. The R computing language and Web data sources are used. Prerequisite: a 100-level Statistics course or equivalent, or with permission of instructor. QR
EPE: Intro Statistics

STAT 238a, Probability and Statistics Joseph Chang

Fundamental principles and techniques of probabilistic thinking, statistical modeling, and data analysis. Essentials of probability, including conditional probability, random variables, distributions, law of large numbers, central limit theorem, and Markov chains. Statistical inference with emphasis on the Bayesian approach: parameter estimation, likelihood, prior and posterior distributions, Bayesian inference using Markov chain Monte Carlo. Introduction to regression and linear models. Computers are used for calculations, simulations, and analysis of data. After MATH 118 or 120. QR

STAT 241a / MATH 241a, Probability Theory Joseph Chang

Introduction to probability theory. Topics include probability spaces, random variables, expectations and probabilities, conditional probability, independence, discrete and continuous distributions, central limit theorem, Markov chains, and probabilistic modeling. After or concurrently with MATH 120 or equivalent. QR

STAT 242b / MATH 242b, Theory of Statistics Andrew Barron

Study of the principles of statistical analysis. Topics include maximum likelihood, sampling distributions, estimation, confidence intervals, tests of significance, regression, analysis of variance, and the method of least squares. Some statistical computing. After STAT 241 and concurrently with or after MATH 222 or 225, or equivalents. QR

STAT 251b / ENAS 496b / MATH 251b, Stochastic Processes Sahand Negahban

Introduction to the study of random processes including linear prediction and Kalman filtering, Poisson counting process and renewal processes, Markov chains, branching processes, birth-death processes, Markov random fields, martingales, and random walks. Applications chosen from communications, networking, image reconstruction, Bayesian statistics, finance, probabilistic analysis of algorithms, and genetics and evolution. Prerequisite: STAT 241 or equivalent. QR

STAT 262a / AMTH 262a / CPSC 262a, Computational Tools for Data Science Daniel Spielman

Introduction to the core ideas and principles that arise in modern data analysis, bridging statistics and computer science and providing students the tools to grow and adapt as methods and techniques change. Topics include principle component analysis, independent component analysis, dictionary learning, neural networks, clustering, streaming algorithms (streaming linear algebra techniques), online learning, large scale optimization, simple database manipulation, and implementations of systems on distributed computing infrastructures. Students require background in linear algebra, multivariable calculus, and programming. after or concurrently with MATH 222, 225, or 231; after or concurrently with MATH 120, 230, or ENAS 151; after or concurrently with CPSC 100, 112, or ENAS 130. QR

STAT 312a, Linear Models David Pollard

The geometry of least squares; distribution theory for normal errors; regression, analysis of variance, and designed experiments; numerical algorithms, with particular reference to the R statistical language. After STAT 242 and MATH 222 or 225. QR

*** STAT 325a, Statistical Case Studies** John Emerson

Statistical analysis of a variety of statistical problems using real data. Emphasis on methods of choosing data, acquiring data, assessing data quality, and the issues posed by extremely large data sets. Extensive computations using R. Prerequisite: STAT 230, 361, or equivalent. QR

STAT 330b / MATH 330b, Advanced Probability David Pollard

Measure theoretic probability, conditioning, laws of large numbers, convergence in distribution, characteristic functions, central limit theorems, martingales. Some knowledge of real analysis assumed. QR

STAT 361b / AMTH 361b, Data Analysis Jessica Cisewski

Selected topics in statistics explored through analysis of data sets using the R statistical computing language. Topics include linear and nonlinear models, maximum likelihood, resampling methods, curve estimation, model selection, classification, and clustering. After STAT 242 and MATH 222 or 225, or equivalents. QR

STAT 363b, Multivariate Statistics for Social Sciences Jonathan Reuning-Scherer

Introduction to the analysis of multivariate data as applied to examples from the social sciences. Topics include principal components analysis, factor analysis, cluster analysis (hierarchical clustering, k-means), discriminant analysis, multidimensional scaling, and structural equations modeling. Extensive computer work using either SAS or SPSS programming software. Prerequisites: knowledge of basic inferential procedures and experience with linear models. QR

STAT 364b / AMTH 364b / EENG 454b, Information Theory Andrew Barron

Foundations of information theory in communications, statistical inference, statistical mechanics, probability, and algorithmic complexity. Quantities of information and their properties: entropy, conditional entropy, divergence, redundancy, mutual information, channel capacity. Basic theorems of data compression, data summarization, and channel coding. Applications in statistics and finance. After STAT 241. QR

STAT 365b, Data Mining and Machine Learning Sahand Negahban

Techniques for data mining and machine learning from both statistical and computational perspectives, including support vector machines, bagging, boosting, neural networks, and other nonlinear and nonparametric regression methods. Discussion includes the basic ideas and intuition behind these methods, a more formal understanding of how and why they work, and opportunities to experiment with machine learning algorithms and to apply them to data. After STAT 242. QR

*** STAT 480a or b, Individual Studies** Staff

Directed individual study for qualified students who wish to investigate an area of statistics not covered in regular courses. A student must be sponsored by a faculty member who sets the requirements and meets regularly with the student. Enrollment requires a written plan of study approved by the faculty adviser and the director of undergraduate studies.

*** STAT 490b, Senior Seminar and Project** Andrew Barron

Under the supervision of a member of the faculty, each student works on an independent project. Students participate in seminar meetings at which they speak on the progress of their projects.

GRADUATE COURSES OF PARTICULAR INTEREST TO UNDERGRADUATES

Courses in the Graduate School are open to qualified undergraduates. Descriptions of graduate courses in Statistics are available on the departmental Web site (<http://statistics.yale.edu>). Permission of the instructor and of the director of graduate studies is required.

Study of the City

Courses

*** STCY 176a / ARCH 230a, Introduction to the Study of the City** Alexander Garvin

An examination of forces shaping American cities and strategies for dealing with them. Topics include housing, commercial development, parks, zoning, urban renewal, landmark preservation, new towns, and suburbs. The course includes games, simulated problems, fieldwork, lectures, and discussion. SO

Theater Studies

Director of undergraduate studies: Elise Morrison, Rm. 102, 220 York St., 432-1310; elise.morrison@yale.edu; theaterstudies.yale.edu

FACULTY ASSOCIATED WITH THE PROGRAM OF THEATER STUDIES

Professors Daphne Brooks (*African American Studies, Theater Studies*), *Daniel Harrison (*Music*), *Lawrence Manley (*English*), Donald Margulies (*Adjunct*) (*English, Theater Studies*), *Charles Musser (*Film & Media Studies, American Studies, Theater Studies*), Tavia Nyong'o (*American Studies, Theater Studies*), *Joseph Roach (*English, African American Studies, Theater Studies*), *Marc Robinson (*School of Drama, Theater Studies, English*), *Robert Stepto (*African American Studies, English, American Studies*)

Associate Professors *Toni Dorfman (*Adjunct*) (*Theater Studies*), Joan MacIntosh (*Adjunct*) (*Theater Studies, School of Drama*), *Deb Margolin (*Adjunct*) (*Theater Studies*)

Assistant Professors Emily Coates (*Adjunct*) (*Theater Studies, School of Drama*)

Lecturers Daniel Egan, Grant Herreid, Annette Jolles, Elise Morrison, Nathan Roberts

*Member of the Executive Committee for the program.

As a branch of the humanities and as a complex cultural practice, theater claims a rich history and literature and an equally rich repertoire of embodied knowledge and theory. Theater Studies emphasizes the reciprocal relationship between practice and scholarly study. The major combines practical training with theory and history, while stressing creative critical thinking. Students are encouraged to engage intellectual and physical approaches to explore diverse cultural forms, historical traditions, and contemporary life. As the study of theater is interdisciplinary in scope and global in perspective, students are expected to take courses in cognate disciplines such as history,

philosophy, anthropology, political science, film, art, literature, and foreign languages. Faculty members are affiliated with a range of departments; their diverse expertise lends breadth and depth to course offerings and enables students to devise a course of study reflective of their developing interests.

Special features of the program are the production seminars, guided independent study projects, and senior project. Each production seminar concentrates on study, through practice, of one aspect of work in the theater; examples are approaches to acting, directing, writing, dance, design or digital media in performance. Each seminar involves numerous projects that grow out of the term's work. For example, the project may be production of a play or several plays, adaptation or translation of existing works, or creation of original plays, performance pieces, or set design. Independent study projects give the student freedom to pursue individual and group-generated projects under the guidance of a Theater Studies faculty member. All production seminars require permission of the instructor (by application or audition). Independent study project courses are open only to majors.

The major The major consists of ten term courses beyond the introductory prerequisites (THST 110, 111), one of which must be THST 210, Introduction to Performance Concepts. Students are encouraged to enroll in a balanced combination of courses involving studio work and courses with literature, history, and theory content. Of the ten required term courses, four must focus on dramatic literature or theater history. At least one of the four courses should include dramatic literature originating in a language other than English. Students are urged to read plays in the original languages whenever possible. Students should choose additional courses to develop the perspectives achieved in the production and literature courses.

Credit/D/Fail Courses taken Credit/D/Fail may not be counted toward the requirements of the major in Theater Studies.

Senior project requirement Majors satisfy the senior project requirement in one of two ways. They may undertake a one-term senior project (THST 491) or, with the approval of the director of undergraduate studies, they may take one of the dramatic literature or theater history courses as a senior seminar. Senior projects may take the form of directing, designing, or writing a play, performing a role, choreographing a dance piece, or writing a critical essay. Performance-oriented projects are in addition to a senior essay, which is an integral requirement of THST 491. Students interested in mounting a production as part of their senior project are encouraged to develop collaborative proposals among actors, writers, directors, designers, dancers, or dramaturgs. Students proposing a collaborative production project have priority for rehearsal time and production slots in the Whitney Theater Space, 53 Wall Street. Proposals for senior project productions will normally be approved only for students who have previously served as producers of other students' senior projects.

Students wishing to undertake a senior project must submit a proposal before the deadline announced by the director of undergraduate studies. This deadline typically falls before spring break of the junior year; students in the junior year will be provided with information and guidance towards the preparation of this rigorous proposal in the months leading up to the deadline. Each proposal is submitted to a faculty committee for approval.

Courses in the School of Drama Majors in Theater Studies are encouraged to consider taking selected courses in design, dramaturgy, and theater management, with permission of the instructor, the director of undergraduate studies, and the registrar of the School of Drama. Undergraduates may not, however, enroll in acting or directing courses offered by the School of Drama. Students enrolling in School of Drama courses should note that a maximum of four term courses from the professional schools may be offered toward the bachelor's degree. Students also should note that the academic calendars of the School of Drama and of Yale College differ. The School of Drama calendar should be consulted for scheduling.

REQUIREMENTS OF THE MAJOR

Prerequisites THST 110, 111

Number of courses 10 term courses beyond prereqs (incl senior req)

Specific course required THST 210

Distribution of courses 4 courses in dramatic lit or theater hist, 1 with reading in lit other than English

Senior requirement Senior seminar or senior project (THST 491)

Core Curriculum in Theater Studies

THST 110a and THST 111b, Survey of Theater and Drama Joseph Roach
An introduction to theater history, plays, aesthetic theories, and performance techniques. From antiquity to the Restoration period in the fall and continuing through to the present in the spring. HU

* **THST 210a, Introduction to Performance Concepts** Deborah Margolin
A studio introduction to the basic techniques of acting, including the actor's vocabulary and performance tools. Improvisation, performance exercises, and scene work based on Stanislavsky, Vakhtangov, Michael Chekhov, Strasberg, Adler, Meisner, and Hagen. Admission by audition. Open to Theater Studies majors only. Required for Theater Studies majors in the year immediately following THST 110, 111. RP

Drama and Dance: History, Theory, Literature

* **THST 228b / ENGL 244b / FILM 397b, Writing about the Performing Arts**
Margaret Spillane

Introduction to journalistic reporting on performances as current events, with attention to writing in newspapers, magazines, and the blogosphere. The idea of the audience explored in relation to both a live act or screening and a piece of writing about such an event. Students attend screenings and live professional performances of plays, music concerts, and dance events. HU

* **THST 236a / MUSI 246a, American Musical Theater History** Daniel Egan
Critical examination of relevance and context in the history of the American musical theater. Historical survey, including nonmusical trends, combined with text and musical analysis. WR, HU RP

* **THST 240b / WGSS 241b, Performativity and Social Change** T.L. Cowan
Exploration of the relation between gender and sexuality and activist expressive cultures. Focus on how these cultures enact social change through cultural productions,

performances, and embodied activist art practices. Special attention to Canadian and United States contexts. HU

* **THST 244a / ENGL 257a, Writing about Movement** Brian Seibert

A seminar and workshop in writing about the human body in motion, with a focus on the art of dance. Close reading of exemplary dance writing from the nineteenth and twentieth centuries. The challenges and possibilities of writing artfully about nonverbal expression. Students use a variety of approaches to write about dance and other performance genres. No previous knowledge of dance required. WR, HU

* **THST 245b / FREN 245b, Twentieth-Century French Theater** Christopher Semk

An introduction to the works of major twentieth-century playwrights, including Anouilh, Ionesco, Beckett, Sartre, and Genet. Special emphasis on theater of the absurd. The social, cultural, and political contexts of the plays; questions relating to theater in performance. L5, HU

* **THST 304a / AFAM 225a / AMST 338a, Blackface Minstrelsy and the Politics of Power** Daphne Brooks

Study of racial performances from Stowe, Twain, Winehouse, and others to explore the history and aesthetics of racial masquerade and cultural appropriation, from the origins of blackface minstrelsy through the present day. Examination of the roots and modern legacies of a form that was once the most popular entertainment attraction in American culture and of the relationship between performance politics and forms of social domination and cultural subversion. The impact of modernity and material histories (slavery and captivity, immigration, labor, development of the culture industry) on blackface minstrelsy's evolution. HU RP

* **THST 306a, Performativity** Tavia Nyong'o

The study of how, and to what effect, performance entered twentieth century philosophy and literary theory. Consideration of speech-act theory as it emerged in philosophy and literary theory; how feminism and queer theory acted upon and transformed this philosophical and literary tradition by attending to matters of gender, sexuality, and bodily precarity; and where and how matters of race, ethnicity, and indigeneity surface in the tradition of commentary on the concept of performativity. HU

THST 307b / AFAM 303b / MUSI 348b, Orisa Worship and Afro-Cuban Folkloric Dance Staff

Study of Afrodescendants in Cuba and how sacred forms of Orisa worship were practiced, studied, interpreted, and represented on stage. Understanding blackness, collective black-lived experiences, and the black dancing body in Cuba. Readings drawn from art history, ethnomusicology, anthropology, dance studies, religious studies, theology, history, and black studies, providing close study of concepts of religion, deity, folklore, nation, blackness, and dance. Concepts illustrated through readings, movement practice (dance classes), and spectatorship. HU

* **THST 317b / ENGL 224b / LITR 349b, Tragedy and Drama of Reconciliation** Staff

Close reading of dramas of reconciliation from the Western canon that have traditionally been categorized as tragedies. Ways in which the recategorization of such plays lends additional complexity and meaning to their endings and allows for new interpretations of the texts, their authors, and the history of drama. HU

* **THST 329b / ENGL 361b, Theater Now** Marc Robinson

Study of the drama, performance, and dance theater created in the last ten years, with special attention to work produced in 2014–2015. Readings from both published and unpublished American and British plays, contemporary criticism and theory, interviews, and essays by the artists themselves. Video of works created by companies such as Elevator Repair Service and the Nature Theater of Oklahoma. May include attendance of productions at performance spaces in and around New York City. HU

* **THST 380a / AMST 370a, The History of Dance** Jessica Berson

An examination of major movements in the history of concert and social dance from the late nineteenth century to the present, including ballet, tap, jazz, modern, musical theater, and different cultural forms. Topics include tradition versus innovation, the influence of the African diaspora, and interculturalism. Exercises are used to illuminate analysis of the body in motion. WR, HU

* **THST 388a, Revenge Tragedy and Moral Ambiguity** Toni Dorfman

A study of plays and films variously construed as revenge tragedy that raise aesthetic and ethical issues, including genre, retribution, "just wars," public vs. private justice, and the possibility of resolution. How questions of crime, punishment, and justice have been posed in drama, from classical Greece through the twentieth century. HU

* **THST 390a / ENGL 222a, Modern European Drama** Marc Robinson

Intensive study of the major playwrights of modern European drama—Ibsen, Chekhov, Strindberg, Shaw, Brecht, and Beckett—along with pertinent theater theory. WR, HU

THST 431b / AFAM 403b / AMST 386b, Black Women and Popular-Music Culture

Daphne Brooks

Forms of musical artistry innovated by black women artists as sites of social, political, and cultural rupture, revision, and resistance. The intersecting politics of race, gender, class, and sexuality in popular-music culture considered through black women's sonic performances. Examination of voice, lyricism, embodied performance, and spectacle. Artists range from Bessie Smith, Billie Holiday, Lena Horne, and Eartha Kitt to Nina Simone, Grace Jones, Lauryn Hill, Nicki Minaj, and Janelle Monáe. HU

* **THST 443b / EALL 239b / EAST 402b, Race, Gender, and Performance in East Asia**
Staff

Survey of contemporary performances in and around East Asia to more clearly understand the embodied processes in which racial and gendered social practices are shaped. Situating discussions in the specific political and cultural context of East Asia, students examine contemporary concert dance, K-pop idols, club and social dances, and protests and festivals in tandem with exploration of key concepts and theories. HU

* **THST 448a, Dancing Desire, Gender, and Sexuality in Embodied Performance**
Staff

Exploration of how contemporary embodied performances construct and reflect gendered and sexual identities. Students work with a broad definition of embodied performance that includes examples from social, popular, and concert dance; performance art; music videos; film and television; and devised performance. At least one course in either Theater Studies or Women's, Gender, and Sexuality Studies. WR, HU

Playwriting, Production, and Performance

* THST 224a / MUSI 228a, **Musical Theater Performance I** Staff

The structure and meaning of traditional and contemporary musical theater repertoire. Focus on ways to "read" a work, decipher compositional cues for character and action, facilitate internalization of material, and elicit lucid interpretations. For singers, pianists, and directors. Prerequisites: MUSI 211 and 219, or with permission of instructor. Admission by audition only. May be repeated for credit. For audition information e-mail dan.egan@yale.edu. HU RP

* THST 230b, **Advanced Acting and Scene Study** Toni Dorfman

Combination of exercises and scene study to deepen the understanding and playing of action. Admission by audition. Open to junior and senior Theater Studies majors only. May be taken more than once. Prerequisite: THST 211. RP

* THST 300a, **The Director and the Text I** Toni Dorfman

Basic exercises in approaching dramatic or other literary texts from the director's perspective. Particular attention to the many roles and functions of the director in production. Rehearsal and production of workshop scenes. Open to junior and senior Theater Studies majors, and to nonmajors with permission of the instructor. Prerequisite: THST 210. HU RP

* THST 314b, **TENN, Creation of a Musical** Staff

Dramaturgy, production preparation, research, and exploration of TENN, a new musical theater piece by Julian Hornik, Yale class of 2017. Course combines production specific research and rehearsal with new musical development. Parallel lines of inquiry merge in April 2017 performances in the Whitney Theater. Course intended for actors, designers, directors, music directors, producers, and dramaturgs. Permission of instructor. RP

* THST 315a, **Acting Shakespeare** James Bundy

A practicum in acting verse drama, focusing on tools to mine the printed text for given circumstances, character, objective, and action; noting the opportunities and limitations that the printed play script presents; and promoting both the expressive freedom and responsibility of the actor as an interpretive and collaborative artist in rehearsal. The course will include work on sonnets, monologues, and scenes. Admission by audition. Preference to seniors and juniors; open to nonmajors. HU RP

* THST 318b / MUSI 322b, **Analyzing, Directing, and Performing Early Opera** Grant Herreid

Study of a seventeenth-century Venetian opera, with attention to structural analysis of text and music. Exploration of period performance practice, including rhetorical expression, musical style, gesture, dance, Italian elocution, and visual design. Production of the opera in conjunction with the Yale Baroque Opera Project. Open to all students, but designed especially for singers and directors. Prerequisites: MUSI 211 and 219. Admission by audition only. May be repeated for credit. For audition information e-mail grant.herreid@yale.edu. HU RP

* THST 319a, **Embodying Story** Staff

The intersection of storytelling and movement as seen through historical case studies, cross-disciplinary inquiry, and studio practice. Drawing on eclectic source materials from different artistic disciplines, ranging from the repertory of Alvin Ailey to

journalism, architectural studies, cartoon animation, and creative processes, students develop the critical, creative, and technical skills through which to tell their own stories in movement. No prior dance experience necessary. HU

* **THST 320a / ENGL 453a, Playwriting** Donald Margulies

A seminar and workshop in writing for the stage. Readings include modern American and British plays by Pinter, Mamet, Churchill, Kushner, Williams, and Wilder. Emphasis on play structure, character, and conflict. In addition to weekly exercises, students write a one-act play. RP

* **THST 321a, Production Seminar: Playwriting** Deborah Margolin

A seminar and workshop in playwriting. Emphasis on developing an individual voice. Scenes read and critiqued in class. Admission by application, with priority to Theater Studies majors. A writing sample and statement of purpose should be submitted to the instructor before the first class meeting. RP

* **THST 322b, Advanced Playwriting** Deborah Margolin

A seminar and workshop in advanced playwriting that furthers the development of an individual voice. Study of contemporary and classical plays to understand new and traditional forms. Students write two drafts of an original one-act play or adaptation for critique in workshop sessions. Familiarity with basic playwriting tools is assumed. Open to juniors and seniors, nonmajors as well as majors, on the basis of their work; priority to Theater Studies majors. Writing samples should be submitted to the instructor before the first class meeting. Prerequisite: THST 320 or 321, or a college seminar in playwriting, or equivalent experience. RP

* **THST 327b / ENGL 468b, Advanced Playwriting Workshop** Donald Margulies

An intensive workshop in advanced playwriting techniques. Discussion of works by contemporary playwrights. In addition to weekly exercises, students write a full-length play. Admission by application only. Application details and forms are available at english.yale.edu/undergraduate/applications-and-deadlines. RP

* **THST 376a, Digital Media in Performance** Nathan Roberts

Practical and theoretical innovations in contemporary theater and performance brought about by new technologies and forms of information exchange in the late twentieth and early twenty-first centuries. Exploration of how the live body on stage is reconfigured and reimaged through technological intervention. Priority to majors in Theater Studies, in Art, and in Computing and the Arts. Students must preregister during the reading period of the preceding term.

* **THST 387b, Advanced Dance Composition** Irene Hultman Monti

A seminar and workshop in dance-theater composition. Focus on the history of dance composition, tools for generating and interpreting movement, basic choreographic devices, and dance in dialogue with media, music, and other art forms. Choreographic projects developed over the course of the term are presented in a final performance. Admission by application. May be repeated for credit. HU RP

THST 405b, Physical Comedy and Clown Technique Christopher Bayes

A practical study of physical acting and clown technique. Exercises in musicality, playful abandon, and active listening; simplicity and vulnerability through the connection of body and voice. Examination of each actor's unique relationship to the clown and the

comic world. Preference to Theater Studies majors; open to nonmajors with permission of the instructor.

Special Projects

* THST 471a and THST 472b, Directed Independent Study Staff

An independent study should generally conform to the standards and procedures of the senior project, THST 491, even when not undertaken by a senior. If the independent study is a performance or directing project, the adviser visits rehearsals and performances at the mutual convenience of adviser and student. The project must be accompanied by an essay of about fifteen pages, worth about half the final grade. Although the paper's requirements vary with the project and its adviser, it must be more than a rehearsal log. The paper typically engages interpretative and performance issues as revealed in other productions of the work (if they exist). The writing should be concomitant with rehearsal, to enable each to inform the other, and a draft must be presented to, and commented on by, the adviser at least a week before – not after – the final performance. The final version of the paper, incorporating adjustments and reflections, should be turned in to the adviser no later than ten days after the performance closes, and no later than the first day of the final examination period. An essay project entails substantial reading, at least four meetings with the adviser, and a paper or papers totaling at least twenty pages. A playwriting project normally requires twenty new script pages every two weeks of the term and regular meetings with the adviser. A final draft of the entire script is the culmination of the term's work. Application forms are available from the director of undergraduate studies. Juniors may use one term of these courses to prepare for their senior projects. Open to juniors and seniors. Prerequisites: THST 210 and one seminar.

* THST 491a or b, Senior Project in Theater Studies Staff

Students must submit proposals for senior projects to the Theater Studies office by the deadline announced by the director of undergraduate studies. Attendance at weekly section meetings is required for all students undertaking production projects. Application forms are available in the Theater Studies office, 220 York St.

Urban Studies

FACULTY ASSOCIATED WITH URBAN STUDIES

Professors Katerina Clark (*Comparative Literature, Slavic Languages & Literatures*), Kathryn Dudley (*Anthropology, American Studies*), Keller Easterling (*School of Architecture*), Dolores Hayden (*School of Architecture, American Studies*), Matthew Jacobson (*African American Studies, History, American Studies*), Jennifer Klein (*History*), Alan Plattus (*School of Architecture*), Douglas Rae (*School of Management, Political Science*), Helen Siu (*Anthropology*), Robert Solomon (*Law School*), Jay Winter (*History*)

Associate Professor Michael Rowe (*School of Medicine*)

Lecturers Karla Britton (*Architecture*), Gordon Geballe (*Forestry & Environmental Studies*), Jay Gitlin (*History*), Virginia Jewiss (*Humanities*)

Courses related to urban studies may be found in a number of different departments and programs, particularly American Studies, Anthropology, Architecture, Environmental Studies, History, Humanities, Political Science, and Sociology. The

course, STCY 176, Introduction to the Study of the City, is offered each year; details may be found under the heading Study of the City (p. 671).

Urban studies can be incorporated into a number of major programs. The Architecture major includes an Urban Studies track. Students majoring in American Studies and in Ethics, Politics, and Economics are required to select an area of concentration, and urban studies meets this requirement. Political Science majors who select the optional interdisciplinary concentration may focus on urban studies.

Students interested in pursuing a concentration in urban studies within a particular major are encouraged to contact their director of undergraduate studies. Faculty members listed above are available to help students identify appropriate sequences and combinations of courses and may also be willing to meet with students who are writing senior essays on interdisciplinary urban topics.

Women's, Gender, and Sexuality Studies

Director of undergraduate studies: Joseph Fischel, WLH 311, joseph.fischel (joseph.fischel@yale.edu)@yale.edu (inderpal.grewal@yale.edu); wgss.yale.edu

FACULTY ASSOCIATED WITH THE PROGRAM OF WOMEN'S, GENDER, AND SEXUALITY STUDIES

Professors Julia Adams (*Sociology*), Carol Armstrong (*History of Art*), Seyla Benhabib (*Political Science, Philosophy*), Jill Campbell (*English*), Hazel Carby (*African American Studies, American Studies*), Kang-i Sun Chang (*East Asian Languages & Literatures*), George Chauncey (*History*), Deborah Davis (*Sociology, East Asian Studies*), Kathryn Dudley (*Anthropology, American Studies*), Ron Eyerman (*Sociology*), Glenda Gilmore (*American Studies, ER&M, Women's, Gender, & Sexuality Studies*), Dolores Hayden (*School of Architecture, American Studies*), Margaret Homans (*English, Women's, Gender, & Sexuality Studies*), Marcia Inhorn (*Anthropology, Global Affairs*), Jennifer Klein (*History*), Marianne LaFrance (*Psychology, Women's, Gender, & Sexuality Studies*), Kathryn Lofton (*American Studies, Religious Studies*), Mary Lui (*American Studies, History*), Kobena Mercer (*History of Art, African American Studies*), Joanne Meyerowitz (*American Studies, History*), Priyamvada Natarajan (*Astronomy*), Sally Promey (*American Studies, Institute of Sacred Music*), Frances Rosenbluth (*Political Science*), Alicia Schmidt Camacho (*American Studies*), William Summers (*Molecular Biophysics & Biochemistry*), Michael Warner (*English, American Studies*), Laura Wexler (*American Studies, Women's, Gender, & Sexuality Studies*), Elisabeth Wood (*Political Science*)

Associate Professors Crystal Feimster (*African American Studies*), Moira Fradinger (*Comparative Literature*), Zareena Grewal (*American Studies, Religious Studies*), Janet Henrich (*School of Medicine*), Deb Margolin (*Adjunct*) (*Theater Studies*), Naomi Rogers (*History, History of Science, Medicine, and Public Health*)

Assistant Professors Rene Almeling (*Sociology*), Joseph Fischel (*Women's, Gender, & Sexuality Studies*), Greta LaFleur (*American Studies*), Vida Maralani (*Sociology*), Dixá Ramirez (*American Studies*)

Senior Lecturers Geetanjali Singh Chanda (*Women's, Gender, & Sexuality Studies*), Becky Conekin (*History*), Ron Gregg (*Film & Media Studies*), Rebecca Tannenbaum (*History*), Maria Trumpler (*Women's, Gender, & Sexuality Studies*)

Lecturers Melanie Boyd (*Assistant Dean of Student Affairs, Women's, Gender, & Sexuality Studies*), Ziv Eisenberg (*History*), Graeme Reid (*Women's, Gender, & Sexuality Studies*), George Syrimis (*Hellenic Studies*)

Genders and sexualities are powerful organizing forces: they shape identities and institutions, nations and economies, cultures and political systems. Careful study of gender and sexuality thus explains crucial aspects of our everyday lives on both intimate and global scales. The scholarship in Women's, Gender, and Sexuality Studies is interdisciplinary and wide-ranging, drawing on history, literature, cultural studies, social sciences, and natural science to study genders and sexualities as they intersect with race, ethnicity, class, nationality, transnational processes, disability, and religion.

Students majoring in Women's, Gender, and Sexuality Studies take a series of core courses, develop an individual area of concentration, and write a two-term senior essay. The program encourages work that is interdisciplinary, intersectional, international, and transnational. Individual concentrations evolve along with students' intellectual growth and academic expertise. Recent examples of concentrations include literature and queer aesthetics; transnational feminist practices; the intellectual history of civil rights activism; AIDS health policies; gender, religion, and international NGOs; women's health; food, sexuality, and lesbian community; and gender and sexuality in early education.

Requirements of the major Women's, Gender, and Sexuality Studies requires twelve term courses and may be taken either as a primary major or as one of two majors. Requirements include two intermediate courses: WGSS 205 and WGSS 206. Majors are required to take both, preferably prior to the junior sequence. The major also includes one transnational perspectives course, one methodology course, courses in an area of concentration, the junior sequence, and the senior sequence. The area of concentration consists of at least five courses, the majority of which should be drawn from program offerings. Courses for the area of concentration may also fulfill the requirements in transnational perspectives and methodology. Substitutions to the major requirements may be made only with the written permission of the director of undergraduate studies.

Transnational perspectives course Ideally, each student's course work engages a broad diversity of cultural contexts, ethnicities, and global locations. Such study illuminates the links among nations, states, cultures, regions, and global locations. Most students take several classes that focus on genders and sexualities outside the U.S. context; majors are required to take at least one (not including WGSS 205).

Methodology course Given its interdisciplinary nature, Women's, Gender, and Sexuality Studies necessarily relies on a wide range of methodologies: literary criticism, ethnography, visual analysis, historiography, and quantitative data analysis, among others. Each student is expected to acquire competence in at least one methodology relevant to his or her own concentration and planned senior essay. In preparation for the senior essay, students are advised to complete the methods requirement in the junior year.

Junior sequence The two-term junior sequence consists of WGSS 340 and WGSS 398. All students in the major must take both courses. (Individualized alternatives are found for students who study abroad during the junior year.)

Senior sequence and senior essay The two-term senior sequence consists of the Senior Colloquium (WGSS 490), in which students begin researching and writing a senior essay, followed by the Senior Essay (WGSS 491), in which students complete the essay. The senior essay is developed and written under the guidance and supervision of a WGSS-affiliated faculty member with expertise in the area of concentration. Students are expected to meet with their essay advisers on a regular basis.

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 12 term courses (incl senior req)

Specific courses required WGSS 205, 206, 340, 398

Distribution of courses 1 transnational perspectives course; 1 methodology course; electives in area of concentration

Senior requirement Senior colloq and senior essay (WGSS 490, 491)

Gateway Courses

WGSS 120a, Women, Food, and Culture Maria Trumpler

Interdisciplinary exploration of the gendering of food production, preparation, and consumption in cross-cultural perspective. Topics include agricultural practices, cooking, pasteurization, kitchen technology, food storage, home economics, hunger, anorexia, breast-feeding, meals, and ethnic identity. WR, SO

WGSS 200a / AMST 135a / HIST 127a, U.S. Lesbian and Gay History George Chauncey

Introduction to the social, cultural, and political history of lesbians, gay men, and other socially constituted sexual minorities. Focus on understanding categories of sexuality in relation to shifting normative regimes, primarily in the twentieth century. The emergence of homosexuality and heterosexuality as categories of experience and identity; the changing relationship between homosexuality and transgenderism; the development of diverse lesbian and gay subcultures and their representation in popular culture; religion and sexual science; generational change and everyday life; AIDS; and gay, antigay, feminist, and queer movements. HU

WGSS 201b / AMST 271b / HIST 171b, Women in Modern America Joanne Meyerowitz

U.S. women's history and the history of gender from 1900 to the present. Changing meanings of femininity, masculinity, sex, gender, and sexuality; intersections of class, race, ethnicity, and gender; women's labor in industrial and postindustrial economies; women's participation in politics and social movements; trends in sexual expression, gender presentation, reproduction, child rearing, and marriage; and feminist and other gender-equity movements. HU

* **WGSS 222b / ER&M 221b, Introduction to Critical Refugee Studies** Quan Tran
Reconfiguring refugees as fluid subjects and sites of social, political, and cultural critiques. Departing from dominant understandings of refugees as victims,

consideration instead of refugees as complex historical actors, made visible through processes of colonization, imperialism, war, displacement, state violence, and globalization, as well as ethical, social, legal, and political transformations. Focus on second-half of the twentieth century. SO

Intermediate Courses

* **WGSS 205a, Bodies and Pleasures, Sex and Genders** Kaneesha Parsard
Sexuality explored as an embodied, historical production. Focus on the dynamic, contested relationship between the concepts of gender and sexuality. Investigation of sexuality at the sites of racial difference, psychoanalysis, AIDS, transnationality, U.S. law, publicity, and politics. Ways in which pleasure, power, and inequality are unevenly imbricated. Includes occasional evening screenings. SO

* **WGSS 206b, Globalizing Gender and Sexuality** Andrew Dowe
Examination of transnational debates about gender and sexuality as they unfold in specific contexts. Gender as a category that can or cannot travel; feminist critiques of liberal rights paradigms; globalization of particular models of gender/queer advocacy; the role of NGOs in global debates about gender and sexuality.

WR

Junior Seminars

* **WGSS 340a / ENGL 357a / LITR 426a, Feminist and Queer Theory** Marta Figlerowicz

Historical survey of feminist and queer theory from the Enlightenment to the present, with readings from key British, French, and American works. Focus on the foundations and development of contemporary theory. Shared intellectual origins and concepts, as well as divergences and conflicts, among different ways of approaching gender and sexuality. WR, HU

* **WGSS 398a or b, Junior Seminar: Theory and Method** Inderpal Grewal
An interdisciplinary approach to studying gender and sexuality. Exploration of a range of relevant theoretical frameworks and methodologies. Prepares students for the senior essay. WR, HU, SO

Senior Course

* **WGSS 490a or b, The Senior Colloquium** Joseph Fischel
A research seminar taken during the senior year. Students with diverse research interests and experience discuss common problems and tactics in doing independent research.

* **WGSS 491a or b, The Senior Essay** Staff
Independent research on, and writing of, the senior essay.

Electives

* **WGSS 025a / AMST 025a, The American Essay Tradition** Greta LaFleur
Exploration of the American essay tradition, from some of its earliest moments to more recent iterations. Consideration of the essay as a rhetorical form, a political tool, and a literary tradition. Authors include Thomas Paine, Claudia Rankine, Benjamin Franklin, Virginia Woolf, James Baldwin, Cherrie Moraga, Sherman Alexie, and Hilton Als.

Students will write political essays, as well as develop competencies in literary analysis. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

* **WGSS 032b, History of Sexuality** Maria Trumpler

Exploration of scientific and medical writings on sexuality over the past century. Focus on the tension between nature and culture in shaping theories, the construction of heterosexuality and homosexuality, the role of scientific studies in moral discourse, and the rise of sexology as a scientific discipline. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **WGSS 033a / HIST 033a, Fashion in London and Paris, 1750 to the Present** Becky Conekin

Introduction to the history of Western fashion from the mid-eighteenth century to the present, with a focus on Paris and London. Approaches, methods, and theories scholars have historically employed to study fashion and dress. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. WR, HU

* **WGSS 170a / ENGL 303a, Consciousness in the Novel from Austen to Woolf** Ruth Yeazell

Close study of selected novels by Jane Austen, George Eliot, Henry James, and Virginia Woolf, with particular attention to the representation of consciousness and the development of free indirect discourse, as well as recent speculations about so-called theory of mind. Readings supplemented by narrative theory. Pre-1900 with permission of instructor. WR, HU

* **WGSS 179b / ENGL 219b / HUMS 149b / ITAL 309b / LITR 179b, Gender and Genre in Renaissance Love Poetry** Ayesha Ramachandran

Introduction to the poetic genres of lyric, epic, and pastoral in the European Renaissance. Focus on questions of desire, love, and gendered subjectivity. The historical contexts and political uses of discourses of eroticism and pleasure in Italy, Spain, France, and England. Written exercises include poetic imitations of Renaissance texts. HU

* **WGSS 223a / ENGL 225a, Race and Gender in Transatlantic Literature, 1688–1818** Jill Campbell

Construction of race and gender in literatures of Great Britain, North America, and the Caribbean from the late seventeenth to the early nineteenth century. Focus on the role of literature in advancing and contesting concepts of race and gender as features of identity and systems of power, with particular attention to the circulation of goods, people, ideas, and literary works among regions. Some authors include Aphra Behn, Phillis Wheatley, Olaudah Equiano, Leanora Sansay, Maria Edgeworth, Mary Wollstonecraft, and Mary Shelley. First of a two-term sequence; each term may be taken independently. WR, HU

* **WGSS 224b / ENGL 226b, Race and Gender in Transatlantic Literature, 1819 to the Present** Margaret Homans

Construction of race and gender in literatures of Great Britain, North America, and the Caribbean from the early nineteenth century to the present. Focus on the role of literature in advancing and contesting concepts of race and gender as features of identity and systems of power, with particular attention to the circulation of goods, people, ideas, and literary works among regions. Some authors include

Charlotte Bronte, Sojourner Truth, Zora Neale Hurston, Virginia Woolf, Audre Lorde, Chimimanda Adichie, and Kabe Wilson. Second of a two-term sequence; each term may be taken independently. WR, HU

*** WGSS 230a / ANTH 230a, Evolutionary Biology of Women's Reproductive Lives**

Claudia Valeggia

Evolutionary and biosocial perspectives on female reproductive lives. Physiological, ecological, and social aspects of women's development from puberty through menopause and aging, with special attention to reproductive processes such as pregnancy, birth, and lactation. Variation in female life histories in a variety of cultural and ecological settings. Examples from both traditional and modern societies. SC

*** WGSS 241b / THST 240b, Performativity and Social Change** T.L. Cowan

Exploration of the relation between gender and sexuality and activist expressive cultures. Focus on how these cultures enact social change through cultural productions, performances, and embodied activist art practices. Special attention to Canadian and United States contexts. HU

*** WGSS 293b / CLCV 319b / HIST 242Jb / MGRK 300b, The Olympic Games, Ancient and Modern** George Syrimis

Introduction to the history of the Olympic Games from antiquity to the present. The mythology of athletic events in ancient Greece and the ritual, political, and social ramifications of the actual competitions. The revival of the modern Olympic movement in 1896, the political investment of the Greek state at the time, and specific games as they illustrate the convergence of athletic cultures and sociopolitical transformations in the twentieth century. HU

*** WGSS 300b, Race, Gender, and Sexuality in the Global South** Andrew Dowe

Comparative exploration of relationships between race, gender, sexuality and nation in contemporary Anglophone Caribbean and South Africa in literature, memoir, film and visual arts. Emphasis on transnational approaches to questions of identity, hybridity, citizenship, rights, migration, and visibility in interdisciplinary scholarship. HU

*** WGSS 304a / ANTH 484a, Men, Manhood, and Masculinity** Andrew Dowe

Cultural and historic constructions of masculinity explored through an investigation of male bodies, sexualities, and social interactions. Multiple masculinities; the relationship between hegemonic, nonhegemonic, and subordinate masculinities. SO

*** WGSS 306a / AMST 314a, Gender and Transgender** Greta LaFleur

Introduction to transgender studies, an emergent field that draws on gender studies, queer theory, sociology, feminist science studies, literary studies, and history. Representations of gender nonconformity in a cultural context dominated by a two-sex model of human gender differentiation. Sources include novels, autobiographies, films, and philosophy and criticism. RP

WGSS 315a / PSYC 342a, Psychology of Gender Marianne LaFrance

Exploration of the relationship between gender and psychological processes at individual, interpersonal, institutional, and cross-cultural levels. SO

*** WGSS 317b / ITAL 317b / LITR 180b / RLST 335b, Women in the Middle Ages**

Christiana Purdy Moudarres

Medieval understandings of womanhood examined through analysis of writings by and/or about women, from antiquity through the Middle Ages. Introduction to

the premodern Western canon and assessment of the role that women played in its construction. TR

* **WGSS 324b, Transgender Cultural Production** T.L. Cowan

Introduction to Trans- Studies, with focus on transfeminist cultural production in the United States and Canada. Exploration of key theoretical texts; activist histories and archives; and wide range of expressive cultures, including film and video, performance, spoken word, memoir, blogging, and other new media. HU

* **WGSS 325a / ER&M 324a, Asian Diasporas Since 1800** Quan Tran

Examination of the diverse historical and contemporary experiences of people from East, South, and Southeast Asian ancestry living in the Americas, Australia, Africa, the Middle East, Asia, and Europe. Organized thematically and comparative in scope, topics include labor migrations, community formations, chain migrations, transnational connections, intergenerational dynamics, interracial and ethnic relations, popular cultures, and return migrations. HU, SO

* **WGSS 343b / AFAM 352b / AMST 438b / ER&M 291b / LITR 295b, Caribbean Diasporic Literature** Hazel Carby

An examination of contemporary literature written by Caribbean writers who have migrated to, or who journey between, different countries around the Atlantic rim. Focus on literature written in English in the twentieth and twenty-first centuries, both fiction and nonfiction. Writers include Caryl Phillips, Nalo Hopkinson, and Jamaica Kincaid. HU

* **WGSS 348a / AMST 353a / HIST 160Ja, Selected Topics in Lesbian and Gay History** George Chauncey

Readings and discussions focus on recent studies of twentieth-century queer family life, religion, migration, race, urban politics, state regulation, and sexual culture in the United States, and help frame research questions for students to pursue in Yale's archival collections. Attention to methodology and the craft of historical writing. WR, HU

* **WGSS 354b / HIST 191Jb, Women, Gender, and Grassroots Politics in the United States after World War II** Jennifer Klein

American politics and grassroots social movements from 1945 to the present explored through women's activism and through gender politics more broadly. Ideas about gender identities, gender roles, and family in the shaping of social movements; strategies used on the local, regional, national, and international levels. Connections between organizing and policy, public and private, state and family, and migration, immigration, and empire. WR, HU

* **WGSS 372a, Theory and Politics of Sexual Consent** Joseph Fischel

Political, legal, and feminist theory and critiques of the concept of sexual consent. Topics such as sex work, nonnormative sex, and sex across age differences explored through film, autobiography, literature, queer commentary, and legal theory. U.S. and Connecticut legal cases regarding sexual violence and assault. SO

* **WGSS 380a / AMST 402a / ANTH 302a / FILM 324a, Gender and Sexuality in Media and Popular Culture** Laura Wexler

Investigation of visual media and popular culture in the United States and transnationally. Gender, race, class, and sexuality in relation to the production, circulation, consumption, and reception of media culture. Focus on theories of media

and the visual. Significant lab component in which students use media technologies to make and illustrate theoretical arguments. HU

WGSS 405a / EALL 211a / LITR 174a, Women and Literature in Traditional China

Kang-i Sun Chang

A study of major women writers in traditional China, as well as representations of women by male authors. The power of women's writing; women and material culture; women in exile; courtesans; Taoist and Buddhist nuns; widow poets; cross-dressing women; the female body and its metaphors; footbinding; notions of love and death; the aesthetics of illness; women and revolution; poetry clubs; the function of memory in women's literature; problems of gender and genre. All readings in translation; no knowledge of Chinese required. Some Chinese texts provided for students who read Chinese. Formerly CHNS 201. HU TR

*** WGSS 410b / AFAM 410b / AMST 310b, Interdisciplinary Approaches to African American Studies** Heather Vermeulen

An interdisciplinary, thematic approach to the study of race, nation, and ethnicity in the African diaspora. Topics include class, gender, color, and sexuality; the dynamics of reform, Pan-Africanism, neocolonialism, and contemporary black nationalism. Use of a broad range of methodologies. WR, HU, SO

*** WGSS 427a / HIST 127Ja, Witchcraft in Colonial America** Rebecca Tannenbaum

The social, religious, economic, and gender history of British North America as manifested through witchcraft beliefs and trials. WR, HU

*** WGSS 431a / ANTH 451a, Intersectionality and Women's Health** Marcia Inhorn

The intersections of race, class, gender, and other axes of "difference" and their effects on women's health, primarily in the contemporary United States. Recent feminist approaches to intersectionality and multiplicity of oppressions theory. Ways in which anthropologists studying women's health issues have contributed to social and feminist theory at the intersections of race, class, and gender. SO

*** WGSS 448a / HIST 177Ja / HSHM 448a, American Medicine and the Cold War** Naomi Rogers

The social, cultural, and political history of American medicine from 1945 to 1960. The defeat of national health insurance; racism in health care; patient activism; the role of gender in defining medical professionalism and family health; the rise of atomic medicine; McCarthyism in medicine; and the polio vaccine trials and the making of science journalism. WR, HU

*** WGSS 466b / PSYC 414b, Gender Images: A Psychological Perspective** Marianne LaFrance

The nature and psychological impact of exposure to visual images that portray various dimensions of gender, such as sex differences and sexuality, in various media, including advertising, television, film, and Facebook. How to empirically decode gender images in contemporary media as well as assess their range of influences. The overall aim is to understand how visual representations of gender affect psychological identity and well-being. SO

*** WGSS 471a or b, Independent Directed Study** Staff

For students who wish to explore an aspect of women's, gender, and sexuality studies not covered by existing courses. The course may be used for research or directed readings and should include one lengthy or several short essays. Students meet with

their adviser regularly. To apply for admission, students present a prospectus to the director of undergraduate studies along with a letter of support from the adviser. The prospectus must include a description of the research area, a core bibliography, and the expected sequence and scope of written assignments.

THE WORK OF YALE UNIVERSITY

The work of Yale University is carried on in the following schools:

Yale College Est. 1701. Courses in humanities, social sciences, natural sciences, mathematical and computer sciences, and engineering. Bachelor of Arts (B.A.), Bachelor of Science (B.S.). 203 432-9300 <http://admissions.yale.edu>

Graduate School of Arts and Sciences Est. 1847. Courses for college graduates. Master of Advanced Study (M.A.S.), Master of Arts (M.A.), Master of Science (M.S.), Master of Philosophy (M.Phil.), Doctor of Philosophy (Ph.D.). 203 432-2771 <http://gsas.yale.edu>

School of Medicine Est. 1810. Courses for college graduates and students who have completed requisite training in approved institutions. Doctor of Medicine (M.D.). Postgraduate study in the basic sciences and clinical subjects. Five-year combined program leading to Doctor of Medicine and Master of Health Science (M.D./M.H.S.). Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Doctor of Philosophy (M.D./Ph.D.). Master of Medical Science (M.M.Sc.) from the Physician Associate Program. 203 785-2643 <http://medicine.yale.edu/education/admissions>

Divinity School Est. 1822. Courses for college graduates. Master of Divinity (M.Div.), Master of Arts in Religion (M.A.R.). Individuals with an M.Div. degree may apply for the program leading to the degree of Master of Sacred Theology (S.T.M.). 203 432-5360 <http://divinity.yale.edu>

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School of Engineering & Applied Science Est. 1852. Courses for college graduates. Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences. 203 432-4252 <http://seas.yale.edu>

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School of Music Est. 1894. Graduate professional studies in performance, composition, and conducting. Certificate in Performance, Master of Music (M.M.), Master of Musical Arts (M.M.A.), Artist Diploma (A.D.), Doctor of Musical Arts (D.M.A.). 203 432-4155 <http://music.yale.edu>

School of Forestry & Environmental Studies Est. 1900. Courses for college graduates. Master of Forestry (M.F.), Master of Forest Science (M.F.S.), Master of Environmental Science (M.E.Sc.), Master of Environmental Management (M.E.M.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences. 800 825-0330 <http://environment.yale.edu>

School of Public Health Est. 1915. Courses for college graduates. Master of Public Health (M.P.H.), Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences. 203 785-2844 <http://publichealth.yale.edu>

School of Architecture Est. 1916. Courses for college graduates. Professional degree: Master of Architecture (M.Arch.); nonprofessional degree: Master of Environmental Design (M.E.D.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences. 203 432-2296 <http://architecture.yale.edu>

School of Nursing Est. 1923. Courses for college graduates. Master of Science in Nursing (M.S.N.), Post Master's Certificate, Doctor of Nursing Practice (D.N.P.), Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences. 203 785-2389 <http://nursing.yale.edu>

School of Drama Est. 1925. Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, One-year Technical Internship (Certificate), Doctor of Fine Arts (D.F.A.). 203 432-1507 <http://drama.yale.edu>

School of Management Est. 1976. Courses for college graduates. Master of Business Administration (M.B.A.), Master of Advanced Management (M.A.M.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences. <http://som.yale.edu>

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YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER



The University is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities and affirmatively seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex, race, color, religion, age, disability, status as a protected veteran, or national or ethnic origin; nor does Yale discriminate on the basis of sexual orientation or gender identity or expression.

University policy is committed to affirmative action under law in employment of women, minority group members, individuals with disabilities, and protected veterans.

Inquiries concerning these policies may be referred to Valarie Stanley, Director of the Office for Equal Opportunity Programs, 221 Whitney Avenue, 3rd Floor, 203.432.0849. For additional information, see www.yale.edu/equalopportunity.

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Questions regarding Title IX may be referred to the University's Title IX Coordinator, Stephanie Spangler, at 203.432.4446 or at titleix@yale.edu, or to the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Boston MA 02109-3921; tel. 617.289.0111, fax 617.289.0150, TDD 800.877.8339, or ocr.boston@ed.gov.

In accordance with federal and state law, the University maintains information on security policies and procedures and prepares an annual campus security and fire safety report containing three years' worth of campus crime statistics and security policy statements, fire safety information, and a description of where students, faculty, and staff should go to report crimes. The fire safety section of the annual report contains information on current fire safety practices and any fires that occurred within on-campus student housing facilities. Upon request to the Office of the Deputy Vice President for Human Resources and Administration, PO Box 208322, 2 Whitney Avenue, Suite 810, New Haven CT 06520-8322, 203.432.8049, the University will provide this information to any applicant for admission, or prospective students and employees may visit <http://publicsafety.yale.edu>.

In accordance with federal law, the University prepares an annual report on participation rates, financial support, and other information regarding men's and women's intercollegiate athletic programs. Upon request to the Director of Athletics, PO Box 208216, New Haven CT 06520-8216, 203.432.1414, the University will provide its annual report to any student or prospective student. The Equity in Athletics Disclosure Act (EADA) report is also available online at <http://ope.ed.gov/athletics>.

For all other matters related to admission to Yale College, please write to the Office of Undergraduate Admissions, Yale University, PO Box 208234, New Haven CT 06520-8234; telephone, 203.432.9300; Web site, <http://admissions.yale.edu>.

Yale University's Web site is www.yale.edu; the Yale College Programs of Study is online at <http://catalog.yale.edu/ycps>.

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