Welcome to Washington University

We are thrilled that you have decided to attend Washington University this fall! Getting Started is designed to help you explore your academic options before you arrive on campus. As you read through this booklet, you can see the variety of programs and seminars available only to first-year students. You have the opportunity to apply online for the option that interests you and aligns with your academic interests and goals.

Apply by May 29 for the program or seminar that interests you by going online to http://college.artsci.wustl.edu/firstyearprograms. The application will require you to login with your WUSTLKey.

The sooner you apply, the better your chance of getting your preferred program or seminar. If a program is full, you are invited to apply for another program.

You will be notified in early June of the program or seminar for which you have been selected.

IMPORTANT DATES

Freshmen arrive on campus...............................Thursday, August 20
First day of fall classes.................................Monday, August 24
Labor Day (no classes)..............................Monday, September 7
Fall break (no classes)...............................Friday, October 16
Thanksgiving break (no classes)..............Wednesday, November 25 to Sunday, November 29
Last day of fall classes.................................Friday, December 4
Final exams begin .....................................Thursday, December 10

If you have any questions, please e-mail Sarah Longo, freshman program coordinator in the College of Arts & Sciences, at sarahlongo@wustl.edu.
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Guidelines on Getting Started

Academic Advising

Because we offer a wide range of academic options, we recognize the value of solid advice and wise decision making. Our academic advising program includes three distinct, but complementary, components:

• **Four-Year Academic Advising:** You are assigned to an academic advisor who works with you during all four years at Washington University. This advisor helps you with the broad questions of your college career, as well as the semester-by-semester details of course selection. You meet with this advisor periodically during your first year and thereafter at least once every semester before registration. Before your first advising session, you will want to browse Getting Started and the enclosed CourseBook 1.0, and closely read the pre-registration guide, Registration 101, at [http://college.artsci.wustl.edu/registration101](http://college.artsci.wustl.edu/registration101). This preparation will allow you and your advisor to have a productive, thoughtful conversation as you select the courses for your first semester.

• **Major Advising:** When you declare a major (usually in the sophomore year), you are assigned a faculty advisor in your major department. You meet with your major advisor and continue to meet with your four-year academic advisor every semester before registration.

• **Pre-Professional Advising:** If you are interested in pursuing a professional career (law, social work, business, or health care) or if you plan to attend graduate school, you meet with a pre-health, pre-law, or pre-graduate school dean for guidance.

Close attention...

You are paired with an academic advisor who works with you during all four years of your undergraduate experience.
Registration Options

Our students take four or five courses each semester, totaling an average of 15 units of credit. The courses offered every semester are posted online. For your first semester only, we’ve included CourseBook 1.0, a catalog of 100- and 200-level Arts & Sciences courses, those generally of most interest to new students, as well as some 300-level courses appropriate for first-semester schedules. (NOTE: Our online course listings is the complete catalog of fall offerings, including advanced-level courses. New students may take 300- and 400-level courses if they have met the prerequisites.)

As a first-year student, you have three options for registration. You may choose from two on-campus opportunities where you will meet with your four-year advisor and register early for your fall courses, or if you are unable to attend a summer program, you will register for your fall classes on July 9, after you’ve discussed your course choices and been approved for registration by your four-year advisor. See the options below for more details.

1. Registering during the Freshman Summer Academic Program: Participants in this five-week program earn 6 units of college credit, learn about degree requirements and campus resources, and take classes with other new students. You also meet with your four-year academic advisor, select your fall courses, and register for them. The program runs from June 13 through July 18.
   For more information, see page 24 or visit the FSAP website at http://fsap.wustl.edu.

2. Registering during SOAR: Participants in one of these three-day programs receive a snapshot of Washington University’s academic opportunities and resources. Your four-year academic advisor assists you in planning your fall schedule and registering for classes. There are four SOAR events this summer: June 18-20; June 22-24; June 25-27; and June 29-July 1. To learn more about SOAR, see page 25 or visit the SOAR website at http://firstyear.wustl.edu/Orientation/Pages/SOAR.aspx.

3. Registering online in July: Students unable to attend one of the summer programs will be emailed the name of their four-year advisor in mid-June. After a close reading of the pre-registration guide, Registration 101, at http://college.artsci.wustl.edu/registration101, students contact their advisors to arrange a time to discuss (by phone) their academic interests and fall course options. After this discussion, advisors will approve their students for July 9 online registration.

Options...

You may choose from two on-campus opportunities where you will meet with your four-year advisor and register early for your fall courses, or if you are unable to attend a summer program, you will register online for your fall classes in mid-July.
Placement and Diagnostic Exams

Math Placement Exams: If you did not take an AP Calculus exam, or if you scored lower than a 4, you must take the online Calculus Placement Exam to take calculus at Washington University. You should take this exam before coming to campus and/or registering for classes.

Foreign Language Placement Exams: If you plan to continue your study of French, Italian, Spanish, German, or Latin, you must take an online Foreign Language Placement Exam before coming to campus and/or registering for classes.

Students continuing the study of languages other than the ones listed above are required to take a written exam when they arrive on campus for Orientation.

Chemistry Diagnostic Exam: All first-year students registering for General Chemistry (this includes all science and pre-medical students) must take the online chemistry diagnostic exam before classes begin in August.

For more information and instructions for the above exams, go to:
http://college.artsci.wustl.edu/placement_credit

College Credit:

Courses, AP, IB, and British A-Levels

Prematriculation credit is college credit that you may receive based either on college course work taken after the junior year of high school or on AP, IB, and British A-Level tests. Students may earn a maximum of 15 prematriculation units of credit.

To transfer units of credit for college course work taken at another university, you must submit the Prematriculation Credit form, a transcript, and a course description for each course. For course work completed prior to matriculation, the following standards must be met:

1. The course's enrollment primarily is made up of matriculated college students.
2. The course is taught by college faculty.
3. The course is taught on a college campus.
4. The course was taken at a fully accredited college.
5. The course is not on your high school transcript.
6. The course is taken after your junior year of high school.

For more information and an application form go to:
http://college.artsci.wustl.edu/placement_credit

To receive credit for AP tests, please have the College Board submit test scores to Washington University in St. Louis by calling 1-888-CALL-4-AP (College Code 6929).

To receive credit for IB or British A-Level tests, please submit your test scores to: Freshman Coordinator, Washington University in St. Louis, One Brookings Drive, Campus Box 1117, St. Louis, MO 63130-4899

For more information go to: http://college.artsci.wustl.edu/placement_credit
Special First-Year Choices

Washington University is committed to making your freshman experience extraordinary.

The innovations we have developed for our first-year students — interdisciplinary courses, linked courses, courses designed to hone communication skills, courses emphasizing field study and international experience — have proved so successful that we have used them as models for numerous upper-level programs.

You may choose from an array of special first-year programs and seminars. These programs and seminars are optional, but strongly encouraged. And yes, they do fulfill distribution requirements!

Apply by May 29 for the program or seminar that interests you by going online to http://college.artsci.wustl.edu/firstyearprograms.

The application will require you to login with your WUSTLKey.

Mission Statement

The College of Arts & Sciences celebrates the joy of discovery and the exercise of critical thought. Our goal is to foster resolve and adaptability, self-reliance and collaborative effort, humility and courage, a sense of tradition and a spirit of innovation.
Biotech Explorers Pathway

A two-year program exploring the science of biotechnology and how discoveries move from the lab into the real world, Biotech Explorers is a truly interdisciplinary program drawing on biology, chemistry, engineering, physics, computer science, management, public policy, and law. The Biotech Explorers Pathway (BEP) introduces students to the fundamental science behind biotechnology and aims to build connections between science, business, technology, and engineering at the start of undergraduate studies; to highlight how scientific discoveries lead to useful applications; and to engage curiosity through team-based inquiry that guides students from examples toward idea generation and project development.

In addition, the first-year courses are a portal to second-year project development and transition to fellowship experiences the summer between sophomore and junior years.

Enrollment in Biotech Explorers is limited. An application essay is required. For the essay (no more than 500 words), you will need to answer the following questions:

1. What is your motivation for joining the BEP?
2. How will the BEP experience fit into your educational goals?
3. What strengths will you bring to the program?

Please submit your essay on the online application. The application deadline is May 29.

Fall 2015
The Science of Biotechnology

This introductory course lets students see the science and real-world applications of biotechnology and serves as the gateway into the Biotech Explorers Pathway. Over the semester, students will explore basic science concepts and how discoveries lead to biotech applications addressing global challenges. Student teams will develop short case studies of St. Louis biotech companies to understand the connections between science and biotech business. A series of “site visits” will showcase science in action and introduce students to the vibrant St. Louis biotech community.

Spring 2016
Biotechnology Entrepreneurs Seminar

Biotech is science-based, but the risks of product and technology development, legal issues, and market pressures make the landscape full of uncertainty. This second-semester course provides students with an appreciation of how biotech companies achieve their goals by engaging students through interactions with experienced executives and entrepreneurs, whose shared knowledge and stories add depth and context to the learning process.

Companion course: L41 2960 Principles of Biology I is a co-requisite for this course.

Second-Year Options

As a sophomore in the BEP, students will participate in a two-semester team-oriented project development course (Biotech Project I & II). Students will apply skills learned during the first-year of the BEP to understand the process used to generate project ideas, write proposals, and evaluate concepts. Applying peer evaluation at all steps of the process, students will work individually and as a team to research and develop projects.

Students completing the BEP curriculum will be eligible to apply for fellowships supporting summer activities that transition to upper-level synthesis/capstone experiences in their fields and based on their long-term career interests.

Faculty

Joseph Jez  Professor of Biology and Howard Hughes Medical Institute Professor
Global Citizenship Program

Enabling students to acquire fundamental skills relevant to International and Area Studies, this program examines what it means to be a citizen of the world, challenging its participants to engage in both demanding texts and real-life scenarios. The fall semester seminar provides students with a theoretical framework for their second semester practicum, which consists of case studies, proposals, and field research. As part of the weekly workshop, students collaborate with their peers to produce events geared toward the Washington University community, greater St. Louis, and internet publication. Past events have included projects on human trafficking, internet censorship, and water privatization. An application essay is required. You must submit a brief essay (no more than 500 words) on some topic of international concern, highlighting your own interests and qualifications. Enrollment in this program is limited. Please submit your essay on the online application. The application deadline is May 29.

Fall 2015

International Public Affairs

We live in a complex, fast-paced world. Technological advances and economic interdependence bring us closer together, even as globalization creates new challenges that cannot be solved by one country alone. In this class we will examine the forces that affect competition and cooperation in a globalized world. Students will engage with influential social science literature on these topics, participate in classroom discussion, and take part in classroom activities, such as debates and policy-making simulations, to build a deeper understanding of these theories. In addition, students will work on semester-long policy projects to build practical skills in problem solving, team building, and communication. Students enroll in this course and the accompanying workshop below. IAS L97 103B (three units)

Global Citizenship Program Workshop

This workshop, which is restricted to and required of participants in the Global Citizenship Program, is a companion to the core GCP Fall course. The GCP workshop will foster critical thinking, provide leadership opportunities, and build community among students in the program. IAS L97 1503 (one unit)

Companion course: You are strongly encouraged to enroll in a foreign language at your level of proficiency.

Spring 2016

East Asia in the World

In this practicum, we cover the geopolitical history of twentieth-century East Asia, from its colonial constellation through its transformation into cold war nation-states. We then use an interdisciplinary approach to investigate contemporary problems accompanying the emergence of regional economies and institutions. We grapple with the question of when people in East Asia – China, Taiwan, the Koreas, and Japan – act as members of a transnational region and when they act in ideological, national, or local terms. We evaluate different disciplinary approaches in order to understand the combination of knowledge and skills necessary for drawing meaningful research conclusions.

As a practicum, the course enables students to apply their knowledge to various case studies. This entails the production of an action-based document in the form of a model, briefing, position paper or proposal. Students will create and present their proposals to a panel of visiting experts in the given field. IAS L97 140 (three units)

Global Citizenship Program Workshop

A continuation of the Fall L97 IAS 1503 workshop. Students plan campus events and produce publications explaining what they learn in practicum. The workshop includes an accompanying off-campus trip to engage students with experts at large and pursue additional networking opportunities. IAS L97 1504 (one unit)

Companion course: You are strongly encouraged to enroll in a foreign language at your level of proficiency.

Faculty

Jeremy Caddel Academic Coordinator, Director of International and Area Studies
Andrew Sobel Professor of International and Area Studies
Lori Watt Associate Professor of History and International and Area Studies
Medicine and Society

Addressing the important social and cultural foundations of health and illness, Medicine and Society also emphasizes service and research at health-related sites throughout St. Louis.

The foundation of this program is medical anthropology, broadly defined as the study of human health and illness across culture, time, and location. Medical anthropologists examine the role of culture and society in shaping the experience of illness. We seek an understanding of such wide-ranging issues as responses to health threats, alternative medicine in modern society, the human genome project, the ethics of genetic testing, social and behavioral factors affecting infectious diseases, and the causes of health disparities in the developing world. With admission to Medicine and Society, you participate in a year-long freshman seminar, which is the portal to a four-year program.

Medicine and Society consists of a year-long freshman seminar and several additional courses taken over the remaining three years culminating in a major or minor in anthropology or the optional Global Health and Environment track of anthropology. Coursework includes Topics in Health and Community; another introductory course in anthropology; three approved elective courses at the 300 level or above; and a community-based health internship. The final requirement for Medicine and Society is the Rivers Project, a fourth-year paper or thesis designed to demonstrate your mastery of essential concepts and ideas in health and wellness.

Medicine and Society allows you to draw widely from the many other courses in Arts & Sciences and complements many other major areas of study. The curriculum is fully coordinated with pre-medical course requirements. Students who complete the program are highly competitive for admission to professional schools such as medicine, law, business, public health, or social work.

Enrollment in Medicine and Society is competitive and limited. An application essay is required. For the essay, you need to answer both questions below, limiting each response to 150 words.

1. Why are you interested in health and health care? What strengths will you bring to the Medicine and Society program?
2. In your opinion, what are some of the key ethical issues facing the field of medicine today? How can the social sciences help solve some of these problems?

Please submit your essay on the online application as soon as possible. The application deadline is May 29.

Fall 2015–Spring 2016

Medicine and Society I and II

This yearlong seminar provides a basic foundation in medical anthropology and cultural anthropology, introducing the central themes and theoretical approaches employed by medical anthropologists to study health and illness in cross-cultural perspectives. We explore topics ranging from the impact of disease and illness on the individual and society to the ecology of health and development, from cross-cultural health studies to the relationship of anthropology to biology and sociology. ANTHRO L48 141

Faculty

Rebecca Lester  Associate Professor of Anthropology
Bradley Stoner  Associate Professor of Anthropology and Associate Professor of Internal Medicine

Delve... Closely-mentored, sustained inquiry yields powerful insights and surprising connections.
Mind, Brain, and Behavior

How do we think? What is human consciousness? What is the relationship between the mind and the brain? During the last two decades, an explosive growth of knowledge in cognitive science has begun to yield answers to fundamental mysteries about the nature of human thought.

In this two-year program, you investigate exciting new theories and problems emerging from this “cognitivist revolution.” Admission to this program is competitive and limited. To apply, please go online as soon as possible; students are enrolled on a first-come, first-served basis. The application deadline is May 29. An application essay is not required.

Fall 2015

Introduction to the Mind–Brain: Psychological and Biological Perspectives

You begin your exploration of the mind–brain by examining key ideas about attention, memory, and language – three central mental abilities that are primary areas of research in cognitive science. You see how psychologists and neuroscientists investigate and explain complex mental functions by breaking them down into more basic components through such techniques as brain imaging, cell recordings, memory tasks, and reaction time studies. You also study new theories of the mind–brain based on these discoveries and consider their practical implications for problems of aging, deficits resulting from brain damage, attention disorders, reading disabilities, and classroom learning.

Faculty from psychology and neurology demonstrate how disciplines work together to understand the mind–brain. Professors lead biweekly discussion groups to explore persistent questions: What is the relation between attention and consciousness? Why do we misremember past experience? When the brain is damaged, why are only certain specific functions often lost?

Spring 2016

Introduction to the Study of the Mind–Brain II

We continue our exploration of cognitive science by studying issues that have brought together the resources of various fields, including anthropology, philosophy, neuroscience, psychology, and linguistics. Topics may include artificial intelligence, the nature of emotion, interactions between cognition and culture, the relationship between language and thought, innateness, and cognitive development. MBB L96 120A

Second-Year Options

As a sophomore, you engage in hands-on research under the guidance of a faculty mentor. Students select research projects from diverse areas such as psychology, neuroscience, philosophy, and neurobiology.

Examples of recent research projects include:

- Examining whether young children use referential strategies in early spelling
- Using neuroimaging to understand the pathophysiology of movement disorders such as Parkinson’s Disease
- Investigating why people have high confidence in remembering events that never happened
- Examining emotional and language processing deficits in schizophrenia

Faculty

David Balota  Professor of Psychology
John Doris  Professor of Philosophy
Janet Duchek  Associate Professor of Psychology
Steven Petersen  Professor of Cognitive Neuroscience
Elizabeth Schechter  Assistant Professor of Philosophy
Text and Tradition explores the fundamental texts and intellectual traditions upon which American and European cultures have been built and continue to develop.

The goal of this two-year program is to provide a focused grounding in the humanities, in major texts and core analytic practices.

You take a sequence of five courses: two (usually) in your first semester and three more that may be taken at any time, usually during the next two semesters. By completing the five courses, you complete a minor in Text and Tradition. Text and Tradition can also serve as an entry point for ambitious students who seek a major in the Interdisciplinary Project in the Humanities.

Admission is limited. To apply, please go online as soon as possible; students are enrolled on a first-come, first-served basis. The enrollment deadline is May 29. An application essay is not required.

Fall 2015

Text and Tradition students learn to use the 19th century writings of Dostoevsky to scrutinize the 21st century facts of Ferguson, MO. They follow Flaubert into emotional identifications across barriers of gender and religion. And, they see how Shakespeare fights with Aristotle.

Classical to Renaissance Literature

We address two basic questions of liberal education: What are “classics” and why should they be read? We explore how European and American cultures have come to value certain radical, foundational questions asked by ancient, medieval, and early modern writers. Our sources, primarily literary texts, include Homer, Sophocles, Vergil, Ovid, Petrarch, Montaigne, and Shakespeare. IPH L93 201C

Early Political Thought

This seminar surveys the intellectual and political history of Europe from the rise of Athenian democracy to the Renaissance, with emphasis on the evolution of political thought and ethics. We analyze and discuss the work of thinkers such as Thucydides, Plato, St. Augustine, Castiglione, and Machiavelli. We review these texts both as products of a particular time and place and as self-contained arguments that strive to instruct and persuade, and we use them to struggle with understanding such persistent political and moral principles as liberty, virtue, and justice. IPH L93 203C

Completing the Minor

As a Text and Tradition student, you have the option of taking any three of the following seminars at any time after your first semester to complete a minor in Text and Tradition.

Literary Modernities: Through a wide sampling of texts in Western literature, we explore themes and puzzles characteristic of the rise of modern consciousness.

Modern Political Thought: This course on European intellectual history since 1600 addresses two themes: the nature of political rights and the legitimate role of the state.

Puzzles and Revolutions: By exploring “revolutions” since the Renaissance — Copernican, Newtonian, Darwinian, and cognitivist — we trace the development of modern science.

The Great Economists: Focusing on political and economic ideas and systems, particularly democracy and capitalism, we explore whether and in what sense social institutions serve individual interests.

An Intellectual History of Sex and Gender: From Sappho’s poetry to DeBeauvoir’s The Second Sex, we consider the historical and literacy evidence for gender constructions in Western culture. How has sex — as urge, practice and identity — become something about which we think?

Scriptures and Cultural Traditions: We will conduct close readings of crucial texts of Judaism, Christianity, and Islam with the aim of understanding how they generate meaning and how we infuse meaning in them through our own readings.
FOCUS

Our FOCUS Programs are designed to provide coherent, group-oriented learning experiences, often including extensive out-of-classroom activities. Each program is built around a topic that reflects the professor’s particular area of expertise, frequently cutting across a number of academic disciplines. Because each program runs through the fall and spring semesters, you have time to approach the seminar topic from a variety of perspectives. Limited to 14–16 students, each program engenders a dynamic exchange of ideas and lively debate. All courses fulfill distribution requirements. Enrolling in a FOCUS program does not conflict with requirements for any departmental major or pre-professional program.

To apply, please go online as soon as possible to http://college.artsci.wustl.edu/firstyearprograms as students are enrolled on a first-come, first-served basis. The enrollment deadline is May 29. If a program is full, you may apply for another one.

Note: FOCUS programs involving travel will require additional fees. Some need-based financial support is available.

Theater as a Living Art

This FOCUS program allows you to become intimately involved in theater at Washington University from a number of perspectives. The Fall semester acting class covers a broad range of performance experiences and techniques, including scene study, monologue preparation, voice work, and movement, while the companion course, Theater Culture Studies I, examines theater and performance from ancient Greece to Renaissance Europe, including the study of ancient Indian and early modern Chinese theater. The course culminates with the “Fragment Project,” in which students working in small groups combine research and creative skills to recreate and perform a lost ancient Greek play on the basis of surviving fragments.

In a class trip to Chicago, we attend performances at the Steppenwolf Theater, the Goodman Theater, and the Chicago Shakespeare Festival. The approximate trip cost is $250. In addition to seeing a number of excellent plays by some of Chicago’s finest companies, we participate in post-performance discussions with directors and actors. FOCUS L61 215

Seminar Leaders

Jeffery Matthews  Professor of the Practice in Performing Arts
Robert Henke  Professor of Drama and Comparative Literature

Confront... Probe... Investigate...
The History, Memory, and Representation of the Holocaust

*The Diary of Anne Frank, The Boy in the Striped Pajamas, Schindler’s List*—these well-known books and films about the Holocaust are part of nearly every teenager’s education. But as powerfully affective as they are, such popular treatments of the Holocaust represent (and often even misrepresent) just a narrow piece of its complex history. This program aims to go deeper into the subject of the Holocaust by engaging intensively with the history and memory of the Nazi genocide of the European Jews and other groups between 1933 and 1945 and with representations of this experience in literature and film. Students will gain a more thorough understanding of better-known histories and narratives of the Holocaust and explore aspects of the Holocaust that are underrepresented in contemporary American culture or that have otherwise been marginalized.

The fall semester course, “The Holocaust: A European Experience,” will give students a necessary overview of the complex historical breadth and geographic reach of the pan-European events of the Nazi genocide, an event that affected women and men, children and the elderly, Jews, Roma, Slavs, and social groups that the Nazis considered unworthy of life. In the spring semester course, “Representations of the Holocaust in Literature and Film,” students will use their understanding of the development and implementation of the Holocaust to examine important literary and filmic representations of the Holocaust with a critical eye. Classroom engagements will be supplemented by visits to the St. Louis Holocaust Museum and Learning Center, and students will be able to meet with local survivors of the Holocaust to hear their personal perspectives on wartime experiences and postwar rebuilding. **FOCUS L61 2850**

The highlight of the program is an educational trip in May to locations in Germany, Poland, and Lithuania. The approximate trip cost is $3500. The trip will include visits to sites important to the history and memory of the Holocaust, such as the Warsaw and Vilna ghettos, the Auschwitz and Treblinka death camps, the mass graves at Ponary, and museums, memorials and important historical sites in Berlin and environs.

**Seminar Leaders**

Anika Walke  Assistant Professor of History and Women, Gender and Sexuality Studies
Erin McGlothlin  Associate Professor of German and Jewish Studies

Literary Culture of Modern Ireland

This program examines the literature of Ireland from 1890 to the present. We begin with an examination of the period of an emerging cultural nationalism (1890–1930), encompassing a great efflorescence of literature in many genres, set in the context of some of the most important political, social, and military events in modern Irish history. One of the remarkable things about the period is the close relationship between prominent figures in the literary and artistic world and those in the realm of politics and social change. The result was a rich cross-fertilization of ideas and attitudes that had enormous implications for the future of this embattled island nation. We explore this vital and transformative exchange by paying close attention to the work of some of Ireland’s greatest writers, including William Butler Yeats, George Bernard Shaw, Oscar Wilde, Elizabeth Bowen, John Millington Synge, Lady Gregory, James Joyce, Sean O’Faoláin, Edna O’Brien, Sean O’Casey, Brian Friel, Samuel Beckett, Seamus Heaney, Nuala Ni Dhomhnaill, Ciaran Carson, and William Trevor.

The highlight of this program is a trip to Dublin and the west of Ireland in the Spring semester. The approximate trip cost is $3500. You have the opportunity to see a play or two at the renowned Abbey Theatre in Dublin, meet with distinguished scholars and poets, and listen to traditional musicians and seanchai (storytellers) in Connemara and the Aran Islands. Find out how a nation the size of Maine, with a population of 6–7 million, has produced four Nobel Prize winners in literature and some of the greatest literary works of the 20th century. **FOCUS L61 2811**

**Seminar Leaders**

Dirk Killen  Associate Dean, College of Arts & Sciences
Erin Finneran  Lecturer in English
Daniel B. Shea  Professor of English
Missouri is home to 1.5 million acres of national forest, 49 state parks, and two of the nations great rivers. Beyond the riverine lowland where St. Louis and Washington University sit, Missouri’s Ozark forests lie to our south and the great prairie to the north. Careful stewardship of these habitats over the past half-century has resulted in an unprecedented recovery from the clear cutting of the 19th century and commercial hunting, trapping, and fishing of the early 20th century. Students in this seminar will explore the natural history of Missouri and experience her habitats and wildlife first hand.

This multidisciplinary, two-semester seminar will study Missouri’s natural heritage from the perspectives of Biology, Environmental Studies, Geology, History, and Archaeology. The first semester of the sequence will begin with Missouri history, including geology and climatic history as well as the Native American and pioneer periods. This will provide a foundation on which to examine the ecology, restoration, and management of our diverse habitats (prairie, forest, glade, and stream) and the biology of our diverse plant and animal wildlife (from arthropods, mollusks and fish, to salamanders, lizards, birds, and mammals). We will also introduce basic concepts in biodiversity, population biology, and resource management.

The highlight of this course will be our spring break trip across Missouri. Leading up to this will be 6 weekend camping trips to natural areas across the state. Field trips will involve camping, hiking, and canoeing in order to gain authentic first-hand experience with habitats and wildlife in the field. This is a course for students who are interested in working as part of a collaborative team, both around the seminar table and around the campfire. Students with an interest in environmental studies, outdoor leadership, and the Wilderness Project pre-orientation are encouraged to apply. Note: a $480 lab fee will cover all expenses on all the trips. FOCUS L61 2431

Seminar Leader
Stan Braude Professor of Practice in Biology

Phage Hunters and Bioinformatics
This program engages you in a national research project to isolate and analyze bacteriophage (bacterial viruses) that infect mycobacteria. The course is part of a Howard Hughes Medical Institute (HHMI) initiative, in which we partner with more than 50 other colleges and universities across the nation. During the fall, you isolate phage from soil you bring to class – they should be abundant! This semester is spent doing wet bench work, purifying your phage, isolating the DNA, characterizing the DNA by restriction digestion and gel electrophoresis, etc. We also examine the ultrastructure of our phage by transmission electron microscopy. The Washington University Genome Institute sequences the genomes of the phage over winter break.

In the spring, we meet in a computer lab to learn computational tools for genomic analysis, including BLAST, ClustalW, and others. We use these tools to identify individual phage genes and try to determine gene functions, with the goal being complete annotation of our phage genomes. Bacteriophage can have many novel genes and trying to ferret out their possible roles can be a challenge. We also compare our findings with those of our partner schools to build a broad picture of bacteriophage that infect mycobacterium, their relationship to the host cell, and their evolution.

The program is designed to provide freshmen with an opportunity to participate in scientific research from their first day on campus. Students enrolling in this FOCUS class should have strong high school preparation in the sciences and math.

FOCUS L61 1910

Companion course: Bio 2960, Principles of Biology I, spring semester.

Seminar Leaders
Sarah Elgin  Professor of Biology and Professor of Genetics
Kathleen Hafer  Professor of the Practice of Biology
Christopher Shaffer  Lecturer in Biology
**Cuba: From Colonialism to Communism**

The word “Cuba” engenders a mix of curiosity, anxiety, and hope shaped by many years of controversy and stereotyping on the one hand, and of mythmaking on the other hand. Whether you want to develop an understanding of the passage of Cuba from colonialism to communism or learn about the music and dance history that led to the remarkable success of the Buena Vista Social Club, this year-long seminar is a good place to start.

The first-semester course, organized around the common theme of Cuban culture, traces the historical development of Cuban society from slavery through the Wars of Independence and the Republic. The second-semester course, Stranger than Paradise: Cuban Experience of the Revolution, covers a range of topics related to contemporary Cuba, including the politics of race and sexuality, censorship and dissent, African cultural heritage, and the fusion of differing religious practices. Lectures by invited speakers, film screenings, field trips, art exhibits, Cuban cuisine, and discussion groups supplement the courses. FOCUS L61 267

The program’s highlight is a trip to Cuba during Spring Break. The approximate trip cost is $4000.

**Companion course:** a two-semester sequence of Spanish at your level of proficiency. Beginning language students are welcome.

**Seminar Leaders**

Joseph Schraibman  Professor of Romance Languages and Literatures

Elzbieta Sklodowska  Randolph Family Professor of Spanish

“The Cuba Focus trip was an amazing part of my freshman year. We spent months learning about Cuba’s complicated history and vibrant culture, but this firsthand experience allowed me to connect what we had learned in class and develop an understanding of the country as a whole. I stood in Plaza de la Revolución, wandered the streets of Habana Vieja and made incredible memories with my classmates and professors.” Kelsey Barter, class of 2018
Freshman Seminars

For a wonderful introduction to learning at the college level, you can enroll in one of the special freshman seminars in a wide range of areas. These seminars allow you to experience close interaction with professors and fellow students from your first semester. Many seminars focus on “active learning,” encouraging you to become involved in the subject matter firsthand and take responsibility for the pursuit of a problem. Each seminar lasts one semester.

Enrollment in the freshman seminars is limited. You may apply for one seminar online by going to http://college.artsci.wustl.edu/firstyearprograms. If a seminar is full, you may apply for another one. Please check the above website for the most up-to-date list of available freshman seminars.

The American Landscape in Painting & Practice
The art of landscape, including painting, gardening, and contemporary land art, has been particularly bound up with issues of national identity in the United States. For this reason, there has been a rich body of writing about the landscape that provides the source material for this course. By analyzing major examples by artists like Thomas Cole, Frederick Law Olmsted, and Nancy Holt and the works of landscape writers like Nathaniel Parker Willis, Susan Fenimore Cooper, and William Cronon, participants in this freshman seminar will learn to analyze not only texts and images but also the messages that the physical landscapes around us convey. Regular use of museum collections and the eloquent built landscapes of St. Louis will provide a chance to apply these skills beyond the classroom’s walls. ART-ARCH L01 180 (three units).

Erôs through the Ages: Love and Lust in the Greco-Roman World
From a cosmic god of love to a complex emotion, erôs is a seminal concept shaping a range of mythological, literary, and artistic works of antiquity. Sappho described erôs as “sweet-bitter,” neatly capturing its paradoxical position at the intersection of pleasure and pain, love and hate. In this seminar, we will unpack the varied ways erôs played out across poetry, philosophy, politics and art in the ancient Greek and Roman world and how these ancient definitions of love still inform our own modern understanding of the term. CLASSICS L08 114 (three units).

Social Forces, Development, & Early Childhood Education
Education begins long before children are introduced to formal schooling, and factors both internal and external to schools influence children’s education. This course will examine such factors as they relate to early developmental outcomes, school readiness skills, and success in schooling. Course readings and activities will examine the influence of families, neighborhoods, the built environment and health on early childhood development and education and will offer corresponding implications for education policy in the USA. EDUC L12 102 (three units).

Immigrants and Exiles
Literature has traditionally been a welcoming space for people who, by choice or history, do not fit easily in the mainstream of community life. The widespread changes and upheavals of the last century have vastly expanded the ranks of such people, accelerating the processes of immigration and exile while fundamentally altering traditional notions of home and belonging. This course will examine fiction by writers such as Jhumpa Lahiri, Albert Camus, Jean Rhys, Franz Kafka, and V.S. Naipaul, who write from and about the position of “outsider,” exploring what such texts have to say about living in an unsettled, diasporic modern world — a world in which real belonging seems an increasingly elusive goal. In reading these texts, we will investigate how their authors have portrayed the journeys, hopes, and hardships of dislocation and alienation, as well as the role literature might play in creating a sense of community for immigrants, refugees, and people living in various forms of exile. ELIT L14 151 (three units).
Literature and Blasphemy
Blasphemy – literally “hurtful speech” writing or art work that offends the religious values of a community – has been a powerful factor in cultural history since biblical times. A long history of blasphemy would run from Jesus to Salman Rushdie, from Moses to Freud, from Akhenaten to Charlie Hebdo, and would be global in its reach. The history of culture can be represented as a battle between artists and censors, poets and priests. But the offense blasphemy causes is only possible because of proximity: blasphemers share much of the worldview of those they offend. A history of blasphemy is therefore also a history of community and of culture itself. This course studies moments in the history of blasphemy from the Bible to modern Pakistan, ranging widely as it looks at key literary texts such as Mandeville’s Travels, Marlowe’s Doctor Faustus, Baudelaire’s Les Fleurs du Mal (which was tried for blasphemy), the Autobiography of (Freud’s) Wolf-Man, and Rushdie’s The Satanic Verses, together with a great deal of religious controversy, social pamphleteering, and legal argument. The aim is to understand whether blasphemy exists in the same perspective for accusers and accused; how and why it offends; and whether that offense is necessary to the aspirations of literature and the arts. ELIT L14 154 (three units).

Detective Fiction from Poe to Doyle
An introductory survey of the pioneers of the modern detective story. Works will range from those by Edgar Allen Poe in the 1840s to Arthur Conan Doyle’s Sherlock Holmes stories from the late nineteenth and early twentieth century. In between we’ll read works by Charles Dickens, Wilkie Collins and a few less remembered writers. The broader historical context for our readings include the urbanization and mechanization of society, technological transformations that seemed to both empower and confine, shifts in social norms regarding sexuality and gender, and a grave concern about the ability of alien, exotic or bestial agents to penetrate domestic space, what is now often called ‘the homeland’ in the idiom of our day. ELIT L14 155 (three units).

Literature and Justice
This seminar explores the problem of justice through a broad range of literary writings. Students will study classic texts from different historical periods and cultural traditions, ranging from Sophocles to Shakespeare, Dostoyevski and Melville to Kafka and Camus. We will pay particular attention to the following questions: How do different cultures determine what is just and what is unjust? What is the relationship between equity and the letter of the law? Is justice a matter of interpretation? What is poetic justice? Aimed at developing the habits of close textual analysis that are central to the study of texts in the humanities, the course will help students cultivate the difficult art of critical judgment. ELIT L14 159 (three units).

Engineering the Climate
Geoengineering, the deliberate manipulation of the earth’s climate, may be part of a solution to the predicted future global warming. Is this advisable, or even possible? Through discussions, lectures, and readings, we will learn how earth’s climate works, examine proposals for altering the climate, evaluate past attempts for deliberate human alteration of natural systems, and consider geoengineering as an ethical issue. EPSC L19 112 (three units).

Geology & Human Health
This course explores the connections between human health and geological processes. Key concepts in geology are introduced as well as the pathways through which natural systems affect human health. A series of case studies will be presented, each describing a specific health hazard and its geological origin. The first set of studies will focus on human health effects associated with windborne exposure to harmful materials, including volcanic emissions, asbestos, dust and aerosols, and the products of coal combustion. The course will then use the topic of mercury, which is emitted into the atmosphere and then accumulates in aquatic systems, to transition to water and soil borne pathways of exposure. This will be followed by case studies exploring water availability and quality, arsenic in groundwater, with a special emphasis on widespread arsenic poisoning in South and Southeast Asia, lead in mining areas and urban soils, and radon and radioactive materials. Students will conduct team risk assessment projects as well as an individual project. EPSC L19 140 (three units).
**States of Nature: The Natural Order of Society in Western Thought**

This small-group discussion course gives full attention to the major moments and movements of modern European history, 1650 to the present. We will also examine some fundamental texts in the Western traditions, from the Enlightenment to Romanticism; from Marxism to Darwinism and feminism; to the diverse thought of the twentieth century. Its organizing idea is that an evolving notion of “nature” and “the natural order” has impacted Europe’s definition of the state, and shaped its image of a just society. This course fulfills one of the introductory course requirements for the history major. However, students CANNOT get credit for both this course and History 102C. **HIST L22 2845 (three units).**

**Pirates, Explorers and the Frontiers of Empire**

Shrouded in myth and legend, piracy and exploration are often misunderstood and romanticized. This course places pirates and conquistadores, explorers and colonists, willing participants and victims within their proper social context and, in doing so, introduces students to early modern imperial and Atlantic history. Topics will include: patterns and transpositions of conquest; slavery and the colonial economy; colonial frontiers; scientific exploration; piracy and empire; gender and social control. **HIST L22 2654 (three units).**

**Honors Mathematics I-II, Math 203-204**

The first course in a two-semester Honors Mathematics sequence, this course is designed for students with a strong background in calculus techniques. It provides students with a rigorous understanding of single and multivariable calculus and linear algebra, with an emphasis on their theoretical underpinnings. Along the way, students will be introduced to the language and methods of modern mathematics, with a strong emphasis on proofs. For more details on this two-semester sequence, visit [http://wumath.wustl.edu/freshmanseminar](http://wumath.wustl.edu/freshmanseminar). Prerequisite: a score of 5 on the AP Calculus Exam (BC version). **L24 203 (four units).**

**Bruce Springsteen’s USA**

This course examines the career and work of Bruce Springsteen as songwriter, singer, rock musician, pop star, and public figure. Conducted in seminar format, the primary course materials are Springsteen’s recordings and videos, as well as the many interviews he has given. Selections from the vast body of popular and academic scholarship on Springsteen will also inform class discussions. **MUSIC L27 1162 (three units).**
**Introduction to Memory Studies**

This course focuses on memory as an individual phenomenon and as the basis for the transmission of culture and the construction of collective identity. We will survey such topics as experimental methods and findings in the study of individual memory; questions of accuracy and vividness of memory and witness reports; repressed memories; transmission of cultural norms and identity through narratives; shared historical memories; individual trauma and historical upheaval; revision of the past and political usage of collective memory. PSYCH L33 221 (three units).

**Introduction to Problem-Based Learning in Biology**

Small groups of students take responsibility for their own active learning in their team with guidance from the instructor. Each group in rotation considers four problems of biological importance such as rainforest destruction, coral reefs, laboratory diagnoses, sleep, high altitude, deafness, infertility, modern epidemics, clinical cases, genetic engineering, and cloned animals. They find the background information by library searches and integrate this knowledge in group discussions. Intended for but not limited to prospective biology majors. Prerequisite: High school biology, preferably an AP class. BIO L41 112 (three units).

**Investigating Eukaryotic Genomes**

An introduction into the world of genes and genomes in higher organisms (eukaryotes). An exploration of genes and genomes, their organization, evolution and function, considering genetic disabilities and the ethics of genetic testing in the context of ongoing genomic research. The course is a combination of lecture/discussion of genes and genomes, including societal issues, and computer based analysis of particularly interesting regions of the genome of the fruit fly Drosophila melanogaster, providing an introduction to bioinformatics. All enrolled students contribute to the on-going analysis of Drosophila dot chromosomes, becoming eligible to be co-authors on the resulting publication. Prerequisites: Students should have a good grounding in science and math, including high school biology and chemistry, with at least one science course at the AP or IB level. Class will meet 5 hr/week (1 hr lecture, 1 hr discussion, 3 hr lab). BIO L41 193 (three units).

**Law and Society**

This course considers the basic aspects of the American legal system: its foundations, processes, institutions and rights. We will also study some specific substantive areas of the law. The course consists of two 1-1/2 hour Socratic lectures per week. Upon completion of this course, students should have a basic knowledge of the American legal system, an important part of a general education. The course also enables students to better understand and assess current legal events and encourages students to develop an interest in those events. Further, this course should enable students to consider law as a future area of study and career. Interested participants may continue their study in the spring semester with an optional one-credit seminar focusing on contemporary Supreme Court cases. GeST L43 126 (three units).

**Medieval and Renaissance Venice**

This course will introduce students to the unique culture and artistic achievements of the Venetian republic from the Middle Ages through the Renaissance. After establishing the governmental, social, and religious foundations of the republic and the economic basis of its fabulous wealth, we will look at the expression of its religious and historical identity in architecture, painting and sculpture, its response to the humanistic movement, its literature, the role of music in society and in the church, and the unique role of Carnival in Venetian life. GeST L43 1801 (three units).

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**Variety...**

Choose a seminar topic to explore a possible major or simply to engage an issue that piques your curiosity.
The Ritual Landscape of Cahokia: Perspectives on the Politics of Religion & Chiefly Power

The purpose of this class is to engage and challenge freshman students in an open discussion about the prehistoric Mississippian community of Cahokia. The focus of this course is two-fold. The first is to study the way in which the archaeological evidence has been interpreted. The second is to examine other perspectives on Cahokia, especially from the Native American descendants who consecrated this landscape nearly a millennium ago. An underlying tenet of this seminar in understanding Cahokia can also be achieved through the traditions and literature of Native Americans. In the end we want to understand the basis for Cahokia’s organization as a prehistoric Native American community, and the role that ritual and religion played in the rather dramatic and dynamic history of this community and the surrounding region. ANTHRO L48 130 (three units).

Jewcy: Jewish Culture in the 21st Century

This course will examine cultural expressions of American Jewish identity within an ethnographic context. We will analyze processes of assimilation, Americanization, and innovation, as well as Jewish contributions to popular American culture and entertainment, from Irving Berlin to Madonna, from ‘The Joys of Yiddish’ to ‘jewlicious.com.’ Moving from tradition to modernity, pluralism and transdenominationalism and back to tradition (sometimes with a vengeance) we explore challenges to Jewish identity and creative responses through the cultural lens. JINE L75 180 (three units).

A Sense of Place: Discovering the Environment of St. Louis

Go exploring in and around St Louis...rivers, prairies, caves, and more. You’ll learn about the St. Louis backyard, your “home” for the next four years. Through field trips, readings, interviews, and discussion, you’ll see firsthand what challenges face the environment and the people who live here. You will learn how to examine multiple perspectives, how to think critically, and how to approach problems from an interdisciplinary and holistic approach. You’ll also learn why it is important to know a community at the local level if you're going to affect change on any level – state, national, or international. In addition to weekly readings and discussion, this class includes several field trips. ENVST L82 122 (three units).

Imagining and Creating Africa: Youth, Culture, and Social Change

The goal of this course is to provide a glimpse into how youth reshape African society. Whether in North Africa with the Arab Spring, in West Africa with university strikes, or in East Africa through a linguistic full bloom, youth have been shaping social responses to societies for a long period. In this course, we will study social structures, including churches, NGOs, developmental agencies as well as learn about examples of Muslim youth movements, and the global civil society. The course will also explore how youth impact cultural movements in Africa and how they influence the world. In particular, we will examine Hip-Hop movements, sports, and global youth culture developments that center on fashion, dress, dance, and new technologies. By the end of the course, students will have enriched ideas about youth in Africa and ways to provide more realistic comparisons to their counterparts in the United States. AFAS L90 178 (three units).


Black women, much like their male counterparts, have shaped the contours of African American history and culture. Still, close study of African American women’s history has burgeoned only within the past few decades as scholars continue to uncover the multi-faceted lives of Black women. This course will explore the lived experiences of Black women in North America through a significant focus on the critical themes of violence and sexuality. We will examine African American women as the perpetrators and the victims of violence, as the objects of sexual surveillance as well as explore a range of contemporary debates concerning the intersections of race, class, and gender, particularly within the evolving hip hop movement. We will take an interdisciplinary approach through historical narratives, literature, biographies, films and documentaries. AFAS L90 2250 (three units).
Seeing is Believing: Visuality and Power
Vision is far from a neutral perception of objective truth; it involves interpretation of the world. Yet visual representations are one of the most common ways that we classify and understand the world around us. This course considers seeing as it affects social, spiritual, and political life: from religious practices of iconic representation and iconoclasm (and the politics these practices engender), to the technological practices of reproduction in creating “realistic” forgeries, to the ways that visual objects can serve as bulwarks of power. We will examine the premodern and contemporary visual practices of several major religions; we will explore the relationship of changing technologies to notions of reality and authenticity; and we will consider how spectacle can be used for domination, particularly in contexts of economic and racial inequality. Finally, we will examine the visual codes by which people define and display themselves. Students will use the tools of art history, anthropology, and religious studies to gain a greater critical understanding of how we make and construe the visual. IPH L93 175 (three units).

Chinatown: Migration, Identity and Space
“Chinatown,” as a cultural symbol and a spatial entity, links various topics and studies in this course. Our survey starts with a historical and geographical glimpse of five Chinatowns in the US through the real life stories of their residents. This is followed by an in-depth study of Chinese restaurants and food all over the world using texts, images, and films that reveal how Chinese cuisine is inherited in and adapted to each local culture and society. The seminar culminates in a discussion of Chinese migration and settlement, the representations of identity, and the cultural and spatial constructions in particular historical and social contexts. The assignments include fieldtrips to Chinese businesses, and a debate on whether or not Olive Boulevard constitutes a Chinatown in St Louis. IAS L97 135 (three units).

Mapping the World: Introduction to Human Geography
What is human geography and why is it important? This course addresses these questions by introducing students to the fundamentals of the discipline of human geography. A geographic perspective emphasizes the spatial aspects of a variety of human and natural phenomena. This course first provides a broad understanding of the major concepts of human geography, including place, space, scale and landscape. It then utilizes these concepts to explore the distribution, diffusion and interaction of social and cultural processes across local, regional, national and global scales. Topics include language, religion, migration, population, natural resources, economic development, agriculture, and urbanization. In addition to providing a general understanding of geographic concepts, this course seeks to engender a greater appreciation of the importance of geographic perspectives in an increasingly interconnected and globalized world. IAS L97 155 (three units).
Additional Opportunities

The following courses are freshman-exclusive, non-seminar opportunities that introduce learning at the college level. The one unit classes serve as wonderful complements to a regular course schedule for potential majors and non-majors alike. The three unit classes are uniquely interdisciplinary, exploring a topic from the perspective of different schools within the University.

You may apply for a course by going online to http://college.artsci.wustl.edu/firstyearprograms. If a course is full, you may apply for another one. Please check the above website for the most up-to-date list of available additional opportunities.

One Unit Complements

Freshman Seminar in Chemical Sciences
A weekly lecture by a chemistry faculty member, or other scientist from academia or industry, on their current research activities. The goal is to provide students with a sampling of fundamental and applied research problems that are being approached from a chemical point of view. Students will see how chemical principles can be obtained from experiment and theory, and used to better understand the world we live in and make the world we live in better. Each week a different scientist will present a lecture or offer an additional activity. Students are expected to attend all lectures and associated activities during the semester. Enrollment is limited. Credit/No Credit only. CHEM L07 181 (one unit).

Chemistry for the Concerned Citizen: Energy, the Environment, and More
Designed so that all students (irrespective of major) can learn about science as it relates to contemporary problems in environmental science, energy, and related topics, this interdisciplinary course draws upon chemistry, physics, engineering, geology, biology, environmental policy and others. We use a combination of quantitative reasoning skills, analytic tools, and discussion-based inquiry to tie course readings to topics in the news, thereby extending our learning beyond the classroom walls. CHEM L07 182 (one unit).

Seminar: Introduction to Psychology
This seminar will enable students enrolled in Introduction to Psychology (Psych 100B) to explore in greater depth several of the ideas and concepts in contemporary psychology. Sections are limited to 15 students. PSYCH L33 102 (one unit).

Psychology of Young Adulthood: College Years
This course will cover selected topics relevant to the developmental, social, personal, and cognitive issues confronting young adults during their college years. Material will be drawn mainly from the field of psychology, and the emphasis will be on the scientific basis of concepts and on empirically supported strategies for growth and development. The knowledge gained may contribute to academic success, personal development, and a more rewarding social and academic experience over the course of college and beyond. PSYCH L33 105 (one unit).

Neuroscience Futures 1: How Do We Learn about the Brain?
In this seminar course for first-year students, students learn about how neurobiologists conduct and communicate research. We focus our discussion on primary research papers written by WUSTL neurobiologists, who visit the class to present their work. Discussion then focuses on the formulation of scientific questions, evaluation of evidence, and interpretation of data within the context of a broader field. Students meet neuroscience colleagues in two joint class periods with participants in a neurobiology seminar for 2nd, 3rd and 4th year students. BIO L41 171 (one unit).
**Freshman Seminar in Biology**
A lecture course intended for first-year students that focuses on the practice and culture of biological research. Active researchers describe the biological context of their research, the specific questions they have formulated, the means by which they pursue the answers, and their data and conclusions. The focus is on process: how biologists pursue their profession, what goes on in a research setting. Additional topics of clinical and contemporary interest are often included. Students are expected to attend all lectures. Must be taken Credit/No Credit. **BIO L41 181 (one unit).**

**Genetics and Behavior of Dog Breeds**
This freshman seminar uses the topic of dog behavior and genetics to teach fundamental scientific tools and to engage students in contributing to the building of an online public resource that summarizes the scientific literature on breeds. Our first task is learning to read and dissect primary scientific literature. We parse out the difference between scientific questions, hypotheses, and predictions through a guided case-study exercise. We then apply the experience to outlining primary research articles, identifying the key components of the author’s arguments, and summarizing the results and implications. The second half of the semester is spent searching the scientific literature, sorting information into the new dog breed resource, and presenting results to peers around the seminar table. **BIO L41 1770 (one unit).**

**Freshman Seminar in Imaging Sciences**
An introduction to the breadth and depth of imaging sciences across Arts & Sciences, Medicine, and Engineering, on topics from radiology to cell biology. Seminars are presented by experts in these fields to acquaint undergraduate students with advances in imaging sciences and research opportunities in these areas. This seminar is the preferred entry point for the Imaging Sciences Pathway (http://imagingpathways.wustl.edu/). No prerequisites. **BIO L41 1810 (one unit).**

**Researching Research**
Washington University is a research institution: we create new knowledge. This course is for students who want to take part in that creative endeavor. Using a multi-disciplinary approach we explore how an undergraduate research experience serves as an integral tool for maximizing a student’s ability to analyze a discipline in depth and contribute significantly to its knowledge base. We will discuss the ethical issues involved in research and, for natural sciences, the particular tools necessary to know before beginning in a lab environment. We will hear from experts in various disciplines on how they approach research as well as from WU students on how they have benefited from research. **GEST L43 121 (one unit).**

**Identity Literacy: An Introduction to Cultural Competence in a Diverse World**
In order to be effective team members, leaders, or practitioners in our chosen professions, we must recognize the difference that individual or group identity makes in how people interact with the world, and how the world interacts with people. This one-credit course builds a foundation for students to develop the kinds of literacy they will need to navigate diverse social and professional worlds. Topics include race, gender expression, identity and social media, class inequality, and public health. Students will also be exposed to pressing issues facing St. Louis through a community engagement experience. This course is embedded in the first-year experience and open to only 150 members of the incoming class. You’ll have the chance to extend the conversation by participating in a book club over winter break and reconvening with your classmates early in the spring semester for two final discussions. **I50 150 (one unit).**
When I’m Sixty-Four: Transforming Your Future

Whether you know it or not, you’re living in the midst of a revolution – a revolution that is going to change your personal and professional lives. Although old age may seem a long way off, you’ll likely live to age 80 or beyond, with a 50% chance of seeing your 100th birthday. The demographic revolution you’re going to live through will change the health care you receive, the house you live in, the car you drive, the jobs you do, and the relationships you have. This class will give you a competitive edge in understanding how you can harness what’s happening to shape your career and lifestyle. In class you’ll be introduced to leaders and ideas from many fields – medicine, engineering, architecture, public health, social work, law, business, art, and psychology – focused on the issues of our aging society. There will also be opportunities to tailor the class to your interests through events on and off campus, including movies, lectures, performances, field trips, and community projects. Each week, we’ll gather for lectures and also break into small groups for discussion. This course will set you on a path to lead the aging revolution and transform the society of tomorrow. I50 123 (three units).

The Art of Medicine

This interdisciplinary, cross-school course at the intersection of the humanities and medicine offers students a singular encounter with the changing art and craft of medicine from ancient times to the present day. The course highlights transformational moments in the chronological history of medicine. It engages a variety of texts, including primary works and scholarship in the history of medicine as well as artworks and literary and dramatic narratives that represent the body, disease and healing care. A principal aim is for students to learn to see medicine as a social practice deeply implicated in the beliefs and struggles of particular cultural and historical contexts. Collaborating faculty come from the Washington University School of Medicine, the Sam Fox School of Design and Visual Arts, and the College of Arts and Sciences. This course serves as a gateway for the Minor in Medical Humanities. L50 130 (three units).

Designing Creativity: Innovation Across Disciplines

Via a series of lectures from prominent thinkers and practitioners in the areas of medicine, neuroscience, law, engineering, architecture, human-centered design, business, stage design, and the performing arts, Designing Creativity is a course that will explore the study and practice of the creative process across many disciplines. From “Ah-ha” epiphanies to slow-developing discoveries, the creative process has been employed by innovators and artists in virtually every corner of the globe for centuries. In this course, we will study the different processes of creatives in many fields. The class will also incorporate practice of design thinking and creativity techniques in a LAB component that will allow students to explore the development of innovative ideas in collaborative teams followed by project presentations to core faculty and classmates. I50 175 (three units).
Freshman Summer Academic Program

The Freshman Summer Academic Program (FSAP) gives first-year students admitted to Washington University an introduction to the undergraduate academic and social life at the University. The intensive five-week academic program provides students with the opportunity to take classes with other new students and earn six college credits, meet key faculty and staff, become familiar with the campus and surrounding neighborhoods, and register early for fall courses.

All students take Introduction to Writing About Literature, and also choose a second course from the following: Topics in Calculus, Topics in Chemistry, Introduction to Psychology, or Global Culture: Exploring Dystopias. All courses fulfill general education distribution requirements.

The all-inclusive fee for room and board, tuition for 6 units of credit, and all weekend and evening activities for this program is $3,900. Some financial assistance is available.

The Freshman Summer Academic Program is open to all incoming students. Apply early: we accept applicants on a first-come, first-served basis.

Dates for FSAP 2015
- June 13 - Move-In Day
- June 14 - Orientation and Welcome Dinner
- June 15 - Classes Begin
- July 17 - Classes End and Farewell Dinner
- July 18 - Move-Out Day, Return Home

For more information and to register, visit http://fsap.wustl.edu

“A lot of my best friends are from FSAP. It was great to start my freshman year already knowing so many people on campus.”
– Dongyan Huo
FSAP 2014

“The best part about FSAP is making new friends. FSAP made my final summer before college the most wonderful and memorable that it could possibly be.”
– Carter Umetsu
FSAP 2014
Summer Programs

REGISTER EARLY

MEET FRIENDS

Summer Orientation Advising Registration

The College of Arts & Sciences strongly encourages entering freshmen to attend a SOAR program. Designed to introduce entering students to the campus and to academic life in the College of Arts & Sciences, these programs give students a jump start on the Fall semester.

Participants in SOAR – Summer Orientation Advising Registration – have the opportunity to meet their academic advisor in person, to register early for Fall classes, and to learn about our liberal arts curriculum. In a series of lively sessions, students will participate in a range of classroom activities designed to introduce them to the true dynamism of liberal arts study.

Other activities include sessions about what to expect as a freshman, learning about life in a residential college, a preview of the fabulous Washington University cuisine, exploring the campus and surrounding neighborhoods, and participating in games and late-night activities on the South 40 and off campus.

The cost for each SOAR session is $275. This nonrefundable fee covers housing, meals, and activities.

Dates for SOAR sessions 2015
• Session 1: June 18-20
• Session 2: June 22-24
• Session 3: June 25-27
• Session 4: June 29-July 1

For more information and to register, visit http://firstyear.wustl.edu/Orientation/Pages/SOAR.aspx.
Frequently Asked Questions

Q: How do these programs/classes fit in with the rest of my schedule?
A: These programs require 1–2 out of the 4–5 courses you take fall semester. All academic interests and programs can be accommodated. You will work with your four-year advisor to plan your schedule.

Q: Can I be pre-med and participate in one of these programs?
A: Yes. All academic interests and programs can be accommodated.

Q: Can I participate in a freshman program (e.g., FOCUS, Medicine and Society) and take a freshman seminar?
A: Not usually. We save spaces in our freshman seminars for students not already in a freshman program.

Q: I want to apply for a freshman program or seminar. How do I sign up?
A: You apply for the freshman programs and seminars by going online to http://college.artsci.wustl.edu/firstyearprograms

Q: How are the decisions made?
A: We look at a variety of factors, including when you apply and student demographics to make sure the groups are diverse based on academic interests, gender, and geographic origin.

Q: If I am on the wait list, what does that mean?
A: If we are unable to place you into any of your choices, you are placed on the wait list for your first choice. The waiting list is NOT ranked. If a space opens up, we look at the entire wait list and select another student.

Q: Do these classes fulfill general education requirements?
A: Yes. All classes in these programs fulfill a general education (distribution) requirement.

Q: If a program is more than a year, am I bound to participate after my freshman year?
A: No. If your interests or plans change, you need not continue the program.

Q: I am interested in several programs. Are certain programs more beneficial than others?
A: No. You should choose the program that most appeals to you.

Q: If I don’t get into a freshman program this year, can I participate next year?
A: No. These programs are available to incoming freshmen only.

Q: When will I know if I am in a freshman program or freshman seminar?
A: You will be notified in early June.
Summer Checklist
for incoming freshmen

Summer Program Decisions:
Attend one of our summer programs and register early for courses.
___ • Freshman Summer Academic Program
___ • SOAR
See pages 24 and 25 in this booklet.

First-Year Program Decisions:
Apply to one of the optional freshman programs or seminars outlined in this book.
All classes in these programs fulfill a general education (distribution) requirement.
___ • Yes, I have applied online.
___ • No, I will not be applying.
Apply online at: http://college.artsci.wustl.edu/firstyearprograms

Placement Test Decisions:
___ • I’m taking math in the fall.
If your AP score is less than 4, you must take the online Math Placement Exam. See page 4 in this booklet.
___ • I’m continuing a foreign language in the fall.
You must take a Language Placement Exam. Some exams are online, and some exams are taken when you
arrive for Orientation. See page 4 in this booklet.
___ • I’m taking chemistry in the fall.
You must take the online Chemistry Diagnostic Exam. See page 4 in this booklet.

College Credit:
___ • I’ve earned college credit
Prematriculation credit is college credit that you may receive based on AP scores, IB scores,
British A-Level scores, and college course work. To receive AP, IB, or Bristish A-Level credit, see the policies
on the website; to receive credit for college work, see the Prematriculation Credit form on the website. See
page 4 in this booklet for more details.

Questions?
If you have any questions, please e-mail Sarah Longo, freshman program coordinator in the College of Arts & Sciences, at sarahlongo@wustl.edu.