Getting Started
Registration Information and a Guide to First-Year Programs
2016
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 23 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.
Students must test their WUSTLKey login by May 12 at http://college.artsci.wustl.edu/wustlkey-test.

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.

SUMMER 2016 IMPORTANT DATES

Freshmen WUSTLKey Test Deadline ...................... Thursday, May 12
First-Year Program Application Opens.....................Saturday, May 14
First-Year Program Application Deadline .................Monday, May 23
FSAP Program Begins ..................................Saturday, June 18
SOAR Sessions Begin .................................... Monday, June 20
   Session 1 ....................................... Monday, June 20
   Session 2 ....................................... Thursday, June 23
   Session 3 ....................................... Monday, June 27
   Session 4 ....................................... Thursday, June 30
Online Registration Day ..................................Wednesday, July 13
Freshman Orientation Begins..............................Thursday, August 25
First Day of Fall Classes ................................. Monday, August 29

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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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-law, pre-health, or pre-graduate school dean for guidance.
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 13, 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 18 through July 23. 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 20-22; June 23-25; June 27-29; and June 30-July 2. 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 13 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 placement 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 is primarily 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 a prematriculation credit 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 23 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. Students must test their WUSTLKey login by May 12 at http://college.artsci.wustl.edu/wustlkey-test.

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 lead 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 23.

Fall 2016

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. BIO L41 2010

Spring 2017

Biotechnology Entrepreneurs Seminar

Biotech is science-based, but the risks of product and technology development, legal issues, and market pressures render the landscape full of uncertainty. In this second semester course, students develop appreciation of how biotech companies achieve their goals, engaging with experienced executives and entrepreneurs whose shared knowledge and stories add depth and context to the learning process. BIO L41 2020

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 team-oriented project development course (Biotech Project; BIO L41 3010). 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

Combining two exclusive courses, a workshop, and collaborative activities, the Global Citizenship Program (GCP) generates a cohort of engaged students who together explore what it means to be a citizen of the world. The fall semester seminar introduces students to theoretical frameworks useful in considering international problems. The spring semester seminar focuses in on problems in a particular world region. As part of the weekly workshop, students collaborate with their peers to produce events geared toward the Washington University community and greater St. Louis. Past events have included projects on human trafficking, internet censorship, and water privatization.

An optional off-campus trip in the spring semester provides further opportunities to engage with experts at large and gain new perspectives on the topics discussed in class. Past destinations have included Washington, DC and Tokyo, Japan. Admitted GCP students should anticipate moving into their residence hall a day early (August 24) to prepare for the required GCP orientation on August 25 at 10am.

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 23.

Fall 2016

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. IAS L97 103B (three units)

Global Citizenship Program Workshop
This workshop, which is restricted to and required of GCP participants, is a companion to the core GCP Fall course. The workshop will foster critical thinking, provide leadership opportunities, and build community among students as they collaborate to plan an event of international concern. IAS L97 1503 (one unit)

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

Spring 2017

East Asia in the World
This course covers 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. We then apply our knowledge to a real-world conflict and give team presentations on our proposed solutions. IAS L97 140 (three units)

Global Citizenship Program Workshop
A continuation of the Fall L97 IAS 1503 workshop. Students plan a second campus event. 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, International and Area Studies
Andrew Sobel  Professor and Director 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 23.

Fall 2016–Spring 2017

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 (fall), ANTHRO L48 142 (spring)

Faculty

Rebecca Lester  Associate Professor of Anthropology
Bradley Stoner  Associate Professor of Anthropology, Associate Professor of Internal Medicine, and Medicine and Society Program Director

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. An application essay is not required; participants will be selected based on academic interests and student demographics. The application deadline is May 23, but preference will be given to those who apply early.

Fall 2016

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 2017

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

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 23. An application essay is not required.

Fall 2016

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 23. If a program is full, you may apply for another one.

Test your WUSTLKey login at http://college.artsci.wustl.edu/wustlkey-test.

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

The Venetian Republic

The Venetian Republic survived intact from its beginnings in the 5th century A.D. to the Napoleonic conquest of 1797. This course will introduce students to the unique social, cultural and artistic life of the maritime Republic known as the Serenissima. The fall semester will explore the governmental, social, religious and economic foundations of the republic together with its artistic and architectural expressions up to 1520. The spring term will trace the height of Venice’s prosperity and artistic achievements through the painting of Titian, Tintoretto and Veronese, the architecture of Sansovino and Palladio, and the music of Monteverdi and Vivaldi, followed by the city’s gradual decline to the tourist mecca and playground for the wealthy of Europe it became towards the end of its existence as an independent state. FOCUS L61 1703

Seminar Leaders

Jeffrey Kurtzman  Professor of Music
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

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
Missouri’s Natural Heritage

Missouri is home to 1.5 million acres of national forest, 49 state parks, and two of the nation’s 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 per semester will cover all expenses on 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
Women in Science
Whether you want to be a physician, a chemistry professor, a researcher in the medical field, or a scientist working in industry, the Women in Science Focus program allows you to explore a variety of options in the sciences both within and beyond the classroom.

Academically, the program consists of a year-long, 3-credit course (1.5 hours each semester), Women in Science, with a dedicated section of Introduction to Women, Gender and Sexuality Studies as a companion course in the fall. The companion course will provide foundational knowledge in major debates in feminist thought in general and about the sciences in particular. In the year-long course, we will read biographies of famous women scientists and mathematicians, in addition to scholarly articles, to examine women’s involvement in science and mathematics from the nineteenth century to the present. We will explore the ways in which women have pursued scientific knowledge, look at the cultural factors that affected them, and investigate the impact of scientific theory and social conditions on their opportunities and identities. Several questions will be central to our inquiry: do women “do” science differently? Could alternative science and mathematics education help increase women’s representation in fields that continue to be male dominated like physics, engineering, and computer science? How do social expectations of men and women affect career choices and retention?

Women in Science Focus students also form a community within a community. In addition to reading about women in science, WIS students will hear a variety of women – faculty from chemistry, biology, engineering, earth and planetary sciences, medicine, physics, and medical administration, as well as female scientists who work in industry – talk about the joys, successes, and frustrations of their scientific careers. During the first year, WIS Focus students will be mentored by more advanced WIS peers, and in subsequent years, they will have opportunities to serve as peer mentors to first-year students in the WIS Focus program. Together with the WIS faculty, you will also help organize and run a two-day STEM workshop, Catalysts for Change, for ninth-grade girls in the local community. FOCUS L61 2171

Seminar Leaders
Barbara Baumgartner  Director of Undergraduate Studies and Senior Lecturer in Women, Gender and Sexuality Studies
Shawn Nordell  Senior Associate Director of Washington University Teaching Center

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 Skłodowska  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

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).

The Short-Story Sequence: Imagined Communities
The modern short-story sequence has its antecedents in Chaucer’s “The Canterbury Tales” and Boccaccio’s “Decameron,” or even earlier in ancient works like Ovid’s “Metamorphosis.” In this course we will be reading 20th-century story sequences by writers who have found in this form a particularly flexible way to bring an ensemble of voices together joined by a shared location, communal identity, and set of circumstances. There is no set definition for the form, and thinking through what joins the stories together, what they gain by their relation to each other, and why an author might prefer this form to its closest relatives—the novel and the story collection—will be part of our class discussion. Among the works we will be reading are Edward P. Jones’s “Lost in the City,” Alice Munro’s “The Beggar Maid,” Louise Erdrich’s “Love Medicine,” and Gloria Naylor’s “The Women of Brewster Place.”. ELIT L14 151 (three units).

Literature and Politics
This freshman seminar will address the ways in which politics—radical and conservative, revolutionary and reactionary—inhabit literature and in which literature gives cover and dignity to partisan programs, cultural agendas, ideological arguments. We’ll read a variety of texts: plays and poems, satires and novels—literature of the early modern world (Shakespeare and Milton); Augustan satire (Swift and Pope), high canonical modernists (Eliot and Yeats); and modern fiction (Nadine Gordimer and John Coetzee). We shall ask of all these texts how political force seems to be at work in literature that we often regard as elevated loftily above partisanship, and how literature has been and continues to be used to justify—to dignify—programs and regimes and cultural agendas that can seem to deny values we might hold close. Readings will include Shakespeare’s “Merchant of Venice” and “Henry IV,” Milton’s “Paradise Lost” and his “Areopagitica,” Jonathan Swift’s “Gulliver’s Travels,” Pope’s “Rape of the Lock,” William Yeats’s “The Second Coming,” Eliot’s “Wasteland,” George Orwell’s “Politics and the English Language,” Nadine Gordimer’s “The House Gun,” and John Coetzee’s “Disgrace” and “Elizabeth Costello.” ELIT L14 154 (three units).

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. Test your WUSTLKey login at http://college.artsci.wustl.edu/wustlkey-test.
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).

What is Art?
Great works of literature, cinema, painting, drama, music and dance provide us with new, provocative, and sometimes completely unexpected methods of perceiving reality. In this Freshman Seminar, we examine the meanings of art by looking at works which have radically altered or challenged the ways in which people saw the world around them-along with works which are doing the same today. In addition to analyzing texts in a classroom setting, this course also incorporates meetings with artists and directors practicing their crafts, and attendance at theatrical performances and museums both on and off campus. DRAMA L15 115 (three units).

Geology in the Field
This course is designed to develop foundational skills in field geology and earth science while promoting leadership and teamwork. There are no prerequisites, and the class is suitable for students with little or no field background. Students are not required to have extensive outdoor experience but must demonstrate enthusiasm for work in challenging environments. Students will receive training in a variety of field methods, including field mapping, sampling protocols, section measurement, and structural identification and analysis. The course will be field-intensive with multiple field exercises during class periods, and 2-3 weekend field trips that will involve camping, caving, and backcountry hiking. EPSC L19 104 (three units).

Habitable Planets
Why does the Earth have water oceans? Where did our atmosphere come from? Is Earth uniquely habitable among Solar System bodies? This course is an exploration of the origins of volatiles such as water and carbon on planetary bodies and of the internal features that help to regulate our planet’s surface conditions. The importance of magnetic fields, plate tectonics, and climate feedbacks with respect to the origins and sustenance of life on Earth will also be discussed. EPSC L19 105 (three units).

Saints and Society
The topic of this course is saints and society in medieval and early modern Europe. It will explore the complex relationships between exceptional holy men and women, the historical settings in which they lived, and the religious and cultural traditions on which they drew. It will consider saints as both embodiments of the highest ideals of their societies and radical challenges to ordinary patterns of social existence. HIST L22 154 (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).

Writing About Music
This course explores the various ways in which writers from the 18th century to the present discuss music. Issues include respect for a tried and true musical “canon,” music as an imitative versus absolute art form, and a focus on performing virtuosity/spectacle versus musical content. In addition to reading what previous authors have written, students will write on a regular basis about examples from classical, popular, and non-western music and critique each others’ work. Ability to read music is not required. MUSIC L27 1161 (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**

A research-based laboratory class for freshmen, with a focus on bioinformatics. Students join a national research project (the Genomics Education Partnership) with the goal on analyzing contrasting domains from the genomes of different species of Drosophila (fruit fly). This analysis aims to increase our understanding of epigenetic gene regulation. The course will be a combination of lecture/discussion on genes and genomes, including societal issues on the use of human genome data, and computer-based analysis (sequence improvement and annotation) of a fruit fly genome, providing an introduction to bioinformatics. All enrolled students will contribute to the on-going analysis of Drosophila dot chromosomes, becoming eligible to be co-authors on the resulting scientific publication. Prerequisites: High school courses in biology and chemistry, at least one at the AP or International Baccalaureate level. Letter grade, 3 units. Class will meet 6 hr/week (1 hr lecture, 1 hr discussion, 4 hr lab). **BIO L41 193** (three unit).

**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).

**The Tyson Seminar: Grounding Research in Nature**

Join Washington University faculty on the Danforth campus and at the Tyson Research Center, the university’s “living landscape for environmental research and education,” to explore and reflect on issues of environmental literacy. Danforth campus meetings will be held on Thursdays from 4:00 p.m.-6:30 p.m. Four trips to the Tyson Research Center will take place on Saturdays from 10:00 a.m.-1:30 p.m., including a tour of and classes in the Living Learning Center, one of the first “living buildings” in the world. The topic of the relationship between humans and their environment is compellingly urgent at this time in history. How might we become aware of environmental issues and how might these issues be explored from a variety of perspectives during one’s four years at Washington University? Through guest lectures at both course sites, you will be introduced to diverse ways of studying nature by Washington University faculty across disciplines. We introduce topics such as: invasive species and native plants, the social and political aspects of biotechnology, environmental history, energy and engineering, nature and the arts, biofuels, geoarcheology, religious naturalism, and architecture and nature. **GeST L43 150** (three units).

Variety...

Choose a seminar topic to explore a possible major or simply to engage an issue that piques your curiosity.
Past Tense, Future Imperfect: The Rise and Fall of Societies & Global Civilization

The past history of humanity is littered with the stories of societies whose peoples experienced prosperity and fluorescence followed by decline and catastrophe. In the present, an age of information and rapid change, public intellectuals offer broad and detailed visions of what took place in the past, what is happening now, and what the trends suggest for the future. This course looks at the efforts of two prominent public intellectuals, economist Lester Brown and geographer Jared Diamond. In this course we look at Brown’s work in its latest incarnation, Plan B 4.0. We discuss this in light of current events. We then look at Jared Diamond’s book “Collapse, How Societies Choose to Fail or Succeed” and critical response to that book by experts. I include a personal perspective as an archaeologist working with the ancient Maya civilization. The Maya are famous for the ninth century AD collapse of their Classic civilization. The readings provide the basis for discussion of the challenges we face in understanding the life histories of societies and discerning what we can conclude about the future from their experiences. ANTHRO L48 132 (three units).

Midrash: The Imaginative Interpretation of Biblical Texts

This course introduces the Midrash, the highly fascinating literature of rabbinic interpretation of the Hebrew Bible/Old Testament, and aims to address the following questions: How did the classical rabbis read the Bible? What is the relationship between the plain meaning of the biblical text and the polyphone interpretations of Midrash? How can numerous, at times even contradictory, readings of the same verse coexist? When does Midrash effectively rewrite Scripture and how can it dare to do so? How do the rabbis reimagine the lives of biblical figures, and when do they impose on them their own ideas, norms, and gender models? What is the function of imaginative narratives, parables, and folklore in Midrash? Initially the Midrashic logic may seem elusive from the viewpoint of a modern Western reader; in time, its creative thinking proves to be smart, playful, at times even slippery, and yet substantial. Addressing the literary, historical, and cultural context in which rabbinic Midrash developed, the course will introduce students to a variety of classical Midrash collections from late antiquity and the Middles Ages. (All primary sources will be read in translation.) But we will also ask questions raised by modern, critical studies of the Bible. Throughout the semester we will devote time to discussing practical questions such as how to use the Library’s catalog and (electronic) reference sources, as well as techniques for structuring and writing students’ essays. JINE L75 179 (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 first-hand 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).**

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).**

The Presidency 101: From Washington to Obama

Is this your first presidential election? Or are you a policy wonk? Regardless of your political experience, this course provides an opportunity for students to learn about the American Presidency as a contemporary political institution with deep roots in American history. This freshman seminar introduces undergraduates to the Presidency by considering the institution in its political and cultural contexts. Using the selection of a new President and the departure of Barack Obama as a starting point, this course will explore how the current President as well as the aspiring candidates of 2016 reveal broader trends in American political culture. In addition to introducing students to the study of the Presidency, this course will also introduce students to diverse means of studying culture, with readings that range from political speeches to policy documents to popular media. **AMCS L98 115 (three units).**
The following courses are freshman-exclusive, non-seminar opportunities that introduce learning at the college level. The one- and two-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.

**ONE- AND TWO-UNIT COMPLEMENTS**

*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 in 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. **150 (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).**

*Mindfulness: Science and Practice*

Mindfulness is a term that is becoming increasingly used in popular culture to refer to a set of skills associated with increased attentional focus, successful stress-management, and improved health, sleep, and emotional well-being. This course will expose students to the various facets of mindfulness from both an applied and scientific perspective, both through the teaching of mindfulness skills through a set of easy-to-learn practices and exercises and through a survey of empirical research regarding mindfulness effects on cognition, emotion, brain function, and health. The goal of the seminar will be to provide practical skills that can contribute to personal development, emotional well-being, and academic success, while also developing critical thinking skills in learning how to read and evaluate primary scientific literature on mindfulness. **PSYCH L33 111 (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).**
The Biology 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 (two units).

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).
BEYOND BOUNDARIES

Beyond Boundaries courses are designed to prepare students for a rapidly evolving world characterized by social, political, scientific, and economic problems that cannot be solved using knowledge from a single discipline. Team-taught by faculty from different schools across Washington University, Beyond Boundaries courses offer a window into how scholars from different disciplines approach big, critical topics like those explored in the classes below. They will equip you to make a difference in a complicated world where challenges do not come pre-packaged as the territory of a single discipline, and they will transform the way you think about the world, helping you become both a more creative problem-solver and a more insightful scholar of life.

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. Test your WUSTLKey login at http://college.artsci.wustl.edu/wustlkey-test.

Earth’s Future: Causes and Consequences of Global Climate Change

Climate change is among the most important—and contentious—issues of our time. Today, the major political, economic, and social debates on the subject focus on whether climate is changing naturally or if humans are causing climate change. The scientific reality, however, is that climates have changed through geological time, are changing now, and will continue to change in the future. Earth’s Future: The Causes and Consequences of Climate Change examines climate change across a variety of disciplines and explores contemporary issues and debates about the topic. Earth’s Future is a broad, introductory course and will give students perspectives on the physical basis for climate change; on understanding how climates are changing and how we know and assess that climates are changing; and especially on the effects of climate change on natural and human systems. The course is team-taught and will involve lectures and discussions by scholars across the university with expertise in specific subjects. While this course presumes no special subject matter knowledge on the part of the student, you will be exposed to a broad array of scholarship across the sciences, social sciences, engineering, humanities, architecture, and medicine. L50 101 (three units).

When I’m Sixty-Four: Transforming Your Future

You’re living in the midst of a revolution – a revolution that’s going to change your personal and professional lives in every way. It’s a demographic revolution, in which the population of the world is growing older. You’ll likely live to age 80 or beyond, with a 50% chance of seeing your 100th birthday. This demographic revolution you’re living 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 with your family, your partner, and your friends. This class will give you a competitive edge in understanding how you can harness what’s happening demographically to shape your career and life. 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 – and you’ll see how teams made up of different disciplines work together to solve the issues of our aging society. You’ll also have opportunities to get off campus and see how St. Louis is prepared (or not!) for the aging of the population. Each week, we’ll gather as a group to introduce a broad topic and its implications for your life, and we’ll 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. Students from all schools and disciplines are welcome. L50 123 (three units).

The Digital Society

Digital technologies have transformed our society in our lifetimes, and they are just getting started. We are already living in a Digital Society, one which promises both magical benefits and terrifying threats. Computer driven automation increases our quality of life but eliminates our jobs! The Internet and Smartphones keep us connected but subject us to growing corporate, government, and criminal surveillance! We can 3D-print Lego blocks and tools but also guns and viruses! This course, co-taught by professors from Computer Science and Law, will give you the technical skills to make sense of the Digital Society and the critical perspectives to thrive in it as citizens and leaders. It will help you to perceive the modern world in new ways in order to better understand how technological shifts are both changing and challenging notions of individual and collective prosperity. Because all aspects of life are evolving rapidly in our Digital Society, we will draw on expert speakers from throughout Washington University and on intellectual leaders from beyond our campus to share their perspectives and insights. We will discuss “Welcome to the Future,” “The Future of Jobs,” and “The Future of Humans.” Students from all backgrounds, schools, and disciplines are welcome. No prior background is necessary, just a curiosity about the technological and social revolution that is transforming the society around us. L50 141 (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 cover 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. In this course, we explore the study of those processes by hearing from creatives in many fields, and we practice those techniques via aLAB component that will allow students to explore the development of innovative ideas in collaborative teams and to present projects to core faculty and classmates. L50 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 campus 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: Biology of the Brain, Topics in Chemistry, Lincoln and the Historical Imagination, Foundations for Chemistry, Introduction to Psychology, or Introduction to Women, Gender, and Sexuality Studies. 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 $4,000. 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 2016
• June 18 - Move-In Day
• June 19 - Orientation and Welcome Dinner
• June 20 - Classes Begin
• July 22 - Classes End and Farewell Dinner
• July 23 - Move-Out Day, Return Home

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

“FSAP was the perfect balance of fun and productivity.”
– Hannah Moon
FSAP 2015

“FSAP is an amazing opportunity for incoming freshmen. The program is well organized and I had an amazing time over the summer.”
– Marqualis Cooper
FSAP 2015
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 2016
- Session 1: June 20-22
- Session 2: June 23-25
- Session 3: June 27-29
- Session 4: June 30-July 2

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?

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.
If YES:
Test your WUSTLKey online at: http://college.artsci.wustl.edu/wustlkey-test
Apply for the programs 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.