FINDING YOUR PATH
INTEGRATED INQUIRY CURRICULUM

ENTERING CLASS OF 2014
COLLEGE OF ARTS & SCIENCES
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Whether you’ve arrived in Arts & Sciences with a clear path in mind or a wide-open landscape of possibilities, the next four years will allow you to chart your own course of intellectual inquiry and development.

The breadth of our Integrated Inquiry Curriculum encourages you to foster your curiosity and creativity as you join our diverse community of scholars. At the same time, it challenges you to bring together what you’ve learned—and what you’ll come to learn—in new and invigorating ways.

Throughout your exploration, we hope you encounter as much new knowledge about yourself as about the world around you, and that through the questions you ask, the paths you pursue, you will discover in yourself the keys to a fulfilling and engaged life.

Dean Jennifer R. Smith
OVERVIEW OF REQUIREMENTS
ARTS & SCIENCES INTEGRATED INQUIRY CURRICULUM

CORE REQUIREMENTS

To secure a superior academic foundation, students take at least one course sharpening each of the following critical skills:

- College Writing 1: in first year .................... 3 units
- Writing Intensive (WI)* ............................... 3 units
- Applied Numeracy (AN)* ............................ 3 units
- Social Differentiation (SD)* ......................... 3 units

AREA REQUIREMENTS

To achieve breadth, students take a minimum number of courses in each of four areas. In the first three areas, they take at least three courses totaling at least nine units:

- The Humanities (HUM) ............................... 9 units
- Natural Sciences & Mathematics (NSM) .... 9 units
- Social & Behavioral Sciences (SSC) .......... 9 units

In the 4th area, students take either three sequenced courses in a single foreign language, or they take at least four courses of at least 3 units each:

- Language & Cultural Diversity (LCD) ....... 9-12 units
INTEGRATIONS

To achieve depth and coherence, students complete three integrations in at least two areas of study (HUM, NSM, SSC, LCD). There are four types of integrations:

- Majors, Second Majors, and Minors
- Focus and Other First-Year Programs
- Designated Study Away Programs
- Integrated Inquiries (IQs)

In addition to the requirements above, you must complete:

- A major with a minimum of 18 units numbered 300 or above, with the probable inclusion of a synthesizing capstone experience for seniors in most major departments.
- A total of 30 units at the 300/400/500 levels (including the minimum of 18 required for your major).
- A total of 90 units in Arts & Sciences.
- A total of 120 units required for graduation.

* Courses with one of these three designations may also be counted toward the Area Requirements; i.e., they may “double-count.”
CURRICULUM DETAILS
In Arts & Sciences, we believe that clear thinking happens through clear writing. Regardless of what you ultimately major in or which career path you embark upon, the ability to analyze evidence and to craft clear, compelling arguments will be critical. College Writing 1, taken your first year, will hone your skills so that you can write effectively for a university audience.

After your first year, you will extend the skills mastered in College Writing 1 through a course designated Writing Intensive. WI courses combine advanced coursework - preferably in your major - with concentrated attention to writing about your discipline.

“Numeracy” is as important as “literacy.” Courses designated AN exercise and extend your numeracy, enabling you to work flexibly with numbers, to be able to make sense of complex arrays of quantitative data, and to know when a statistical argument has force and when it should be challenged.

Courses in Social Differentiation help you think critically about the ways in which societies, including our own, are organized, coordinated, or divided. These courses address the logic and illogic of the social categories of race, class, gender, and ethnicity.

* WI, AN, and SD courses may also fulfill the Area Requirements detailed below; thus, they may “double count.”
Different disciplines have different ways of asking questions and of going about answering these questions. Because developing intellectual flexibility is a hallmark of a liberal arts education, all students will take at least three courses in three broad areas of study — the Humanities, Natural Sciences & Mathematics, and Social & Behavioral Sciences — and three or four courses in a fourth area — Language & Cultural Diversity — depending on which track you choose to pursue.

THE HUMANITIES (HUM)
Through analysis and reasoned arguments, Humanities courses examine the human condition as it has been documented and expressed in both past and contemporary times. By being introduced to and engaging with other peoples’ attempts to understand and create meaning, we broaden and enrich our own lives. This area comprises courses from Literature (both in English and in other languages), Classics, History, Philosophy, and Religious Studies, as well as courses in the creative arts, such as Dance, Drama, Music, & Writing.

NATURAL SCIENCES & MATHEMATICS (NSM)
Using objective and empirical observation and controlled experimentation, NSM courses seek to understand the natural and physical world. This area includes courses from Biology, Chemistry, Environmental Biology, Earth & Planetary Sciences, Math, and Physics, as well as some courses from departments such as Anthropology and Psychology.

SOCIAL & BEHAVIORAL SCIENCES (SSC)
SSC courses use both qualitative and quantitative observation to explore the social environment, relationships within society, and forms of human behavior. This area includes courses from Anthropology, Economics, Education, International & Area Studies, Political Science, and Psychology, as well as courses from other departments and programs, particularly our interdisciplinary “Studies” programs.

LANGUAGE & CULTURAL DIVERSITY (LCD)
In our increasingly global culture, the ability to appreciate and comprehend cultural commonalities and differences becomes increasingly important, and will impressively shape 21st-century leaders. In Arts & Sciences, there are two paths into the LCD area:

**Language Path**
Students pursuing this path take at least three sequenced courses in the same foreign language.

**Culture Path**
Students pursing this path take any four courses of at least three units each designated LCD, which may include one or two semesters of a foreign language.
INTEGRATIONS

To ensure that the broad exploration of the liberal arts curriculum remains coherent, we ask our students to complete at least three Integrations in at least two areas of study during their undergraduate careers. Integrations pull together courses in particularly useful or significant combinations, both large and small.

There are several different types of Integrations. One of them will certainly be your **major**. All majors, minors, and programs include internal structure and coherence whereby courses build upon each other, reflect each other, and speak to each other in particularly meaningful ways, and they therefore all constitute an Integration.

**Focus and other First-Year Programs** are another type of Integration. These specially-designed freshman programs consist of year-long linked seminars, often interdisciplinary, that address a particular object of inquiry such as the Literary Culture of Modern Ireland, the Global Citizenship Program, or the “Text & Tradition” of the Western literary and philosophical canon.

A third type of Integration are specially-designated **Study Away Programs** led by Arts & Sciences faculty. These include the summer-long language and culture programs in places such as France, Senegal, and Spain, as well as summer-long thematic programs, such as the “MADE in France” program for dance and performing arts students, the “Pluralism, Politics, and Religion” program in Paris, or the Shakespeare’s Globe program in London. Working with a WU faculty member, students on these programs have a particularly rich experience as they combine topical study with cultural immersion.

The final type comprises more than 20 **Integrated Inquiries**, called “IQs” for short, each of which explores an enduring question that educated, engaged, curious people often ask. Informed by our faculty’s longstanding history of interdisciplinary work, these IQs encourage students to explore questions from different disciplinary perspectives. Doing so provides a more nuanced and textured intellectual experience, one that befits the complex questions that have challenged great minds for decades, centuries, and even millennia.

INTEGRATIONS AND AREAS OF STUDY

Students must complete at least three Integrations in at least two areas of study (HUM, NSM, SSC, LCD). Many of the Integrations comprise courses from different areas of study; to count as an Integration in a particular area, then, at least one of the courses you select must belong to that area.

**EXAMPLE:**

A student completing the Literary Culture of Modern Ireland Focus program decides to major in English Literature. Both the Focus and the major are Humanities (HUM) Integrations. For the third Integration, the student elects to explore the Understanding the Natural World IQ. As this IQ belongs to the Natural Sciences & Mathematics (NSM) area, the student will have completed three Integrations in two areas: HUM, HUM, and NSM.
There are several types of courses that may count toward satisfying the College’s 120 units requirement for graduation but do not satisfy the Arts & Sciences Curriculum requirements and cannot be included in IQs. These include:

- Courses taken at Washington University in schools other than Arts & Sciences, including University College;
- Pre-matriculation credits, including AP and IB, allowed by the College;
- Courses taken out of residence (e.g., summer school at another institution).

While up to 24 of your 120 total units may be taken pass/fail, only 12 pass/fail units may be counted toward the Area requirements. (Note: College Writing 1, Writing Intensive, and Applied Numeracy courses require a grade of C- or better and therefore may not be taken pass/fail.)

Units for a course may “double count” to fulfill both Core and Area requirements. For example, the 3-unit course “African-American Studies: An Introduction” (HUM, SD) can be used both toward the nine required HUM units and as the three required Social Differentiation units. As another example, Introduction to Statistics (NSM, AN) can be used both toward the nine required NSM units and as the three required Applied Numeracy units, assuming, of course, that the student earns at least a C-, the minimum grade needed to fulfill the AN requirement.

Regarding Study Away: up to six units of your Area coursework can be from study away if part of a Washington University-approved program; however, these courses cannot be used toward an IQ. Exception: some special Study Away programs, topically constructed and led by WU faculty, themselves constitute an Integration. For a list of these programs, see page 14.
OTHER CURRICULAR POLICIES

Policies in Arts & Sciences concerning academic integrity, faculty responsibilities, incomplete courses, the retaking of courses, and other academic issues are detailed under “Academic Regulations” in the online Bulletin.

TRANSFER STUDENTS

Transcripts of incoming transfer students are evaluated by the transfer advisor on an individual basis. Generally speaking, students transferring after one year at another school may count their non-WU course work toward their area requirements; however, they must complete their Integrations through courses taken at WU.

Students who transfer after two years at another school may count their non-WU course work toward their area requirements; additionally, they must complete two Integrations through course work taken at WU, each in a different area (HUM, NSM, SSC, LCD).

ABOUT COLLEGE WRITING 1

Transfer students who have not taken a college writing course at their prior school will take College Writing 1 in their first year at WU. Students who have taken such a course may be eligible to submit a writing portfolio to the College Writing Program for evaluation. The Program Director will review the portfolio to determine if the College Writing 1 requirement has been satisfied or if the student must complete additional writing course work. **NOTE:** The portfolio eligibility form, available online, must be submitted prior to matriculation.
MORE ABOUT INTEGRATIONS

MAJORS & MINORS
FOCUS AND OTHER FIRST-YEAR PROGRAMS
DESIGNATED STUDY AWAY PROGRAMS
INTEGRATED INQUIRIES (IQs)
INTEGRATIONS: MAJORS & MINORS

All Arts & Sciences major and minor programs are Integrations. Through their internal structure and coherence, a program’s courses build upon each other, reflect each other, and speak to each other in particularly meaningful ways, often across “tracks” or “sub-fields” within the larger discipline. Majors and minors available in Arts & Sciences are listed below and on the following page. For more details about a program’s courses and structures, see the department’s webpage.

- African and African-American Studies
- American Culture Studies
- Ancient Studies
- Anthropology
- Anthropology: Global Health & Environment
- Applied Linguistics
- Applied Microeconomics *(minor only)*
- Arabic
- Archaeology
- Art History and Archaeology
- Astrophysics and Astroparticle Physics *(minor only)*
- Ballet *(minor only)*
- Biology
- Biomedical Physics *(minor only)*
- Chemistry
- Children’s Studies *(minor only)*
- Chinese Language and Culture
- Classics
- Comparative Arts
- Comparative Literature
- Dance
- Drama
- Earth and Planetary Sciences
- East Asian Languages & Cultures
- Economics
- Educational Studies
- Elementary Teacher Education
- English Literature
- Environmental Biology
- Environmental Earth Sciences
- Environmental Policy
- Environmental Studies *(minor only)*
- Eurasian Studies / International and Area Studies
- European Studies / International and Area Studies
- Film and Media Studies
- French
- General Economics *(minor only)*
- Germanic Languages and Literatures
- Hebrew
- History
- Interdisciplinary Project in the Humanities
- International and Area Studies
- Italian
Japanese Language and Culture
Jazz Studies (minor only)
Jewish, Islamic and Near Eastern Languages & Cultures
Korean Language and Culture (minor only)
Latin American Studies
Legal Studies (minor only)
Linguistics
Mathematics
Medieval and Renaissance Studies (minor only)
Middle School Teacher Education
Modern Dance (minor only)
Music
Persian Language and Literature
Philosophy
Philosophy–Neuroscience–Psychology
Philosophy of Science (minor only)
Physics
Political Science
Psychology
Religion and Politics (minor only)
Religious Studies
Romance Languages and Literatures
Russian Language and Literature (minor only)
Secondary Teacher Education
South Asian Languages and Culture (minor only)
Spanish
Text and Tradition (minor only)
Urban Studies
World Music, Dance and Theater (minor only)
Women, Gender, and Sexuality Studies
Writing
INTEGRATIONS: FOCUS AND OTHER FIRST-YEAR PROGRAMS

These specially-designed freshman programs consist of year-long linked seminars, often interdisciplinary, that address a particular object of inquiry. Focus and other First-Year Programs for this year’s incoming class includes:

- Argentina: Past and Present
- Cuba: From Colonialism to Communism
- Global Citizenship Program
- Going Dutch: Art in Amsterdam
- Italy’s Temples of Knowledge
- Literary Culture of Modern Ireland
- Medicine and Society
- Mind, Brain, and Behavior
- Missouri’s Natural Heritage
- Pathfinder Program in Environmental Sustainability
- Phage Hunters and Bioinformatics
- Text and Tradition
- Theater as a Living Art
- Women in Science
INTEGRATIONS: DESIGNATED STUDY AWAY PROGRAMS

Designated Study Away programs led by Arts & Sciences faculty constitute Integrations. These include summer long language and culture programs, summer-long thematic programs, and a few semester-long programs overseen on site by Washington University. Working with our faculty members, students on these programs have a particularly rich experience as they combine topical study with cultural immersion.

FRANCE FOR THE PRE-MED IN NICE

This intensive summer program is designed for students interested in French language and cultural studies as well as pre-medical studies. The program aims at total immersion into life in France while providing students with the opportunity to experience first-hand the French medical system. Going into its nineteenth season, France for the Pre-Med can accommodate students in a broad spectrum of health related fields and special interests.

FRENCH AND AFRICAN STUDIES SUMMER PROGRAM IN SENEGAL

The summer program in Senegal, West Africa is designed for students who want to build their conversational French language skills, learn more about Francophone West Africa, and experiment with field research. Dakar, Senegal provides the perfect opportunity to explore themes in African and Francophone studies because of its geographical space and unique history. Geographically, Dakar naturally opens itself to the wider world, as reflected in its history, its role in the former French empire, its religious landscape, and its current relationships with other countries. Senegal, very proud of its place as an intellectual center, is the epicenter of many artistic and cultural movements. Dakar is a stable, cosmopolitan, and culturally rich capital city.

MADE IN FRANCE

Movement Arts & Design in Europe [MADE] in France, a Washington University Performing Arts Department summer study abroad program, engages students in a learning process that integrates diverse aspects of movement arts. The program offers a hands-on historical survey of European art, dance, and design. The courses are developed to stimulate collaborative engagement between young choreographers, designers (costume/scenic/sound), actors, experimental musicians, and visual artists wishing to learn more about multi-disciplinary performance involving choreography. Participants collaborate directly with European artists and scholars.
PLURALISM, POLITICS AND RELIGION IN PARIS

Students will experience the diversity of enduring and dynamic cultural practices and the people who live and negotiate them in daily expressions of pluralism. In Paris one can get on the Metro at an 18th century royal plaza and get off at a North African market or in a Chinese neighborhood. Through these programs and excursions, students will encounter the realities of globalization, the impact of transnational migration, the dramas of contemporary and ancient political struggles, and representations of religious traditions and public power as expressed in art and architecture.

THE PROGRAM IN CHILE (SPRING SEMESTER ONLY)

The Washington University Program in Chile offers students an exciting opportunity to study at the Pontificia Universidad Católica de Chile (PUC) in Santiago. Students further their Spanish fluency by studying the language as a representation of the dynamic and concrete realities of the culture of Santiago, augmenting their classroom study with activities in the city. They also explore contemporary issues of cultural, social, political and literary importance related to the “Southern Cone,” seeking to determine what specifically can be expressed about national identity, globalization, and the environment as Chile and its neighbors face the twenty-first century.

THE PROGRAM IN SHANGHAI (CHINA)

Students are invited to study in Shanghai, China’s largest city, as part of their undergraduate education and to experience one of the world’s greatest cultural and financial centers. WU in Shanghai draws from long-standing strengths in East Asian Studies, Chinese language instruction, and strong faculty ties with Fudan University, all of which support a variety of opportunities to advance a complete understanding of China in a modern context.

THE PROGRAM IN WASHINGTON D.C. (USA)

The Washington, D.C. Program is rigorous and challenging, combining traditional course work with experiential learning. Students take two classes, one a seminar on American Democracy and the policymaking process, the other a colloquium on a similar topic undertaken with graduate and professional students. At the same time, under the mentorship of WU faculty, students participate in a six-unit project, either an internship or directed field work, depending on their career and academic interests.

THE SHAKESPEARE AT THE GLOBE THEATRE PROGRAM (ENGLAND)

Join a select group of university students with a common passion: the works of William Shakespeare. Immerse yourself in the study of the Bard with professional faculty and leading members of the British Theatre. Washington University and Globe Education are assembling an extraordinary class of talented students from universities all over the United States and the world to work closely together for four weeks in a Shakespeare intensive program unlike any other.
THE SUMMER IN KENYA PROGRAM
Washington University’s Summer Program in Kenya is a dynamic program in language and culture offering four weeks of full immersion in Kenya. This program, offered by the African and African American Studies department, is designed to enhance a student’s understanding of Kenyan society by carefully blending coursework, home stays, community service projects, guest lectures, and memorable excursions.

THE SUMMER LANGUAGE INSTITUTE IN ITALY
The Summer Language Institute in Italy is located in the lively town of Castelraimondo, nestled in the hills of Le Marche, a beautiful region of east-central Italy. Beginning and intermediate students may enroll in this five-week program, which enables total immersion in a region unspoiled by mass tourism. Students will accelerate their learning of Italian through intensive study while also visiting some of Italy’s most famous cities, including Florence and Rome.

THE SUMMER LANGUAGE INSTITUTE IN SPAIN
Washington University’s Summer Language Institute in Spain is a dynamic, intensive program in Spanish language and culture offering full immersion for approximately 6 weeks in Madrid and other areas of Spain. It is designed to accelerate the language acquisition process of intermediate students in Spanish and to introduce them to the experience of life in this modern European country with its very unique history and traditions.
INTEGRATIONS: INTEGRATED INQUIRIES (IQs)

Each of our IQs explores an enduring question that educated, engaged, curious people often ask. Informed by the faculty’s longstanding history of interdisciplinary work, IQs encourage students to explore questions from different disciplinary perspectives. Doing so provides a more nuanced and textured intellectual experience, one that befits the complex questions that have challenged great minds for decades, centuries, and even millennia.

ALONG THE SILK ROAD

How were civilizations connected throughout history? How did societies from East Asia, Central Asia, the Near East, and Europe shape each other’s material and ideological worlds? The “Silk Routes” comprised one of the most extensive and diverse networks of trade and social interaction in history. The exchange and diffusion of material culture, technological innovations, ideology, food, and social institutions across this vast overland system resulted in the growth and development of societies from Japan to Europe and everywhere in between. This IQ is designed to provide you with a multidisciplinary view of the history of Eurasia in light of major transformations in art and archaeology, religion, political organization, and literature that linked Eurasian societies within a wider world system.

THE AMERICAS

What shared histories of indigenous settlement, colonialism, and nation-building unite the Americas as the “New World” that sparked the imaginaries of so many travelers, immigrants, and empire builders of the past and present? How do the Americas today reflect this shared history, yet also reveal vast differences in cultural tradition, wealth and inequality, and visions of the future? This IQ will allow you to explore a range of historical roots – from pre-European empires and worlds of indigenous peoples to the revolutionary struggles of the 18th century and the rise of nation-states. You may also delve into the political and cultural complexities that shape the Americas today. Across these histories, the IQ draws attention to struggles over identity and resources that lay the foundations for the Americas as we know them today, and to the rise of ideas and institutions that shaped these places in very different ways over the centuries. By completing this IQ, you will have a deeper understanding of our own place in the Americas and a grasp on the ways that scholars of different disciplines engage the social, historical, and political-economic complexities of world regions.
ARTS & SOCIETY
How do the performed arts (dance, music, and theater), the visual arts, and the cinematic arts relate to the societies in which they are practiced? What roles do they play in the formation of individual or social consciousness? And how is the practice and understanding of these arts influenced by what happens in the social context? Answers to these questions vary from art to art and society to society, so the courses in this IQ focus on the historical development of artistic practices within particular cultures and the ways in which such practices function in the development of particular societies. By completing this IQ, you will develop language with which to analyze acts and works of nonliterary art and gain a richer understanding of how these arts function in people’s lives.

THE ATLANTIC WORLD
Why should we think of the Atlantic Ocean as a world? And if it is a world, what kind of world was it at different times, different places, from different perspectives, and to what spatial extents? How did the assertion of, and resistance to, power reshape identities, cultures, economies, and most of all people? Courses in this IQ will help students explore the dynamic changes that occurred in culture, politics, and economics for the peoples and societies centrally located within and around the Atlantic Ocean from pre-Columbian to postmodern periods. By completing this IQ, students will gain greater insight into how scholars render and analyze this historical, cultural, political, and social space from a several (and inter-) disciplinary traditions.

THE CULTURE OF EUROPEAN MODERNITY
How did artists and intellectuals respond to the social, political, and economic transformations that swept through eighteenth- nineteenth- and twentieth-century Europe? The courses in this IQ investigate some of the remarkable cultural and intellectual innovations of this tumultuous period and also begin to situate them within their broader social and historical contexts. Students who complete this IQ will have a better understanding of what we mean when we talk about European modernity, modernization, and modernism and a better sense of how works of art, literature, and philosophy both reflect and help to shape the historical epochs out of which they emerge.

THE DEVELOPMENT OF US DEMOCRACY
What does it mean to live in a democracy? In what ways are the institutions of government bound by the wishes of American citizens and in what ways does a broader culture inform how democracy takes
shape? This IQ explores those questions through courses that consider the complex ways that Americans have conceived of the relationship between citizens and their government. While some courses examine the formal structures of that government, others consider how democracy takes shape through forms of culture that exist outside the familiar definitions of politics.

ENVIRONMENTAL ISSUES
How do humans interact with the natural world? The courses in this IQ investigate the dynamic and highly interdependent nature of the natural and social systems that shape the Earth’s environment, as well as the profound impact of humans on the diversity and distribution of life on Earth. Students who complete this IQ will better understand how environmental issues transcend traditional disciplinary and political boundaries.

ETHICS & MORALITY
What is a good life for a human being? What do we, individually and collectively, owe to other humans (and to non-human animals)? How can social institutions (such as government or religion) help us to lead good lives and meet our moral obligations? Courses in this IQ expose students to historical and contemporary debates about these fundamental questions from a variety of secular and religious perspectives. Students will be introduced to rival accounts of virtue, arguments about the source and content of our rights and duties, and diverse understandings of the meaning and purpose of human lives.

FORMS OF CREATIVE EXPRESSION: THEORY & PRACTICE
How does a poem, sonata, pas de deux, or play mean? How does writing a play, making a film, choreographing a dance, or composing music help us to understand these forms from within? By theoretically and practically engaging dance, film, theater, music, or creative writing, one develops the body, the emotions, and the mind in new ways. The arts do not merely reflect culture and knowledge; they create new ways and forms of knowing and feeling, and are therefore vital engines of cognition. They require imagination, cunning, the control of resistant materials, empathy, and the ability to both master and violate conventions. Students taking this IQ will appreciate the rich theoretical dimensions of art forms and, by making art, learn how to match the stuff of raw inspiration with material form.
THE INDIVIDUAL AND SOCIETY
How do societies structure and shape the lives of their members? Courses in this IQ analyze the ways in which individuals are impacted by social institutions, including both formal institutions (such as government, the economy, and schools) and informal institutions (such as religious and cultural norms). Social institutions play a major role in determining our options, guiding our choices, and endowing our actions with meaning. Social institutions create differences between individuals (especially by producing and reproducing inequalities of status, power, opportunity, income, and wealth). But those same institutions also create similarities among a society’s members (in their behavior, beliefs, values, identities, tastes, and habits). Students who complete this IQ should improve their understanding of how social institutions work, where they come from, and how they change; students should also improve their ability to reason about whether and how particular social institutions should be changed.

LANGUAGE: THEORY & PRACTICE
How can people effectively use language to convey their thoughts, feelings, and beliefs? What properties of language allow it to be used so creatively? How do children acquire language in the first place? The courses in this IQ examine language from a variety of perspectives. They examine the structures of language itself, the sounds, phrases, and sentences that convey meaning; they examine the role of language in effective communication; and they examine the properties of the mind responsible for language.

LIFE & PHYSICAL SCIENCES
What are the fundamental principles upon which advanced scientific knowledge is based? How are these principles, drawn from different academic fields, related to each other? This IQ provides students with a rigorous introduction to the life and physical sciences, teaching both principles and applications of foundational scientific knowledge. Moreover, the concepts taught in these courses reinforce each other, such that students pursuing this IQ will gain a better understanding of how one discipline complements and completes the others. Because advances in medical and biomedical science rest upon the introductory material explored in this IQ, it is an excellent inquiry for life sciences students not majoring in one of the natural sciences.

MEDIEVAL/RENAISSANCE ART & CULTURE
What cultural sea changes resulted from the invention of gunpowder, the printing press, and the compass? What cultural richness produced thinkers as diverse and enduring as Aquinas, Dante, Joan of Arc, Chaucer, Julian of Norwich, Giotto, Machiavelli, Luther, Michelangelo, and Shakespeare? This IQ tracks major cultural transformations of an extraordinarily vibrant
historical epoch. Not all of the developments under examination are inspiring, for although this is a period of great achievement in the arts and sciences, it is also a period of crusades, witch hunts, religious war, colonialism, and the early stages of an international slave trade. Students will learn about how religion shapes art, how printing shapes religion, how politics shapes literature, and how literature shapes society.

**MIND, BRAIN, COGNITION**

How do we perceive, remember, and think? What is the relation of the mind to the brain? These questions are addressed in cognitive science, an interdisciplinary field that combines philosophy, psychology, neurobiology, and computer science. In this IQ, you will be exposed to recent empirical research and theory in which new avenues have been opened for understanding the nature of consciousness, our ability to use and understand language, varieties of memory, the functional organization of the brain, the nature of reasoning, and how perceptual experience may vary across individuals.

**MODES OF INQUIRY & ANALYSIS**

In a world in which we are inundated by information, how can data best be evaluated and interpreted? How can we determine the nature of relationships between variables? Students who complete this IQ will be able to think critically when confronted with a wide variety of information. In addition to learning to evaluate the claims of others, students will also learn to interpret, summarize and effectively communicate information themselves.

**PRAXIS**

What does the Liberal Arts have to do with the world of work? What educational habits of mind generate success in today’s organizational enviroments? How does a Liberal Arts perspective create a uniquely effective leader? The Praxis Program provides an exciting interdisciplinary opportunity to explore how the hallmarks of the liberal arts - reading, writing, and analytical facility- are profoundly applicable skills that are nonetheless not considered “applied.” Indeed, it is in the quest for application that the liberal arts hallmarks are most needed, and many argue that our increasingly technological global culture demands more liberal artistry, not less. Students participating in this IQ, and in the Praxis Program as a whole, will investigate these issues, developing a greater consciousness of how leadership, liberal education, and the modern world intersect and interact.

**RACE & ETHNICITY IN AMERICA**

How have encounters among diverse peoples affected the historical, political, and artistic landscape in America? Is American “exceptionalism” a product of such encounters? How should we consider the ideal of “America” as a conceptual construct in light of the legacies of genocide, slavery, and
discrimination? The courses in this IQ investigate the varied roles race has played in shaping history, politics, and arts in America. By completing it, students will have a deeper understanding of, and more nuanced appreciation for, the roles and contributions of race to American culture and society.

**SCIENCE & SOCIETY**
What does science teach us about the natural world, and how should we integrate that knowledge into our decision-making? In the last century, systematic scientific investigation has given us great insight into the world around us and great power to influence it to our benefit. Students in this IQ will explore that knowledge and will grapple with deeper questions that science raises, including our understanding of our place in the universe, how to evaluate our own impact on the world, and how to make responsible use of the scientific knowledge we are acquiring.

**STUDIES IN GENDER & SEXUALITY**
How do assumptions about gender and sexuality help to shape the ways we define identity, tell stories about ourselves and our culture(s), and participate in social life? In this IQ, students use gender and sexuality and categories of analysis to investigate phenomena including human development, literary production, intellectual history, political power, and social movements. While some courses focus primarily on theoretical approaches to understanding gender and sexuality as productive analytical categories, others consider the historical and cultural development of these (constantly shifting) categories and how they have been mobilized for political and social change.

**20TH CENTURY POLITICAL DYNAMICS**
What were the major events, personalities, and struggles of twentieth century international history? How do we explain or interpret them? What was their significance, and what are their enduring legacies for world and regional politics? This IQ explores these issues through courses that examine central institutions, social movements, and regions in global affairs. Students will deepen their historical and/or theoretical understanding of current issues. They will also gain a greater appreciation of what happened in the past, and how it continues to shape the present in important, provocative ways.
UNDERSTANDING THE NATURAL WORLD

How did the Universe, Earth, and life come to be, and what are the fundamental principles that govern their structure and function? The courses in this IQ investigate the basic biological, chemical, physical, and geological aspects of the natural world. Students who complete this IQ will be able to engage in the process of scientific inquiry, and have an informed and interdisciplinary understanding of the scientific approach to describing, classifying, and interpreting natural phenomena.

WESTERN ROOTS

What conditions and concerns shaped the history, literature, and art of the ancient Mediterranean world? Why did the cultures of Greece, Rome, and the Near East come to inspire key Western institutions and values? What do we gain by studying ancient cultures not just as our monolithic “foundations” but also with an appreciation for the alien, the inconsistent, and the ambiguous? Our cultural ancestors prove most valuable when we recognize this range of qualities in them, and the courses in this IQ give students the critical tools to do so. Students who complete the IQ acquire a deeper knowledge of one or more of the “foundational” ancient Mediterranean cultures, in the process learning to interpret both textual and material primary sources.

WORLD ARTS & LETTERS

What do we gain from an encounter with other cultures? Anthropologist Margaret Mead observed: “A knowledge of one other culture should sharpen our own ability to scrutinize more steadily, to appreciate more lovingly, our own.” The courses in this IQ will help students broaden their horizons as global citizens, introducing them to the richness and diversity of other cultural traditions – some diametrically different from their own and others surprisingly similar. These courses address a wide range of forms of cultural production within these traditions, from literature, cinema, and music to the performing arts, architecture, and material culture. Students who complete this IQ will be challenged to grow as individuals with a greater appreciation of their own cultural heritages.
CURRICULUM

Q&A
**HOW DO AP/IB SCORES FIT INTO THE ARTS & SCIENCES REQUIREMENTS?**

You may count up to 15 AP or IB credits toward the 120 total units needed to graduate, and you may use them to place into advanced courses where appropriate; however, AP and IB credits do not count toward Core or Area requirements or toward Integrations.

**WHAT ABOUT COURSES IN OTHER DIVISIONS SUCH AS BUSINESS OR ART?**

These courses also count toward the 120 total units, but they do not participate in Integrations nor do they fulfill Core or Area requirements; only Arts & Sciences course fulfill Arts & Sciences distributions. Please note that you must earn at least 90 Arts & Sciences units to earn the B.A.

**IF I TAKE COURSES OVER THE SUMMER AT HOME, CAN THEY COUNT?**

With pre-approval, such courses can be transferred to WU and will count toward your 120 units; they can also serve as prerequisites to advanced courses and may count, with prior departmental approval, toward your major or minor. They do not, however, substitute in Integrations or count toward other Arts & Sciences distributions.

**WHAT ARE ATTRIBUTES, WHAT DO THEY MEAN, AND WHERE DO I FIND THEM?**

Attributes are the letters associated with a course that indicate which distribution requirement(s) a course can fulfill. There are “Area” attributes (HUM, NSM, SSC, LCD), as well as “Core” attributes (WI, AN, SD). Each course’s attribute(s) is listed in its Course Listings description.

**IF A COURSE CARRIES MORE THAN ONE ATTRIBUTE, CAN I USE IT FOR BOTH?**

You may apply a course toward one Area requirement and one or more Core requirements. For example, Cultural Anthropology is designated SSC, LCD, and SD, and you can count it as an SSC or an LCD area requirement (not both!), as well as for your SD requirement.
**HOW DOES MY MAJOR FULFILL REQUIREMENTS?**
All students must complete an approved major program. Each major (as well as each minor) serves as an Integration, and any course work counted toward the major or minor can also be counted toward any distribution requirement, such as an Area requirement or a Core requirement.

**IF AN INTEGRATION BELONGS IN TWO (OR MORE) AREAS, CAN I COUNT IT FOR BOTH?**
No. You must choose one. This is true for all types of Integrations, including majors and minors.

**HOW DO INTEGRATIONS COMPRISING COURSES FROM MORE THAN ONE AREA WORK?**
To count an Integration toward a particular area, at least one of the courses you choose to take must carry that area’s attribute. Keep in mind, also, that one of your three required Integrations must be in an area different from the others.

**MY FOCUS PROGRAM COUNTS TOWARD MY MAJOR. HAVE I COMPLETED TWO INTEGRATIONS?**
Some Focus programs (and some Study Away programs) constitute a component of a major or minor. If this is the case with your program, you can count only one of them as an Integration; that is, you cannot “double count” the same set of courses.

**HOW CAN I LEARN ABOUT SPECIFIC INTEGRATIONS?**
All Integrations are detailed online through Course Listings. You’ll find their descriptions here in this book, beginning on page 17.

**WHAT SHOULD I DO IN MY FIRST YEAR WITH REGARD TO THE REQUIREMENTS?**
Beyond taking College Writing 1, simply explore! If you really enjoy a particular class, you might consider looking it up to see if it participates in any Integrations, but at this stage you certainly don’t have to. Instead, focus on taking courses from lots of different departments and begin to discover what you’re passionate about studying in depth.
THE IQ CURRICULUM AT A GLANCE

NATURAL SCIENCE & MATHEMATICS
Three Courses

CORE SKILLS
One Course Each
- COLLEGE WRITING ONE
- APPLIED NUMERACY
- WRITING INTENSIVE
- SOCIAL DIFFERENTIATION

LANGUAGE & CULTURAL DIVERSITY
LS: Three Courses

or CD: Four Courses designated LCD

INTEGRATIONS:
complete 3 in at least 2 areas