

COLLEGE OF ARTS & SCIENCES

Scheduled Class Times:

To allow students time to get from one class to the next, undergraduate day classes begin ten minutes after the time designated in Course Listings.

Students in the College of Arts & Sciences may take courses in the other undergraduate day schools without incurring additional tuition costs (unless the course requires lab or materials fees). Majors are available in computer science and systems science from the School of Engineering; majors are available in accounting, finance, marketing, international business, etc. from the Olin Business School. Minors are also available to Arts & Sciences students from the College of Art, College of Architecture, Olin Business School and the School of Engineering. For more information visit the appropriate website for our other undergraduate schools:

Olin Business School
Sam Fox School of Design & Visual Arts
School of Engineering & Applied Science

DEPARTMENTS

African & African-American Studies (L90)
American Culture Studies (L98)
Anthropology (L48)
Arabic (L49)
Archaeology (L52)
Art History & Archaeology (L01)
Asian American Studies (L46)
Biology & Biomedical Sciences (L41)
Center for the Humanities (L56)
Chemistry (L07)
Children's Studies (L66)
Chinese (L04)
Classics (L08)
College Writing Program (L59)
Comparative Literature (L16)
Dance (L29)
Drama (L15)
Earth & Planetary Sciences (L19)
East Asian Studies (L03)
Economics (L11)
Education (L12)
English Literature (L14)
Environmental Studies (L82)
European Studies (L79)
Film & Media Studies (L53)
Focus (L61)
French (L34)
General Studies (L43)
Germanic Languages & Literatures (L21)
Greek (L09)
Hebrew (L74)
Hindi (L73)
History (L22)
Interdisciplinary Project in the Humanities (L93)
International & Area Studies (L97)
Italian (L36)
Japanese (L05)
Jewish, Islamic & Near Eastern Studies (L75)
Korean (L51)
Latin (L10)
Latin American Studies (L45)
Legal Studies (L84)
Linguistics (L44)
Mathematics (L24)
Medical Humanities (L85)
Mind, Brain & Behavior Program (L96)
Movement Science (L63)
Music (L27)
Overseas Programs (L99)
Pathfinder Program (L54)
Persian (L47)
Philosophy (L30)
Philosophy-Neuroscience-Psychology (L64)
Physical Education (L28)
Physics (L31)
Political Science (L32)
Portuguese (L37)
Praxis (L62)
Psychological & Brain Sciences (L33)
Religion & Politics (L57)
Religious Studies (L23)
Romance Languages & Literatures (L78)
Russian (L39)
Russian Studies (L83)
Sociology (L40)
Spanish (L38)
Speech & Hearing (L89)
Urban Studies (L18)
Women, Gender & Sexuality Studies (L77)
Writing (L13)

ACADEMIC CALENDAR

Refer to the University-wide calendar at registrar.wustl.edu for a list of the dates and deadlines applicable to the semester.

FINAL EXAM SCHEDULE

Spring 2017 final exams will be held May 4-10, 2017. Exam days and times are part of course listings, and will be included on your course schedule.

EVENING EXAMINATION SCHEDULE LARGE FRESHMEN AND PREMED COURSES

Courses with evening exams will note the days and times as part of the course description. For a comprehensive list of Spring 2017 evening exams, see the calendar on the College website.

EDUCATIONAL OBJECTIVES

Proposed by The Task Force on Undergraduate Education September, 1994

Acquisition of Skills

Analytic and Critical Ability. Students should be able to understand and analyze complex arguments and make critical judgments about the logic and supporting evidence that constitute an argument. While recognizing and tolerating ambiguity in intellectual activity, they should develop the capacity to formulate and support informed opinions on controversial issues.

Effective Communication. Students should write in clear, organized, and grammatical prose. Oral communication should also be organized and fluent.

Quantitative Reasoning and Problem Solving. Students should understand basic mathematics and readily apply mathematical skills to solve practical problems. This skill should include the ability to formulate the solution to appropriate problems by constructing a series of clearly defined steps or rules.

Research. Students should be able to locate and retrieve information, using, where appropriate, modern electronic information processing technology.

Acquisition of Knowledge. Diversity of Intellectual Activity. Students should explore how various disciplines, arts, and professions organize and evaluate information.

Development of a Specialty. Students should attain in-depth knowledge of at least one academic discipline.

Historical Perspective. Students should explore the historical development of human activity including culture, aesthetics, scientific discovery, and social organization.

Cultural Diversity. Students should study cultures other than their own and develop their appreciation of the ways culture affects personal experience and judgment.

Personal Development. Setting High Standards for Personal Achievement. Students should define ambitious personal goals for intellectual and social achievement. The University should challenge each individual to pursue consciously and vigorously these goals through curricular and co-curricular programs.

Defining Career Goal and Opportunities. Students should design an academic program that provides the intellectual foundation for their career choices, identifying

paths that will lead to satisfying lives after their University education.

Operating in a Global Environment. Students should recognize that modern life is becoming increasingly global. Education, therefore, should enhance students' ability to operate in international situations, including, but not limited to the development of foreign language skills.

Developing Ethical Standards. Students are exposed to differing ethical and moral perspectives and should develop systematically their ability to make informed critical judgments about ethical issues.

Appreciating Aesthetics. Students should develop their appreciation of the fine arts both through the academic study of artistic accomplishment, history, and technique and through direct participation in these activities.

Accepting Social Responsibility. Students should recognize and act upon the citizen's obligation to contribute to the local, national, and global community. They should also develop a sense of responsibility for the physical environment, exploring how social and physical environments interact.

Appreciating Continued Learning. Students should recognize the importance and/or develop a plan for learning that continues beyond their undergraduate education.

STUDENT ACADEMIC INTEGRITY STATEMENT

The Council of Students of Arts & Sciences and the Faculty of the College of Arts & Sciences, believing student academic integrity and faculty responsibility to be of the highest order of importance, have agreed that the Committee on Academic Integrity shall publish each semester a statement on the nature and possible consequences of academic dishonesty. The guidelines for academic integrity can be found on the university website: www.wustl.edu/policies/undergraduate-academic-integrity.html

FACULTY RESPONSIBILITIES

The faculty member is involved in several major roles, including those of teacher, scholar-researcher, and citizen in the university and in the community. For the unimpeded performance of these functions, the faculty member is guaranteed academic freedom. At the same time, he or she has clear responsibilities to the students and the institution, particularly in his or her role as a teacher.

A. It is the responsibility of the faculty member to create an atmosphere conducive to learning and to set standards of fairness in all aspects of his or her relationship with the students. He or she should be concerned with the following specific areas:

1. **Grading, Testing, and Evaluation:** A student's performance should be evaluated solely on an academic basis; opinions and conduct not relevant to academic standards should not be involved. Tests should be designed to cover only the subject matter and material which the faculty member has presented or assigned in a course, or material and skills that can reasonably be expected to be of obvious general relevance. The faculty member should take reasonable steps to prevent student cheating such as plagiarism, copying from other students, or use of other types of unfair aids. Faculty members (acting individually or through advisory committees) have a responsibility to provide graduate

students regularly with a formal, written evaluation of their progress and the criteria upon which evaluations are based.

2. **Meeting Regularly Scheduled Classes:** Faculty members have a responsibility to meet regularly scheduled classes. When illness or other factors necessitate prolonged or frequent absence from class, the faculty member or, if the faculty member is unable to do so, the departmental chair should either reschedule the cancelled classes or provide some type of substitute.

3. **Following Course Descriptions:** Students enroll in courses on the basis of the descriptions presented in the Course Listings. Thus, it is important that faculty members attempt to adhere to them in the teaching of their courses.

4. **Reading Period and Final Examination Schedule:** The Reading Period is set aside for students to study and review in preparation for examinations and papers. Final or Last examinations, if given, should follow the published examination schedule. Final papers should be due during exam week. Take-home examinations should not be due until the date of the regularly scheduled final.

5. **Accessibility of Faculty:** Faculty members have a responsibility to make themselves regularly accessible to students at times other than class periods. They should provide the students with scheduled office hours and procedures through which the student can schedule appointments.

6. **Career Preparation:** Faculty members (acting individually, through departments, or through school-wide organizations) have a responsibility to educate graduate students as to the procedures of their academic disciplines. In particular, they should be prepared and available to advise graduate students of opportunities for professional development, and to provide access to the intellectual resources of the department or program. Undergraduates should consult the appropriate administrative offices (described in detail in Bearings).

7. **Degree Requirements:** The Faculty members (acting through their departments or schools) have a responsibility to inform students of the specific requirements for achieving degrees at Washington University. In particular, they should publish degree requirements, inform students of any changes in degree requirements, and establish standards for awarding credit for coursework, field work, or independent study. Information as to average time to degree and attrition rates for particular graduate departments and programs should be made available where possible.

8. **Student Confidentiality:** Faculty members have a responsibility to ensure reasonable confidentiality in their communications with and about students (as specified by university policies, local & Federal law).

9. **Student Acknowledgement:** Faculty members have a responsibility to appropriately acknowledge significant student contributions to research and publications.

10. **Student Funding:** Faculty members (acting through their departments or schools) have a responsibility to attempt to provide graduate students with an accurate description of financial support (including eligibility requirements and assigned duties) and an indication of the likelihood that they will receive it.

11. **Consultation with Students:** Faculty members (acting through departments, programs, schools, and the university) have a responsibility to consult students in the appropriate decision-making processes (where specified by department, school, or University policies).

12. **Conflict of Interest:** Faculty members have a responsibility to excuse without prejudice students from participation in situations that entail or appear to entail conflict of interest (as specified by University policies).

More information concerning student rights and responsibilities and faculty responsibilities to students and the University can be found in the following publications:

1. Bearings
2. Washington University Faculty Information booklet including Washington University Policy on Academic Freedom, Responsibility and Tenure, "Washington University Conflict of Interest Policy," and other materials.
3. Washington University Graduate School of (Bulletin).
4. Washington University Undergraduate Bulletin (bulletin.wustl.edu).
5. Department or Program Publications.
6. Academic and Professional Integrity Policy for Graduate Students.
7. TA Handbook.

B. **Complaints Regarding Faculty Responsibilities:** From time to time, students may feel that they have legitimate complaints against a faculty member. It is important that students and faculty have a common understanding of how such complaints may be expressed and, where possible resolved. There are various persons in the College of Arts & Sciences to whom students may take complaints concerning the discharge of teaching, advising, and other faculty responsibilities. Faculty members, departmental chairpersons, deans, and other university officers are expected to deal seriously with legitimate problems and complaints that are brought to them.

To alert students to channels available for their complaints, the following brief description is presented:

1. **Individual Faculty:** Some complaints students have regarding faculty classroom conduct and advisory conduct result from poor communication, misperceptions or even mistakes on the part of the faculty member. Many such problems can best be resolved through discussion between the students and faculty. Faculty members should be willing to listen to legitimate complaints and to rectify problems. Students should begin by communicating with the faculty member involved.

2. **Academic Ombudsperson of Arts & Sciences:** In 1974, the Faculty of Arts & Sciences and the Council of Students of Arts & Sciences jointly set up the Office of the Academic Ombudsperson for students in the College. The jurisdiction of this office was extended to include graduate students in 1992. This position is filled by a full-time member of the faculty. It is the responsibility of the Ombudsperson to respond to particular complaints, and to mediate in cases of academic conflict. The Ombudsperson is administratively responsible to the Council of Students of Arts & Sciences, to the Graduate Council, and to the Faculty of Arts & Sciences. He/she operates outside the context of the administrative hierarchy of the university. Thus, he/she is in a

particularly useful position to help in the resolution of the often sensitive problems centering around faculty responsibilities.

3. Departmental Chairpersons: Courses in the College and Graduate School are offered as part of the curriculum of a particular department or program. All faculty members hold positions in a particular department or program. The department or program chairperson is the administrative officer within the academic hierarchy to whom the individual faculty member is responsible. As such, the chairperson has an interest in particular courses as parts of the departmental curriculum taught by someone in his/her department. Serious complaints alleging breaches of a faculty member's responsibilities as a teacher or advisor may be brought to the Chairperson. Alternatively or in addition, complaints may be brought to the faculty member to whom specific responsibility for undergraduate or graduate programs has been delegated.

4. Office of the Dean of the College of Arts & Sciences: The administrative structure of the division of Arts & Sciences at Washington University provides for both a Dean of the College and Dean of the Graduate School, as well as a Dean of the Faculty. The Deans of the College and Graduate School, respectively, have general responsibility for the administration of the undergraduate and graduate curricula in Arts & Sciences and have an interest in the quality and content of the curricula and how the individual student interacts with them. The various Associate and Assistant Deans are officers to whom students can take complaints and problems concerning teaching, advising, and other issues. The Deans of the College and Graduate School are in an advantageous position to view particular complaints in the context of the overall curricula and to approach individual faculty members from that vantage point. Because of their concern with the quality of the curricula and their role in advising the students, those in the Deans' Office are able to respond to many types of student complaints.

5. Dean of the Faculty: The Dean of the Faculty is administratively responsible for the Faculty and the Departments and Programs of the College and Graduate School of Arts & Sciences. The Departments and Programs are budgeted through the faculty office. In consultation with Chairpersons of Departments and Programs, the Dean recommends individuals for appointment to the Faculty. Upon the initiative of Chairpersons, and in consultation with the Advisory Committee on Personnel, he/she recommends faculty members for promotion and tenure.

RETAKING A COURSE

Students whose performance in a course has not met their expectations are permitted to retake the course, receive a second grade, and have the symbol R, denoting the retake, placed next to the grade for the first enrollment. Both registrations will show on the transcript; however, only the grade and units of the second enrollment will be used to calculate the GPA. No student may use the retake option to replace a grade received as a sanction for violation of the Academic Integrity Policy. Retaken courses must be taken for the same grade option as the course was originally taken. This procedure is not pedagogically sound and should be avoided in all but the most serious cases, such as a grade of D in a course required for the major.

INCOMPLETE COURSES

Students who, following the last day of withdrawal from courses, experience a medical or personal problem that makes satisfactory completion of coursework difficult or unlikely may request a grade of Incomplete (I) from one or more instructors. Students in such a situation should visit the instructor after class or in office hours, before the final examination or due date for the final paper, to discuss the request, and if the instructor consents, to agree on the work remaining to complete the course.

Failure to submit completed required work by the last day of classes the next full semester will result in the I grade automatically changing to an F grade.

Incompletes awarded for the following semesters are listed below with their appropriate deadlines to receive credit for the Incomplete:

Summer Semester, 2016– Deadline: December 9, 2016
Fall Semester, 2016 – Deadline: April 28, 2017
Spring Semester, 2017 – Deadline: August 18, 2017

THE FOLLOWING REQUIREMENTS APPLY TO ALL UNDERGRADUATES IN ARTS & SCIENCES:

I. Requirements

- A. You must complete 120 units with at least 30 units in advanced courses (numbered 300, 400 or 500). The 30 units in advanced courses may include the number of advanced units required by the major.
- B. You must have an overall grade point average of 2.0.
- C. You must earn the final 30 units toward the degree at Washington University, enrolled in the College of Arts & Sciences. Students pursuing 3/2 degrees should follow the requirements laid out by their master's programs.
- D. You must be recommended by Arts & Sciences to the Board of Trustees.

II. Regulations

- A. No more than 24 units may be earned using the credit/no credit option, and no more than 12 of these 24 units may be for distribution requirements.
- B. No more than 15 units of pre-matriculation credit may be counted toward the degree. Pre-matriculation sources include Advanced Placement (AP), International Baccalaureate (IB), British Advanced (A) Levels, course credit earned by proficiency (i.e., back credit), and college courses taken after the junior year in high school but not applied toward the high school diploma. Credits earned via the High School Summer Scholars or High School College Access programs through University College are considered to be pre-matriculation units and are subject to the same regulation.
- C. Students may not earn more than 12 units toward the bachelor's degree in group and individual performance courses combined.
- D. No more than 12 units of work may be taken outside the College of Arts & Sciences during the first two years. Thereafter, additional work may be taken with the approval of your advisor, provided the total applied toward the A.B. does not exceed 30 units.
- E. No more than 18 units of credit in independent study may be applied to the A.B.; no more than 6 units of

independent study may be attempted in a single semester.

F. No more than 6 units of internship credit may be applied to the A.B.

G. A student may receive no more than a total of two majors and one minor or one major and two minors.

III. The Major

You must complete a major of no fewer than 18 units of courses numbered 300 or above with a grade of C– or better. A major consists of a regular major (a core specified by a department or area studies committee, plus a supporting program proposed by the student and approved by the department or area committee) or a special major (a program of studies planned by the student, together with a faculty advisor in one of the departments where the concentration will fall, and approved by the Committee on the Special Major and Minor). Degree completion is based on the primary major of record. At least half of the units for the major must be completed in residence. Students are especially encouraged to complete a capstone experience in the major as a way of culminating the undergraduate education.

IQ CURRICULUM REQUIREMENTS (for the graduating classes of 2016 and after)

Distribution Areas

An Arts & Sciences student must take at least three courses in each of three distribution areas: Natural Sciences & Mathematics (NSM); Social & Behavioral Sciences (SSC); and the Humanities (HUM). Additionally, students must complete course work in Language & Cultural Diversity (LCD) either a) by completing three sequenced courses in the study of a single foreign language or b) by completing four courses designated LCD.

Integrated Inquiries

Students must complete at least three Integrated Inquires (IQs) in at least two areas of study. IQs include majors, minors, FOCUS programs, WU-led study abroad programs, and 20+ formal IQs. For a complete list, please see "A&S Curriculum" in Course Listings online.

Other IQ Curriculum Requirements

Writing 1 (must earn a C- or better, may not be taken pass/fail). Taken the first year, this writing and argumentation course provides foundational skills to prepare students to write effectively for a university audience.

Writing Intensive Course (WI)

(must earn a C- or better, may not be taken pass/fail). Courses designated WI, taken after the first year, further strengthen written communication skills. The WI course a student chooses ideally combines advanced work in the major with concentrated attention to writing in that discipline. If a WI course is not available in the student's area of specialization, another WI course may be substituted. The WI course may also be used to satisfy an Area requirement.

Applied Numeracy (AN)

(must earn a C- or better, may not be taken pass/fail). Courses designated AN enhance the skills in quantitative reasoning, analysis, and problem solving. Through them, students learn to develop numerical analyses, make sense of complex arrays of quantitative data, and understand statistical arguments. The AN course may also be used to satisfy an Area requirement.

Social Differentiation (SD)

Courses taken SD consider the organization and possible division of societies by social categories such as race, class, gender, and ethnicity. The SD course may also be used to satisfy an Area requirement.

Courses Taken Outside of the College of A&S

Courses taken outside of Washington University OR taken in Washington University in schools other than Arts & Sciences may be counted toward the 120-unit requirement for Arts & Sciences graduation, but they may not be used to satisfy other Arts & Sciences curricular requirements.

They do not satisfy Arts & Sciences distribution area requirements and do not count towards the completion of integrated inquiry requirements.

NOTE: to receive the Arts & Sciences degree, at least 90 of the 120 total units of coursework must be taken in Arts & Sciences.

Transfer Students

Transfer students entering 2015-2016 will follow the requirements of the IQ Curriculum. The transfer advisor evaluates transcripts of incoming students on an individual basis. Generally speaking, students transferring after one year at another school may count their non-WU work toward their Area requirements but must complete their IQs through courses taken at WU. Students who transfer after two years may count their non-WU course work toward their Area requirements and must complete two IQs through course work taken at WU, each in a different area.

How To Read Course Listings

Please note that a course's specific attribute(s) for Arts & Sciences are designated as part of the listing. For example:

L07 Chem 111A is designated:
A&S NS, QA
A&S IQ NSM, AN

These abbreviations indicate that this course, L07 111A, in the Arts & Sciences IQ curriculum (A&S IQ), for freshmen matriculating fall 2012 and after, counts toward the Natural Sciences and Mathematics (NSM) area and fulfills the Applied Numeracy (AN) requirement.

To explore integrated inquiries (IQ Curriculum) for each area, go to <https://acadinfo.wustl.edu/CourseListings> and click on A&S IQ.

Classroom Assignments and Scheduling

Most students should receive a schedule confirmation email identifying locations of classes shortly before the start of the semester. Building and room information will also be available online at courses.wustl.edu beginning at least one month before the start of classes.