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The information contained in this catalog is subject to change. Current course information and syllabi are available online.
# Course List

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<td>A Nation of Immigrants?</td>
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<th>Sciences</th>
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<td>The Natural History of Autumn</td>
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Miles Davis (1926-1991) and John Coltrane (1926-1967) stand out as the most influential jazz musicians of the last fifty years. Each of them had a profound influence on the evolution of the music and each has become an enduring cultural icon at a level that transcends the world of jazz. Their music and careers evolved quite differently and their personalities could hardly have been less alike. However, their names will be forever linked in jazz lore due to their exalted status and due to the groundbreaking music they created together from 1955-1960.

In this course we will examine both musicians in depth. We will study their lives, their personalities and, most of all, their music. We will explore the full trajectory of each man's career from apprentice to innovator, learning about the elements that made up their styles as players and bandleader at different stages along the way. Along the way we will touch on the music of numerous other jazz legends with whom their paths crossed, such as Charlie Parker, Dizzy Gillespie, Thelonious Monk, McCoy Tyner, Bill Evans and Wayne Shorter. We will also put the contributions of Davis and Coltrane into the broader context of jazz history, including examination of how contemporary jazz has assimilated these innovations.

Sound recordings will be the primary source of material for this course, with some video footage. At-home studies of recordings will include Miles Davis album *Kind of Blue* and the John Coltrane album *A Love Supreme* (which you may buy as CDs or digital downloads or stream on Spotify), as well as 50 songs available through ITunes or streamed (potentially for free) on Spotify. We will also read the books *So what: The Life of Miles Davis* by John Szwed and *John Coltrane: His Life and His Music* by Lewis Porter.

Current plans include a live jazz performance during a class meeting in November.

Assignments/Assessments: Class Participation 10%; Weekly "Reflections" 30%; Comparative Essays 40% (10% per essay); Final Project 20%.

Noah Baerman (B.Mus., M.M. Mason Gross School of the Arts, Rutgers University) is director of the Wesleyan jazz ensemble. He is also a jazz pianist and composer with nine acclaimed albums to his name, the most recent of which, "Ripples," was praised by Downbeat, Jazziz, WNPR's Jazz Corridor and the Village Voice. His tenth album, "The Rock and the Redemption," will be released in 2017. He is the author of ten instructional books and an instructional DVD published by Alfred Publishing Company and has contributed writings to the Jazz Standards educational website. In 2012 he founded Resonant Motion, a non-profit dedicated to the intersection of music and positive change. [Click here for more information about Noah Baerman.](#)

**Deadlines:** The deadline to drop this course and receive a tuition refund and have no record of it appear on your transcript is Sunday, September 15, 2019. The deadline to withdraw and receive a grade of W is Friday, November 29, 2019.

**Course Fee:** No fee

**Book list:**
This is a practical studio course, emphasizing learning through doing, and embodied knowledge. Performance exercises will be supported with assigned readings. Students will be required to participate in in-class exercises, rehearse outside of class on a regular basis, respectfully collaborate with assigned scene partners and serve as responsive audience members to in-class performances. Students should be prepared to be recorded on camera at every class.

**Participation:**
Coming to class prepared, engaged, asking questions, and participating in classroom discussions will enhance your education. In other words, try. When possible, you will be given time in class to rehearse with your scene partner, but it is also your responsibility to schedule time to work outside of class. If you are the kind of actor who only rehearses on their own, that's fine, but you must be completely ready to go on the day of the performance.

**Performances:**
The bulk of your grade will be based upon your on-camera performances throughout the course, including a Final Performance. All performances must be memorized and rehearsed outside of class and ready to go on the day of the performance.

**Analysis Paper:**
Students are required to complete one research paper on a chosen camera actor. Among other things, papers will include the actor's career, their training, their technique, their contribution to the field.

**Written Test:**
There will be one test toward the end of the semester that will assess your knowledge on the chapters that you've been assigned to read from the *Acting for the Camera* book, as well as material that has been covered in class through lectures and in-class handouts.

Corey Sorenson (B.S., University of Wisconsin La Crosse; M.F.A., Temple University) is a Visiting Assistant Professor of Theatre who specializes in teaching acting and voice/speech. His professional performance career has included classical, musical, contemporary, and experimental productions with theatres such as the Old Globe, Walnut Street Theatre, Vanguard Rep and many others. His numerous television, film, and new media roles include work on *The Wire, Get On Up, Chicago Fire, Shameless, NCIS,* and *Southland.* Additionally, he has directed for the stage and screen, and worked as a casting associate and on-set acting coach; most notably for the Academy Award winning film *The Help.*

Corey has two films slated for release in 2019.

Corey holds an MFA from Temple University and has achieved subsequent mastery as an Associate Teacher of Fitzmaurice Voice Work and certification as an "Actor Combatant" by the Society of American Fight Directors. He has been an advanced acting instructor for Excelsia College in Sydney, Australia; a lecturer at Cal State Northridge and Los Angeles; a professional acting coach in New York and Los Angeles; and a Visiting Assistant Professor at Pomona College. Based on his experience as a classically trained actor, he has developed his teaching to integrate new cross-disciplinary findings particularly from psychology and neuroscience.

**Deadlines:**
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Friday, November 29, 2019.

**Course Fee:** No fee  
**Book list:**

- - - - - - - - - - - - - - - - - - - - - -
This is a course for those who want to write with greater facility and with increased attention to the design of each piece. Students may choose to focus on narrative essays, memoir, or fiction. Exercises will focus on the organizational strategies that are most effective in each kind of writing. The class is informal, allowing participants to work collaboratively and to adapt the assignments to meet their own interests.

Readings will be from contemporary prose writers including Annie Dillard, Jamaica Kincaid, Joan Didion, Philip Gourevitch, W.G. Sebald, and many others.

Options: CERT

Anne Greene (B.A. Radcliffe College, M.A. Brandeis University) has recently been appointed as one of Wesleyan's several University Professors, a distinguished position that recognizes her excellence in teaching. In 2006 she received the University's Binswanger Award for outstanding teaching. She is a founder and co-director of the University's cross-curricular writing program, the Writing Certificate, and director of the Wesleyan Writers Conference.

Course counts toward Graduate Certificate in Writing

Deadlines: The deadline to drop this course and receive a tuition refund and have no record of it appear on your transcript is Sunday, September 15, 2019. The deadline to withdraw and receive a grade of W is Friday, November 29, 2019.

Course Fee: No fee

Book list:

- - - - - - - - - - - - - - - - - - - - - -
America is a nation of immigrants. This ideological epithet has come to define the American experience as one of opportunity, advancement, and national incorporation. This course will approach this narrative from the perspective of im/migrants, refugees, exiles, displaced persons, and colonized minorities. To do so, we will read sociology, history, and political theory alongside literary texts, inquiring into discourses of migration, mobility, and (un)belonging through an interdisciplinary and intersectional lens. Over the course of the semester, students will share their writing and receive feedback from classmates. Students will receive points for this work that contributes to their close reading paper grade.

**Course Goals**

- Interrogate the concept of America as a 'Nation of Immigrants' through an interdisciplinary approach to migration and empire studies
- Develop effective and individualized communication skills
- Read critically and ethically, generate thoughtful questions, and construct well-supported arguments
- Develop an understanding and a language for how texts work on the level of form as you consider theme and content
- Think intersectionally about ethnicity, gender, sexuality, ability, class, religion, region, and labor not as fixed or stable entities, but instead as historically, socially, culturally, and individually imbued constructs debated in various publics.

**Assignments/Assessments**

- Participation (25%), both in-class synchronous discussion and Moodle response posts
- Weekly Personal Blog posts (10%)
- Meeting with Professor at least once (5%)
- 3 Close Reading Papers and analyzing a literary text from the class (30%)
- A Trip to the Stacks, or a Mini Research Project-to build a proposal for your final research paper (15%)
- Final Close Reading Research Paper (15%)

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**Course Fee:** No fee

**Book list:**

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What is the best method of studying for a test? Is it possible to build a lie detector? How reliable is eyewitness testimony? Is there such a thing as photographic memory? Why do people experience déjà vu? Is it possible to repress traumatic memories? This course attempts to answer these questions and more in the context of a broad introduction to the foundational concepts of human memory. Topics covered include short-term memory, encoding and retrieval processes, forgetting, memory distortion, implicit memory, effects of drugs on memory, amnesic syndromes, prospection, and the effects of aging and disease on memory. Students become familiar with theories and data from cognitive, neuroimaging, neuropsychological, and neurobiological perspectives.

Assignments/Assessments: Class Attendance and Participation (25%); Short papers (three papers at 10% each for a total of 30%); Long Paper (30%); Presentation (15%)

Options: Crosslisted, FDN, FDN-CERT

Noel Garrett (B.S., Duquesne University; M.A., D.Phil, The New School for Social Research) is a visiting instructor of psychology and the Director of the Academic Resource Center at Connecticut College.

Deadlines: The deadline to drop this course and receive a tuition refund and have no record of it appear on your transcript is Sunday, September 15, 2019. The deadline to withdraw and receive a grade of W is Friday, November 29, 2019.
Course Fee: No fee
Book list:
SCIE 681W
Learning, Memory and Cognition
Garrett, Noel
07:00PM-09:30PM, September 9, 2019 - December 13, 2019,

What is the best method of studying for a test? Is it possible to build a lie detector? How reliable is eyewitness testimony? Is there such a thing as photographic memory? Why do people experience déjà vu? Is it possible to repress traumatic memories? This course attempts to answer these questions and more in the context of a broad introduction to the foundational concepts of human memory. Topics covered include short-term memory, encoding and retrieval processes, forgetting, memory distortion, implicit memory, effects of drugs on memory, amnesic syndromes, prospection, and the effects of aging and disease on memory. Students become familiar with theories and data from cognitive, neuroimaging, neuropsychological, and neurobiological perspectives.

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Course counts toward Graduate Certificate in Writing

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Course Fee: No fee

Book list:
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Course Fee: No fee

Book list:
SOCS 681W
Learning, Memory and Cognition
Garrett, Noel
07:00PM-09:30PM, September 9, 2019 - December 13, 2019,

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Course counts toward Graduate Certificate in Writing

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Course Fee: No fee

Book list:
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
SCIE 637
The Natural History of Autumn
Hammerson, Geoffrey
-, October 12, 2019 - October 21, 2019,

Our goal in this course is to examine the dramatic changes that occur in the natural world as the long, warm days of summer come to an end, and plants and animals prepare for the cold season ahead.

This field course focuses on ecological interactions and life history events characteristic of autumn. Our study topics include acorn ecology, seed dispersal by fruit eating birds, fall wildflowers, color change and abscission of leaves, food storage and pre-winter behavior of mammals, migration of hawks and waterfowl, autumn activities in vernal pools, and the evening insect chorus. Autumn will be highlighted as a period when most organisms make dramatic shifts in the mode and tempo of life processes.

This field course entails a substantial amount of walking on sometimes rough trails over uneven terrain. Participants must be capable of moderate but prolonged physical exertion and tolerant of a lack of comfort facilities during field trips lasting several hours.

Assignments/Assessments: Field trip reports for class field trips (2/3 of final grade); Written summary and brief online presentation of individual field project (1/3 of grade)

Options: Immersion

Geoffrey Hammerson (B.S., University of California, Berkeley; Ph.D., University of Colorado, Boulder) is a research zoologist at NatureServe and is author of more than 70 reports and publications, most recently, The conservation status of the world's reptiles (Biological Conservation, 2013, with M. Böhm et al.) and Rapid assessment of plant and animal vulnerability to climate change (in Wildlife Conservation in a Changing Climate (University of Chicago Press, 2012, with Young et al.) Click here to read an article about Geoff and his GLS courses.

Deadlines: Class Schedule: October 12, 13, 19, 20 and 21; Time - 8:00am-5:00pm.

Students are required to sign a waiver prior to the first day of class participate in this course. Please email masters@wesleyan.edu for more information.

The deadline to drop this course and receive a tuition refund is Sunday, September 15, 2019. The deadline to drop this course and have no record of it on your transcript is Saturday, October 12, 2019. The deadline to withdraw and receive a grade of W is Sunday, October 20, 2019.

Course Fee: No fee

Book list:
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SCIE 683
Applied Data Analysis
Dierker, Lisa
06:00PM-08:30PM, September 9, 2019 - December 13, 2019,

This hands-on laboratory course is aimed at empowering students to manage and analyze large data sets. The course provides experience in data management and applied statistics. Students will have the opportunity to develop skills in several aspects of the research process including generating testable hypothesis based on existing data; conducting a literature review; preparing data for analysis; selecting and conducting descriptive and inferential statistical analyses; and presenting research findings. This course provides training in SAS, a major statistical analysis software. Students can choose a research question from data provided by the instructor or can bring their own data to analyze. Performance will be assessed through project engagement, weekly assignments, and a final poster presentation.

**Options:** Crosslisted

**Lisa Dierker** (B.A.Ohio State University, Ph.D.University of Connecticut) is Professor and Chair of Psychology and Chair of the Quantitative Analysis Center. Her research on the development of nicotine dependence and other substance use disorders is funded by the National Institute on Drug Abuse.

**Deadlines:** The deadline to drop this course and receive a tuition refund and have no record of it appear on your transcript is Sunday, September 15, 2019. The deadline to withdraw and receive a grade of W is Friday, November 29, 2019.
**Course Fee:** No fee
**Book list:**
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**Course Fee:** No fee

**Book list:**
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Do you wish to better understand what we see in the media? Do you need to engage in evaluation of research or conduct your own research for work? Are you seeking to publish? Everyone engages with research. Whatever one's motivation, a solid understanding of methodology is the foundation.

By deconstructing published research articles, we will learn the conceptual foundation of methodological components - the tools for evaluation and how these elements can come together to make one a better researcher or consumer.

Goal: The goal of this course is to enable students to deconstruct published research (from abstract to conclusions) and critically analyze the methodology employed. We will identify, explain, and evaluate: research questions and hypothesis, sampling methods, data gathering techniques, simple statistical summaries, and result reporting. By the end of class, all students will be able to evaluate research articles, have a solid conceptual understanding of the research process and the elements that must be included. Students will not only be able to identify different elements of the research design, but evaluate their appropriateness.

Each week, students are required to read the assigned text/reading, assigned article(s) and come to class prepared to discuss the article(s) in terms of research methodology and evaluation (not content). Students will also be required to select a research article of their choice and complete an article review. Both the article and review will be turned in for grading. Each week, students will also engage in answering journal assignments and should be prepared to discuss them in class. Journals will be turned in at the end of the semester.

Assignments/Assessments: Class participation (25%); Journal Assignments (20%); Weekly Article Reviews (20%); Final Assignment (35%)

Options: Crosslisted, Online
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Assignments/Assessments: Class participation (25%); Journal Assignments (20%); Weekly Article Reviews (20%); Final Assignment (35%)

Options: Crosslisted, Online
Nations have increasingly attempted to manage their interdependence collectively through the use of international organizations. This course represents a systematic study of these organizations and the problems they have faced. Emphasis will be placed on understanding the causes of today's most important international problems and devising solutions. The problems we will deal with are: security, economic efficiency, economic development, food aid, human rights, health, and the environment. In addition, the class will participate in several stimulated diplomatic bargaining sessions on current international issues involving economic development.

The format of this course will be principally discussions and presentations. Discussion questions will be available on the syllabus. The questions will also serve as good study guides. Participation will be evaluated based on the quantity and quality of engagement in class exercises and discussions. There will be lots of teamwork in this course. Groups of students will present plans for solving major global problems. For each problem, students will be asked to bring to class a memo mapping out a plan for solving the problem.

Assignments/Assessments: Responsibility (20%); Class Participation (25%); Memos (25%); Paper (30%). Responsibility comprises all expectations related to the completing of the course (attendance, meeting assignment deadlines, contributing to team exercises, etc).

Since this course meets over the dinner hour, we will make an effort to eat together during class. Professor Gallarotti will provide food on the first night of class, then students will divide into small groups and select one or two class meetings for which they will provide food for the group. Contributions are strictly voluntary, and people who volunteer to bring food should bring whatever amount and kind of food they feel comfortable with.


**Deadlines:** The deadline to drop this course and receive a tuition refund and have no record of it appear on your transcript is Sunday, September 15, 2019. The deadline to withdraw and receive a grade of W is Friday, November 29, 2019.

**Course Fee:** No fee

**Book list:**

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