



SMITH COLLEGE

2017•18
Catalog

SMITH COLLEGE CATALOG

2017-18

Smith College
Northampton, Massachusetts 01063
413-584-2700

Contents

| | | | |
|--|----|--|-----|
| Inquiries and Visits | 4 | Advanced Placement | 36 |
| How to Get to Smith | 4 | International Baccalaureate | 36 |
| Academic Calendar | 5 | Interview | 37 |
| The Mission of Smith College | 6 | Deferred Entrance | 37 |
| History of Smith College | 6 | Deferred Entrance for Medical Reasons | 37 |
| Accreditation | 8 | Transfer Admission | 37 |
| The William Allan Neilson Chair of Research | 9 | International Students | 37 |
| The Ruth and Clarence Kennedy Professorship in Renaissance Studies | 10 | Visiting Year Programs | 37 |
| The Academic Program | 11 | Readmission | 37 |
| Smith: A Liberal Arts College | 11 | Ada Comstock Scholars Program | 37 |
| The Curriculum | 11 | Academic Rules and Procedures | 38 |
| The Major | 12 | Requirements for the Degree | 38 |
| Departmental Honors | 12 | Academic Credit | 40 |
| The Minor | 12 | Academic Standing | 41 |
| Concentrations | 12 | Privacy and the Age of Majority | 42 |
| Student-Designed Interdepartmental Majors and Minors | 13 | Leaves, Withdrawal and Readmission | 42 |
| Five College Certificate Programs | 13 | Graduate and Special Programs | 44 |
| Advising | 13 | Admission | 44 |
| Academic Honor System | 14 | Residence Requirements | 44 |
| Special Programs | 14 | Leaves of Absence | 44 |
| Accelerated Course Program | 14 | Degree Programs | 44 |
| The Ada Comstock Scholars Program | 14 | Nondegree Studies | 46 |
| Community Auditing: Nonmatriculated Students | 14 | Housing and Health Services | 46 |
| Five College Interchange | 14 | Finances | 47 |
| Smith Scholars Program | 14 | Financial Assistance | 47 |
| Study Abroad Programs | 14 | Changes in Course Registration | 47 |
| Smith Programs Abroad | 15 | Policy Regarding Completion of Required Course Work | 47 |
| Smith Consortial and Approved Study Abroad | 16 | Directory | 48 |
| Off-Campus Study Programs in the U.S. | 16 | The Board of Trustees | 48 |
| The Campus and Campus Life | 17 | Faculty | 49 |
| Facilities | 17 | Administration | 65 |
| Student Residence Houses | 20 | Alumnae Association | 67 |
| Athletics Program | 20 | Standing Committees | 67 |
| Intercollegiate Athletics | 20 | Courses of Study | 68 |
| Recreation and Club Sports | 20 | Deciphering Course Listings | 70 |
| Career Development | 21 | African Studies | 72 |
| Health Services | 21 | Africana Studies | 75 |
| Religious Expression | 21 | American Studies | 82 |
| The Student Body | 23 | Ancient Studies | 86 |
| Summary of Enrollment | 23 | Anthropology | 87 |
| Geographical Distribution of Students by Residence | 24 | Archaeology | 92 |
| Majors | 25 | Archives Concentration | 96 |
| Recognition for Academic Achievement | 26 | Art | 98 |
| Prizes and Awards | 27 | Arts and Technology | 109 |
| Fellowships | 30 | Astronomy | 110 |
| Fees, Expenses and Financial Aid | 31 | Biochemistry | 112 |
| Your Student Account | 31 | Biological Sciences | 116 |
| Fees | 31 | Book Studies Concentration | 125 |
| Institutional Refund Policy | 32 | Buddhist Studies Minor | 127 |
| Contractual Limitations | 33 | Chemistry | 129 |
| Payment Plans and Loan Options | 33 | Classical Languages and Literatures | 132 |
| Financial Aid | 33 | Community Engagement and Social Change Concentration | 136 |
| Admission | 36 | Comparative Literature | 138 |
| Secondary School Preparation | 36 | Computer Science | 143 |
| Entrance Tests | 36 | Dance | 148 |
| Applying for Admission | 36 | East Asian Languages and Literatures | 154 |

| | | | |
|---|------------|---|-------------------|
| East Asian Studies | 161 | Biomathematical Sciences, Five College Certificate Program | 363 |
| Economics | 165 | Buddhist Studies, Five College Certificate Program | 363 |
| Education and Child Study | 170 | Coastal and Marine Sciences, Five College Certificate | 363 |
| Engineering | 175 | Cognitive Neuroscience, Five College Certificate | 363 |
| English Language and Literature | 181 | Culture, Health and Science, Five College Certificate | 364 |
| Environmental Concentration in Climate Change | 192 | Ethnomusicology, Five College Certificate | 364 |
| Environmental Concentration in Sustainable Food | 194 | Film Studies, Five College Major | 364 |
| Environmental Science and Policy | 196 | International Relations, Five College Certificate | 364 |
| Ethics | 202 | Languages, Five College Center for Study of World Languages | 364 |
| Exercise and Sport Studies | 203 | Latin American Studies, Five College Certificate | 364 |
| Film and Media Studies | 210 | Logic, Five College Certificate | 365 |
| First-Year Seminars | 215 | Middle East Studies, Five College Certificate | 365 |
| French Studies | 219 | Native American Indian Studies, Five College Certificate | 365 |
| Geosciences | 225 | Queer and Sexuality Studies, Five College Certificate | 365 |
| German Studies | 229 | Russian, East European and Eurasian Studies, Five College Certificate | 365 |
| Global Financial Institutions Concentration | 233 | | |
| Global South Development Studies | 235 | Class Schedule | inside back cover |
| Government | 237 | | |
| History | 246 | | |
| History of Science and Technology | 255 | | |
| Interterm Courses Offered for Credit | 256 | | |
| Italian Studies | 257 | | |
| Jewish Studies | 260 | | |
| Landscape Studies | 265 | | |
| Latin American and Latino/a Studies | 269 | | |
| Linguistics | 272 | | |
| Logic | 273 | | |
| Marine Science and Policy | 274 | | |
| Mathematics and Statistics | 275 | | |
| Medieval Studies | 280 | | |
| Middle East Studies Minor | 283 | | |
| Museums Concentration | 290 | | |
| Music | 292 | | |
| Neuroscience | 297 | | |
| Philosophy | 302 | | |
| Physics | 306 | | |
| Poetry Concentration | 309 | | |
| Psychology | 310 | | |
| Public Policy | 317 | | |
| Quantitative Courses for Beginning Students | 319 | | |
| Religion | 322 | | |
| Russian, East European and Eurasian Studies | 326 | | |
| Sociology | 329 | | |
| South Asia Concentration | 333 | | |
| Spanish and Portuguese | 335 | | |
| Statistical and Data Sciences | 340 | | |
| Theatre | 344 | | |
| Translation Studies Concentration | 350 | | |
| Urban Studies | 352 | | |
| Study of Women and Gender | 353 | | |
| Interdepartmental and Extradepartmental Course Offerings | 360 | | |
| Five College Academic Departments, Majors and Certificate Programs | 363 | | |
| African Studies, Five College Certificate | 363 | | |
| Asian/Pacific/American Studies, Five College Certificate | 363 | | |

Inquiries and Visits

Visitors are always welcome at the college. Student guides are available for tours of the campus Monday through Friday and some Saturdays. Please visit www.smith.edu/admission/visitcampus for more information. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, p. 5, for the dates that the college is in session.) In the summer, offices are open from 8 a.m. to 4 p.m. You may be able to make appointments to meet with office staff at other times. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone, email or appointment.

Admission

Audrey Smith, Vice President for Enrollment
Debra Shaver, Dean of Admission
7 College Lane, 413-585-2500; 800-383-3232

On-campus interviews are available from April through mid-January and must be scheduled in advance. Campus tours and information sessions are offered Monday through Friday and on some Saturdays. Please visit www.smith.edu/admission-aid/visits-programs for more information.

Financial Aid, Campus Jobs and Billing for Undergraduates

David Belanger, Director of Student Financial Services; College Hall,
413-585-2530; email: sfs@smith.edu

Academic Standing

Donna Lisker, Dean of the College and Vice President for Campus Life;
College Hall, 413-585-4900

Jane Stangl, Dean of the First-Year Class; College Hall, 413-585-4910

Andrea Rossi-Reder, Dean of the Sophomore Class and Ada Comstock Scholars;
College Hall, 413-585-4930

Tina Wildhagen, Dean of the Junior Class, 413-585-4930

Danielle Carr Ramdath, Associate Dean of the College and Dean of the Senior Class; College Hall, 413-585-4920

Alumnae Association

Jennifer Chrisler, Vice President for Alumnae Relations and Executive
Director of the Alumnae Association; Alumnae House, 413-585-2020

Career Planning and Alumnae References

Stacie Hagenbaugh, Director of the Lazarus Center for Career Development;
Drew Hall, 413-585-2570

College Relations

Laurie Fenlason, Vice President for Public Affairs and Strategic Initiatives;
Garrison Hall, 413-585-2170

Development

Beth Raffeld, Vice President for Development; Alumnae House, 413-585-2020

Disability Services

Laura Rauscher, Director of Disability Services; College Hall, 413-585-2071

Graduate and Special Programs

Patricia DiBartolo, Associate Dean of the Faculty and Dean for Academic Development; College Hall, 413-585-3000

Medical Services and Student Health

Pamela McCarthy, Director of Health Services; Schacht Center for Health and Wellness, 413-585-2800

Religious and Spiritual Life

Reverend Matilda Cantwell, Director of Religious and Spiritual Life; Helen Hills Hills Chapel, 413-585-2750

School for Social Work

Marianne Yoshioka, Dean; Lilly Hall, 413-585-7950

Student Affairs

Julianne Ohotnicky, Dean of Students; College Hall, 413-585-4940

Transcripts and Records

Gretchen Herringer, Registrar; College Hall, 413-585-2550

How to Get to Smith

By Car: Northampton is on Route I-91. Take Exit 18, and follow Route 5 north into the center of town. Turn left onto Route 9. Go straight through four sets of traffic lights, turning left into College Lane shortly after the third set. The Office of Admission is on your right, overlooking Paradise Pond. Parking is available next to the office and along Route 9.

By Air: Bradley International, located about 35 miles south of Northampton in Windsor Locks, Connecticut, is the nearest airport and is served by all major airlines. Limousines, buses and rental cars are available at the airport. Flying into Bradley rather than into Boston's Logan Airport gives you a shorter drive to Northampton and spares you city traffic congestion.

By Train: Amtrak provides north-south train service to Northampton once a day. East-west service runs through Springfield, Massachusetts, which is 20 miles south of Northampton. From the Springfield train station, you can reach Northampton by changing trains, or by taxi, rental car or bus. The Springfield bus station is a short walk from the train station.

By Bus: Greyhound and Peter Pan bus lines serve the area. Most routes go to the main bus terminal in Springfield, where you can catch another bus to Northampton. Buses run almost hourly between Springfield and Northampton. Smith is a 10-minute walk or a short taxi ride from the bus station.

For maps and directions, please visit our website, www.smith.edu/map.

Academic Calendar 2017–18

Fall Semester 2017

Friday, September 1

Central check-in for entering students

Friday, September 1–Wednesday, September 6

Orientation for entering students

Wednesday, September 6, 7 p.m.

Opening Convocation

Thursday, September 7, 8 a.m.

Classes begin

To be announced by the president

Mountain Day (holiday)—Classes scheduled before 7 p.m. are canceled.

Saturday, October 7–Tuesday, October 10

Autumn recess

Friday, October 13–Sunday, October 15

Family Weekend

Thursday, November 2

Otelia Cromwell Day—Afternoon and evening classes are canceled.

Monday, November 6–Friday, November 17

Advising and course registration for the second semester

Wednesday, November 22–Sunday, November 26

Thanksgiving recess (houses close at 10 a.m. on November 22 and open at 1 p.m. on November 26)

Thursday, December 14

Last day of classes

Friday, December 15–Monday, December 18

Pre-examination study period

Tuesday, December 19–Friday, December 22

Examinations

Saturday, December 23–Monday, January 1

Winter recess (houses close at 10 a.m. on December 23 and open at 1 p.m. on January 2)

Interterm 2018

Wednesday, January 3–Tuesday, January 23

Spring Semester 2018

Monday, January 22–Wednesday, January 24

Orientation for entering students.

Thursday, January 25, 8 a.m.

Classes begin

Thursday, February 21

Rally Day—Afternoon classes are canceled.

Saturday, March 10–Sunday, March 18

Spring recess (houses close at 10 a.m. on March 10 and open at 1 p.m. on March 18)

Monday, April 2–Friday, April 13

Advising and course registration for the first semester of 2017–18

Thursday, May 3

Last day of classes

Friday, May 4–Monday, May 7

Pre-examination study period

Tuesday, May 8–Friday, May 11

Final examinations

Saturday, May 12

Houses close for all students except '18 graduates, Commencement workers and those with Five College finals after May 12.

Sunday, May 20

Commencement

Monday, May 21

All houses close at noon.

The calendar for the academic year consists of two semesters separated by an interterm of approximately three weeks. Each semester allows for 13 weeks of classes followed by a pre-examination study period and a four-day examination period. Please visit www.smith.edu/academiccalendar for further details.

Smith College Mission and History

Mission

Smith College educates women of promise for lives of distinction and purpose. A college of and for the world, Smith links the power of the liberal arts to excellence in research and scholarship, thereby developing engaged global citizens and leaders to address society's challenges.

Values

- Smith is a community dedicated to learning, teaching, scholarship, discovery, creativity and critical thought.
- Smith is committed to creating an inclusive, equitable and accessible educational community founded on the free and open exchange of ideas.
- Smith educates women to understand the complexity of human experience and world cultures through engagement with humanistic, social and scientific ideas.
- Smith creates global citizens, committed to participating in the communities in which they live and to stewarding the resources that sustain them.

History of Smith College

Smith College is a distinguished liberal arts college committed to providing the highest quality undergraduate education for women to enable them to develop their intellects and talents and to participate effectively and fully in society.

Smith began in the 19th century in the mind and conscience of a New England woman. In her will, Sophia Smith articulated her vision of a liberal arts college for women, with the purpose that "women's 'wrongs' will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged." Through its commitment to academic excellence and its active engagement with the issues of our time, Smith remains faithful to its founder's ideals.

The college envisioned by Sophia Smith and her minister, John M. Greene, resembled many other old New England colleges in its religious orientation, with all education at the college "pervaded by the Spirit of Evangelical Christian Religion" but "without giving preference to any sect or denomination."

Smith has changed much since its founding in 1871. But throughout its history there have been certain enduring constants: an uncompromising defense of academic and intellectual freedom, an attention to the relation between college education and the larger public issues of world order and human dignity, and a concern for the rights and privileges of women.

Indeed, at a time when most people had narrow views of women's abilities and their proper role in society, Sophia Smith showed not only concern with the particular needs of young women but also faith in their still underdeveloped powers. After enumerating the subjects that continue to be a vital part of the college's curriculum, she added:

And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have the education suited to the mental and physical wants of women. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor now withheld from them.

In the fall of 1875, Smith College opened with 14 students and six faculty members under the presidency of Laureus Clark Seelye. Its small campus was planned to make the college part of what John M. Greene called "the real practical life" of a New England town, rather than a sequestered academic preserve. College Hall, the Victorian Gothic administrative and classroom building, domi-

nated the head of Northampton's Main Street. For study and worship, students used the town's well-endowed public library and various churches. Instead of a dormitory, students lived in a "cottage," where life was more familial than institutional. Thus began the "house" system that, with some modifications, the college still employs today. The main lines of Smith's founding educational policy, laid down in President Seelye's inaugural address, remain valid today: then as now, the standards for admission were as high as those of the best colleges for men; then as now, a truly liberal education was fostered by a broad curriculum of the humanities, the fine arts and the natural and social sciences.

During the 35 years of President Seelye's administration, the college prospered mightily. Its assets grew from Sophia Smith's original bequest of about \$400,000 to more than \$3,000,000; its faculty to 122; its student body to 1,635; its buildings to 35. These buildings included Alumnae Gymnasium, site of the first women's basketball game, which now houses the College Archives and is connected to the William Allan Neilson Library, one of the best-resourced undergraduate libraries in the country.

Smith's second president, Marion LeRoy Burton, took office in 1910. President Burton, a graduate of Yale Divinity School, was a gifted public speaker with an especially acute business sense. He used these talents to help the college raise the amazing sum of \$1,000,000—a huge endowment campaign for any college at that time. With the college's increased endowment, President Burton was able to boost faculty salaries substantially and improve the faculty-to-student ratio. President Burton's fund drive also invigorated the alumnae, bringing them closer to the college than ever before and increasing their representation on the board of trustees.

Along with improving the financial state and business methods of the college, President Burton contributed to a revision of the curriculum and initiated college honors programs to recognize outstanding students. He also helped to organize a cooperative admission system among Smith, Mount Holyoke, Wellesley and Vassar, the finest women's colleges of the day. President Burton's accomplishments are commemorated today by Burton Hall, the science building that his fund drive helped to finance.

When William Allan Neilson became president in 1917, Smith was already one of the largest women's colleges in the world. President Neilson shrewdly developed the advantages of large academic institutions while maintaining the benefits of a small one. Under his leadership, the size of the faculty continued to increase while the number of students remained at about 2,000. The curriculum was revised to provide a pattern still followed in many American colleges—a broad foundation in various fields of knowledge, later complemented by the more intensive study of a major subject. The college expanded honors programs and initiated interdepartmental majors in science, landscape architecture and theatre. The School for Social Work, a coeducational graduate program, was founded. And more college houses were built, mainly in the Georgian complex called "the Quad," so that every student could live on campus.

Not only did President Neilson help make Smith College one of the leading colleges in the United States, whether for men or women, but he also developed it into an institution of international distinction and concerns. President Neilson, himself a Scotsman, married to a well-educated German woman, transformed the college from a high-minded but provincial community in the hinterland of Massachusetts into a cosmopolitan center constantly animated by ideas from abroad. Between the two world wars, he brought many important exiled or endangered foreign teachers, scholars, lecturers and artists to the college. Meanwhile, as long as peace lasted, Smith students went to study in France, Italy and Spain on the Junior Year Abroad Program instituted by the college in 1924.

President Neilson retired in 1939, just before the outbreak of World War II, and for one year Elizabeth Cutter Morrow, an alumna trustee, served as acting president. Herbert Davis took office as Smith's fourth president in 1940 and

reaffirmed the contributions that a liberal arts college could make to a troubled world. Already during World War I a group of Smith alumnae had gone to France to do relief work in the town of Grécourt; a replica of Grécourt's chateau gates is now emblematic of the college.

Soon after the 1941 bombing of Pearl Harbor, the college agreed to provide facilities on its campus for the first Officers' Training Unit of the Women's Reserve, or WAVES. The college added a summer term from 1942 to 1945 so some students could graduate more quickly and go on to government, hospital or military service. Though physically isolated by travel restrictions, the college retained its cosmopolitan character as refugees came to lecture, teach and study. And foreign films were shown regularly in Sage Hall—a practice that would give generations of students their sensitivity both to other cultures and to an important, relatively new art. President Davis' administration was marked by intensified academic life, reflecting his belief that serious study was a way of confronting the global threat to civilization.

Benjamin Fletcher Wright came from Harvard to become Smith's fifth president in 1949. The college had by then resumed its regular calendar and completed several much-needed building projects, including a new heating plant and a student recreation center named for retiring President Davis. The most memorable achievements of President Wright's administration were the strengthening of Smith's financial position and the defense of academic freedom during the 1950s.

In 1950, the \$7 Million Fund Drive was triumphantly completed, enabling the college to improve facilities and increase faculty salaries. In 1955, the Helen Hills Chapel was completed, giving Smith its own place of worship. The early 1950s were not, though, easy years for colleges; McCarthyism bred a widespread suspicion of any writing or teaching that might seem left of center. In defending his faculty members' right to political and intellectual independence, President Wright showed great courage and statesmanship. Complementing his achievements was the financial and moral support of Smith's Alumnae Association, by now the most devoted and active group of its kind in the country. Before President Wright's term ended, the college received a large gift for constructing a new faculty office and classroom building to be named for him.

When Thomas Corwin Mendenhall came from Yale in 1959 to become Smith's sixth president, both the college and the country at large were enjoying peace and prosperity. During the 1960s, social and cultural changes stirred the college profoundly, and a series of powerful movements influenced the larger society and the academic world alike. In response to the needs of increasingly independent and ambitious students, the curriculum was thoroughly revised. Collegewide requirements were set aside and independent study encouraged. The college made more varied educational experiences available to Smith undergraduates by extending cooperation with its neighbors—Amherst, Hampshire and Mount Holyoke colleges and the University of Massachusetts. And Smith joined other private colleges in the Northeast to develop the Twelve College Exchange Program. The college added buildings with the most modern facilities for the study of the natural sciences, performing arts and fine arts. The new fine arts center included the Smith College Museum of Art, now one of the most distinguished college museums in the country. To promote women's fitness, the college began plans to build Ainsworth gymnasium.

The 1960s saw the civil rights, the students' rights and the anti-war movements take root and grow at many of the country's universities and colleges, including Smith. Thanks to these movements and to the wisdom, tact and humor of President Mendenhall, the college emerged from the 1960s with a more precise awareness of student needs and an active, practical sense of social responsibility.

Meanwhile, life in the college houses was changing. The old rules governing late evenings out and male visitors were relaxed, then abandoned. Not surprisingly, when Vassar began to admit men, and Yale, Princeton and Dartmouth to admit women as candidates for degrees, some members of the college community wondered whether Smith should also become coeducational. In 1971, a committee of trustees, faculty, administration, students and alumnae studied the

question in detail. The committee concluded that admitting men as candidates for the Smith degree would detract from the founding purpose of the college—to provide the best possible education for women.

In the late 1960s and early 1970s another important movement—the women's movement—was gathering momentum. This was to have a profound effect on American society and to confirm the original purpose of Smith College. The college began its second century in 1975 by inaugurating its first woman president, Jill Ker Conway, who came to Smith from Australia by way of Harvard and the University of Toronto. She was a charismatic and energetic leader with a vision for women's education, and her administration was marked by three major accomplishments: a large-scale renovation and expansion of Neilson Library, evidence of Smith's undiminished concern for the heart of the liberal arts; the rapid growth of the Ada Comstock Scholars Program, through which women beyond the traditional college age could earn a Smith degree; and exceptionally successful fund-raising efforts. Also during President Conway's administration, the Career Development Office was expanded to better counsel Smith students and alumnae about career opportunities and graduate training for women. Recognizing the rapidly growing emphasis on fitness and athletics for women, Smith completed the Ainsworth Gymnasium and broke ground for new indoor and outdoor track and tennis facilities. President Conway's contributions underscored her commitment to women's colleges and a liberal arts education in today's society.

When Mary Maples Dunn came to Smith in 1985 after many years as a professor of history and then as dean of Bryn Mawr College, Smith's student body had diversified. During its early decades the student body had been overwhelmingly Protestant, but by the 1970s, Roman Catholic and Jewish college chaplains served alongside the Protestant chaplain. All racial, ethnic and religious groups are now well represented on campus, evidence of Smith's continuing moral and intellectual commitment to diversity.

In Dunn's decade as president, the college raised more than \$300 million, constructed two major buildings and renovated many more, enhanced communication on and off campus, attracted record numbers of applicants (while upholding the same academic standards) and doubled the value of its endowment. Computer technology transformed the way Smith conducted its business. And the curriculum became broader in scope, with five new majors and increased course offerings in non-Western and neglected American cultures.

In 1995 Ruth Simmons became Smith's ninth president, the first African-American woman to head any top-ranked American college or university. Simmons galvanized the campus through an ambitious campuswide self-study process that resulted in a number of landmark initiatives, including Praxis, a program that allows every Smith student the opportunity to elect an internship funded by the college; an engineering program, the first at a women's college; programs in the humanities that include a poetry center and a peer-reviewed journal devoted to publishing scholarly works by and about women of color; and curricular innovations that include intensive seminars for first-year students and programs to encourage students' speaking and writing skills.

A number of building projects were launched during Simmons' administration; most significant was a \$35-million expansion and renovation of the Smith College Museum of Art, art department and art library. Construction of the Campus Center began, and the Lyman Conservatory was renovated. Simmons left Smith in June 2001, assuming the presidency of Brown University. John M. Connolly, Smith's first provost, served as acting president for one year, skillfully guiding the college through the national trauma of September 11, 2001, and its aftermath.

A widely respected scholar of Victorian literature, Carol T. Christ took up her duties as Smith's 10th president in that year, leading the institution through the economic downturn of that year and the global financial crisis of 2008. Christ's administration was characterized by an energetic program of outreach, innovation and long-range planning—including financial and capital planning—to position Smith for optimal success in a changing higher education landscape. She launched a review, conducted by members of the Smith faculty and outside

scholars, to determine the distinctive intellectual traditions of the Smith curriculum and areas on which to build. Issued in 2007, *The Smith Design for Learning: A Plan to Reimagine a Liberal Arts Education* builds upon Smith's history of pedagogical innovation, identifying priority areas—among them, global studies, environmental sustainability, and community engagement—for significant investment over the coming decade.

In the area of capital planning, a number of major building projects came to fruition during Christ's tenure: the renovation and expansion of the Brown Fine Arts Center; a dramatic new Campus Center; a renovated Lyman Conservatory; the impressive Olin Fitness Center; new homes for the Poetry Center and the Mwangi Cultural Center; the renovation of Lilly Hall, home of the college's School for Social Work; and the construction of Conway House, an apartment building for Ada Comstock Scholars with children. Ford Hall, a state-of-the-art, sustainably designed classroom and laboratory facility named in recognition of its lead donor, the Ford Motor Company Fund, opened in 2009; it serves as home to the college's pioneering Picker Engineering Program as well as the departments of molecular biology, chemistry, biochemistry and computer science. Under Christ's leadership, Smith made significant commitments to environmental sustainability in its curriculum and campus operations, including the construction of a cogeneration facility for power and heat and the dedication of the MacLeish Field Station, a 200-acre woodland tract in Whately, Mass., for environmental education and research.

Over the decade of Christ's leadership, the student body became notably more diverse and international, reflecting a commitment to educating students who are prepared to assume leadership roles around the world. Christ extended Smith's global ties, through partnerships such as Women's Education Worldwide, an organization of women's colleges in 20 countries, and the Women in Public Service Project, a founding partnership of the Department of State and the five leading U.S. women's colleges to train a new generation of women to enter the public sector with the skills and passion to address global challenges.

Smith's 11th president, Kathleen McCartney, took office in 2013. McCartney, former dean of the Harvard Graduate School of Education (HGSE), is an internationally recognized authority on child development and early education. The first in her family to go to college, she graduated summa cum laude from Tufts with a bachelor of science in psychology, and later earned a doctorate in psychology from Yale University. A signature accomplishment of her tenure at HGSE was the creation of a three-year doctorate in educational leadership developed in collaboration with the Harvard Business School and the Kennedy School of Government.

Since assuming the presidency, McCartney has led a strategic planning effort that is resulting in important new academic and co-curricular programs that expand opportunities for women. She has forged educational partnerships with leading organizations, including the Tuck School of Business at Dartmouth College; the Harvard/MIT online education platform known as edX; and the MassMutual Life Insurance Company. Under her leadership, Smith has engaged noted architectural designer Maya Lin to re-envision its historic Neilson Library in the context of its renowned Frederick Law Olmsted-designed campus. The \$100 million project is scheduled for completion in 2020. Women for the World: The Campaign for Smith, which McCartney led to its culmination in 2016, raised \$486 million, setting a record for the largest and most successful campaign ever undertaken by a women's college. Notably, the campaign raised close to \$130 million for financial aid, including 103 new endowed scholarships.

In one of her first addresses to the Smith community, McCartney celebrated the college's long tradition of providing access to a Smith education to any tal-

ented and ambitious young woman who seeks it. "We must remain committed to recruiting and supporting students regardless of the resources their secondary schools could offer, regardless of their family's circumstances and regardless of society's low expectations for some," she said. "Education for women and girls is the human rights issue of our time."

Smith continues to benefit from a dynamic relationship between innovation and tradition. The college is very much a part of Northampton, a vibrant cultural center. Students still live in college houses, each with its own common rooms, in accord with the original "cottage" plan. And while Smith's curriculum of the humanities, arts and sciences still flourishes, the college continues to respond to emerging intellectual developments, offering majors or interdepartmental programs in such fields as engineering, environmental science and policy, data sciences, the study of women and gender, Global South development, neuroscience, Latin American and Latino/a studies, and Jewish studies, as well as concentrations—programs combining intellectual and practical experience—in such areas as archives, museum studies and global financial institutions. A vigorous culture of student-faculty research and scholarship continues to characterize the Smith experience, evidenced in part by the receipt of record-setting funding from the National Science Foundation over the last decade. Were Sophia Smith to visit the campus today she would no doubt find her vision realized, as students at her college, young women of extraordinary promise and ambition, prepare themselves for lives of leadership and distinction.

Accreditation

Smith College is accredited by the New England Association of Schools and Colleges (NEASC). Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

A copy of the documents describing the school's accreditation, approval or licensing may be viewed by contacting the Office of the Provost, College Hall 206, ext. 3000.

Complaints may be filed with NEASC by writing or calling:

New England Association of Schools and Colleges, Inc.

3 Burlington Woods Drive, Suite 100

Burlington, Massachusetts 01803

Tel: 781-425-7700

Toll-free: 855-88-NEASC (855-886-3272)

Fax: 781-425-1001

The William Allan Neilson Chair of Research

The William Allan Neilson Professorship, commemorating President Neilson's profound concern for scholarship and research, has been held by the following distinguished scholars.

Kurt Koffka, Ph.D.; Psychology, 1927–32

G. Antonio Borgese, Ph.D.; Comparative Literature, 1932–35

Sir Herbert J.C. Grierson, MA., LL.D., Litt.D.; English, second semester, 1937–38

Alfred Einstein, Dr. Phil.; Music, first semester, 1939–40; 1949–50

George Edward Moore, D.Litt., LL.D.; Philosophy, first semester, 1940–41

Karl Kelchner Darrow, Ph.D.; Physics, second semester, 1940–41

Carl Lotus Becker, Ph.D., Litt.D.; History, second semester, 1941–42

Albert F. Blakeslee, Ph.D., Sc.D. (Hon.); Botany, 1942–43

Edgar Wind, Ph.D.; Art, 1944–48

David Nichol Smith, M.A., D.Litt. (Hon.), LL.D.; English, first semester, 1946–47

David Mitrany, Ph.D., D.Sc.; International Relations, second semester, 1950–51

Pieter Geyl, Litt.D.; History, second semester, 1951–52

Wystan Hugh Auden, B.A.; English, second semester, 1952–53

Alfred Kazin, M.A.; English, 1954–55

Harlow Shapley, Ph.D., LL.D., Sc.D., Litt.D., Dr. (Hon.); Astronomy, first semester, 1956–57

Philip Ellis Wheelwright, Ph.D.; Philosophy, second semester, 1957–58

Karl Lehmann, Ph.D.; Art, second semester, 1958–59

Alvin Harvey Hansen, Ph.D., LL.D.; Economics, second semester, 1959–60

Philippe Emmanuel Le Corbeiller, Dr.-ès-Sc., A.M. (Hon.); Physics, first semester, 1960–61

Eudora Welty, B.A., Litt.D.; English, second semester, 1961–62

Dénes Bartha, Ph.D.; Music, second semester, 1963–64

Dietrich Gerhard, Ph.D.; History, first semester, 1967–68

Louis Frederick Fieser, Ph.D., Sc.D. (Hon.), D.Pharm. (Hon.); Chemistry, second semester, 1967–68

Wolfgang Stechow, Dr. Phil., L.H.D., D.F.A. (Hon.); Art, second semester, 1968–69

Robert A. Nisbet, Ph.D.; Sociology and Anthropology, first semester, 1971–72

Louise Cuyler, Ph.D.; Music, second semester, 1974–75

Herbert G. Gutman, Ph.D.; American Studies, 1977–78

Renée C. Fox, Ph.D., Litt.D. (Hon.); Sociology and Anthropology, first semester, 1980–81

Auguste Anglès, Docteur ès Lettres; French, first semester, 1981–82

Victor Turner, Ph.D.; Religion and Biblical Literature, first semester, 1982–83

Robert Brentano, D. Phil.; History, first semester, 1985–86

Germaine Brée, Ph.D.; Comparative Literature, second semester, 1985–86

Carsten Thomassen, Ph.D.; Mathematics, first semester, 1987–88

Charles Hamilton, J.D., Ph.D.; Government, second semester, 1988–89

Triloki Nath Madan, Ph.D.; Anthropology, first semester, 1990–91

Armstead L. Robinson, Ph.D.; Afro-American Studies, first semester, 1991–92

Sheila S. Walker, Ph.D.; Afro-American Studies, second semester, 1991–92

Roy S. Bryce-Laporte, Ph.D.; Sociology, first semester, 1993–94

Trinh T. Minh-ha, Ph.D.; Women's Studies, second semester, 1993–94

Rey Chow, Ph.D.; Comparative Literature, second semester, 1995–96

June Nash, Ph.D.; Latin American Studies, first semester, 1996–97

Judith Plaskow, Ph.D.; Women's Studies and Jewish Studies, second semester, 1996–97

Irwin P. Ting, Ph.D.; Biological Sciences, first semester, 1997–98

Ruth Klüger, Ph.D.; German Studies, first semester, 1998–99

Romila Thapar, Ph.D.; Religion and Biblical Literature, second semester, 1998–99

Margaret Lock, Ph.D.; Anthropology, first semester, 1999–2000

Thomas Greene, Ph.D.; English Language and Literature, first semester, 2000–01

Carolyn Cohen, Ph.D.; Biochemistry/Biological Sciences, second semester, 2001–02

Nuala Ni Dhombnaill; Comparative Literature, first semester, 2002–03

Lauren Berlant, Ph.D.; Women's Studies, first semester, 2003–04

Nawal El Saadawi, M.D.; Comparative Literature, first semester, 2004–05

Frances Fox Piven, Ph.D.; Political Science and Sociology, second semester, 2006–07

Mohd Anis Md Nor, Ph.D.; Music, Dance and Theatre, first semester, 2007–08

János Pach, Ph.D.; Mathematics and Statistics, first semester, 2008–09

Randolph Hester, M.L.A.; Landscape Studies, second semester, 2009–10

Wayne Meeks, Ph.D.; Religion, first semester, 2010–11

Melinda Wagner; Music, second semester, 2011–12

Evelyn Fox Keller, Ph.D.; Mathematics and Statistics, Biomathematics, and the Study of Women and Gender, second semester, 2011–12

Patricia Williams, J.D.; Philosophy, second semester, 2012–13

Christine Holmlund, Ph.D.; Film Studies, second semester, 2013–14

Sahar Amer, Ph.D.; French Studies, second semester, 2014–15

Martha Fineman, J.D.; Government, second semester, 2015–16

Bebe Miller, M.A.; Dance, second semester, 2016–17

The Ruth and Clarence Kennedy Professorship in Renaissance Studies

The Ruth and Clarence Kennedy Professorship in Renaissance, commemorating the Kennedys' commitment to the study of the Renaissance and their long-standing devotion to Smith College, has been held by the following distinguished scholars.

Charles Mitchell, M.A.; Art, 1974–75

Felix Gilbert, Ph.D.; History, 1975–76

Giuseppe Billanovich, *Dottore di Letteratura Italiana*; Italian Humanism, second semester, 1976–77

Jean J. Seznec, *Docteur ès Lettres*; French, second semester, 1977–78

Hans R. Guggisberg, D.Phil.; History, first semester, 1980–81

Alistair Crombie, Ph.D.; History of Science, second semester, 1981–82

John Coolidge, Ph.D.; Art, second semester, 1982–83

Howard Mayer Brown, Ph.D.; Music, first semester, 1983–84

Hendrik W. van Os, Ph.D.; Art, first semester, 1987–88

George Kubler, Ph.D.; Art, second semester, 1989–90

Susan Donahue Kuretsky, Ph.D.; Art, second semester, 1991–92

Diane De Grazia, Ph.D.; Art, second semester, 1993–94

Larry Silver, Ph.D.; Art, first semester, 1994–95

Andrée Hayum, Ph.D.; Art, second semester, 1994–95

Mark P. O. Morford, Ph.D.; Classical Languages and Literatures, 1995–96

Kenneth R. Stow, Ph.D.; Jewish Studies, 1996–97

AnnaMaria Petrioli Tofani, *Dottore in Lettere*; Art and Italian Language and Literature, first semester, 1997–98

Nancy Siraisi, Ph.D.; History of Sciences, first semester, 1998–99

Keith Christiansen, Ph.D.; Art, first semester, 1999–2000

Phyllis Pray Bober, Ph.D.; Art, first semester, 2001–02

Alison Brown, M.A.; History, first semester, 2001–02

Harry Berger, Jr., Ph.D.; Comparative Literature, first semester, 2002–03

James M. Saslow, Ph.D.; Art, second semester, 2003–04

Richard Cooper, Ph.D.; French, first semester, 2004–05

Deborah Howard, Ph.D.; Art, second semester, 2005–06

Andreas Kleinert, Ph.D.; History of Science, first semester, 2006–07

Caroline Elam, Hon.D.Arts.; Art, second semester, 2007–08

Rosemarie Mulcahy, Ph.D.; Art, second semester, 2008–09

Aileen Ribeiro, Ph.D.; Theatre, first semester, 2009–10

Peter Stallybrass, Ph.D.; Comparative Literature, first semester, 2010–11

Michael Bury, M.A.; Art, first semester, 2011–12

Suzanne Folds McCullagh, Ph.D.; Art, first semester, 2012–13

William John Torrance Kirby, D.Phil.; Religion, first semester, 2013–14

Helen Hills, D.Phil.; Art, first semester, 2014–15

Lynn Staley, Ph.D.; English Language and Literature, first semester, 2015–16

Mihoko Suzuki, Ph.D.; English Language and Literature, first semester, 2016–17

The Academic Program

Smith: A Liberal Arts College

The tradition of the liberal arts reaches back into classical antiquity. Training the mind through the study of languages, literature, history, culture, society, mathematics, science, the arts and philosophy has for centuries been the favored approach in Europe and America for educating leaders. It is a general training, not intended as a preparation for any one profession. In the 19th century the liberal arts were characterized as providing “the discipline and furniture of the mind: expanding its powers, and storing it with knowledge,” to which was added, “The former of these is, perhaps, the more important of the two.” At many liberal arts colleges today this ideal is understood as implying both breadth and depth in each student’s course of studies, as well as the acquisition of crucial skills in writing, public speaking and quantitative reasoning.

From its foundation in 1871 Smith has taken a progressive, expansive and student-oriented view of its role as a liberal arts college. To the studies of the humanities and sciences the college early added courses in art and music, a substantial innovation for its time. In the same spirit the faculty has continued to integrate the new and the old, respecting all the while the individual needs of, and differences among, its students. As an early dean of the faculty wrote, it “is always the problem of education, to secure the proper amount of system and the due proportion of individual liberty, to give discipline to the impulsive and wayward and largeness of opportunity to those who will make good use of it.”

In the spirit of “individual liberty [and] largeness of opportunity” Smith College has since 1970 had no distribution requirements for graduation. In the interest of “discipline” each student must complete a major, to give depth to her studies, while to guarantee breadth she must take at least 64 credits outside the department or program of her major. As for “system,” the college assigns each beginning student a faculty member as academic adviser; each student later chooses a major adviser. Students, in consultation with their advisers, are expected to select a curriculum that has both breadth and depth, engages with cultures other than their own, and develops critical skills in writing, public speaking, and quantitative reasoning.

The Smith faculty strongly recommends that students “pursue studies in the seven major fields of knowledge” listed below. Completion of a course in each of these areas is a condition for Latin Honors at graduation: to be eligible each student must take at least one course in each of the seven areas. Students who complete a course in each area will receive Liberal Arts Commendation and this will be noted on their transcripts.

The Curriculum

Each discipline within the liberal arts framework offers students a valid perspective on the world’s past, present and future. Therefore, we recommend that students pursue studies in the following seven major fields of knowledge:

1. Literature, either in English or in some other language, because it is a crucial form of expression, contributes to our understanding of human experience and plays a central role in the development of culture;
2. Historical studies, either in history or in historically oriented courses in art, music, religion, philosophy and theatre, because they provide a perspective on the development of human society and culture and free us from the parochialism of the present;
3. Social science, because it offers a systematic and critical inquiry into human nature, social institutions and human relationships;
4. Natural science, because of its methods, its contribution to our understanding of the world around us and its significance in modern culture;

5. Mathematics and analytic philosophy, because they foster an understanding of the nature and use of formal, rational thought;
6. The arts, because they constitute the media through which people have sought, through the ages, to express their deepest feelings and values;
7. A foreign language, because it frees one from the limits of one’s own tongue, provides access to another culture and makes possible communication outside one’s own society.

We further recommend that students take performance courses offered in exercise and sport studies, because they provide opportunities for recreation, health and the development of skills for the complete person.

Curricular Expectations and Requirements

In the course of their educations, Smith students are expected to become acquainted with—to master, as far as they are able—certain bodies of knowledge, but they are also expected to integrate that knowledge with their experience outside the classroom. The list below summarizes those curricular and co-curricular expectations. While acknowledging that education can never be defined by a listing of skills, the faculty believes that such a listing may usefully contribute to the planning of an education, and it offers the list below in that spirit, as an aid to students as they choose their courses and assess their individual progress, and to advisers as they assist in that process. The college’s student learning goals, or the essential capacities, are the following:

- Ability to draw upon and convey knowledge
- Ability to engage across difference in place, culture and time
- Creativity, curiosity and innovation
- Critical and analytical thinking
- Resilience and resourcefulness
- Self-awareness as a learner

The Writing Requirement

Each first-year student is required, during her first or second semester at Smith, to complete with a grade of C- or higher at least one writing-intensive course. Based on their level of proficiency, students will be directed toward appropriate intensive writing courses. Ada Comstock Scholars and transfer students are also required to complete at least one writing-intensive course, with a grade of C- or higher, during their first two semesters at Smith. The WI requirement can be satisfied before matriculation based on transcript review by the registrar, in conjunction with the writing committee. Writing intensive courses devote a significant amount of class time to teaching students to write with precision, clarity, economy and some degree of elegance. That is to say,

1. to articulate a thesis or central argument, or to create a description or report, with an orderly sequence of ideas, apt transitions and a purpose clear to the intended audience;
2. to support an argument and to enrich an explanation with evidence;
3. when appropriate, to identify and to evaluate suitable primary and secondary sources for scholarly work, demonstrating awareness of library catalogues and databases and of the values and limitations of Internet resources;
4. to incorporate the work of others (by quotation, summary or paraphrase) concisely, effectively and with attention to the models of citation of the various disciplines and with respect for academic integrity;
5. to compose paragraphs that are unified and coherent;
6. to edit work until it is orderly, clear and free of violations of the conventions of standard written English (grammar, usage, punctuation, diction, syntax).

For the bachelor of arts degree, there are no further required courses outside the student's field of concentration. The college does, however, make two demands of the student: that she complete a major and that she take at least 64 credits outside the department or program of her major. The curricular requirements for the bachelor of science degree in engineering are listed in the courses of study section under Engineering. Furthermore, students who wish to become eligible for Latin Honors at graduation or who wish to have Liberal Arts Commendation indicated on their transcripts must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed previously. Each student has the freedom and responsibility to choose, with the help of her academic advisers, a course of studies to fit her individual needs and interests. The curricular expectations and requirements for the degree therefore allow great flexibility in the design of a course of study leading to the degree.

The Major

A student's program requires a minimum of 36 credits in a departmental or interdepartmental major. For the bachelor of arts degree, one-half of a student's total program, or at least 64 credits, shall be taken outside the department or program of the major. Any course (including prerequisites) which is explicitly listed in the catalogue as required for, or counting toward, fulfilling the requirements of the major shall be considered to be inside the major for the purposes of this rule. The sole exception to the 64-credit rule is that in the case of a major requiring study of two foreign languages taught within a single department or program, no fewer than 56 credits shall be taken outside the department or program of the major. The requirements for each major are described at the end of the course listings for each major department and program. Normally, cross-listed and dual-prefixed courses are also considered to be inside the major. Students should refer to the semester's schedule of classes for the most current information on cross-listed and dual-prefix courses.

Students declare their majors no later than the registration period during the second semester of the sophomore year but may declare them earlier. Once the major is declared, a member of the faculty in the major department, either chosen or assigned, serves as the student's adviser.

Major programs are offered in the following areas:

| | |
|-------------------------------------|---|
| Africana Studies | German Studies |
| American Studies | Government |
| Anthropology | History |
| Art | Italian Studies |
| Astronomy | Jewish Studies |
| Biochemistry | Latin American and Latino/a Studies |
| Biological Sciences | Mathematics |
| Chemistry | Medieval Studies |
| Classical Languages and Literatures | Middle East Studies |
| Comparative Literature | Music |
| Computer Science | Neuroscience |
| Dance | Philosophy |
| East Asian Languages | Physics |
| East Asian Studies | Psychology |
| Economics | Religion |
| Education and Child Study | Russian, East European and Eurasian Studies |
| Engineering | Sociology |
| English Language and Literature | Spanish and Portuguese |
| Environmental Science and Policy | Statistical and Data Sciences |
| Film and Media Studies | Study of Women and Gender |
| French Studies | Theatre |
| Geosciences | |

If the educational needs of the individual student cannot be met by a course of study in any of the specified majors, a student may design and undertake an interdepartmental major sponsored by advisers from at least two departments, subject to the approval of the Committee on Academic Priorities. Information on student-designed interdepartmental majors may be found below.

Students in departmental majors or in student-designed interdepartmental majors may enter the honors program.

On its official transcripts, the college will recognize the completion of no more than two majors, or one major and one minor, or one major and one Five College Certificate for each student, even if the student chooses to complete the requirements for additional majors, minors or certificates. In addition, the college will recognize the completion of no more than one concentration for each student. Normally, only three courses from any one major may count toward both the student's major and the concentration. No minor or second major may be in the same department or program as the first major.

Departmental Honors

The Departmental Honors Program is for qualified students who want to study a particular topic or undertake research that results in a significant thesis or project within their major department or program during the senior year. Interested students should consult the director of honors in the major department or program about application criteria, procedures and deadlines. Students must have permission of the major department or program to enter the Departmental Honors Program. Information regarding the Departmental Honors Program may also be obtained from the dean of the senior class.

The Minor

Students may consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of 20 to 24 credits from one or more departments. The minor may not be in the same department or program as the student's major. No more than two courses may be counted for both the major and the minor.

Concentrations

A concentration gives students a way to organize a combination of intellectual and practical experiences, such as internships and service learning, around an area of interest. Students apply to concentrations and when selected they receive focused advising to help them design a program in their area of interest.

The concentration allows for more flexibility than is possible within an academic minor, and students can pursue a concentration alongside a minor or a second major.

The college currently offers the following concentrations: the **archives** concentration connects students with the Sophia Smith Collection, the College Archives and other archives and is designed to make our histories public through research projects and professional training; **book studies** connects students with the exceptional resources of the Mortimer Rare Book Room and the wealth of area book artists and craftspeople; the **community engagement and social change** concentration connects students to the Jandon Center for Community Engagement and helps students expand their understanding of local, national and global issues that affect communities and to develop the skills and values necessary to collaborate with communities as citizens and leaders; **global financial institutions** connects students to the Center for Women and Financial Independence and provides a course of study that combines academic courses, research, and fieldwork to deepen knowledge of global financial markets; the **museums** concentration connects students to the Smith College Museum of Art and other museums and gives students a foundation in the history of museums and the critical issues they engage; the **poetry** concentration connects students

to the Smith College Poetry Center and provides a course of study designed to allow students to pursue work on and about poetry through a range of experiences and courses; the **South Asia** concentration brings together areas of study to develop a sustained curricular and co-curricular focus on the region of South Asia; the **sustainable food and climate change** concentrations connect students to the Center for the Environment, Ecological Design and Sustainability (CEEDS) and integrate knowledge in support of environmental decisions and actions.

Other academic concentrations are under development.

Each concentration offers:

1. one or more gateway courses to introduce students to the major questions or methods that define the topic.
2. a number of courses at Smith or in the Five Colleges related to the topic from which students choose four or five, with the help of her adviser;
3. internships or service learning experiences that satisfy a requirement to complete two practical learning experiences; and
4. a capstone experience such as a seminar or a guided independent project that culminates in a public presentation, usually at Collaborations in the spring.

Student-Designed Interdepartmental Majors and Minors

This course of study must differ significantly from an established major or minor and must include concentrated work in more than one department. For majors, at least one of the departments or programs must itself offer a major. Majors are expected to include 36 to 48 credits in related courses in more than one department. Normally, a minimum of 24 credits are at the 200 level or higher and a minimum of eight are at the 300 level. One of the 300-level courses may be the integrating project. Examples of self-designed majors include linguistics, exercise science and logic.

Minors are expected to include 20 to 24 credits in related courses in more than one department, of which no more than eight credits should be at the 100 level and at least four should be at the 300 level.

Proposals for majors may be submitted no earlier than the first semester of the sophomore year and no later than the end of advising week of the second semester of the junior year. The deadlines for submission of proposals are October 15, February 1 and March 15. Proposals for minors may be submitted to the Subcommittee on Honors and Independent Programs at any time after the major has been declared but no later than the end of the first semester of the senior year.

The major or minor proposal must include a statement explicitly defining the subject matter and method of approach underlying the design of the major or minor; course lists; and, for the major, a clearly formulated integrating course or piece of work. Proposals must include letters of support from all advisers representing the areas of study central to the major and written recommendations signed by the chairs indicating approval of the departments or programs in the major.

Information about student-designed interdepartmental majors and minors is available from the dean of the senior class.

Five College Certificate Programs

Five College Certificate Programs provide a directed course of study in various interdisciplinary fields through the resources available at the five area colleges. Certificate programs are offered in addition to or in conjunction with the student's major. Certificates are awarded upon successful completion of a program by the appropriate Five College faculty councils on the recommendation of

designated faculty advisers from the student's home institution. Current certificate programs require that the student earn a grade of B or above in all courses counting for the certificate and many require students to demonstrate competence in a language other than English. Each institution determines the method by which competence will be measured.

Advising

Liberal Arts and Major Advisers

Each student has a faculty adviser who helps her select and register for courses that will satisfy the broad expectations of the college and will further her personal goals and aspirations. The dean of the first-year class assigns a liberal arts adviser to each first-year student. This faculty member will continue to advise her until she chooses a major. The names of major advisers appear after each department's course listings.

Together the adviser and student devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registration decisions, including changes made to the course program after the beginning of a semester. An adviser can help a student find academic and personal resources and can help her select and pursue various optional programs. It is the joint responsibility of both student and adviser to plan a course program that will lead to successful completion of all degree requirements.

In addition to aiding in the selection of courses, major advisers often counsel students about preparation for graduate schools or careers. The more clearly a student can articulate her own vision and goals, the more productive will be her relationship with her adviser.

Minor Advisers

A student electing a minor will have the guidance of a faculty adviser who represents the discipline, in addition to the help of her major adviser. She normally must consult with her minor adviser at the time she initially elects the minor, and again when she needs to certify that the minor has been completed.

Engineering Advising

Students who are interested in engineering should consult the faculty listed in the online course catalog under the Engineering "About" section.

Prebusiness Advising

Students who are interested in pursuing a graduate program in business should consult with the Lazarus Center for Career Development, which provides information and advice about all career fields and graduate training. Juniors and seniors who wish further advice on admissions criteria may consult a member of the Prebusiness Advisory Group. Please contact the Lazarus Center for Career Development for the names of faculty and staff members who are members of this group.

Premedical and Prehealth Professions Advising

Students who wish to prepare for careers in the health professions have special advising needs. They may major in any subject, provided their program includes courses that will satisfy the minimum entrance requirements for health professions schools.

Students interested in a premedical or other health-related program should consult "Prehealth Professional Programs" in the Biochemistry section online at www.smith.edu/prehealth for important information.

Prelaw Advising

Law schools accept students from any major; there is no prelaw curriculum. Students interested in pursuing a law degree are encouraged to pick up or print off a copy of the Lazarus Center for Career Development handout on "Law School," and bring their questions to the prelaw adviser (Daryl Gehman, in Drew Hall).

Academic Honor System

In 1944, the students of Smith College voted to establish the Academic Honor System in the belief that each member of the Smith community has an obligation to uphold the academic standards of the college. The basic premise on which the code is based is that the learning process is a product of individual effort and commitment accompanied by moral and intellectual integrity. The Academic Honor Code is the institutional expression of these beliefs. The code requires that each individual be honest and respect and respond to the demands of living responsibly in an academic community.

Special Programs

Accelerated Course Program

With permission of the administrative board, students having a cumulative average of at least B (3.0) may complete the requirements for the degree in six or seven semesters. Four semesters, including two of these in the junior or senior year, must be completed in residence at Smith College in Northampton. A student may not accelerate until the record for the first year is complete and a major has been declared; acceleration petitions should be submitted no sooner than the beginning of the fall semester of the sophomore year.

A maximum of 32 credits can be accumulated toward the degree through a combination of Advanced Placement (or similar), pre-matriculation, Interterm and summer school credits. Consult the Academic Rules and Procedures section for maximum credit limits in each category. Students whose acceleration plans include courses to be taken during interterm should be aware that these courses are limited both in number and in enrollment and cannot be guaranteed as part of the acceleration plan. Requests for permission to accelerate should be filed with the student's class dean at least two full semesters before the proposed date of graduation. A student who intends to study away from campus during the junior year should file her acceleration proposal at the beginning of the sophomore year.

The Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of the undergraduate program with flexibility for women beyond traditional college age.

Many women choose to work or raise a family rather than complete an education, but later wish to return to earn a degree. Established in 1975, the Ada Comstock Scholars Program allows nontraditional students to complete a bachelor's degree either part-time or full-time. Each Ada Comstock student attends the same classes and fulfills the same requirements as do all other Smith students. The program provides academic advising, orientation programs, peer advising, a center for the exclusive use of participants in the program and some housing. Career counseling and academic assistance are provided through specialized offices available on campus. Financial aid is available to all admitted students based on demonstrated need.

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman's history, age, marital status, parenting circumstances and socioeconomic level. Each Ada Comstock Scholar has a high level of ability, strong motivation and at least a year of transferable liberal arts credit. This widely disparate group of women contributes vigor, diversity of perspective, intellectual ability

and enthusiasm to all aspects of Smith life. Their achievements confirm the academic standard of the college.

A student admitted as a traditional first-year or transfer student normally will not be permitted to change her class status to Ada Comstock Scholar. A candidate's status as an Ada Comstock Scholar must be designated at the time of application.

For more information about the Ada Comstock Scholars Program, contact the Office of Admission at 413-585-2523; email, admission@smith.edu; or fax 413-585-2527.

Community Auditing: Nonmatriculated Students

Members of the local community who have earned a high school diploma are eligible to audit a lecture course at Smith on a space-available basis with the permission of the instructor and the registrar. Forms for the faculty member's signature and more information about auditing are available at the Office of the Registrar. A fee is charged and is determined by the type of course. Normally studio art courses are not open to nonmatriculated students. Auditors are invited to attend classes, but they do not participate in other aspects of college life. Official records of audits are not maintained.

Five College Interchange

A student in good standing may take a course without additional cost during a regular semester at Amherst, Hampshire and Mount Holyoke colleges or the University of Massachusetts, if the course is appropriate to the educational plan of the student and approved by Smith College. A first-semester first-year student must obtain the permission of the class dean before enrolling in a Five College course. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office. However, Smith College does not accept all Five College courses for credit toward the Smith degree.

Smith Scholars Program

The Smith Scholars Program is designed for highly motivated and talented students who want to spend two to four semesters working on projects of their own devising, freed (in varying degrees) from normal college requirements. A student may apply at any time after the first semester of her sophomore year and must submit a detailed statement of her program, an evaluation of her proposal and her capacity to complete it from those faculty who will advise her and two supporting recommendations from instructors who have taught her in class. The deadlines for submission of proposals for the Smith Scholars Program are November 15 and April 15 of the student's junior year. The proportion of work to be done in normal courses will be decided jointly by the student, her adviser(s) and the Subcommittee on Honors and Independent Programs. Work done in the program may result in a group of related papers, an original piece of work, such as a play, or some combination of these.

A Smith Scholar may or may not complete a regular departmental major. Further details, guidelines and applications are available from the dean of the senior class.

Study Abroad Programs

Smith College offers a wide variety of study abroad opportunities, from Smith's own programs in Western Europe to Smith consortial and other approved programs all over the world. For the Smith programs in Florence, Hamburg, Geneva and Paris, an online program application must be filed by early February in the Office for International Study. For all other study-abroad programs, students must submit an online study-abroad credit application by mid-February for fall, full year or spring semester study. Students should contact the Office for

International Study for information on deadlines and procedures since some spring semester programs allow for a later application deadline. www.smith.edu/studyabroad.

For all study abroad programs, the Smith College comprehensive fee is charged. The comprehensive fee, covering tuition, room and board when classes are in session, is the same as the comprehensive fee for a year's study in Northampton. Smith pays tuition, room and board on behalf of the student to the study abroad program or the host institution.

Students are responsible for all expenses and all travel during program breaks or vacations. Incidental expenses vary according to individual tastes and plans, and funds for such expenses are not covered by the comprehensive fee.

All students who wish to study abroad must obtain approval from the Office for International Study. Students must be in good standing in academic and student conduct matters with a minimum GPA of 3.0, have a declared major and have no shortage of credit at the time of application to be approved for study abroad. All prospective candidates are urged to seek advice, beginning in their first year, concerning the best sequence of courses in the language of the country in which they wish to study. Students who spend the junior year abroad may apply for admission to the departmental honors program at the beginning of the senior year. Any student wishing to spend any part of the senior year abroad must petition the Administrative Board through the class dean. Students should note that a year or semester abroad does not count toward the required two years in residence at Smith College.

Students attending programs with yearlong courses receive credit only if they have taken the final exams and final grades have been issued by the host institution.

In all instances, Smith reserves the right to approve, retract or deny a student's participation on study abroad. Normally, students who withdraw from a Study Abroad Program are withdrawn from Smith and may not return to the college the following semester. Please refer to the Institutional Refund Policy for additional information regarding institutional charges and financial aid adjustments.

Smith Programs Abroad

The Smith Programs Abroad provide students in a variety of disciplines the opportunity to study in foreign countries. Smith faculty direct or advise the four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence) and Switzerland (Geneva). During the academic year students either board with local families (Paris and Florence) or live in student residence halls (Geneva and Hamburg). During vacations the college assumes no responsibility for participants in the Smith programs, and students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

The Paris program lasts a full academic year. Students may study in Florence or Geneva for a single semester or a year; in Hamburg for a year or the spring semester. A student studying on a Smith College program will normally receive 34 credits for the academic year or 16–18 credits for a semester.

Florence

The Florence program begins with two weeks of intensive study in Italian language and culture, history and art history. Students take courses offered especially for Smith by university professors at the Smith Center. Yearlong and spring semester students enroll in one or two courses at the *Università di Firenze* in the humanities, natural sciences, political science, and education. Limited course options are also available in other subjects. Students live in private homes selected by the college. Classes in Florence are conducted entirely in Italian and students are expected to have an excellent command of the language.

Students have the option of participating on the Smith in Florence program for either the fall or spring semester, or the full year. The minimum language requirement is two years of college-level Italian or the equivalent for all options.

Geneva

Geneva program offers opportunities for enrollment in the *Université de Genève* as well as an internship track in an international organization. Students are fully matriculated at the *Université de Genève* and may take courses at its associated institutes including the *L'École de Traduction et d'Interprétation*.

The program begins with a three-week orientation including intensive French language study, Swiss culture and history courses and excursions. The academic year in Geneva begins in mid-September and continues until early June. During the semester, students study in French and/or English, and follow one of two tracks:

A. Geneva International Internship Semester

Intern at an international organization for three or four days per week, study French, take the core Humanitarianism course at the Smith Center and enroll in one university course. One year of college-level French required for fall. For spring, at least one semester of college-level French is required prior to the start of the program.

B. University Studies in French or English

Enroll in four or five Smith Center and university courses each semester, including French language. Available spring or academic year. Requires 3.0 GPA. Two years of college-level French required for the full year. One year of college-level French required for spring.

Hamburg

The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from the beginning of April to mid-July) separated by a four-week vacation during which students are free to travel. The yearlong program begins with a four-week cultural orientation program in Hamburg providing language review, an introduction to current affairs and to the city of Hamburg, and excursions to other places of interest in Germany. During the academic year, the students are fully matriculated at the *Universität Hamburg*. They attend regular courses offered by the university, special courses arranged by Smith and tutorials to support their university course work. The program is open to students in every major field of study, and a wide variety of courses is available, including art (studio and history), biology, economics, environmental science, history, history of science and technology, literature, mathematics, music history, philosophy, physics, psychology, religion and sociology.

The program offers a one-semester study option in the spring semester for students with three semesters of college-level German or equivalent.

Paris

The program in France begins with a two-week orientation devoted to intensive language study, supplemented by courses, lectures and excursions. In mid-September, each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued at the *Université de Paris*; for example, art history at the *Institut d'Art et d'Archéologie*; history, literature, philosophy, religion and many other subjects at the Sorbonne (Paris IV); natural sciences at Paris VII; political science at *Institut d'Études Politiques*; and architecture at *L'École Normale Supérieure d'Architecture-Val de Seine*. University courses may be supported with tutorials. Courses and seminars are also arranged exclusively for Smith students and offered at the Smith Center. The students live in private homes selected by the college. Since classes in Paris are conducted in French, students are expected to have an excellent command of the language.

Les Sciences à Paris is a yearlong program in Paris designed explicitly to support students in the sciences, mathematics and engineering. Coursework, research opportunities, and tutoring are combined into a customized curriculum enabling science students to experience the rich scientific traditions of France,

acquire competence in French and experience the practice of science in an international context. Students with at least one year of college-level French or equivalent are invited to apply.

Smith Consortial and Approved Study Abroad Programs

Smith consortial and other approved programs are available in all regions of the world, including Latin America, Asia, the Middle East, Oceania, Africa, the United Kingdom and Europe. Smith consortial and approved study-abroad programs are selective but generally open to students with a strong academic background, sufficient preparation in the language and culture of the host country and a minimum GPA of 3.0. In order to earn credit for study abroad on these programs, students must apply to the program for admission and also to the Office for International Study for approval to earn study abroad credit. Grades for courses completed on consortial and other approved programs appear on the Smith transcript but are not calculated in a student's grade point average.

Several academic departments have a special affiliation with specific Smith consortial programs and students may wish to consult with their major adviser for recommendations. The Office for International Study website, www.smith.edu/studyabroad, lists all the consortial and approved programs.

Programs with a Smith consortial affiliation include the following:

Associated Colleges in China (ACC)

This intensive language and culture program in Beijing is a Chinese language program offered in collaboration with Hamilton College and Minzu University of China (MUC) in Beijing in the fall and spring terms. Interested students should consult with Associate Professor Sujane Wu, East Asian languages and literatures.

Associated Kyoto Program (AKP)

Smith is one of several institutional sponsors of the semester or yearlong AKP program in Japan. Interested students should consult the faculty in East Asian languages and cultures and East Asian studies.

Intercollegiate Center for Classical Studies in Rome (ICCS)

This program in Rome, Italy, was established in 1965 by representatives of ten American colleges and universities; the number of member institutions has now grown to over 100 and includes Smith. Interested students should consult with Scott Bradbury, Professor of Classical Languages and Literatures.

Programa de Estudios Hispánicos in Córdoba (PRESCHO)

Smith partners with Wellesley College to deliver the semester or yearlong programs in Córdoba, Spain. Interested students should consult faculty in Spanish & Portuguese Studies, or the Office for International Study.

South India Term Abroad (SITA)

Smith is one of nine sponsors of this semester or yearlong program located in the ancient city Madurai, in the state of Tamil Nadu, South India. Interested students should consult with Professor Nalini Bhushan, Religion, or the Office for International Study.

Off-Campus Study Programs in the U.S.

Jean Picker Semester-in-Washington Program

The Department of Government offers the Jean Picker Semester-in-Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail in the government major. Students participating in this program are not considered to be in residence at Smith College.

Internship at the Smithsonian Institution

The American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C., during the fall semester. Under the supervision of outstanding scholars, qualified students may work with some of the finest collections of materials relating to the development of culture in America. The program is described in detail under the American studies major and their website.

Twelve College Exchange Program

Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan and Wheaton. The program also includes two one-semester programs: the National Theater Institute in Waterford, Connecticut, sponsored by Connecticut College, and the Williams–Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College. The exchange is open to a limited number of students with a minimum 3.0 average and is intended primarily for the junior year. Normally, students participating in the program may not transfer to the host institution at the end of their stay there. Students who wish to attend Dartmouth must do so for the entire academic year (three of Dartmouth's four quarters) and may not be enrolled at Smith during the same academic year. Students should be aware that the member colleges may limit or eliminate their participation in the exchange in any particular year due to space constraints.

A limited pool of financial aid is available for students studying in the Twelve College Exchange.

Students accepted into the program are expected to pay the fees set by the host institution and to comply with the financial, social and academic regulations of that institution. The course of study to be followed at the host institution must be approved in advance by the student's major adviser at Smith College. All grades earned through exchange programs are recorded on the Smith transcript but are not included in the Smith GPA and therefore are not included in the calculation of honors.

Additional information and applications are available in the class deans' office and on the class deans' website, www.smith.edu/about-smith/class-deans/studying-elsewhere.

Princeton-Smith Engineering Exchange

An exchange program between Princeton University and Smith College permits students from Smith's Picker Engineering Program to study at Princeton and engineering students from Princeton to study at Smith. Both programs share the goal of producing leaders for the 21st century and the belief that successful engineers can identify the needs of society and direct their talents toward meeting them. Students typically exchange in the spring of the junior year.

Prior to applying for admission to the program, a student will discuss the course and research opportunities with her academic adviser. Applications must be submitted to the engineering program during the sophomore year on the same schedule as applications for study abroad.

The Campus and Campus Life

Introduction

Smith's 147-acre campus is a place of physical beauty and interesting people, ideas and events. Students enjoy fine facilities and services in a stimulating environment. The college continually improves its library and museum holdings, which are already among the finest in the country, and upgrades its equipment to give students here every technological advantage.

Smith attracts faculty members and students who are intellectually energetic and highly motivated. Together, we form a community with a variety of talents and interests, skills and training, and from diverse religious, cultural, political, geographic and socioeconomic backgrounds. Many groups, activities and events arise from our broad range of interests. Members of the Five College community are welcome in classes and at most campus events. Their participation expands even further the perspectives and experiences represented.

All undergraduate students at Smith are part of the Student Government Association, which supports approximately 130 student organizations and their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members and alumnae also contribute to the already full schedule.

The pace and style of campus life vary greatly, as each woman creates the academic and social lifestyle best suited to her taste. Daily campus life includes periods both of great activity and movement and of quiet and intense concentration. There is time for hard work, for listening and speaking, for learning and teaching and for friends, fun and relaxation. The extracurricular social, athletic and cultural events on campus, in Northampton, and in the Five College area keep this an exciting center of activity. Each student learns through the overwhelming choices open to her how to develop and sustain a pace of life that is balanced and fulfilling.

Facilities

Much of the daily campus activity at Smith occurs in the following centers.

Smith College Libraries

The Smith College libraries are committed to providing students with firsthand research opportunities through our extensive general and special collections, exceptional services, and digital experiences. The collections comprise more than 1.7 million books, journals, maps, scores, recordings, rare books, archives, manuscripts, and online databases. The libraries maintain open stacks and can obtain materials from other libraries worldwide through our interlibrary loan service. Students can use our New Discover tool to access materials from the Five College libraries—Amherst, Mount Holyoke and Hampshire colleges and the University of Massachusetts at Amherst. Librarians, archivists and curators provide one-on-one research consultations and collaborate with faculty in teaching classes on research tools and techniques. The libraries' website www.smith.edu/libraries is the digital gateway to subject databases, eBooks and eJournals, research tools, and digital scholarship. For assistance, use the Ask a Librarian service: <http://smith.libanswers.com/ask>.

The William Allan Neilson Library, the main library, is temporarily closed while undergoing a major renovation and will reopen in the fall of 2020. During the renovation, the main campus library will be Young Library in Bass Hall.

Special Collections, including the College Archives, Mortimer Rare Book Collection and the Sophia Smith Collection, are also located in Young Library. Our branch libraries, described in sections below, are the Hillyer Art Library in the Brown Fine Arts Center, and the Werner Josten Library for the Performing Arts in the Mendenhall Center. The KnowledgeLab in Seelye Hall is an innovative space offering a variety of media and materials for students to use as we design new ways of conceptualizing and engaging with the library and all things related to books, the technology of reading and writing, and the creation of knowledge.

To assist students in locating study spaces during Neilson Library's renovation, use the SmithScape app on a mobile phone, tablet or through a web browser: <http://tiny.cc/smithscapeapp>.

SmithScape is a free iOS, Android, and web app that helps students find places to study across campus that meet specific criteria, such as lighting and ambient noise, as well as the availability of amenities such as printers, whiteboards, outlets and vending machines.

Young Library hours (Academic Year)

| | |
|-----------------|------------------|
| Monday–Thursday | 7:30 a.m.–1 a.m. |
| Friday | 7:30 a.m.–9 p.m. |
| Saturday | 10 a.m.–9 p.m. |
| Sunday | 10 a.m.–1 a.m. |

Hours vary during reading and exam periods, intersession, summer, vacations and holidays.

Clark Science Center

The Clark Science Center is composed of five interconnected buildings housing ten academic departments (astronomy, biological sciences, chemistry, computer science, exercise and sports studies, geology, mathematics, physics, psychology, statistical and data sciences) seven programs (biochemistry, engineering, history of science and technology, logic, landscape studies, marine science, and neuroscience), and one interdisciplinary program (environmental science and policy) with approximately 83 faculty and 30 staff members.

The center includes Ford, Burton, Sabin-Reed, McConnell and Bass Halls. These facilities meet the most exacting specifications for cutting-edge research and experimentation, as well as "hands-on" experiential learning. Science center facilities include traditional and computer classrooms, research labs, interdisciplinary research centers, seminar rooms, case-study rooms and faculty offices. Teaching laboratories customarily enroll between 12 and 20 students and are faculty taught. Various summer research opportunities are available to students, both on and off campus.

The educational mission of the Clark Science Center's departments and programs is supported by an administrative office, stockroom, Center for Design and Fabrication, environmental health and safety services, science diversity programming and an animal-care facility.

Botanic Garden

The mission of the Botanic Garden of Smith College is to foster education about the science, beauty and importance of the plant kingdom through the use of outdoor and conservatory plant collections, gardens, displays and exhibitions, and to preserve and maintain the historic Olmsted campus landscape. The garden serves as a living museum of plants native to New England and areas all around the globe. Our goals are education, research, display and conservation. The garden encompasses the Lyman Conservatory, the campus arboretum and

a variety of specialty gardens, including the Rock Garden, Systematics Garden, Capen Garden and the Japanese Garden. The outdoor gardens and greenhouses are open to the public.

The plant collections consist of approximately 1,200 taxa of woody trees and shrubs, 2,200 taxa of hardy herbaceous plants and 3,200 taxa of tender plants in the Lyman Conservatory for a total of 6,600 taxa, with approximately 9,000 plants. Twice a year spectacular flower shows are on display in the Conservatory. The resources of the Botanic Garden are used by a variety of classes across the curriculum.

Lyman Plant House and Conservatory Hours

(note: hours change during flower shows)

8:30 a.m. — 4 p.m. daily, seven days a week (closed some major holidays)

For more information about hours, events and collections go to www.smith.edu/garden

Brown Fine Arts Center

The Brown Fine Arts Center houses Smith's Museum of Art, art department and art library. Hillyer Hall, home of the art department, is a center for the creative endeavors of students and faculty. Its studios for students of drawing, painting, design, sculpture, print-making and photography are supplemented by dark-room facilities, faculty offices and classrooms.

Hillyer Art Library houses rich collections of print and online resources to support student and faculty research in the visual arts. The art library facilities provide a variety of spaces and seating for individual and group study with power and wireless connectivity available at all seats.

Hillyer Art Library hours

| | |
|-----------------|----------------|
| Monday–Thursday | 9 a.m.–11 p.m. |
| Friday | 9 a.m.–9 p.m. |
| Saturday | 10 a.m.–9 p.m. |
| Sunday | noon–midnight |

Hours vary during reading and exam periods, intersession, summer, vacations and holidays. See www.smith.edu/libraries/hours for current hours.

Smith College Museum of Art

The Smith College Museum of Art cultivates inquiry and reflection by connecting people to art, ideas and each other.

The permanent collection is among the finest at an academic museum in the country and provides the basis for object-based teaching and learning across academic departments and disciplines at the college. The collection includes more than 25,000 works of art—paintings, sculpture, antiquities, videos and works on paper.

The museum is a gathering place for the Smith and broader community. Its changing exhibitions and related programs reflect and support the growing diversity of the museum's collection as well as the global curriculum of the college.

Museum hours

| | |
|------------------|--|
| Tuesday–Saturday | 10 a.m.–4 p.m. |
| Sunday | noon–4 p.m. |
| Thursday | 10 a.m.–8 p.m.* |
| Second Fridays | 10 a.m.–8 p.m. (4–8 p.m. free to all) |

Closed Mondays and most major holidays.

* The museum will pilot extended hours on Thursday nights during the 2017–18 academic year, September 2017–June 2018

Mendenhall Center for the Performing Arts

Named for Thomas Mendenhall, president of the college from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre and dance. Three sides of the quadrangle were completed in 1968, joining Sage Hall to complete the college's commitment to modern and comprehensive facilities for the performing arts. Berenson Studio for dancers accommodates both individual and class instruction in two mirrored studios. The theatre building has extensive rehearsal space, shops and lounges that support productions in Theatre 14, which holds an audience of 458; the versatile Hallie Flanagan Studio Theatre, with its movable seats for 200; and the T.V. studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 106,000 books and scores, 3,000 video recordings and 60,000 recordings to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Sage Hall allows students to practice their music at one end and perform it in Sweetney Concert Hall, the gracious 650-seat auditorium at the other. In between are faculty offices and classrooms. The Mendenhall Center for the Performing Arts is crowned by a tower with a peal of eight bells hung for change ringing.

Werner Josten Library hours

| | |
|-----------------|-----------------|
| Sunday | 1–10 p.m. |
| Monday–Thursday | 10 a.m.–10 p.m. |
| Friday | 10 a.m.–5 p.m. |

Hours vary during reading and exam periods, intersession, vacations and holidays. It will be closed during the summer.

Poetry Center

Located on the first floor of Wright Hall, the Poetry Center is a bright, serene reading room, with a library that includes signed copies of books by all the poets who have visited Smith since 1997. It also features a display of fine letterpress broadsides of poems by visiting poets with original illustrations by Barry Moser. While the room mainly provides a space in which to read, write and meditate, it can also be reserved for poetry-related events by Smith faculty, academic departments and administrative offices.

Reading room hours

| | |
|--------------------------------------|---------------------|
| Monday–Friday | 8:30 a.m.–4:30 p.m. |
| <i>except when booked for events</i> | |

Wright Hall

Wright Hall supports a variety of activities. The 400-seat Leo Weinstein Auditorium, seminar rooms, the Poetry Center and faculty offices draw students for formal classroom study, for lectures and special presentations, for informal discussions and for research. Wright Hall is also home to the college's interdisciplinary centers for engagement, learning and leadership. The Jandon Center for Community Collaboration; the Center for the Environment, Ecological Design and Sustainability; and the Lewis Global Studies Center respond to emerging student and scholarly interests, provide contexts for internships and independent projects, and address real-world challenges.

Information Technology Services

Information Technology Services provides technology services and facilities that support the academic mission and operations of the college. Our academic facilities span the campus, with computing labs in several buildings and a campus-wide fiber-optic network allowing internet access from all buildings and residential houses. The Technology Learning Commons, a 24-hour computer center, is located on the lower level of Seelye Hall and the Center for Media Production, dedicated to video production and video conferencing, can be found in Henshaw

D. Resources, which are continually renewed, include more than 300 Macintosh, Windows and Unix computers accessible to students for word processing, graphics, numerical and statistical analysis, computer programming, email and other applications. Moodle, the college's learning management system, provides students access to materials and resources for class assignments. There are no fees for the use of computers in the resource centers. Regular semester students received a \$5 annual printing stipend, after which there is a small fee for printing. Smith students may need to be enrolled in a course to have access to some specialized computer facilities. Over 95 percent of students living in residential houses choose to bring a personal computer to campus and connect to the campus network and the Internet from their rooms. The Smith College Computer Store provides discounts to students who wish to purchase a computer, accessories and/or supplies. Information Technology Services provides ubiquitous wireless coverage to all academic buildings and residential houses on campus, including access via wireless devices such as smartphones and tablets.

Office of Disability Services

Smith College is committed both philosophically and legally to assuring equal access to all college programs and services. The college pursues the goal of equal access through proactive institutional planning and barrier removal, as well as through the provision of reasonable and appropriate accommodations to students, staff and faculty with documented disabilities. The Office of Disability Services coordinates accommodations and facilitates the provision of services to students with documented disabilities. A student may voluntarily register with the Office of Disability Services by completing the disability identification form and providing documentation of her disabilities, after which proper accommodations will be determined and implemented by the college. For more information, see www.smith.edu/ods.

Jacobson Center for Writing, Teaching and Learning

The Jacobson Center, located in Seelye 307, offers a variety of services and programs to help students develop skills in writing, public speaking and effective learning. Professional writing instructors are available to review student drafts, point out strengths and weaknesses, and offer suggestions for improvement. Similar help is provided by student writing tutors in the evenings and on weekends.

Academic coaching and workshops on time management and study skills are available to reinforce learning strategies. The tutorial program provides help by matching students with peer tutors in the languages and all other non-quantitative subjects. In addition, the center sponsors talks by authors and interterm workshops on writing. These services are free and well utilized by Smith students, ranging from the first-year student in an introductory course to the senior completing an honors thesis.

For faculty, the center offers pedagogical resources and workshops on the teaching of writing as well as the opportunity to receive confidential mid-semester feedback from students while courses are still in progress via our Mid-Semester Assessment (MSA) program. Full information on the Jacobson Center is available at www.smith.edu/jacobsoncenter.

Spinelli Center for Quantitative Learning

The Spinelli Center for Quantitative Learning, located in Seelye 207, offers tutoring, provides space to study, and has computers with software for both the natural sciences and the social sciences. Students can find support for working with quantitative material through both appointments and drop-in tutoring. For students who need individual help with mathematical or statistical material, the general quantitative tutors (Q-tutors) hold drop-in hours during the day, and the calculus counselor and the data research and statistics counselor are available for appointments. The Spinelli Center employs students as master tutors in chemistry, economics, engineering, physics, data science, and statistics

in the social sciences (government, psychology, sociology). The data counselor is available to support most of the statistics courses on campus, including all of the introductory courses, and to support seminars, projects and senior theses. The Spinelli Center also runs a series of review sessions each fall for students preparing for the GRE or MTEL. The Spinelli Center has large tables where individuals or small groups can study, whiteboards and a SMART board, and computers that dual-boot both Mac and Windows operating systems in an accessible, welcoming space. For more information, see www.smith.edu/qlc.

The Louise W. and Edmund J. Kahn Liberal Arts Institute

The Kahn Liberal Arts Institute is an innovative center for collaborative and multidisciplinary research at Smith College. Recently relocated to its new home at 21 Henshaw Avenue, the Kahn Institute enhances intellectual life at Smith by bringing together faculty, staff, students and distinguished visiting scholars to work on long- and short-term multidisciplinary research projects of broad scope. Each of these collaborative projects spawns a range of intellectual and artistic events and activities open to the entire Smith College community, while providing the space and the resources for organized research colloquia for designated groups of faculty and student fellows. During intensive weekly meetings, Kahn project fellows discuss and debate the issues and problems arising out of their common research interests, generating a level of intellectual exchange that exemplifies the best of what a liberal arts education can offer. For more information, visit the Kahn Institute website at www.smith.edu/kahninstitute.

Athletic Facility Complex

Just as Alumnae Gymnasium was the "state of the art" facility back in 1892 when women's basketball was first introduced, today's four-building athletic complex is equally impressive. The facility houses two gymnasiums, an athletic training room and the Human Performance Laboratory. Ainsworth Gymnasium provides a swimming pool with one- and three-meter diving boards, five international-sized squash courts, two fitness studios and a 24-foot-high climbing wall. The indoor track and tennis building, the site of three national NCAA track meets, includes four tennis courts and a 200-meter track.

The Olin Fitness Center features aerobic machines: treadmills, bikes, ellipticals, step mill and rowing machines. The Fitness Center has two free weight areas and many fixed weight machines. The facilities of the sports complex are augmented by 30 acres of athletic fields. Field hockey and lacrosse teams play on the lighted artificial turf field with soccer, rugby and ultimate, encircled by a 3/4-mile cinder jogging track. A new softball facility with brick dugouts, bleachers for 200 and a press box, and a new 400-meter all-weather track were installed in the summer of 2017. For those who enjoy the peaceful solitude of a run through the woods, there is a 5,000-meter cross-country course and 11 lighted outdoor courts. The boathouse on Paradise Pond is home to the Smith Outdoors Program and is open for novice rowers or canoe paddlers.

Ainsworth/Scott Gymnasium, Olin Fitness Center, and Indoor Track and Tennis Facility

| | |
|-----------------|------------------|
| Monday–Thursday | 6 a.m.–9:30 p.m. |
| Friday | 6 a.m.–7 p.m. |
| Saturday | 8 a.m.–5 p.m. |
| Sunday | 9 a.m.–5 p.m. |

Campus Center

The Campus Center is a central meeting place that provides services, programs and conveniences for all members of the Smith community. The center provides space for the Office of Student Engagement; the Student Government Association; informal socializing, reading and relaxing; and is a lively and dynamic atmosphere for activities and entertainment. Informal and formal meetings spaces, recreation and dining spaces, lounges, work space for student organiza-

tions, the college bookshop, college mail center and a café are all housed in the center.

Campus Center Hours

| | |
|-----------------|-----------------|
| Monday–Thursday | 7 a.m.–midnight |
| Friday | 7 a.m.–2 a.m. |
| Saturday | 9 a.m.–2 a.m. |
| Sunday | 9 a.m.–midnight |

Student Residence Houses

Smith is a residential college, and students are expected to reside on campus during their academic studies at Smith. Students live in 37 residence buildings with capacities of 12 to 100 students. The houses range in architectural style from contemporary to Gothic to classic revival. Each house has a comfortable living room, a study or library, and laundry facilities. Students at all levels, from first-years to seniors, live together in each house, advising, supporting and sharing interests with one another. Smith provides many dining options and plenty of variety, including vegetarian and vegan meals. The 16 dining rooms offer different menus, themes and types of food, and no matter which house a student lives in, she may choose to eat at any of them. A variety of specialty living options are also available for students: apartments for Ada Comstock Scholars with children, two small cooperative houses and an apartment complex for a limited number of juniors and seniors offer additional alternative living arrangements to students.

The Athletics Program

A three-tier system of intercollegiate athletics, recreational activities and club sports provides satisfying and successful experiences that will develop in the Smith student a desire to participate in activity regularly throughout life. The broad-based athletic program invites students to participate on one of 11 intercollegiate teams. Recreational activities provide fitness opportunities as well as special events, while our club sports introduce training in several sports. Visit www.smithpioneers.com for a current listing of activities and opportunities.

Directors

Kristin Hughes, M.S., Director of Athletics
 Bonnie S. May, M.S., Associate Director of Athletics
 Theresa E. Collins, M.S., Assistant Director of Athletics for Facilities and Recreation

Coaches

Iain Bradbury, M.S., Coach of Volleyball
 Carla M. Coffey, M.A., Senior Coach of Track and Field
 Christine J. Davis, M.S., Senior Coach of Tennis
 Jaime L. Ginsberg, M.S., Coach of Field Hockey
 Lynn M. Hersey, M.S., Coach of Basketball
 Emily Lopez, B.S., Coach of Softball
 Katie Moore, M.S., Coach of Lacrosse
 Ellen M. O'Neil, M.S.T., Coach of Cross-Country
 Mark Platts, M.B.A., Coach of Soccer
 Ian "Jake" Turner, M.S., Coach of Strength and Conditioning
 TBA, Coach of Crew
 TBA, Coach of Novice Crew
 TBA, Coach of Swimming and Diving

Sports Medicine Staff

Deb Coutu, M.S., Athletic Trainer
 Kelli Steele, M.S., Athletic Trainer

The athletic program offers opportunities for athletic participation to all students of the college, at the intercollegiate, recreational and club levels. Students interested in athletic instruction should consult the exercise and sport studies department listings. Although Smith does not offer athletic scholarships, financial aid is available on the basis of need. Inquiries should be addressed to the Director of Athletics, Ainsworth Gymnasium, Smith College, Northampton, MA 01063.

Intercollegiate Athletics

The intercollegiate program emphasizes the pursuit of athletic excellence and the enjoyment of competition with other highly skilled athletes. The mission of the athletic program is to develop scholar-athletes who demonstrate positive self images, a sense of fair play and good citizenship, commitment and dedication to themselves and their team, enthusiasm for participation, leadership skills, improved skills, performance, fitness and team play. There is opportunity for post-season play on a regional and national level for all teams and individuals who qualify. Smith is a member of the New England Women's and Men's Athletic Conference (NEWMAC) and belongs to Division III of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC).

In 2017–18, the college will field the following intercollegiate teams:

Basketball. Season: October 15–March. *Lynn Hersey*

Crew. Season: September–October, February–May. *TBA*

Cross Country. Season: September–November. *Ellen O'Neil*

Field Hockey. Season: September–November, April (nontraditional season). *Jaime Ginsberg*

Lacrosse. Season: September 15–October 15 (nontraditional season) and February–May. *Katie Moore*

Soccer. Season: September–November and April (nontraditional season). *Mark Platts*

Softball. Season: February–May and September 15–October 15 (nontraditional season). *Emily Lopez*

Strength and Conditioning. During the off season for each sport. *Ian "Jake" Turner*

Swimming and Diving. Season: October–March. *TBA*

Tennis. Season: September–October, February–May. *Christine Davis*

Track and Field. Season: November–December, preseason conditioning; technique and strength work. January–May, indoor/outdoor competition. *Carla Coffey*

Volleyball. Season: September–November and April (nontraditional season). *Iain Bradbury*

Recreation and Club Sports

The focus of the recreation program is on regular, noncredit fitness activities (Get Fit Smith program) as well as one-day special event competitions and house intramural competition. The fitness activities may include Zumba, P90x, Insanity, pilates, awesome abs, spinning and many different yoga classes. GFS offers about 26 classes weekly and many are taught by students. The 37 houses vie with friendly rivalry in special events such as soccer and basketball. The club

sports are a group of independent clubs under the guidance of the associate athletic director, Bonnie May. Dues, fundraiser, SGA activities, and fee allocations support them. Open to Smith students of any ability level, club sports provide a resource to learn a new sport or practice a familiar one. Presently, there are 15 clubs: Equestrian, Archery, Badminton, Cycling, Fencing, Futsal, Ice Hockey, Martial Arts, Outing, Quidditch, Rugby, Spirit Squad, Squash, Synchronized Swimming and Ultimate Frisbee.

Smith Outdoors

Smith Outdoors is the outdoor adventure program offered through Smith's athletics department. Based out of the Paradise Pond boathouse, Smith Outdoors offers a variety of clinics, presentations and off-campus trips throughout the year. The focus is on providing an outdoor setting for recreation, socialization, self-empowerment and education. Activities vary from foliage hikes and ice-skating to more adventurous trips like rock climbing, backpacking and whitewater rafting. Also included are open hours for recreational paddling on Paradise Pond and rock climbing at the indoor climbing wall located in Ainsworth Gym. For more information, send email to smithoutdoors@smith.edu or visit www.smith.edu/athletics/clubsports/smithoutdoors.html.

Career Development

The Lazarus Center for Career Development provides and prepares students for careers in a changing economic and technical climate. Staff work with Smith women to help them develop the skills, knowledge, and global and personal foresights needed to navigate their professional careers, even when economic and personal circumstances change.

The professional staff offers advising, both individually and in groups; and services are available throughout the academic year and summer months. The center sponsors seminars, workshops and industry discussions that cover internships, career field exploration, résumé writing, effective interviewing and job search strategies, networking, applying to graduate and professional schools, and summer jobs. They help students assess their individual interests, strengths and weaknesses; establish priorities and make decisions; and present themselves and their backgrounds effectively. The extensive career resource library and web-site support students in their research and exploration.

Praxis Summer Internship Funding Program

"Praxis: The Liberal Arts at Work," administered through the Lazarus Center for Career Development, funds students to work at substantive, unpaid summer internships related to their academic and/or career interests. By offering financial support, the college acknowledges the importance of internships in helping students explore careers, observe the practical applications of their academic studies and gain work experience that enhances their marketability to employers and graduate schools. Since the majority of internships are unpaid, Praxis stipends are intended to make it financially possible for students to work at substantive summer internships. Praxis funding is a one-time opportunity of up to \$3,500. A student may use a Praxis stipend for an approved internship in the summer following her sophomore or junior year. Lazarus Center staff and resources offer guidance and assistance to students in locating opportunities that meet their individual interests. Each year approximately 400 students work at summer internships funded through Praxis.

Health Services

www.smith.edu/health

Health Services provides medical and psychological services for all Smith students. Through outpatient services located in the Nancy and Henry Schacht Center for Health and Wellness, students see physicians, nurse practitioners and

nurses for medical problems and questions, just as they would see their own providers at home. For psychological issues, students see social workers and graduate social work interns. A psychiatrist is also available. Health education is provided on topics relevant to students' emotional and physical health and safety.

Medical Services

The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other medical practitioners. Medical Services offers a full array of exams and testing; nutrition counseling; routine physicals for summer employment and graduate school; immunizations for travel, flu and allergies; and on-site laboratory services.

In case of unusual or serious illness, specialists in the Northampton and Springfield areas are available for consultation in addition to service provided at a nearby hospital.

Counseling Service

The Counseling Service provides consultation, individual and group psychotherapy and psychiatric evaluation and medication. These services are strictly confidential. The Counseling Service is available to all students, free of charge. It is staffed by licensed mental health professionals and supervised graduate interns.

Health Education

The wellness education program integrates innovative wellness initiatives into students' academic, residential and extracurricular activities. The program provides opportunities for students to take leadership roles in health education on campus.

College Health Insurance

The college offers its own insurance policy, underwritten by an insurance company, that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans. However, this policy does have some distinct limitations. Therefore, we strongly urge that students consider continuing their precollege health insurance. Failure to waive the college health plan will result in automatic enrollment in it.

The college maintains certain regulations in the interest of community health as outlined in the college handbook and expects all students to comply. Before arriving at the college, each student must complete her Health Pre-Admission Information Form and send it to the Health Services. It is important to note that Massachusetts law now mandates that students must get the required immunizations before registration. Students accepted for a Study Abroad Program or who plan to participate in intercollegiate sports or certain exercise and sport programs may be required to have a physical exam by a college practitioner first.

Religious Expression

The college encourages student spiritual development and many expressions of religious faith on campus. The Center of Religious and Spiritual Life is housed in the Helen Hills Chapel. The director of the center is responsible for overseeing the program, advising student religious organizations and promoting a spirit of mutual understanding, respect, and interfaith collaboration.

The college has relationships with local religious liaisons who serve as advisers to student religious organizations and provide opportunities for students to engage with the larger Northampton community. An interfaith advisory group of students meet weekly to discuss the spiritual needs of students, plan joint activi-

ties and foster dialogue. The center prioritizes contemplative practice, religious literacy, social justice and spiritual care. All students are welcome regardless of belief system or religious affiliation. Information about events can be found at www.smith.edu/religiouslife.

The Helen Hills Hills Chapel is home to a robust arts program as well. The Center for Religious and Spiritual Life sponsors concerts, lectures, films and exhibits by student and faculty musicians, and visiting artists. The college organist directs Handbell Choir rehearsals in the chapel and uses the Aolian-Skinner organ for teaching and performances.

The college recognizes that meals can be an important aspect of religious observance. Therefore, kosher and halal meals are available to students in the Cutter-Ziskind dining room during the week. In addition, students prepare and host a kosher Shabbat meal and community gathering each Friday evening. A Jumma lunch is offered at noon every Friday for the Muslim community at the Helen Hills Hills Chapel. Religious holidays such as Christmas, Ramadan, Passover, and Diwali are observed in collaboration with student and community groups.

College policy states that any student who is unable because of religious observance to attend classes, participate in an examination, study, or work on a particular day will be excused from such activities without prejudice and will be given an opportunity to make them up, provided such make-up work does not create an unreasonable burden on the college. No fees will be charged for rescheduling an examination. It is each student's responsibility to request an excused absence from a faculty member well in advance of a religious holiday.

The Student Body

Summary of Enrollment

Undergraduate Students

| | Class of 2017 | Class of 2018 | Class of 2019 | Class of 2020 | Ada Comstock Scholars | Totals |
|---|---------------|---------------|---------------|---------------|--------------------------|--------|
| Northampton area* | 612 | 487 | 621 | 657 | 66 | 2,443 |
| Not in residence | 25 | 139 | 10 | 0 | 2 | 176 |
| Five College course enrollments at Smith: | | | | | | |
| First semester | 373 | | | | | |
| Second semester | 504 | | | | | |

Graduate Students

| | Full-time degree candidates | Part-time degree candidates | Special students |
|--------------|--------------------------------|--------------------------------|------------------|
| In residence | 61 | 12 | 5 |

Smith Students Studying in Off-campus Programs

| | Florence | Geneva | Hamburg | Paris |
|----------------|----------|--------|---------|-------|
| Smith students | 8 | 6 | 8 | 19 |
| Guest students | 0 | 6 | 3 | 0 |

*Guest students are included in the above counts.

In accordance with the Student Right-To-Know and Campus Security Act, the graduation rate for students who entered Smith College as first-year students in September 2010 was 89 percent by May 2016. (The period covered is equal to 150 percent of the normal time for graduation.)

Geographical Distribution of Students by Residence

United States

| | |
|----------------------|-----|
| Alabama | 3 |
| Alaska | 1 |
| Arizona | 22 |
| Arkansas | 2 |
| Armed Forces Europe | 1 |
| California | 264 |
| Colorado | 36 |
| Connecticut | 116 |
| Delaware | 7 |
| District of Columbia | 12 |
| Florida | 45 |
| Georgia | 19 |
| Hawaii | 6 |
| Idaho | 3 |
| Illinois | 45 |
| Indiana | 11 |
| Iowa | 8 |
| Kansas | 9 |
| Kentucky | 7 |
| Louisiana | 3 |
| Maine | 72 |
| Maryland | 62 |
| Massachusetts* | 451 |
| Michigan | 22 |
| Minnesota | 25 |
| Mississippi | 2 |
| Missouri | 8 |
| Montana | 2 |
| Nebraska | 1 |
| Nevada | 5 |
| New Hampshire | 45 |
| New Jersey | 103 |
| New Mexico | 10 |
| New York | 310 |
| North Carolina | 24 |
| Ohio | 26 |
| Oklahoma | 1 |
| Oregon | 31 |
| Pennsylvania | 70 |
| Puerto Rico | 1 |
| Rhode Island | 23 |
| South Carolina | 8 |
| South Dakota | 1 |
| Tennessee | 11 |
| Texas | 62 |
| Utah | 5 |
| Vermont | 49 |
| Virginia | 45 |
| Washington | 66 |
| West Virginia | 1 |
| Wisconsin | 12 |

Foreign Countries

| | |
|-----------------------------|-----|
| Afghanistan | 3 |
| Albania | 2 |
| Australia | 1 |
| Austria | 1 |
| Bangladesh | 3 |
| Bhutan | 1 |
| Botswana | 2 |
| Brazil | 2 |
| Bulgaria | 1 |
| Canada | 14 |
| Chile | 2 |
| Colombia | 1 |
| Ecuador | 2 |
| Egypt | 1 |
| El Salvador | 2 |
| Ethiopia | 1 |
| France | 15 |
| Georgia | 2 |
| Germany | 3 |
| Ghana | 2 |
| Greece | 2 |
| Honduras | 1 |
| India | 17 |
| Indonesia | 3 |
| Italy | 1 |
| Jamaica | 1 |
| Japan | 9 |
| Jordan | 3 |
| Kenya | 8 |
| Kuwait | 1 |
| Lebanon | 2 |
| Madagascar | 1 |
| Malawi | 2 |
| Malaysia | 2 |
| Mauritius | 1 |
| Mexico | 2 |
| Morocco | 2 |
| Mozambique | 1 |
| Myanmar | 1 |
| Nepal | 8 |
| Netherlands | 2 |
| Nigeria | 2 |
| Pakistan | 6 |
| Panama | 1 |
| Paraguay | 2 |
| People's Republic of China | 169 |
| Philippines | 2 |
| Republic of Korea (South) | 20 |
| Republic of Singapore | 8 |
| Russia | 2 |
| Rwanda | 3 |
| Saudi Arabia | 1 |
| Senegal | 2 |
| Serbia | 1 |
| South Africa | 3 |
| Spain | 2 |
| Sri Lanka | 3 |
| Sweden | 1 |
| Switzerland | 1 |
| Taiwan | 9 |
| Thailand | 2 |
| The Bahamas | 1 |
| Trinidad and Tobago | 1 |
| Tunisia | 1 |
| Turkey | 1 |
| Uganda | 2 |
| Ukraine | 1 |
| United Arab Emirates | 5 |
| United Kingdom | 10 |
| United Republic of Tanzania | 3 |
| Vietnam | 9 |
| West Bank | 1 |
| Yemen | 1 |
| Zambia | 1 |
| Zimbabwe | 5 |

*This includes Ada Comstock Scholars and graduate students who move to Northampton for the purpose of their education.

Majors

| | Class of 2017 (Seniors) | (Honors) | Class of 2018 | Ada Comstock Scholars | Totals |
|--|----------------------------|----------|---------------|--------------------------|--------|
| Psychology | 78 | 5 | 58 | 5 | 141 |
| Government | 63 | 3 | 71 | 3 | 137 |
| Economics | 75 | 0 | 58 | | 133 |
| Biological Sciences | 47 | 14 | 39 | 3 | 89 |
| English Language & Literature | 37 | 5 | 43 | 4 | 84 |
| Engineering Science | 30 | 7 | 41 | 1 | 72 |
| Computer Science | 27 | 1 | 30 | | 57 |
| Mathematics | 30 | 1 | 20 | 1 | 51 |
| Neuroscience | 25 | 6 | 24 | 2 | 51 |
| Sociology | 21 | 0 | 25 | 2 | 48 |
| Chemistry | 23 | 10 | 20 | | 43 |
| Education & Child Study | 21 | 0 | 19 | 1 | 41 |
| History | 25 | 1 | 14 | 1 | 40 |
| Environmental Science & Policy | 19 | 0 | 19 | | 38 |
| Study of Women and Gender | 22 | 1 | 16 | | 38 |
| Art: Studio | 14 | 0 | 17 | 2 | 33 |
| Anthropology | 21 | 0 | 11 | | 32 |
| Art: History | 15 | 0 | 14 | 1 | 30 |
| American Studies | 15 | 1 | 10 | 2 | 27 |
| French Studies | 19 | 1 | 8 | | 27 |
| Biochemistry | 12 | 5 | 14 | | 26 |
| Geosciences | 12 | 3 | 12 | | 24 |
| Spanish | 14 | 0 | 10 | | 24 |
| Theatre | 12 | 0 | 7 | 4 | 23 |
| Physics | 8 | 2 | 14 | | 22 |
| Philosophy | 8 | 1 | 12 | 1 | 21 |
| Art: Architecture & Urbanism | 7 | 0 | 10 | | 17 |
| Engineering Arts | 9 | 0 | 5 | 1 | 15 |
| Africana Studies | 7 | 0 | 5 | 2 | 14 |
| East Asian Languages & Cultures | 8 | 0 | 6 | | 14 |
| East Asian Studies | 10 | 0 | 4 | | 14 |
| Comparative Literature | 5 | 1 | 8 | | 13 |
| Dance | 7 | 1 | 5 | | 12 |
| Music | 7 | 1 | 5 | | 12 |
| Astronomy | 6 | 1 | 5 | | 11 |
| Film Studies | 8 | 1 | 2 | | 10 |
| Latin American Studies | 4 | 0 | 3 | | 7 |
| Classics | 5 | 0 | 1 | | 6 |
| Linguistics | 2 | 0 | 4 | | 6 |
| Medieval Studies | 6 | 1 | | | 6 |
| Classical Studies | 3 | 0 | 1 | 1 | 5 |
| Jewish Studies | 1 | 0 | 4 | | 5 |
| Religion | 4 | 1 | 1 | | 5 |
| Statistical and Data Sciences | 1 | 0 | 4 | | 5 |
| German Studies | 2 | 0 | 2 | | 4 |
| Italian Studies | 1 | 0 | 2 | | 3 |
| Italian Language & Literature | 2 | 0 | | | 2 |
| Russian, East European, Eurasian Studies | 1 | 0 | 1 | | 2 |
| Portuguese-Brazilian Studies | 2 | 1 | | | 2 |
| Latin | | 0 | 1 | | 1 |
| Cognitive Science | 1 | 0 | | | 1 |
| Creative Writing/Theatre | | 0 | | 1 | 1 |
| Exercise Science | | 0 | 1 | | 1 |
| Middle Eastern Studies | 1 | 0 | | | 1 |
| Speech & Language Science | 1 | 0 | | | 1 |

Recognition for Academic Achievement

Academic Achievements

Smith College encourages students to strive for excellence in their chosen fields of academic endeavor and honors those who achieve distinction in their academic performance. Each year approximately 25 percent of the graduating class is awarded the bachelor of arts degree with Latin Honors and/or departmental honors.

Latin Honors

Latin Honors are awarded to eligible graduating seniors on the basis of the cumulative grade point average for a minimum of 48 graded credits earned during the sophomore, junior and senior years. Only grades from Smith College courses and courses taken on the Five College Interchange are counted; Smith Study Abroad grades are considered Smith grades. No grades from exchange programs in this country or abroad are counted. Pluses and minuses are taken into account; grades of P/F (Pass or Fail) or S/U (Satisfactory or Unsatisfactory) do not enter into the calculations.

If a student spends one of her sophomore through senior years away from Smith (with the exception of the Smith Programs Abroad), the grades from the remaining two years will be used. Grades from the first year are never counted. The minimum grade point average for Latin Honors varies each year depending on the overall grade distribution in the senior class and is not published. The degree may be awarded cum laude, magna cum laude or summa cum laude on the basis of meeting eligibility requirements and of a very high level of academic achievement.

Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge (literature, historical studies, social science, natural science, mathematics and analytical philosophy, the arts, and foreign language). Course listings in this catalog indicate in curly brackets which area(s) of knowledge a given course covers.

Please note that one year of an introductory language course or one course at a higher level satisfies the foreign language Latin Honors requirement. Students who are non-native speakers of English may, with the permission of a class dean, offer any two courses in the English department at the 100 level (or one course at a higher level in the English department, the comparative literature program or in classics in translation) to satisfy the "foreign language" part of the Latin Honors requirement. The class dean will notify the registrar that such an arrangement has been approved. Any appeals should be sent to the dean of the faculty. Nonnative speakers of English are considered to be those who indicated on their advising form that English was not their first language, have had several years of education in a school where the language of instruction was other than English, and can read, write and speak this language. Eligibility for Latin Honors may be affected by the decisions of the Honor Board.

Departmental Honors

A departmental honors program allows a student with a strong academic background to do independent and original work in her major. The program provides recognition for students who do work of high quality in the preparation of a thesis and in courses and seminars. Departmental honors students must also fulfill all college and departmental requirements.

Successful completion of work in the honors program (an honors thesis and at least one honors examination) leads to the awarding of the bachelor of arts degree with the added notation "Honors," "High Honors" or "Highest Honors" in the student's major subject.

The Dean's List

The Dean's List is made up of students who represent the top 25 percent of the student body based on the total records for the previous academic year. Students must be enrolled full-time at Smith for the full year to be named to the Dean's List.

Phi Beta Kappa

Phi Beta Kappa is the oldest and most widely recognized undergraduate honor society in the United States. The Greek initials stand for the society's motto "Love of learning is the guide of life." Since 1776, the mission of the society has been to foster and recognize excellence in the liberal arts and sciences. The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College in 1905. The rules of eligibility are set by the chapter in accordance with the national society; election is made on the breadth and excellence of overall academic achievement.

To be eligible for election, a student must have satisfied the Latin Honors distribution requirements and completed 58 graded credits of Smith course work, not counting the first year. Study abroad programs count for Smith credit only if they are Smith programs. Courses taken in the Five College consortium count as Smith credits. All other courses including those taken S/U may count for distribution requirements, but not as credits in the calculation of the GPA nor as part of the total credit requirement.

Elections are held twice a year. In late fall of their senior year, "junior" Phi Beta Kappa members are elected on the basis of their academic records through the junior year. At the end of the spring semester, more seniors are elected based on their complete academic record. For questions about election criteria, students and faculty are urged to consult with the president or secretary of the chapter. More information about the Phi Beta Kappa Society, its history, publications and activities can be found at www.pbk.org.

Society of the Sigma Xi

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society of the Sigma Xi. Each year the Smith College Chapter elects to membership promising graduate students and seniors who excel in science.

Prizes and Awards

The following prizes are awarded at the Awards Convocation on Ivy Day.

The Chinua Achebe Prize in Comparative Literature to a graduating senior with the highest GPA in courses that count toward the comparative literature major

The Margaret Collins Stoop Adesso Prize for the best new choral work composed by a Smith student

The Anne Bradstreet Prize from the Academy of American Poets for the best poem or group of poems submitted by an undergraduate

An award from the **Connecticut Valley Section of the American Chemical Society** to a student who has done outstanding work in chemistry, biochemistry or chemical engineering

The American Chemical Society Analytical Chemistry Award to a junior chemistry major who has excelled in analytical chemistry

The American Chemical Society Award in Inorganic Chemistry to a chemistry major for excellence in inorganic chemistry and to encourage further study in the field

The American Chemical Society/Division of Organic Chemistry Award in Organic Chemistry

The American Chemical Society/Polymer Education Division Organic Chemistry Award for Achievement in Organic Chemistry to a student majoring in chemistry who has done outstanding work in the organic chemistry sequence

The American Chemical Society Undergraduate Award in Physical Chemistry for outstanding achievement by an undergraduate student in physical chemistry, and to encourage further pursuits in the field

An award from **The American Institute of Chemists/New England Division** to an outstanding chemist or chemical engineer in the graduating class

The Newton Arvin Prize in American Studies for the best long paper in the introductory course on the study of American Society and Culture

The Anita Luria Ascher Memorial Prize to a senior major who started German at Smith and has made exceptional progress; to a senior major who knew some German when she arrived at Smith and whose progress in four years has been considerable; and to a senior major who knew some German when she arrived at Smith and whose progress in four years has been remarkable

The Astronomy Department Prize for Excellence in Astronomy and Astrophysics for honors theses, special studies projects, outreach or other educational projects, STRIDE/AEMES projects, especially if they lead to continued involvement in the department, or exceptional performance in classes without any of the above

The Award for Excellence in Dance Studies for outstanding work in senior capstone project and overall contributions to the department

The Elizabeth Babcock Poetry Prize for the best group of poems

The Florence Augusta Merriam Bailey Prize for innovative and collaborative approaches to solving environmental and sustainability problems

The Sidney Balman Prize for outstanding work in the Jewish Studies Program

The Harriet Dey Barnum Memorial Prize for outstanding work in music to the best all-around student of music in the senior class

The Gladys Lampert '28 and Edward Beenstock Prize for the best honors thesis in American studies or American history

The Suzan Rose Benedict Prize to a sophomore for excellence in mathematics

The Samuel Bowles Prize for the best paper on an anthropological subject

The Samuel Bowles Prize for the best paper in economics

The Samuel Bowles Prize for the best paper on a sociological subject

The Kathleen Bostwick Boyden Prize awarded to a member of the Service Organizations of Smith who has demonstrated the best initiative in her volunteer contributions to the Smith College community

The John Everett Brady Prize for excellence in the translation of Latin at sight; and for the best performance in the beginning Latin course

The Margaret Wemple Brigham Prize to a senior for excellence in the study of microbiology or immunology

The Amey Randall Brown Prize awarded for the best essay on a botanical subject

The Vera Lee Brown Prize for excellence in history to a senior majoring in history in regular course

The Yvonne Sarah Bernhardt Buerger Prize to the students who have made the most notable contribution to the dramatic activities of the college

The David C. Burres Memorial Law Prize to a senior or an alumna accepted at law school intending to practice law in the public interest

The C. Pauline Burt Prize to a senior majoring in chemistry or biochemistry who has an excellent record and who has shown high potential for further study in science

The James Gardner Buttrick Prize for the best essay in the field of religion and biblical literature

The Marilyn Knapp Campbell Prize to the student excelling in stage management

The Michele Cantarella Memorial "Dante Prize" to a Smith College senior for the best essay in Italian on any aspect of *The Divine Comedy* or Boccaccio's *The Decameron*

The Carlile Prize for the best original composition for carillon; and for the best transcription for carillon

The Esther Carpenter Biology Prize in general biology to a first-year woman graduate student

The Julia Harwood Caverno Prize for the best performance in the beginning Greek course

The Eleanor Cederstrom Prize for the best poem by an undergraduate written in traditional verse form

The Césaire Prize for excellence in an essay or other project in French by a junior or senior on campus

The Sidney S. Cohen Prize for outstanding work in the field of economics

The Susan Cohen '62 and Paula Deitz '59 Prize in Landscape Studies for excellence in a thesis, paper or project that examines the science, design or culture of the built environment

The Ethel Olin Corbin Prize to an undergraduate for the best original poem or informal essay in English

The CRC Press Introductory Chemistry Achievement Award in introductory chemistry

The Merle Curti Prize in history for the best piece of writing on any aspect of American civilization

The Dawes Prize for the best undergraduate work in political science

The Christine de Pizan Prize in Medieval Studies to a graduating senior major with the highest GPA in courses used to fulfill the requirements of the MED

The **Alice Hubbard Derby Prize** to a member of the junior or senior class for excellence in the translation of Greek at sight; and to a member of the junior or senior class for excellence in the study of Greek literature in the year in which the award is made

The **George E. Dimock Prize** for the best essay on a classical subject submitted by a Smith College undergraduate

The **Prize for Distinction in Education and Child Study** for a paper, research project, or other meaningful contribution to the field of Education and Child Study

The **Elizabeth Drew Prize** in the Department of English Language and Literature for the best fiction writing; for the best honors thesis; for the best first-year student essay on a literary subject; and for the best classroom essay

The **Mary Maples Dunn Prize** in East Asian Studies, awarded for an essay in a regular course in the Program in East Asian Studies

The **Hazel L. Edgerly Prize** to a senior honors history student for distinguished work in that subject

The **Constance Kambour Edwards Prize** to the student who has shown the most progress during the year in organ

The **Ruth Forbes Eliot Poetry Prize** for the best poem submitted by a first-year or sophomore

The **Samuel A. Eliot Jr./Julia Heflin Award** for distinguished directing in the theatre

The **Excellence in Biochemistry Prize** for a senior biochemistry major who has demonstrated excellence in biochemistry coursework and research with a high potential for advanced study in biochemistry

The **Settie Lehman Fatman Prize** for the best composition in music, in large form; and in small form

The **Heidi Fiore Prize** to a senior student of singing

The **Eleanor Flexner Prize** for the best piece of work by a Smith undergraduate using the Sophia Smith Collection or the Smith College Archives, or the Rare Book room, only if the work itself takes U.S. women as its subject

The **Harriet R. Foote Memorial Prize** for outstanding work in botany based on a paper, course work or other contribution to the plant sciences at Smith

The **Henry Lewis Foote Memorial Prize** for excellence in course work in biblical courses

The **Ford Motor Company Prize** for Sustainability to a student who has distinguished herself for her work in support of a sustainable environment

The **Clara French Prize** to a senior who has advanced furthest in the study of English language and literature

The **Helen Kate Furness Prize** for the best essay on a Shakespearean theme

The **Nancy Boyd Gardner Prize** for a single outstanding paper or other project by a Smithsonian intern during the current year for work related to the Smithsonian Internship Program

The **Ida Deck Haigh Memorial Prize** to a student of piano for distinguished achievement in performance and related musical disciplines

The **Sarah H. Hamilton Memorial Prize** awarded for an essay on music

The **Arthur Ellis Hamm Prize** awarded on the basis of the best first-year record

The **Elizabeth Wanning Harries Prize** to a graduating Ada Comstock Scholar who has shown academic distinction in the study of literature in any language

The **Vernon Harward Prize** awarded annually to the best student scholar of Chaucer

The **James T. and Ellen M. Hatfield Memorial Prize** for the best short story by a senior majoring in English

The **Hause-Scheffer Memorial Prize** for the senior chemistry major with the best record in that subject

The **Hellman Award** in Biochemistry for outstanding achievement in the second semester of biochemistry

The **Nancy Hellman Prize**, established in 2005, to the Smith engineering student who has made extraordinary contributions to the advancement of women in engineering

The **Ettie Chin Hong '36 Prize** to a senior majoring in East Asian languages and literatures with special consideration given to those who have demonstrated leadership and high academic achievement and seek to pursue a career in education and/or service to immigrant and needy communities

The **Iris Prize** is for the work of a graduating senior in film and media studies that shows excellence in a thesis, paper or other major project that is the result of substantial research, innovative thinking and creativity

The **Denis Johnston Playwriting Award** for the best play or musical written by an undergraduate at Amherst, Hampshire, Mount Holyoke or Smith colleges, or at the University of Massachusetts

The **Megan Hart Jones Studio Art Prize** for judged work in drawing, painting, sculpture, photography, graphic arts, printmaking or architecture

The **Barbara Jordan Award** to an African-American senior or alumna undertaking a career in law or public policy, after the example of Texas Congresswoman Barbara Jordan (1936–96)

The **Mary Augusta Jordan Prize**, an Alumnae Association Award, to a senior for the most original piece of literary work in prose or verse composed during her undergraduate course

The **Peggy Clark Kelley Award** in theatre for a student demonstrating exceptional achievement in lighting, costume or set design

The **LALS Prize** to a senior major for an outstanding paper, or visual or performance art from any LALS or Latin American or Latino/a Studies class

The **Florence Corliss Lamont Prize**, awarded for work in philosophy

The **Norma M. Leas, Class of 1930, Memorial Prize** to a graduating English major for excellence in written English

The **Phyllis Williams Lehmann Travel Award** to seniors majoring in the history of art to be put toward travel to further their studies, with preference given to students interested in study of art history, especially classical antiquity, at the graduate level

The **Ruth Alpern Leipziger Award** to an outstanding French major participating in the Smith Study Abroad Program in Paris

The **Clarice Lispector Student Prize for Portuguese** to a graduating SPB major or minor for the best senior essay or project in Portuguese and Brazilian Studies

The **Jill Cummins MacLean Prize** to a drama major for outstanding dramatic achievement with a comic touch in writing, acting or dance

The **Emogene Mahony Memorial Prize** for the best essay on a literary subject written by a first-year student; and the best honors thesis submitted to the Department of English Language and Literature

The **Emogene Mahony Memorial Prize** for proficiency at the organ

The **Jeanne McFarland Prize** for excellent work in the study of women and gender

The **John S. Mekeel Memorial Prize** to a senior for outstanding work in philosophy

The **Bert Mendelson Prize** to a sophomore for excellence in computer science; and to a senior majoring in computer science for excellence in that subject

The **Thomas Corwin Mendenhall Prize** for an essay evolving from any history course, excluding special studies, seminars and honors long papers

The **Samuel Michelman Memorial Prize**, given in his memory by his wife, to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the college

The **Middle East Studies Student Achievement Award** to a graduating major in MES who has the highest GPA

The **Mineralogical Society of America Undergraduate Award** for excellence in the field of mineralogy

The **Gabriela Mistral Student Prize for Spanish** to a graduating SPN major for the best senior essay or project in Spanish

The **Elizabeth Montagu Prize** for the best essay on a literary subject concerning women

The **Juliet Evans Nelson Award** to graduating seniors for their contributions to the Smith community and demonstrated commitment to campus life

The **Neuroscience Service Award** to a senior major on the basis of a submitted description of the activities of that student in neuroscience outreach or service to our community

The **Newman Association Prize** for outstanding leadership, dedication and service to the Newman Association at Smith College

The **Josephine Ott Prize**, established in 1992 by former students and friends, to a Smith junior participating in the Smith Study Abroad Program in Paris or Geneva for her commitment to the French language and European civilization

The **Adelaide Wilcox Bull Paganelli '30 Prize** awarded by the physics department to honor the contribution of Adelaide Paganelli '30, to a senior majoring in physics for exceptional achievement and service to the department

The **Arthur Shattuck Parsons Memorial Prize** to the student with the outstanding paper in sociological theory or its application

The **Adeline Devor Penberthy Memorial Prize**, established in 2002 by the Penberthy family, to an undergraduate engineering major for her academic excellence in engineering and outstanding contributions toward building a community of learners within the Picker Engineering Program

The **Ann Kirsten Pokora Prize** to a senior with a distinguished academic record in mathematics

The **Sarah Winter Pokora Prize** to a senior who has excelled in athletics and academics

The **Meg Quigley Prize** for the best paper in the Introduction to the Study of Women and Gender course

The **Judith Raskin Memorial Prize** for the outstanding senior voice student

The **Elizabeth Killian Roberts Prize** for the best drawing by an undergraduate

The **Mollie Rogers/Newman Association Prize** to a student who has demonstrated a dedication to humanity and a clear vision for translating that dedication into service that fosters peace and justice among people of diverse cultures

The **Rosenfeld Award in Organic Chemistry** for excellence in the first semester of organic chemistry

The **Rousseau Prize** for academic excellence is awarded annually to a Smith or non-Smith student participating in the Smith Study Abroad Program in Geneva. The prize was established in 2006 by the members of the Department of French Studies in honor of Denise Rochat.

The **Russian, East European and Eurasian Studies Prize in Scholarly Excellence** to a graduating senior with a REEES major on the basis of GPA coupled with a demonstrated enthusiasm for extra-curricular program activities and/or efforts for further study in Russian, East European, and Eurasian Studies

The **Marshall Schalk Prize** in the Department of Geosciences for achievements in geological research

The **Victoria Louise Schrager Prize** to a senior who has maintained a distinguished academic record and has also taken an important part in student activities

The **Schuster Van Dyne Prize** in Queer Studies, awarded annually by the Program for the Study of Women and Gender for excellent work in queer studies

The **Larry C. Selgelid Memorial Prize** for the greatest contribution to the Department of Economics by a Smith College senior

The **Donald H. Sheehan Memorial Prize** for outstanding work in American studies

The **Rita Singler Prize** for outstanding achievement in technical theatre

The **S. Mona Ghosh Sinha Prize** awarded by the South Asia concentration for the best academic paper written by a Smith undergraduate on a subject that concerns South Asia

The **Andrew C. Slater Prize** for excellence in debate; and for most improved debater

The **Denton M. Snyder Acting Prize** to a Smith senior who has demonstrated distinguished acting in the theatre

The **Deborah Sosland-Edelman Prize** to a senior for outstanding leadership in the Jewish community at Smith and valuable contribution to Smith College campus life

The **Gertrude Posner Spencer Prize** for excellence in writing nonfiction prose; and for excellence in writing fiction

The **Statistical and Data Sciences Research Prize** for the best senior research capstone or other project(s) supervised by the SDS or affiliated faculty

The **Nancy Cook Steeper '59 Prize** to a graduating senior who, through involvement with the Alumnae Association, has made a significant contribution to building connections between Smith alumnae and current students

The **Valeria Dean Burgess Stevens Prize** for excellent work in the study of women and gender

The **Subul Sunim Prize** awarded for the best academic paper written by a Smith or Five-College undergraduate for a class taken at Smith on a subject in the field of Buddhist studies

The **William Sentman Taylor Prize** for significant work in human values, a quest for truth, beauty and goodness in the arts and sciences

The **Rosemary Thomas Poetry Prize** for the best group of poems; and for the best individual poem

The **Tryon Prize** for Writing to a Smith undergraduate for a piece of writing related to art seen at the Smith College Museum of Art

The **Tryon Prize** for Art to a Smith undergraduate for installation, performance video, sound, digital, internet or interactive art

The **Ruth Dietrich Tuttle Prize** to encourage further study, travel or research in the areas of international relations, race relations or peace studies

The **Unity Award** of the Office of Multicultural Affairs to the student who has made an outstanding contribution toward promoting diversity and multiculturalism in the Smith College community

The **Anaclea C. Vezzetti Prize** to a senior for the best piece of writing in Italian on any aspect of the culture of Italy

The **Voltaire Prize** to a first-year student or sophomore at Smith College for an essay or other project in French that shows originality and engagement with her subject

The **Ernst Wallfisch Prize** to a student of music for outstanding talent, commitment and diligence

The **Frank A. Waterman Prize** to a senior who has done excellent work in physics

The **Ida B. Wells Prize for Distinguished Work in Africana Studies** to a senior for excellence in an essay or other project

The **Jochanan H. A. Wijnhoven Prize** for the best essay on a subject in the area of Jewish religious thought written for a course in the Department of Religion and Biblical Literature or in the Program for Jewish Studies

The **Rita Wilkins Award** to a senior who has volunteered all four years with a Community Service Organization community partner, demonstrating significant leadership and commitment to community service

The **Enid Silver Winslow '54 Prize in Art History** for the best student paper written in an art history course taught at Smith

Fellowships

Major International and Domestic Fellowships

Students with high academic achievement and strong community service or leadership experience are encouraged to apply for international and domestic fellowships through the college. The Fellowships Program administers a service for students applying for various fellowships.

The college supports at least eight graduate fellowships including six for university study: Rhodes (Oxford), Marshall (UK), Gates (Cambridge), Mitchell (Ireland and Northern Ireland), Churchill (STEM Cambridge), and NSF (National Science Foundation). The Fulbright is for yearlong research, study or teaching in one of about 160 countries. The DAAD (Germany) is for research or study.

There are other prestigious fellowships for which students apply in earlier undergraduate years, such as the Truman, Beinecke, Goldwater, Mellon Mays, Udall and Killam. Several opportunities exist to learn foreign languages abroad over the summer or to teach English overseas before and after graduation.

Fellowship information and application assistance for eligible candidates are available from the Fellowships Program in the Lazarus Center, Drew Hall. For preliminary information: www.smith.edu/fellowships/ and www.smith.edu/fulbright/

Fees, Expenses and Financial Aid

A Smith College education is a lifetime investment. It is also a financial challenge for many families. At Smith, we encourage all qualified students to apply for admission, regardless of family financial resources. Our students come from a variety of socioeconomic backgrounds. The Office of Student Financial Services has an experienced staff to assist students and parents in both the individual financial aid application process and the educational financing process in general. We work with families to help them manage the financial challenge in a variety of ways, through financial aid, loans and payment plan options.

Many Smith students receive financial assistance to pay for college expenses. Smith College participates in all the major federal and state student aid programs while funding a substantial institutional grant and scholarship program from its endowment.

We realize that financing a college education is a complex process, and we encourage applicants and their families to communicate directly with us. Our experienced educational financing staff in the Office of Student Financial Services is available to work with you. Inquiries may be made by calling 413-585-2530 between 8:30 a.m. and 4 p.m. weekdays; 10 a.m. to 4 p.m. on Wednesdays (Eastern time). Send email to SFS@smith.edu or visit their website at www.smith.edu/sfs/portal.

Your Student Account

Smith College considers the student to be responsible for ensuring that payments—whether from loans, grants, parents, or other third parties—are received in a timely manner. All student accounts are managed by the Office of Student Financial Services. Initial statements detailing semester fees are available online on or about July 15 and December 15. Email notifications will be sent to all students on or about the 15th of each month in which there is activity on the account. Students who wish to designate a parent or other third party to be notified of bills and to have the ability to make payments on their student account must set the designee up as an “authorized user” through their online account. *Important:* no paper bills are mailed.

The college’s comprehensive fees associated with the beginning of the semester are due and payable in full by specific deadline dates, well in advance of the beginning of classes. The payment deadline for fall is August 10. For spring, the payment deadline is January 10. Payment must be received by these dates to avoid late payment fees being assessed. Checks should be made payable to Smith College and include the student’s name and ID number on the front.

After any payment is due, monthly late payment fees, which are based on the outstanding balance remaining after any payment due date, will be assessed at the rate of \$1.25 on every \$100 (1.25 percent) that remains unpaid until the payment is received in full, on or before the next billing month in which the student is invoiced. If you have questions regarding any charges or credits on your bill, contact the Office of Student Financial Services.

In cases where students default on financial obligations, the student is responsible for paying the outstanding balance including all late payment fees, collection costs and any legal fees incurred by the college during the collection process. Transcripts and other academic records will not be released until all financial obligations to the college have been met.

IMPORTANT NOTE: Payments for each month’s bill must be received by the Office of Student Financial Services by the payment due date. If paying by mail, please allow at least five to seven business days for mail and processing time. If paying in person, payment should be made before 4 p.m. on the payment due date. Electronic ACH payments made through our online billing service are credited immediately.

The college expects the student to fulfill her financial responsibility and reserves the right to place limitations on the student for failure to do so. The consequences of nonpayment include possible loss of housing assignment, and prevention of: a) registration for future semester courses, b) receipt of academic transcripts, c) receipt of diploma at commencement, d) approval for a leave of absence or study-abroad program, and e) participation in leadership training opportunities. The college also reserves the right to have the student administratively withdrawn and may refer such account for collection in her name. Students and parents are welcome to contact the Office of Student Financial Services for assistance in meeting payment responsibilities.

Most credit balance refunds are issued on request, by direct deposit into the account the student has on file with the payroll office. Credit balances that result from a PLUS loan are generally issued to the parent borrower, unless that parent has authorized that refunds go to the student. With the student’s written release, credit balance refunds may be issued to the parent or the designee of the student.

Fees

2017–18 Comprehensive Fee (required institutional fees)

| | Fall Semester | Spring Semester | Total |
|------------------------|---------------|-----------------|----------|
| Tuition | \$24,880 | \$24,880 | \$49,760 |
| Room and Board* | 8,365 | 8,365 | 16,730 |
| Student activities fee | 142 | 142 | 284 |
| Comprehensive fee | \$33,387 | \$33,387 | \$66,774 |

* Room and board will be billed as a combined charge.

As part of her expenses, a student should be prepared to spend a minimum of \$800 per year on books and academic supplies. In addition, a student will incur additional expenses during the academic year that will vary according to her standard of living, personal needs, recreational activities and number of trips home.

| | |
|--|----------------------|
| Fee for Nonmatriculated Student | |
| Per credit | \$1,560 |
| Fees for Ada Comstock Scholars | |
| Application fee | \$60* |
| Transient Housing (per semester) | |
| Room only (weekday nights) | \$570 |
| Room and full meal plan (weekday nights) | \$1,180 |
| Tuition per semester | |
| 1–7 credits | (per credit) \$1,560 |
| 8–11 credits | \$12,480 |
| 12–15 credits | \$18,720 |
| 16 or more credits | \$24,880 |

*Waived if applying online.

Student Activities Fee
The \$284 student activities fee is split between the two semesters and is used to fund chartered student organizations on campus. The Student Government As-

sociation allocates the monies each year. Each spring, the Senate Finance Committee of the SGA proposes a budget that is voted on by the student body.

2017–18 Optional Fees

Student Medical Insurance—\$2,290

The \$2,290 Student Medical Insurance fee is split between the two semesters and covers the student from August 15 through the following August 14. January graduates are covered only through January 14 in their senior year. Massachusetts law requires that each student have comprehensive health insurance; Smith College offers a medical insurance plan through Gallagher Koster Insurance (www.gallagherstudent.com) for those students not otherwise insured. Details about the insurance are mailed during the summer. Students are automatically billed for this insurance unless they follow the waiver process outlined in the insurance mailing. Students must waive the insurance coverage by August 10 in order to avoid purchasing the annual Smith Plan. If a student is on leave on a Smith-approved program that is billed at home-school fees, a reduced charge may apply. For students who are admitted for spring semester, the charge will be \$1,332 for 2017–18.

Other Fees and Charges

Application for Admission—\$60

The application fee of \$60, which helps defray the cost of handling the paperwork and administrative review of applications, must accompany a paper version of the application. The fee is waived if applying online.

Enrollment Deposit—\$500

Upon admittance, a new student pays an enrollment deposit which serves to reserve her place in the class and a room if she will reside in campus housing. The \$300 representing a general deposit component is held until six months after the student graduates from the college. The \$300 is refunded only after deducting any unpaid fees or fines and is not refunded to a student who withdraws (including an admitted student who does not attend). The \$200 representing a room deposit component is credited \$100 in July toward fall semester charges and \$100 in December toward spring semester charges. For midyear transfer students, all \$200 is credited toward spring semester charges.

Fee for Musical Instruction—\$690 per semester (one-hour lesson per week)

Music fees are covered by the college for all declared minors and majors.

Students who receive need-based aid will receive a \$200 grant per semester toward the cost of performance lessons. In addition, all students registered for performance lessons can submit an application to the music department for scholarship aid (for those receiving need-based aid, these funds are in addition to the aforementioned \$200 grant).

Practice rooms are available to Smith College students with first preference given to those registered for music instruction. Other Five College students may apply to the chair of the music department for permission to use the facilities. Practice rooms may be available for use by other individuals in last order of preference upon successful application to the chair of the music department.

There is no charge for Five College students, faculty and staff for use of the practice rooms. For other individuals, the following fee will apply.

Use of a practice room, one hour daily \$25

Fee for Riding Classes—per semester

Adjacent to the Smith campus is Fox Meadow Farm, where riding lessons are available to all students at the college. Fox Meadow Farm will also board horses for students, at a cost of \$650 per month. Inquiries about boarding should be addressed to Sue Payne, c/o Smith College Riding Stables. The Smith intercollegiate riding team uses their facilities for practice and for horse shows. The fees listed below are per semester and are payable directly to Fox Meadow Farm when

a student registers for lessons each semester.

Two lessons per week \$630

Studio Art Courses—per semester

Certain materials and supplies are required for studio art courses and will be provided to each student. Students may require additional supplies as well and will be responsible for purchasing them directly. The expenses will vary from course to course and from student to student.

Required materials \$138

Additional supplies \$59

Chemistry Laboratory Course—\$25 per semester — plus breakage

Continuation Fee—\$60 per semester

Students on leave of absence or attending other institutions on exchange or junior year abroad programs will be assessed a continuation fee to maintain enrollment status at the college.

Overdue Balance Fee

Any balance outstanding for fall after August 10 or for spring after January 10 is considered overdue. Overdue balances will be assessed a late fee of \$1.25 per \$100 each month they remain outstanding.

Insufficient Funds Fee

If a payment is rejected due to insufficient funds, a charge of \$20 will be added to the student account.

Incorrect Account Number Fee

If an incorrect or invalid account number is entered into our TouchNet payment system when a payer is attempting to make a payment, a \$5 charge will be added to the student account.

Early Arrival Fee—\$36 per day

Late Registration Fee—\$36

Students who make registration changes after the registration period will be assessed a fee for each change.

Bed Removal Fee—\$100

Students who remove their beds from their campus rooms will be charged a bed removal fee.

Health/Fire/Safety Violation—\$5 per item

A minimum fine of \$5 per item will be charged for items left in public areas such as corridors, stairways or entrances. These items create a hazard and violate compliance with the Americans with Disabilities Act, as well as city and state building, fire and safety codes.

Institutional Refund Policy

A refund will be calculated if a student withdraws on or after the first day of classes but before the point when the college is considered to have earned all the tuition, room, board and mandatory fees (hereinafter called institutional charges) for which the student was charged. Credit balances remaining on any account will be refunded to the appropriate person or agency.

Adjustment of Institutional Charges and Institutional Aid

Any student who withdraws prior to the first day of classes will receive a 100 percent adjustment of institutional charges and insurance. All disbursed Title IV aid, institutional aid, state and other aid will be returned to the appropriate account by the college.

A student who withdraws after the first day of classes, but before the time when she will have completed 60 percent of the period of enrollment, will have her institutional charges and institutional aid adjusted based on the percentage of class attendance.

If a student should withdraw from an off-campus program, which is billed by Smith (for example: Study Abroad, Picker and Smithsonian Programs), the normal college refund policies apply as long as all payments can be recovered by the college. If payments made on behalf of the student to other entities cannot be recovered by the college, the student is responsible for unrecoverable costs.

Students who withdraw from study-abroad programs that are approved, but not administered by Smith College will have a proration of charges and aid based on the enrollment dates of the program, rather than those of Smith College. After the 60 percent point of the program term, the student is not entitled to a refund of charges and is also responsible for unrecoverable costs.

Students Receiving Title IV Federal Aid

Per federal regulations, a student earns her aid based on the period of time she remains enrolled. Unearned Title IV funds, other than Federal Work Study, must be returned to the appropriate federal agency. During the first 60 percent of the enrollment period, a student earns Title IV funds in direct proportion to the length of time she remains enrolled. A student who remains enrolled beyond the 60 percent point earns all the aid for the payment period. For example, if the period of enrollment is 100 days and the student completes 25 days, then she has earned 25 percent of her aid. The remainder of the aid must be returned to the appropriate federal agency.

Other Charges

If a student has not waived, or has accepted the medical insurance and withdraws from the college during the first 31 days of the period for which coverage is purchased, and she has not used the insurance, she will not be covered under the plan and a full credit of the premium will be made. Insured students withdrawing at or after 31 days will remain covered under the plan for the full period for which the premium has been paid and no refund will be made available.

Other charges, such as library fines, parking fines and infirmity charges are not adjusted upon the student's withdrawal.

Contractual Limitations

If Smith College's performance of its educational objectives, support services or lodging and food services is hampered or restrained on account of strikes, fire, shipping delays, acts of God, prohibition or restraint of governmental authority, or other similar causes beyond Smith College's control, Smith College shall not be liable to anyone, except to the extent of allowing in such cases a pro-rata reduction in fees or charges already paid to Smith College.

Payment Plans and Loan Options

Smith offers a variety of payment plan and loan options to assist you in successfully planning for timely payment of your college bill.

- Semester Plan
- Touch Net Payment Plan

Smith also honors parent and student loan options.

Details on loan options and the payment plan can be found on the Web at www.smith.edu/sfs.

Financial Aid

We welcome women from all economic backgrounds. No woman should hesitate to apply to Smith because of an inability to pay the entire cost of her education. We meet the full documented financial need of all admitted undergraduates who have met the published admission and financial aid deadlines. Awards are offered to applicants on the basis of need, and calculated according to established college and federal policies. An award is usually a combination of a grant, a loan and a campus job.

Smith College is committed to a financial aid policy that guarantees to meet the full financial need, as calculated by the college, of all admitted students who meet published deadlines. The college does operate under a need-sensitive admission policy that typically affects less than 6 percent of our applicant pool. Each applicant for admission is evaluated on the basis of her academic and personal qualities. However, the college may choose to consider a student's level of financial need when making the final admission decision. Applicants are advised to complete the financial aid process if they will need financial help to attend Smith. Entering first-year students who fail to apply for financial aid by the published deadlines will be ineligible to receive college-funded assistance until they have completed 64 credits earned at Smith. Transfer students and Ada Comstock Scholars who do not apply for financial aid by the published deadlines are eligible to apply after completing 32 credits earned at Smith. Students may apply for federal aid at any point during the academic year. International students (not U.S. citizens or permanent residents) who do not apply for aid prior to admission are not eligible to receive financial aid at any time during their tenure at Smith.

To enable the college to determine a student's need, a family completes both the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service PROFILE form, requesting that data be sent to Smith. Both forms are completed on-line. The FAFSA can be accessed at www.fafsa.ed.gov (Smith College code is 002209) and the PROFILE can be accessed at www.collegeboard.com (Smith College code is 3762).

Students must also complete the Smith Aid Application, available at www.smith.edu/sfs.

We also require a signed copy of the family's most recent federal tax returns, including all schedules and W-2's. Other forms and documents may be required, based on each family's circumstances. Once we receive a completed application, we review each student's file individually. We take into consideration the number of dependents, the number of family members in college, divorced parents and other special circumstances. For international applicants, the CSS Profile and an official income statement or income tax return are required to determine financial aid and eligibility.

Smith College recognizes the diversity of the modern family, and requires the submission of information regarding both legal or biological or adoptive parents, as well as spouses and domestic partners of each parent. Exceptions to this policy are made on a case-by-case basis. Please contact the Office of Student Financial Services for more information.

The college makes the final decision on the level of need and awards. Financial aid decisions to entering students are announced simultaneously with admission notifications. College policy limits the awards of Smith funds to the level of billed fees.

A student who is awarded aid at admission will have it renewed each year she attends according to her need, as calculated by the college, if she is in good academic standing. She and her family apply for aid annually with Smith College forms, FAFSA and PROFILE forms, and tax returns. The amount of aid may vary from year to year depending on changes in college fees and in the family's financial circumstances. The balance of loan, work and grant also changes, based on federal loan limits and college policy. Instructions for renewing aid are made available to all students in December. Traditional students (not Ada Com-

stock Scholars) are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period, except for special programs or in circumstances involving medical withdrawal.

Ada Comstock Scholars receiving financial aid are required to make satisfactory progress toward the degree in order to continue receiving aid—that is, completion of at least 75 percent of all credits attempted in any academic year. Progress is evaluated on a semester basis. Students not meeting this criterion are put on financial aid warning. Students may be required to appeal in writing to continue to receive federal financial aid and may become ineligible for aid if the probationary period exceeds one year.

Unless the administrative board decides that mitigating circumstances warrant an exception, no financial aid will be available to a student who is not making satisfactory progress toward the degree.

First-Year Applicants (U.S. Citizens, Permanent Residents, and Undocumented U.S. Residents)

Any student who needs or may need help in financing her education should apply for financial aid by the published deadlines, prior to admission. Students must not wait until they have been accepted for admission to apply for aid. Each student's file is carefully reviewed to determine eligibility for need-based aid. Since this is a detailed process, the college expects students to follow published application guidelines and to meet the appropriate application deadlines. Students and parents are encouraged to contact Student Financial Services via email at sfs@smith.edu or by phone (413-585-2530) with questions. Detailed information on the application process and deadlines is available on our website at www.smith.edu/sfs/portal.

The consequences of not applying for aid prior to being accepted for admission include a 64-credit waiting period before becoming eligible to receive college grant aid. This means that only federal, state and private assistance would be available for the first two years of undergraduate enrollment at Smith. The college will consider exceptions to this policy only if you experience and can document an unexpected family emergency. Please note that this policy does not pertain to students who, prior to admission to Smith, applied for but were not granted need-based financial aid.

If an entering student applied for but did not qualify for need-based aid in her first year, that student may reapply for aid in subsequent years. This is particularly important for families that experience changes in family circumstances such as a sibling entering college, reductions in parent income, divorce or separation, or unanticipated medical expenses. Students who want to apply for federal aid only have a modified application process. If there are major changes to the financial resources of the family, Student Financial Services will consider a new request for aid or a review of a previous denial at any time.

The college cannot assume responsibility for family unwillingness to contribute to college expenses. There are limited circumstances that qualify a student for consideration as an independent aid applicant. Women over the age of 24, orphans and wards of the court are always considered self-supporting for federal financial aid purposes. Students who meet the federal definition of independent status are not automatically considered independent by the college. Please contact SFS to discuss questions regarding this situation.

Transfer Students

Transfer students should follow the application procedures detailed on their specific financial aid applications. Transfer students who do not apply for aid by the published deadlines, prior to admission, cannot apply for college aid until they reach junior standing and complete at least 32 credits at Smith.

Ada Comstock Scholars

Women of nontraditional college age can apply to the Ada Comstock Scholars Program. Applicants for aid should complete a Free Application for Federal Stu-

dent Aid (FAFSA), the Ada Comstock Scholars program Application for Financial Aid and send us a signed copy of their most recent federal tax return, complete with all schedules and W-2's as well as their spouse or partner's complete tax return and W-2's.

An Ada Comstock Scholar who does not apply for aid by the published deadlines, prior to admission, cannot apply for institutional grant aid until she has completed 32 credits at Smith, although she may qualify for federal and state grants and loans before she has completed 32 credits. This policy does not apply to women who applied for, but were not granted, aid at the time of admission.

International Applicants

Smith College awards need-based aid to international non-U.S. citizens, both first-year and transfer applicants. There is a great deal of competition for these funds, and the level of support provided from the college ranges widely, depending on particular family circumstances. Aid is determined based on the information provided by the family on the CSS Profile, along with translated tax or income statements. International students not awarded financial aid prior to admission are not eligible to receive financial aid from the college at any time.

The application deadline is January 25.

Non-U.S. citizens eligible for aid have a family contribution calculated prior to admission. This family contribution will remain the same throughout the student's tenure at Smith. Any increases in tuition and fees not covered by the annual increased loan or work will be covered by an increase in the grant so that the calculated family contribution will remain the same each year. (Loan and campus job amounts, which are part of the total aid package, increase each year as part of standard college policy. For application deadlines and details, please check www.smith.edu/sfs.)

U.S. Citizens Living Outside the U.S.

Follow procedures for applicants residing in the United States. If your parents are living and earning income outside the United States and do not file U.S. tax returns, you should submit translated tax or income statements.

U.S. citizens and permanent residents must reapply for aid each year.

Policy for Review and Appeal of Need-Based Financial Aid Awards

A student has the right to request a review of her financial aid award. Domestic students must reapply for financial aid each year, and thus are automatically reviewed on an annual basis. International students are given a family contribution determination at the time of admission for their entire Smith career and thus are only eligible for a review at the time of admission.

Domestic Students

Domestic students may request a review of their financial aid awards at any time during their Smith careers if there has been a significant change in family circumstances since filing the application for financial aid or if the information on the original application was inaccurate.

International Students

International students seeking a financial aid adjustment after they have accepted an offer of admission must consult with Student Financial Services (SFS) to review the situation and discuss available options. The financial aid budget for international students is fully allocated each year as of the time of admission, therefore only very limited additional resources are made available to meet extraordinary circumstances. Serious consideration is only given when there has been a significant life-changing event. A life-changing event would include, but is not limited to, the death of a parent or enrollment of a sibling in a U.S. college or university. If you wish to appeal your financial aid award, please begin by contacting Student Financial Services.

Process

When a review is requested it is conducted by the SFS Review Committee. In most cases, their decision is final. When the issue under review would require an exception to policy, a student may request it be reviewed by the Financial Aid Appeals Committee. Instructions for submitting an appeal will be provided by the SFS staff to the student if a policy is at issue. All reviews from international students for increased grant or loan assistance are considered exceptions to policy and will be brought to the attention of the Financial Aid Appeals Committee.

The Financial Aid Appeals Committee is chaired by the dean of enrollment and includes one member of the faculty, the dean of students and a member of the finance office. The director of SFS is a nonvoting member of the Financial Aid Appeals Committee. The student must present her appeal in writing. The committee will consider the appeal as soon as possible. It normally takes one to two weeks for this committee to convene and review the appeal(s) in question. A decision will be given in writing to the student within 48 hours after the appeal is heard. The decision of the Appeals Committee is final in all cases.

Need-Based Financial Aid Awards

Financial aid awards are made up of loans, campus jobs and grants. A loan and job, both considered self-help, are usually the first components of an aid package, with any remaining need being met with grant aid.

Loans

Most students borrow through the Federal Direct Ford Loan Program. Some awards may also include a Smith College loan. Federal Perkins Loans are offered to students to the extent of available federal funding. Most parents are eligible to borrow under the Federal Parent Loan Program. Students who receive aid of any sort from federal funds are subject to the statutes governing such aid.

Campus Jobs

Student Financial Services administers campus jobs. All students may apply, but priority is given to those students (about one-half of our student body) who received campus job offers as part of their aid packages. First-year students may work an average of eight hours a week for 32 weeks, usually for Dining Services. Students in other classes may hold regular jobs averaging ten hours a week for 32 weeks. These monies are paid directly to each student as she earns them. They are intended primarily to cover personal expenses, but some students use part or all of their earnings toward required fees. Short-term jobs are open to all students. Additionally, a term-time internship program is administered by the Career Development Office. The college participates in the federally funded Work-Study Program, which funds a portion of the earnings of eligible students, some of them in nonprofit, community service positions and in the America Reads tutorial program. Smith College also provides a need-based employment program for those students eligible for need-based work, but not eligible for the federally subsidized Federal Work-Study Program.

No student, whether on federal work-study or not, is permitted to work more than the maximum 10-hours a week or one "full-time" position. First-year students may work a maximum of eight hours per week. Students receiving a stipend for such positions as STRIDE or HCA are not eligible for a second job. This policy attempts to offer all students an equal opportunity to work.

Grants

Grants are funds given to students with no requirement of repayment or work time in exchange. Most Smith College grants come from funds given for this purpose by alumnae and friends of the college and by foundations and corporations. Federal and state governments also provide assistance through need-based grants such as the Federal Pell Grant and state scholarships. Smith receives an allocation each year for Federal Supplemental Educational Opportunity Grants and for state-funded Gilbert Grants for Massachusetts residents.

Outside Aid

Outside Aid Awarded on the Basis of Student Merit or Parent Employment

Smith College recognizes your achievement in being awarded merit-based aid. Outside aid based on student merit or parent employment will first reduce or replace the self-help portion of your award (work-study and federal subsidized loan). If the outside aid exceeds the total self-help portion of your award, the aid can go toward a one-time computer purchase or toward the cost of the on-campus health insurance plan. If you do not purchase or have already purchased a computer, and if you do not accept the on-campus health insurance plan, or if your merit aid exceeds these costs, outside aid will replace Smith Grant on a dollar-for-dollar basis.

Note: GEARUP scholarships are considered within this category as outside scholarships.

Student Financial Services must be notified of all outside awards. If you notify SFS by June 1, the aid will be reflected in your official award and on your first bill. If you notify SFS after September 1, the outside aid may be used to reduce Smith Grant dollar for dollar.

State and Federal Grant Assistance

These awards reduce Smith Grant eligibility dollar for dollar. Educational benefits from state and federal agencies will reduce the self-help components of the award (loan and work). Need-based loans from state or outside agencies can be used to replace dollar for dollar either the suggested federal loan or the work study award. Amounts in excess of the self-help award will replace Smith Grant dollar for dollar.

Music Grants

Students who receive need-based aid will receive a \$200 grant per semester toward the cost of performance lessons. In addition, all students registered for performance lessons can submit an application to the music department for scholarship aid (for those receiving need-based aid, these funds are in addition to the aforementioned \$200 grant).

ROTC

Air Force ROTC is available at most colleges and universities in western Massachusetts, including Smith College. Air Force ROTC offers two-, three- and four-year enlistment scholarships to qualified new and continuing college students. For more information, call 413-545-2437, send email to afrotc@acad.umass.edu or visit www.umass.edu/afrotc.

Veterans Benefits

Please see our website, www.smith.edu/sfs for information on our treatment of veterans benefits. We proudly sponsor the Yellow Ribbon Program.

Merit-Based Financial Aid

Please see our website, www.smith.edu/sfs/portal for information on Smith's merit-based awards.

This information is accurate as of May, 2017. Please see our website for the most up-to-date information.

Admission

From the college's beginning, students at Smith have been challenged by rigorous academic standards and supported by rich resources and facilities to develop to their fullest potential and define their own terms of success. Admitting students who will thrive in the Smith environment remains the goal of our admission efforts. We seek students who will be productive members of the Smith community, who will be challenged by all that is offered here and who will challenge their faculty members and peers to sharpen their ideas and perspectives of the world.

Each year we enroll a first-year class of approximately 600 able, motivated, diverse students whose records show academic achievement, intellectual curiosity and potential for growth. Because our students come from 48 states and 73 countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission staff, considers each student in the light of the opportunities available to her. Included in the board's review are her secondary school record, the recommendations from her school, her essay and any other available information.

Smith College meets fully the documented financial need, as calculated by the college, of all admitted students. About 60 percent of our students receive some form of financial assistance through grants, loans and/or campus jobs. Further information about financial planning for a Smith education and about financial aid is available in the section on Fees, Expenses and Financial Aid.

Secondary School Preparation

There is no typical applicant to Smith and no typical academic program, but we strongly recommend that a student prepare for Smith by taking the strongest courses offered by her high school. Specifically this should include the following, at a minimum where possible:

- four years of English
- three years of a foreign language (or two years in each of two languages)
- three years of mathematics
- three years of lab science
- two years of history

Beyond meeting the normal minimum requirements, we expect each candidate to pursue in greater depth academic interests of special importance to her. Candidates who are interested in our engineering major should pursue coursework in calculus, biology, chemistry and physics.

Smith College will accept college-level work completed prior to matriculation as a degree student, provided that the relevant courses were completed at an accredited college or university and were not applied to the requirements for high school graduation. We also give credit for excellent performance in Advanced Placement, International Baccalaureate and equivalent foreign examinations. Please refer to the Academic Rules and Procedures section for further information regarding eligibility for and use of such credit.

Entrance Tests

SAT I or ACT scores are optional for U.S. citizens and U.S. permanent residents. Standardized tests (SAT I, ACT, TOEFL, IELTS or PTE as appropriate) are required for international citizens. SAT II subject tests are not required for any applicant. If a student wishes to submit a score or is required to do so, she should take the exams in her junior year to keep open the possibility of Early Decision. All examinations taken through December of the senior year are acceptable. The

results of examinations taken after December arrive too late for us to include them in the decision-making process.

Whether required or optional, scores must come directly from the testing agency or the secondary school transcript. The College Board code number for Smith College is 3762. The ACT code is 1894.

Applying for Admission

A student interested in Smith has three options for applying—Early Decision I, Early Decision II and Regular Decision. Visit www.smith.edu/admission for information about requirements and deadlines.

Early Decision

Early Decision I and II Plans are designed for students with strong qualifications who have selected Smith as their first choice. The plans differ from each other only in application deadline, recognizing that students may decide on their college preference at different times. In making an application to her first choice college, a candidate eliminates much of the anxiety, effort and cost of preparing several college applications. Candidates under this plan may initiate applications to other colleges, but may make an Early Decision application to one college only. It is important to note that if accepted under Early Decision, a candidate must withdraw all other college applications and may not make any further applications.

Applicants deferred in either Early Decision plan will be reconsidered in the spring, together with applicants in the Regular Decision Plan. Offers of admission are made with the understanding that the high school record continues to be of high quality through the senior year. If they have applied for financial aid by the published deadlines, candidates will be notified of financial aid decisions at the same time as the admission decision.

Regular Decision

The Regular Decision Plan is designed for students who wish to keep open several college options during the application process. Candidates may submit applications anytime before the January 15 deadline.

A student interested in Smith should apply using either the Common Application or the Coalition Application. Smith does not have a preference for one application over the other; both of these application types will receive equal consideration in our admission process. Please visit www.commonapp.org or www.coalitionforcollegeaccess.org for all required forms and instructions.

We realize that applying to college involves a lot of time-consuming paperwork for the applicant. It is work that we review carefully and thoroughly, and we suggest that applicants do not leave it to the last moment.

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Please refer to the Academic Rules and Procedures section for information governing eligibility for and use of Advanced Placement credit.

International Baccalaureate

The amount of credit will be determined as soon as an official copy of results has been sent to the registrar's office. Guidelines for use are comparable to those for Advanced Placement.

Interview

We recommend an interview for all candidates. For those who live or attend school within 200 miles of the college an on-campus interview is encouraged. Others should visit our website to obtain the name of an alumna interviewer in their area. The interview allows each candidate to become better acquainted with Smith and to exchange information with a member of the staff of the Office of Admission or a trained alumna volunteer.

Deferred Entrance

An admitted first-year, Ada Comstock Scholar or transfer applicant who has accepted Smith's offer and paid the required deposit may defer her entrance to work, travel or pursue a special interest if she makes this request in writing by June 1 to the dean of admission, who will review the request and notify the student within two weeks.

Deferred Entrance for Medical Reasons

An admitted first-year, Ada Comstock Scholar or transfer applicant who has accepted Smith's offer and paid the required deposit may request to postpone her entrance due to medical reasons if she makes this request in writing, explaining the nature of the medical problem, to the dean of admission prior to the first day of classes. At that time, the college will outline expectations for progress over the course of the year. A Board of Admission subcommittee will meet the following March to review the student's case. Readmission is not guaranteed.

Transfer Admission

A student may apply for transfer to Smith College in January or September after the completion of one or more semesters at another institution.

For January entrance, she must submit her application and send all credentials by November 15. The suggested filing date for September entrance is February 1, especially for students applying for financial aid. The application deadline is May 15. Letters from the financial aid office are mailed at the same time as admission letters.

We expect a transfer student to have a strong academic record and to be in good standing at the institution she is attending. We look particularly for evidence of achievement in college, although we also consider her secondary school record. Her program should correlate with the general Smith College requirements.

We require a candidate for the degree of bachelor of arts to spend at least two years in residence at Smith College in Northampton, during which time she normally completes 64 credits. A student may not transfer to the junior class and spend any part of the junior or senior year studying in off-campus programs.

International Students

We welcome applications from qualified international students and advise applicants to communicate with the Office of Admission at least one year in advance of their proposed entrance. The initial email or letter should include information about the student's complete academic background. If financial aid is needed, this fact should be made clear in the initial correspondence.

Visiting Year Programs

Smith College welcomes a number of guest students for a semester or a year of study. In the Visiting Student Program, students enrolled in accredited, four-year liberal arts colleges or universities in the United States may apply to spend all or part of their sophomore, junior or senior year at Smith.

International students may apply to spend one semester or a year at Smith under the International Visiting Program. Applicants must be in their final year of studies leading to university entrance in their own country or currently enrolled in a university program abroad. If accepted, candidates will be expected to present examination results—Baccalaureate, Abitur or GCSE, for example—before enrolling. Evidence of English fluency will be required of applicants whose first language is not English.

Applicants for visiting programs should complete the Common Application for Transfer students. All required forms and instructions for completing the application are available on the Common Application website. Applications must be completed by May 15 for September entrance and by November 15 for January entrance. Financial aid is not available for these programs.

Information and application material may be obtained by visiting www.smith.edu/admission or sending email to admission@smith.edu.

Readmission

See the Withdrawal and Readmission section.

Ada Comstock Scholars Program

The admission process for Ada Comstock Scholars is competitive. Particular emphasis is placed on academic achievement, an autobiographical essay and an exchange of information in the required interview. A candidate should schedule her interview appointment before submitting her application prior to the appropriate deadline, November 15 for January admission or February 1 for September admission. Interviews are usually conducted in person. Phone interviews can be arranged if distance is an issue. It is recommended that an applicant bring unofficial copies of her college transcripts to her interview appointment.

Ada Comstock Scholars are expected to have completed approximately 48 transferable liberal arts credits before matriculation at Smith. The average number of transfer credits for an admitted student is 52. Those students who offer little or no college-level work are advised to enroll elsewhere to fulfill this requirement before initiating the application process.

A candidate's status as an Ada Comstock Scholar must be designated at the time of application. Normally, an applicant admitted as a student of traditional age will not be permitted to change her class status to Ada Comstock Scholar until five years after she withdraws as a student of traditional age. A woman who meets the transfer credit guideline must apply as an Ada Comstock Scholar if she also meets the federal government's guidelines defining independent students:

- at least 24 years old by December 31 of the academic year in which they enter Smith
- a veteran
- responsible for dependent(s) other than a spouse

A brief description of the program can be found on page 14. Information about expenses and procedures for applying for financial aid can be found in the section entitled Fees, Expenses and Financial Aid. Inquiries in writing, by phone or by email may be addressed to the Office of Admission.

Academic Rules and Procedures

Requirements for the Degree

The requirements for the degree from Smith College are completion of 128 credits of academic work and satisfactory completion of a major. For graduation the minimum standard of performance is a cumulative average of 2.0 in all academic work and satisfactory completion (grade of C- or higher) of a writing intensive course in the first two semesters of enrollment.

Students earning a bachelor of arts degree must complete at least 64 credits outside the department or program of the major (56 credits for majors requiring the study of two foreign languages taught within a single department or program). The requirements for the bachelor of science degree in engineering are listed in the courses of study section under Engineering.

Candidates for the degree must complete at least four semesters of academic work, a minimum of 64 credits, in academic residence at Smith College in Northampton; two of these semesters must be completed during the junior or senior year. Courses taken through the Five College Interchange count toward the 64-credit academic residence requirement. A student on a Smith Study Abroad Program, the Jean Picker Semester-in-Washington Program or the Internship Program at the Smithsonian Institution is not in academic residence in Northampton.

Each student is responsible for knowing all regulations governing the curriculum and course registration and is responsible for planning a course of study in accordance with those regulations and the requirements for the degree.

Course Program

The normal course program for traditional-aged undergraduates consists of 16 credits taken in each of eight semesters at Smith. Only with the approval of the administrative board may a student complete her degree requirements in fewer or more than eight semesters. The minimum course program for a traditional-aged undergraduate in any semester is 12 credits. A traditional-aged student who is enrolled in fewer than 12 credits in any semester is required to withdraw at the end of that semester. The student must remain away from the college for at least one semester and then may request readmission for the following semester.

Approved summer session or interterm credit may be used to supplement a minimum 12-credit program or to make up a shortage of credits. Smith students may accrue a maximum of 12 summer session credits and 12 interterm credits at Smith or elsewhere toward their Smith degree. An overall maximum of 32 credits of combined summer, interterm, AP and prematriculation credits may be applied toward the degree.

A student enters her senior year after completing a maximum of six semesters and earning at least 96 Smith College or approved transfer credits. A student may not enter the senior year with fewer than 96 credits; exceptions require a petition to the administrative board prior to the student's return to campus for her final two semesters. A student in residence may carry no more than 24 credits per semester unless approved by the administrative board.

Admission to Courses

Instructors are not required to hold spaces for students who do not attend the first class meeting and may refuse admittance to students seeking to add courses who have not attended the first class meetings.

Permissions

Some courses require written permission of the instructor and/or chair of the department concerned before the course is elected.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor and the chair of the department in which the course is offered.

A student must petition the administrative board for permission to enter or drop a yearlong course with credit at midyear. The petition must be signed by the instructor of the course, the student's adviser and the chair of the department concerned before it is submitted to the class dean.

Seminars

Seminars are limited to 12 students and are open, by permission of the instructor, to juniors, seniors and graduate students only. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. If enrollment exceeds this number, the instructor will select the best-qualified candidates.

Special Studies

Permission of the instructor, the department chair and in some cases the department is required for the election of special studies. Special studies are open only to qualified sophomores, juniors and seniors. A maximum of 16 credits of special studies may be counted toward the degree.

The deadline for submission of the special studies application is the fifth day of classes in the semester. Normally students may not change the designated number of credits for a variable-credit special studies.

Auditing

A degree student at Smith or at the Five Colleges may audit a course on a regular basis if space is available and the permission of the instructor is obtained. An audit is not recorded on the transcript.

Auditing by Nonmatriculated Students

A nonmatriculated student who has earned a high school diploma and who wishes to audit a course may do so with the permission of the instructor and the registrar. An auditor must submit a completed registration form to the registrar's office by the end of the second week of classes. A fee will be charged and is determined by the type of course. Studio classes may not be audited except by permission of the art faculty following a written request to the department. Official records of audits are not maintained.

Course Registration

Early Registration

Eligible students are expected to participate in the early registration periods, normally scheduled in November and April. During the two-week early registration period, students may register for no more than 19 credits.

Adding and Dropping Courses

During the first 10 class days of a semester, a student may add or drop a course with the approval of the adviser and after consultation with the instructor. During this period, a student may register for up to 24 credits. Courses may be added online through BannerWeb during the first five class days only. From the 6th to the 10th day students may add courses with the permission of the instructor and adviser; from the 11th through the 15th day of class, a student may add a course with the permission of the instructor, the adviser and the class dean.

After the 10th day of classes a student may drop a course up to the end of the fifth week of the semester under the following conditions.

1. after discussion with the instructor;
2. with the approval of the adviser and the class dean; and
3. if, after dropping the course, she is enrolled in at least 12 credits. (This provision does not apply to Ada Comstock Scholars.)

After the end of the fifth week of the semester a student may not drop a course. However, on two and only two occasions during her years at the college—once during her first year; once during any subsequent year—a student may “free drop” a course at any time up to the end of the ninth week of classes, for any reason, without penalty. The drop form requires the signatures of the instructor, adviser and class dean.

All add and drop deadlines for half-semester courses are prorated according to the above schedule and are published online each semester at the registrar's office website.

A student should carefully consider the work load entailed in a seminar or course with limited enrollment before she enrolls. A student who wishes to drop a class of this nature should do so at the earliest possible moment so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

A course dropped for reasons of health after the fifth week of classes will be recorded on the transcript with a grade of “W,” unless the student has the option of a free drop.

A student registers for an interterm course in November, with the approval of her adviser. In January, a student may drop or add an interterm course within the published add/drop period. (Please see the registrar's office website for registration and add/drop deadlines.) Otherwise, the student who registers but does not attend will receive a “U” (unsatisfactory) for the course.

Regulations governing changes in enrollment for courses in the Five College Interchange may be more restrictive than the above. Instructions and deadlines for registration in Five College courses are published online by the registrar's office.

Fine for Late Registration

A student who has not registered for courses by the end of the first 10 days of classes will be fined \$35, payable at the time of registration. In addition, a fine of \$35 will be assessed for each approved petition to add or drop a course after the deadline. A student who has not registered by the end of the first four weeks of the semester will be administratively withdrawn.

Course Work and Class Attendance

Students are expected to attend all their scheduled classes. Any student who is unable, because of religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from such activities without prejudice and shall be given an opportunity to make them up.

Students are asked to introduce guests to the instructor of a class before the beginning of the class if there is an opportunity and at the end if there is not.

Absence does not relieve the student from responsibility for work required while she was absent. The instructor may require her to give evidence that she has done the work assigned. In courses in which the written examinations can test only a part of the work, the instructor may rule that a student who does not attend class with reasonable regularity has not presented evidence that she has done the work.

The due date for final papers in each semester can be no later than the end of the examination period. Instructors must specify the acceptable format, exact deadline and place of delivery for final papers. If a paper or other course work is mailed to an instructor, it must be sent by certified mail, return receipt requested, and the student must keep a paper copy. It is the student's responsibility to check that work submitted by email or fax has been received by the professor.

Deadlines and Extensions

Only the class dean may authorize an extension for any reason beyond the end of the final examination period. Such extensions, granted for reasons of illness, emergency or extenuating personal circumstances, will always be confirmed in writing with the faculty member, the registrar and the student. An individual faculty member, without authorization by the class dean, may grant extensions on work due during the semester through the last day of final exams.

Pre-Examination Period

The pre-examination study period, between the end of classes and the beginning of final examinations, is set aside for students to prepare for examinations. Therefore, the college does not schedule social, academic or cultural activities during this time. Deadlines for papers, take-home exams or other course work cannot be during the pre-examination study period.

Final Examinations

Most final exams at Smith are self-scheduled and administered by the registrar during predetermined periods. A student may choose in which period she wants to take each exam. Exams are picked up at distribution centers after showing a picture ID and must be returned to the same center no more than two hours and 20 minutes from the time they are received by the student. Extra time taken to write an exam is considered a violation of the Academic Honor Code and will be reported to the Academic Honor Board. A student who is late for an exam may write for the remaining time in the examination period but may not have additional time. Exams that involve slides, dictation or listening comprehension are scheduled by the registrar. Such examinations may be taken only at the scheduled time.

For information regarding illness during the examination period, call Health Services at extension 2800 for instructions. Students who become ill during an examination must report directly to Health Services.

Further details of the Academic Honor Code as they apply to examinations and class work are given in the Smith College Handbook (www.smith.edu/sao/handbook). Regulations of the faculty and the registrar regarding final examination procedures are published online at the registrar's office website prior to the final examination period.

No scheduled or self-scheduled examination may be taken outside the regular examination period without prior permission of the administrative board. Written requests must be made to the administrative board through the class dean (not to individual faculty members). Requests to take final examinations early will not be considered; therefore, travel plans must be made accordingly.

Five College Course Enrollments

Students planning to enroll in a course at Amherst, Hampshire and Mount Holyoke colleges or the University of Massachusetts may submit their requests online through BannerWeb. Five College course requests should be submitted during the period for advising and registration of courses for the coming semester. Course information is available online through the Five College online course guide or at the individual websites of the other four institutions. Free bus transportation to and from the institution is available for Five College students. Students in good standing are eligible to take a course at one of the other institutions: first-semester first-year students must obtain the permission of the class dean. Second-semester first-year students may take a course within the Five College system provided the student has earned a GPA of 3.0 or better in the first semester. A second-semester first-year student who wishes to enroll in two Five College courses needs permission from the first-year class dean. A traditional student must enroll in a minimum of 8 credits at Smith in any semester; an Ada Comstock scholar may take no more than half of her course program off campus. A student must register for an approved course at one of the other four institutions by the end of the interchange deadline (the first two weeks of the

semester). Students must adhere to the registration procedures and deadlines of their home institution.

A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office for review; however, Smith College does not accept all Five College courses for credit toward the Smith degree. Courses offered through their continuing education, extension or other nondegree programs are not part of the Five College Interchange. Students may not receive transfer credit for such courses completed while in residence at Smith College, but may receive transfer credit for those offered during interterm and summer.

Students taking a course at one of the other institutions are, in that course, subject to the academic regulations, including the calendar, grading option deadlines and academic honor system, of the host institution. Students taking Five College interchange courses will be awarded the credit value assigned by the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including those for attendance, academic honesty, grading options and deadlines for completing coursework and taking examinations. Students follow the registration add/drop deadlines of their home institution. Regulations governing changes in enrollment in Five College courses are published online at the beginning of each semester at the registrar's office website.

Academic Credit

Smith College complies with federal regulations defining a credit hour. Normally, a four-credit course involves 12 hours per week of academically engaged time over the course of the semester. Academically engaged time is generally three class or contact hours per week plus nine additional hours of academic work for the course per week. For courses carrying more or fewer than four credits, the Smith College expectation is three hours per week of academically engaged time per credit over the course of the semester.

Grading System

Grades are recorded by the registrar at the end of each semester. Grade reports are made available online through BannerWeb at that time.

Grades at Smith indicate the following:

| | | | |
|----|-------|----|---|
| A | (4.0) | C- | (1.7) |
| A- | (3.7) | D+ | (1.4) |
| B+ | (3.3) | D | (1.0) |
| B | (3.0) | D- | (0.7) |
| B- | (2.7) | E | (0.0) |
| C+ | (2.3) | S | satisfactory (C- or better) |
| C | (2.0) | U | unsatisfactory |
| | | X | official extension authorized by the class dean |
| | | M | unreported grade calculated as a failure |

Grades earned in Five College courses are recorded as submitted by the host institution. A Five College incomplete grade is equivalent to a failing grade and is calculated as such until a final grade is submitted. An incomplete grade will be converted to a failing grade on the student's official record if coursework is not completed by the end of the following semester.

Satisfactory/Unsatisfactory Option

Coursework in any one semester may be taken for a satisfactory (C- or better)/unsatisfactory grade, providing that:

1. the instructor approves the option;
2. the student declares the grading option for Smith courses by the end of the ninth week of classes. Students enrolled in Five College courses must declare the option at the host campus and follow the deadlines of that institution.

The fall deadline also applies to yearlong courses designated by a "D" in the course number. In yearlong courses designated by a "Y" students may elect a separate grading option for each semester. Students electing the satisfactory/unsatisfactory (S/U) option for both semesters of a yearlong course must do so each semester.

Within the 128 credits required for the degree, a maximum of 16 credits (Smith or other Five College) may be taken for the S/U grading option, regardless of how many graded credits students are enrolled in per semester. Some departments will not approve the S/U grading option for courses counting toward the major. Credits earned in courses with a mandatory S/U grading option are not counted toward the 16-credit limit.

S/U grades do not count in the grade point average.

An Ada Comstock Scholar or a transfer student may elect the S/U grading option for four credits out of every 32 that she takes at Smith College.

Repeating Courses

Effective in the fall 2017 semester, students may repeat for credit a course taken at Smith in which a grade of C or lower was earned. A maximum of two courses may be repeated during the student's period of enrollment. Permission of the student's liberal arts or major faculty adviser and the course instructor is required. A Smith course may be repeated at Smith only, not at another institution (including those in the Five College Interchange). A student repeating a course that was passed (a grade of D- or higher) and for which credit was earned will receive no additional course credit toward graduation. *All grades earned in courses, including any repeated courses, will appear and remain on the student's transcript.* Only the higher grade of a repeated course will be calculated into the term and cumulative GPAs, however.

It is the student's responsibility to register a repeated course properly with the registrar's office at the time of registration by submitting a completed course repeat authorization form. Topics and other courses that are noted as repeatable for credit in the course description or department/program catalog section are not subject to this policy, unless the student receives permission to repeat the same topic and meets all criteria above. Students should refer to the registrar's office website (www.smith.edu/about-smith/registrar/policies-guidelines) for the complete course repeat policy.

Performance Credits

Students are allowed to count a limited number of performance credits toward the Smith degree. The maximum number allowed is indicated in the Courses of Study section under the appropriate departments (dance, exercise and sport science, and music). Excess performance credits are included on the transcript but do not count toward the degree.

Shortage of Credits

A shortage of credits incurred by failing or dropping a course may be made up by an equivalent amount of work carried above the normal 16-credit program, or with approved summer session or interterm courses accepted for credit toward the Smith College degree. In the case of failure in a course or dropping a course for reasons of health, a shortage may be filled with a student's available Advanced Placement or other pre-matriculation credits. Any student with more than a two-credit shortage may be required to complete the shortage before returning for classes in a subsequent semester.

A student enters the senior year after completing a maximum of six semesters and earning at least 96 Smith College or approved transfer credits. A student may not enter her senior year with fewer than 96 credits; exceptions require a petition to the administrative board prior to the student's return to campus for her final two semesters. A student may not participate in a Smith-sponsored or affiliated Study Abroad or exchange program with a shortage of credit.

Transfer Credit

A student who attends another accredited college or university and requests credit toward a Smith College degree for the work done there:

1. should make her plans in accordance with the regulations concerning off-campus study and, in the case of seniors, in accordance with the regulations concerning academic residence;
2. should obtain, from the registrar's office, the guidelines for transferring credit. Official transcripts should be sent directly to the registrar from the other institution;
3. must, if approved to study abroad, have her program approved in advance by the Committee on Study Abroad.

Final evaluation of credit is made after receipt of the official transcript showing satisfactory completion of the program.

A student may not receive credit for work completed at another institution while in residence at Smith College, except for interterm courses and courses taken on the Five College interchange. Credit is not normally granted for online courses.

Transfer credit policies and guidelines are published online at the registrar's office website and are available in the office. Students may not transfer credit for academic work completed at an international institution while withdrawn from the college.

Summer Session Credit

Students may accrue a maximum of 12 approved summer session credits toward their Smith degree with an overall maximum of 32 credits of combined summer, interterm, AP and pre-matriculation credits. With the prior approval of the registrar, summer credit may be used to allow students to make up a shortage of credits or to undertake an accelerated course program. For transfer students and Ada Comstock Scholars, summer session credits completed prior to enrollment at Smith College are included in the 12-credit maximum.

Interterm Credit

The college may offer courses for credit during the interterm period. Such courses will carry one to four credits and will count toward the degree. The college will consider for-credit academic interterm courses taken at other institutions for transfer credit. The number of credits accepted for each interterm course (normally up to 3) will be determined by the registrar upon review of the credits assigned by the host institution. Any interterm course designated as 4 credits by a host institution must be reviewed by the class deans and the registrar to determine whether it merits an exception to the 3-credit limit. Students may accrue a maximum of 12 approved interterm credits at Smith or elsewhere toward their Smith degree with an overall maximum of 32 credits of combined summer, interterm, AP and prematriculation credits. Normally, students may not take more than 4 credits during any one interterm at Smith or elsewhere. For transfer students, interterm credits completed prior to enrollment at Smith College are included in the 12-credit maximum.

The interterm may also be a period of reading, research or concentrated study for both students and faculty. Faculty, students or staff may offer noncredit instruction or experimental projects in this period. Special conferences may be scheduled and field trips may be arranged at the discretion of individual members of the faculty. Libraries, the Center for Foreign Languages and Cultures, practice rooms and physical education facilities will remain open at the discretion of the departments concerned. This period also provides time for work in libraries, museums and laboratories at locations other than Smith College.

Students returning from a fall leave of absence or study elsewhere may participate in interterm, but are not guaranteed housing.

College Credit Earned Before Matriculation

Smith College will accept college credit with a grade of B- or better earned at an accredited college or university before matriculation as a first-year student. Such credit must be approved according to Smith College guidelines for transfer credit and submitted on an official college or university transcript. Such credits must be taken on the college or university campus with matriculated degree students and must be taught by a college or university professor. The course may not be listed on the high school transcript as counting toward high school graduation. Note that the restriction of 32 credits applied toward the Smith degree holds for any combination of Advanced Placement (AP) and/or college credit earned before matriculation. Prematriculation credits may be used in the same manner as AP credits toward the Smith degree and may not be used to fulfill the distribution requirements for Latin Honors. Summer credits earned before matriculation will be counted in the 12-credit limit of summer credit applicable to the Smith degree. For students entering the college in September 2012 or later, a maximum of one semester (16 credits) of AP, International Baccalaureate (IB), other diploma and prematriculation credit may be counted towards the degree.

Advanced Placement

Smith College participates in the Advanced Placement (AP) administered by the College Entrance Examination Board. AP credit may be used with the approval of the administrative board only (1) to make up a shortage of credits incurred through failure; (2) to make up a shortage of credit incurred as a result of dropping a course for reasons of health; or (3) to undertake an accelerated course program. AP credit may not be added to a student's record to make up for a failing grade received as a result of an Honor Board sanction.

Credits are recorded for scores of 4 or 5 on most AP examinations. The credits to be recorded for each examination are determined by the individual department. For students entering the college in September 2012 and later, a maximum of one semester (16 credits) of AP and other prematriculation credit may be counted toward the degree.

Students who complete courses that cover substantially the same material as those for which AP credit is recorded may not then apply that AP credit toward the degree requirements. The individual departments will determine what courses cover the same material.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements. No more than 8 credits will be granted toward the major in any one department.

AP credit may be used to count toward the 64 credits outside the major department or program but may not be used to fulfill the distribution requirements for Latin Honors.

International Baccalaureate and Other Diploma Programs

Credit may be awarded for the International Baccalaureate (IB) and some 13th-year programs outside the United States. The amount of credit is determined by the registrar upon review of the final results. Such credits may be used toward the Smith degree in the same manner as AP credits and may not be used to fulfill the distribution requirements for Latin Honors. For students entering the college in September 2012 or later, a maximum of one semester (16 credits) of AP, IB, other diploma and prematriculation credit may be counted toward the degree.

Academic Standing

A student is in good academic standing as long as she is matriculated at Smith and is considered by the administrative board to be making satisfactory progress toward the degree. The academic standing of all students is reviewed at the end of each semester.

Academic Probation

A student whose academic record is below 2.0, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her family and her academic adviser. Instructors of a student on probation may be asked to make academic reports to the class deans' offices during the period of probation. The administrative board will review a student's record at the end of the following semester to determine what action is appropriate. The administrative board may require such a student to change her course program, to complete summer study or to withdraw from the college. Any student on academic probation who is required by the Administrative Board to earn credit at another institution must earn a B- or better in each course in order for the course to transfer for credit at Smith.

In general, a student on probation is advised to take no more than 16 credits. She may not enroll in courses through the Five College interchange, and may not run for or hold elected or selected office, either campus wide or within her house. A student on probation is not considered to be in good academic standing, is not eligible to study abroad, and may not compete in intercollegiate athletics or club sports.

Standards for Satisfactory Progress

A student is not making satisfactory progress toward the degree if she remains on academic probation for more than two consecutive semesters. In addition (1) for students of traditional age, the record cannot have more than an eight-credit shortage for more than two consecutive semesters (2) for Ada Comstock Scholars, at least 75 percent of all credits attempted in any academic semester must be completed satisfactorily. Students not meeting this criterion may be placed on academic probation or required to withdraw; if students are receiving financial aid, they will be placed on financial aid warning and may become ineligible for financial aid if the probationary period exceeds one year. Further information is available from the class deans' office and the Office of Student Financial Services.

Absence from Classes

A student who is absent from classes for more than four weeks in any semester will not receive credit for the work of that semester and will be administratively withdrawn from the college.

Separation from the College

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the college by action of the administrative board, the honor board, the college judicial board or the dean of the college. There will be no refund for tuition or room fees.

Administrative Board

The administrative board administers the academic requirements defined by faculty legislation. In general, academic matters affecting students are referred to this board for action or recommendation. The board consists of the dean of the college (chair), the class deans, the dean of the Ada Comstock Scholars, the registrar and three faculty members appointed by the president.

Petitions for exceptions to academic regulations are submitted in writing to the administrative board through the class dean, with appropriate faculty approvals. The administrative board will reconsider a decision only if new information is presented.

The board has the authority to take action with respect to the academic performance of individual students, including the requirement that a student must leave the college.

Student Academic Grievances

The Smith College community has always been dedicated to the advancement of learning and the pursuit of truth under conditions of freedom, trust, mutual respect and individual integrity. The learning experience at Smith is rooted in the free exchange of ideas and concerns between faculty members and students. Students have the right to expect fair treatment and to be protected against any inappropriate exercise of faculty authority. Similarly, instructors have the right to expect that their rights and judgments will be respected by students and other faculty members.

When differences of opinion or misunderstanding about what constitutes fairness in requirements or procedures leads to conflict, it is hoped that these differences will be resolved directly by the individuals involved. When disputes cannot be resolved informally by the parties involved, procedures have been established to achieve formal resolution. These procedures are explained in detail in the Smith College Handbook (www.smith.edu/sao/handbook).

Privacy and the Age of Majority

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The college normally communicates directly with students in matters concerning grades, academic credit and standing.

In communications with parents concerning most matters, it is normally college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student, consistent with the federal Family Educational Rights and Privacy Act of 1974 (FERPA). At the request of the student, such information will be provided to parents and guardians. Students may authorize the release of information from their education records to their parents by completing the appropriate form at the registrar's office.

However, FERPA makes clear that information from the educational records of students who are dependents of their parents for Internal Revenue Service purposes *may* be disclosed to the parents without the student's prior consent. It is the policy of the college to notify both the dependent student and her parents in writing of probationary status, dismissal and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the registrar of the college in writing, with supporting evidence satisfactory to the college, by October 1 of each academic year.

Leaves, Withdrawal and Readmission

Off-Campus Study or Personal Leaves

A student who wishes to be away from the college for a semester or academic year must submit a request for approved off-campus study or personal leave. www.smith.edu/classdeans/guidelines_leaves.php

The request must be filed with the student's class dean by

- May 1 for a fall semester or academic year absence
- December 1 for a second semester absence.

Students in good academic standing who miss these deadlines and wish to go on leave may request a late leave through the class dean. Students are eligible for leave status for one year; after that a student must withdraw. Information about readmission procedures can be on the class deans' website.

Any student studying elsewhere, either abroad through the International Study Office or elsewhere in the United States, must file a request for approved off-campus study by the appropriate deadline.

Transfer students who apply 38 or fewer credits from their previous institution(s) to their Smith academic record may study abroad for a semester or a year; students who apply between 39 and 54 transfer credits to their Smith academic record may study abroad for one semester. In both instances, students must work with the registrar's office upon their return to campus to have their transfer credits adjusted. All students expecting to earn credit should have any course they wish to transfer preapproved by the registrar. The guidelines for transfer credit can be found at www.smith.edu/about-smith/registrar/transfer-credit

A student who wishes to earn credit elsewhere during either semester of her senior year must request approval by submitting a Senior Year Elsewhere form to the senior class dean that includes all the specific courses necessary for the completion of all major and minor requirements; and is endorsed by her adviser and the chair of her department.

An official transcript must be sent directly from the institution where credit is earned to the registrar at Smith College for transfer credit to be applied to a Smith record.

A student must be in good standing to be eligible to transfer credit to Smith.

Short-Term Leave for Special Circumstances—Mid-Semester

A student who is away from campus for an extended period of time during the semester (one to two weeks) may be placed on a short-term leave status by Health Services or by the class dean. Instructors will be notified of the student's status by the class deans office.

Any student placed on short-term leave by Health Services must receive clearance from Health Services before returning to campus. Health Services may require documentation from the student's health care provider before the student is eligible to return.

Every student placed on short-term leave for special circumstances by the dean must make an appointment with that appropriate class dean on her return in order to plan for the remainder of the semester.

Withdrawal Between Semesters

A student who plans to withdraw from the college should notify her class dean. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student's general deposit (\$100) is refunded. Official confirmation of the withdrawal will be sent to the student by the class dean.

Withdrawal During the Semester

Any student who decides to leave campus at any point for any reason and not finish her course work for the semester must withdraw. Official confirmation of the withdrawal will be sent to the student and her parents by the class dean.

The administrative board reviews the records of all student who withdraw during the semester from the college for any reason and may impose requirements on the student in order to be eligible to be considered for readmission.

When the student is ready to return she may request readmission through her class dean. Information and forms can be found at the class deans' website.

Should the withdrawal be due to

- difficulty in meeting academic expectations
- medical reasons
- concerns about the student's safety

the student will be expected to provide documentation of improved functioning when requesting readmission. Readiness to return may be demonstrated by

- engagement in sustained full time employment
- consistent volunteer work or
- study elsewhere at an accredited institution of higher learning in the United States.

The student will be asked to present a plan for progress towards the degree and completion of major requirements and when appropriate articulate a plan for self-care.

In the case of a withdrawal from the college for medical reasons, the director of health services (or the associate director when specified) will also request a full report from the student's health care provider and may also request documentation of improved functioning and a personal interview.

Clearance by the Health Services does not automatically guarantee readmission as the administrative board makes the final decision regarding readmission.

If the student leaves the college within the first five weeks of the semester, the administrative board may grant an additional semester upon the student's return in order to complete the degree. Normally, an additional semester is not granted if the student withdraws after the fifth week.

Required Medical Withdrawal

The director, the associate director of Health Services, or an Evaluation Committee convened by the dean of students may require a student to withdraw during the semester when the student's behavior or functioning is impaired to the degree that the student

- cannot meet academic milestones,
- poses a risk to herself or others
- cannot receive appropriate and necessary treatment at the college.

Further information on the policy on required medical withdrawal can be found at www.smith.edu/sao/handbook/policies/medleave.php.

Readmission

A withdrawn student who wishes to return to the college after an absence of fewer than six years must follow the readmission application process, as detailed on the class deans' website.

Readmission requests for return in September must be sent to the class deans' office before March 1; for readmission in January, before November 1.

The administrative board acts upon all requests for readmission and normally requires that the student meet or speak with the appropriate class dean to discuss her plans for completion of the degree.

The administrative board may also request that the student contact the director of Health Services before considering a readmission request.

Normally, students who have withdrawn from the college must be withdrawn for at least one full semester. A student who chooses a mid-semester withdrawal is required to be withdrawn for the entire subsequent semester.

A student who was formerly enrolled as a traditional student may not return as an Ada Comstock Scholar unless she has been away from the college for five years.

Students may not transfer credit for academic work completed at an international institution while withdrawn from the college.

A withdrawn student who wishes to return after an absence of 6 or more years must apply for admission through the Office of Admission. Information regarding application deadlines is available on the admission website. Such students are strongly encouraged to show evidence of recent successful completion of one semester of college-level coursework at an accredited institution. Potential candidates are strongly encouraged to make an appointment with the Office of Admission.

Additional Information

This chapter contains current information regarding Smith College's requirements, policies and procedures. For additional information, including updates, deadlines and required forms, consult the registrar's office and class deans office websites.

Graduate and Special Programs

Introduction

Smith College offers men and women graduate work leading to the degrees of master of arts in teaching, master of fine arts and master of science. The one-year post-baccalaureate program in mathematics is designed for women who need additional preparation before applying to graduate programs in mathematics. In special one-year programs, international students may qualify for a certificate of graduate studies or a diploma in American studies. In addition, master of arts and doctoral programs are offered in the School for Social Work. Each year more than 100 men and women pursue such advanced work.

Smith College is noted for its superb facilities, bucolic setting and distinguished faculty who are recognized for their scholarship and interest in teaching. Moreover, graduate students can expect to participate in small classes and receive personalized attention from instructors.

Most graduate courses, which are designated as 500-level courses in the course listings, are planned for graduate students who are degree candidates. The departments offering this work present a limited number of graduate seminars, advanced experimental work or special studies designed for graduate students. Graduate students may take advanced undergraduate courses, subject to availability and according to the provisions stated in the paragraphs describing the requirements for the graduate degrees. Departmental graduate advisers help graduate students individually to devise appropriate programs of study.

Admission

To enter a graduate degree program, a student must have a bachelor's degree or its equivalent, an undergraduate record of high caliber, and acceptance by the department concerned. Applicants who wish to be considered for financial aid must submit all required application materials by the deadline date for their programs of interest. (Refer also to the Financial Assistance section.) The deadline for fall entry for most programs is January 15 and spring entry November 1. If no financial aid is needed, most master's degree programs will accept late applications for fall until April 1. Exceptions: master of fine arts in dance, January 5, with no late applications and no spring admission; master of science in biological sciences, no late applications and no spring admission; master of arts in teaching, rolling admission beginning December 1 and ending May 1; and post-baccalaureate/mathematics, March 15 for fall, October 15 for spring.

Applicants must submit the materials listed on the application for admission, including the formal application form, the \$60 application fee, the official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution, and (in some cases) the Graduate Record Exam (GRE). Applicants from non-English-speaking countries must submit official results from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). International applicants from English-speaking countries must submit results from the Graduate Record Exam (GRE). All candidates must also submit a paper written in an advanced undergraduate course, except for MFA/playwriting candidates, who must submit one or more full-length scripts or their equivalent. Direct correspondence and questions to the Office of Graduate and Special Programs.

Smith College is committed to maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences.

Residence Requirements

Students who are registered for a graduate degree program at Smith College are considered to be in residence. A full-time graduate student takes a minimum course program of 12 credits per semester. A half-time student takes a minimum course program of eight credits per semester. With the approval of his or her academic adviser and the director of graduate and special programs, a student may take a maximum of 12 credits for degree credit at Amherst, Hampshire or Mount Holyoke colleges or the University of Massachusetts. No more than two courses (eight credits) will be accepted in transfer from outside of the Five Colleges. We strongly recommend that work for advanced degrees be continuous; if it is interrupted or undertaken on a part-time basis, an extended period is permitted, but all work for a master's degree normally must be completed within a period of four years. Exceptions to this policy will be considered by petition to the Administrative Board. During this period, a continuation fee of \$60 will be charged each semester during which a student is not enrolled at Smith College in course work toward the degree.

Leaves of Absence

A student who wishes to be away from the college for a semester or academic year for personal reasons may request a leave of absence. The request must be filed with the director of graduate and special programs by May 1 for a fall semester or academic-year leave; by December 1 for a second-semester leave. No leaves of absence will be approved after May 1 for the following fall semester or academic year and December 1 for the spring semester, and the student must withdraw from the college.

A leave of absence may not be extended beyond one full academic year, and a student who wants to be away from the college for more than one year must withdraw.

A student on a leave of absence is expected to adhere to the policies regarding such leaves. A student's tuition account must be in good standing or the leave of absence will be canceled.

Degree Programs

Grade requirements vary, depending on the program. The master of science in biological sciences, master of fine arts in dance, and master of fine arts in theater require that all work to be counted toward the degree (including the thesis) must receive grades of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Students in the master of science in exercise and sport studies are expected to maintain a grade point average of 3.0 or higher throughout the program, and the master of arts in teaching requires a student to have at least a 3.0 grade point average at the time of graduation in order to have earned the degree. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis. The requirements described below are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

Master of Science in Biological Sciences

The Department of Biological Sciences maintains an active graduate program leading to the master of science in biological sciences. The program of study emphasizes independent research supported by advanced course work. Candi-

dates are expected to demonstrate a strong background in the life sciences and a clear commitment to independent laboratory, field and/or theoretical research. The department offers opportunities for original work in a wide variety of fields, including animal behavior, biochemistry, cell and developmental biology, ecology, environmental science, evolutionary biology, genetics, marine biology, microbiology, molecular biology, neurobiology, plant sciences and physiology. Students pursuing the M.S. degree are required to participate in the Graduate Seminar (BIO 507) and are expected to undertake a course of study, designed in conjunction with their adviser, that will include appropriate courses both within and outside the department.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is equivalent to a two-semester, eight-credit course. A copy must be presented to the committee for deposit in the library. The thesis may be completed in absentia only by special permission of the department and of the director of graduate and special programs.

Master of Science in Exercise and Sport Studies

The graduate program in exercise and sport studies focuses on preparing coaches for women's intercollegiate teams. The curriculum blends theory courses in exercise and sport studies with hands-on coaching experience at the college level. By design, the program is a small one, with only 15 to 20 candidates in residence. This makes it possible for students to work independently with faculty and coaches. Smith has a history of excellence in academics and a wide-ranging intercollegiate program composed of 14 varsity sports. Entrance into the two-year program requires a strong undergraduate record and playing and/or coaching experience in the sport that a student will be coaching. Individuals who do not have undergraduate courses in exercise physiology and kinesiology should anticipate work beyond the normal 51 credits. For more information, contact the Department of Exercise and Sport Studies, Smith College, Northampton, MA 01063, 413-585-3971.

Master of Arts in Teaching

The program leading to the degree of master of arts in teaching is designed for students who are planning to teach in elementary, middle or high schools and those wishing to do advanced study in the field of education. The M.A.T. program combines study in the field of the student's academic interest; the specific teaching field for students preparing to teach at the secondary or middle school levels, broader liberal arts and sciences subjects for students preparing to teach at the elementary level; with experience in teaching and the study of education theory. The departments of biological sciences, chemistry, English, geosciences, government, history, mathematics and physics actively cooperate with the Department of Education and Child Study in administering the various graduate programs.

The Department of Education and Child Study uses a variety of schools and settings to provide opportunities for observation, service learning and classroom teaching experiences. These include the laboratory elementary school operated by the college, the public schools of Northampton and other area communities, as well as several private schools.

Students who follow the Master of Arts in Teaching program will, in the course of an intensive five-week summer session and a full-time academic year, be able to complete the state-approved program in teacher education enabling them to meet requirements for licensure in various states.

Admission prerequisites and course requirements vary depending upon the specific program; more detailed information may be obtained from the director of graduate and special programs.

Prospective candidates should have a superior undergraduate record and should present evidence of personal qualifications for effective teaching. Those interested in the M.A.T. in secondary or middle school teaching should also possess an appropriate concentration—normally a major—in the subject of the teaching field. Along with a resume, all applicants should submit a paper or

other piece of work that is illustrative of their writing. Applicants with teaching experience should include a letter of recommendation concerning their teaching. We invite interested students to visit www.smith.edu/educ/ to learn more about our program and to find application materials.

To qualify for a degree, the candidate must have at least a 3.0 grade average at the time of graduation. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis.

Master of Fine Arts in Dance

The Dance Department offers a two-year M.F.A. degree program. All graduate theory courses are taught for graduate students only. Choreography and performance are the focus of the course of study, with additional work in the history and literature of dance, scientific principles applied to the teaching and performance of dance, seminars and production. Required technique courses may be taken at Smith or in any of the colleges in the Five College Dance Department. All M.F.A. students are teaching fellows and teach the equivalent of three studio courses at the undergraduate level each year. To count toward the degree, all work must earn a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. The thesis includes a public presentation of original choreography along with supporting production elements.

An audition is required for entrance into the program. Interested students may consult the Smith and Five College Dance websites: www.smith.edu/dance and www.fivecolleges.edu/sites/dance, or contact the Dance Department directly: Dance Department, Smith College, Northampton, MA 01063; phone 413-585-3232.

Master of Fine Arts in Playwriting

This program, offered by the Department of Theatre, provides specialized training to candidates who have given evidence of professional promise in playwriting. The Department of Theatre places great emphasis on collaborative work among designers, performers, directors and writers, thus offering a unique opportunity for playwrights to have their work nurtured and supported by others who work with it at various levels.

Sixty-four credit hours, including a thesis, and two years of residence are required. In a two-year sequence, a student would have eight required courses in directing, advanced playwriting and dramatic literature and a total of eight electives at the 300 level or above, with the recommendation that half be in dramatic literature. Electives may be chosen from acting, directing and design/tech courses and from courses outside the department and within the Five Colleges. To count toward the degree, all work must receive a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum.

Interested students may consult the graduate adviser, Leonard Berkman, Department of Theatre, Smith College, Northampton, MA 01063; 413-585-3206; email: lberkman@smith.edu.

Master/Ph.D. of Social Work

The School for Social Work offers a master of social work (M.S.W.) degree, which focuses on clinical social work and puts a heavy emphasis on direct field work practice. The program stresses the integration of clinical theory and practice with an understanding of the social contexts in which people live. It also emphasizes an understanding of the social policies and organizational structure which influence our service delivery system. In addition, the school offers a doctoral program designed to prepare MSWs for leadership positions in clinical research, education and practice. It also has extensive postgraduate offerings through its Continuing Education Program. For more information on admission or program detail, call the School for Social Work Office of Admission at 413-585-7960 or email at sswadm@smith.edu. Information can also be found at the school's website at www.smith.edu/ssw.

Nondegree Studies

Certificate of Study

Under special circumstances we may award the Certificate of Study to international students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study at Smith College under the direction of a committee on graduate study. This program must include at least 24 credits completed with a grade point average of 2.7 or better. At least five courses should be above the intermediate level.

Diploma Program

This is a highly competitive, interdisciplinary program open only to international students of advanced undergraduate or graduate standing who are interested in one year of study and research at Smith College. Candidates should have a bachelor's degree or at least three years of university-level work or the equivalent in an approved foreign institution of higher learning, and must furnish satisfactory evidence of mastery of spoken and written English (TOEFL or IELTS). Applications must be submitted by January 15.

The program consists of a minimum of 24 credits, including American Society and Culture (a special seminar for Diploma students), a research project, and at least four courses in the student's areas of interest/specialization.

A cumulative grade point average of 3.0 must be maintained throughout the program.

Post-Baccalaureate Program: The Center for Women in Mathematics at Smith College

Supported by NSF Grant 0611020 and Smith College

The Post-Baccalaureate Program is for women strongly considering graduate school in the mathematical sciences but who did not major in mathematics or whose mathematics major was light. It provides an opportunity to study mathematics intensively at the advanced undergraduate level.

As part of the Center for Women in Mathematics, the program is nested in a mathematical community that is supportive, friendly, fun and serious about mathematics. The program builds the skills and confidence needed to continue to graduate school in the mathematical sciences. Each student has a faculty mentor. There are sessions on taking the GREs, applying to graduate school and surviving graduate school. Each student has the opportunity to join a research team supervised by a Smith faculty member.

The program is for one or two semesters. Admission is competitive but open to all women who have graduated from college with coursework in mathematics that includes some upper level mathematics (usually, at least Linear Algebra and Vector Calculus). Full tuition and a living stipend is available to U.S. citizens and permanent residents who are admitted to the program.

Requirements

Students must take at least 12 math credits each semester including math 300 and math 301. A Certificate of Completion is awarded to students who successfully complete two semesters including or placing out of at least one course in algebra, one in analysis, and one at the level of 310 or higher. Students failing to make satisfactory progress in one semester will not be funded for a second semester. Passing 12 mathematics credits with grades of B- or higher and continued serious interest in pursuing higher mathematics or statistics are necessary for satisfactory progress.

Applications and Contact Information

For more information, or to request application materials, please contact Ruth Haas, Department of Mathematics and Statistics, Smith College, Northampton, MA 01063, telephone: (413) 585-3872, email: math-chair@smith.edu

Financial Aid

Post-baccalaureate students (American citizens or permanent residents) are eligible for fellowships, which include full tuition and a stipend of \$12,500 for the academic year.

To apply

All applicants should include letters of recommendation from at least two mathematics professors, and a personal statement that describes how this program fits with the applicant's background and goals.

The deadline for September entrance is March 15. Late applications may be considered if space and funding are available. Spaces are sometimes available for January entrance. The deadline for consideration for January is October 15. Applications are processed through the Office of Graduate and Special Programs.

Nondegree Students

Well-qualified students who wish to take courses are required to file a nondegree student application along with an official undergraduate transcript showing their degree and date awarded. Applications can be obtained from the Graduate and Special Programs office. The application deadline is August 1 for the fall semester and December 1 for the spring semester. Tuition must be paid in full before a nondegree student is allowed to register. The permission of each course instructor is necessary at the time of registration, during the first week of classes each semester. Nondegree students are admitted and registered for only one semester and are not eligible for financial aid. Those wishing to take courses in subsequent semesters must reactivate their application each semester by the above deadlines.

Students who later wish to change their status to that of a part-time or full-time student working for a degree must apply for admission as a degree candidate. Credit for Smith course work taken as a nondegree student may count toward the degree with the approval of the department concerned.

Housing and Health Services

Housing

A very limited amount of graduate student housing is available on campus. Smith offers a cooperative graduate house with mostly single bedrooms and shared kitchen, living room, and bathrooms. Included is a room furnished with a bed, chest of drawers, desk and chair. Students provide their own board. For further details, send email to gradstdy@smith.edu.

For individuals wishing to check the local rental market, go to www.gazette-net.com/classifieds to find "Real Estate for Rent," www.umocss.org or www.craigslist.org. It is advisable to begin looking for housing as soon as you have decided to enroll.

Health Services

Graduate students, both full-time and part-time, are eligible to use Smith's health services and to participate in the Smith College health insurance program.

Finances

Tuition and Other Fees

| | |
|---|----------|
| Application fee | \$60 |
| Full tuition, for the year 16 credits or more per semester | \$49,760 |
| Part-time tuition | |
| Fee per credit | \$1,560 |
| M.A.T. summer session | \$2,500 |
| Continuation fee, per semester | \$60 |
| Room only for the academic year | \$8,400 |
| Health insurance estimate | |
| (Academic year) | \$2,192 |
| (June 15 through academic year) | \$2,509 |

Statements for semester fees are mailed in July and December from the Office of Student Financial Services. Payment of charges for the first semester is due in early August and for the second semester in early January.

Deposit

A general deposit of \$100 is required from each student upon admittance. This is a one-time deposit that will be refunded in October, or approximately six months following the student's last date of attendance, after deducting any unpaid charges or fees, provided that the graduate director has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the college for work or conduct deemed unsatisfactory. It is not refunded for new students in the case of withdrawal before entrance.

Refunds

Please refer to Institutional Refund Policy in the Fees, Expenses and Financial Aid section for full information on refunds.

Financial Assistance

Financial assistance for graduate students at Smith College consists of fellowships, tuition scholarships and federal loans. Students interested in applying for any type of financial aid should read this section carefully in its entirety; required materials and deadlines for application vary with the type of financial assistance requested.

All applicants for financial assistance (fellowships, scholarships) must complete their applications for admission by the program deadline (new applicants). Applicants interested in federal loans must submit the online FAFSA by February 15.

Fellowships

Teaching Fellowships: Teaching fellowships are available in the departments of biological sciences, exercise and sport studies, and dance. The amount of the stipend will depend on the length of the appointment and the nature of the assignment. Teaching fellows also receive assistance to reduce or eliminate tuition expenses.

Research Fellowships: Research fellowships are granted for work in various science departments as funds become available; stipends vary in accordance with the nature and length of the appointment. During the academic year, the research fellow usually carries a half-time graduate program.

The teaching and research fellowships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

The number of fellowships is limited, and all applicants are strongly urged also to apply for tuition scholarships and loans, as described below.

Scholarships

The college offers a number of tuition scholarships for graduate study. Amounts vary according to circumstances and funds available. An applicant for scholarship assistance must meet the deadline for submitting all materials for the admission application.

Loans

Loans are administered by Student Financial Services. Federal William D. Ford Direct Loans may be included in aid offered to graduate students on admission. Applicants for loans must meet all federal guidelines and must agree to begin monthly payments on loans soon after completion of their work at Smith College.

The FAFSA, Free Application for Federal Student Aid, is the only requirement to apply for federal student loans.

FAFSA data received by February 15 will be given top priority. The processing of later applications will be delayed.

Changes in Course Registration

During the first 10 class days (September in the first semester and February in the second semester), a student may drop or enter a course with the approval of the adviser.

From the 11th through the 15th day of class, a student may enter a course with the permission of the instructor, the adviser and the director of graduate programs.

After the 10th day of classes, a student may drop a course up to the end of the fifth week of the semester (October in the first semester and February in the second semester): 1) after consultation with the instructor; and 2) with the approval of the adviser and the director of graduate programs.

Instructions and deadlines for registration in Five College courses are distributed by the registrar's office.

Policy Regarding Completion of Required Course Work

A graduate student who is unable to complete required course work on time must submit to the director of graduate programs a written request for an extension before the end of the semester in which the grade is due. The request should include the reason the extension is needed and a specific date by which the student proposes to complete the work. The instructor of the course should also submit a statement in support of the extension. If the extension is granted, the work must be completed by the date agreed on by the director, instructor and student. No extensions may exceed one calendar year from the time of initial enrollment in the course. The initiative in arranging for the completion of course work rests with the student.

The Board of Trustees

Kathleen McCartney, President
Northampton, MA

Deborah L. Duncan '77
Chair of the Board
Tiburon, CA

Badriyyah Alsabah '17
Student Government Trustee
Cairo, Egypt

Neelum Amin '86
Chicago, IL

Deborah Keiko Reeves Berger '86
Honolulu, HI

Mattie Compton '72
Fort Worth, TX

Deborah DeCotis '74
New York, NY

Melissa Draper '77
Atherton, CA

Madeleine Morgan Fackler '80
New York, NY

Deborah Farrington '72
New York, NY

April Hoxie Foley '69
South Salem, NY

Steffanie Garrett '88
Alumnae Trustee
Chicago, IL

Daniel Goroff
New York, NY

Susan Greene '68
AASC President
Englewood, CO

Lisa Toner Heffernan '77
London, United Kingdom

Elizabeth Hoffman '68
Ames, IA

Peggy Liu '80
Hong Kong SAR

Marcia L. MacHarg '70
Frankfurt, Germany

Barbara Dodd Massey '63
Alumnae Trustee
New York, NY

Ann Mitchell '75
Alexandria, VA

Susan Molineaux '75
San Francisco, CA

Mohsen Mostafavi
Cambridge, MA

Camille O'Bryant '83
Alumnae Trustee
Atascadero, CA

Alison Overseth '80
New York, NY

Meghna Purkayastha '16
Student Government Trustee
San Francisco, CA

Patricia Friedman Ribakoff '80
Boston, MA

Sharmila Ghosh Sinha '88
New York, NY

Beverly Daniel Tatum
Atlanta, GA

Lois Thompson '66
Los Angeles, CA

Deborah Lindenauer Weinberg '81
Greenwich, CT

Elena Palladino, Secretary of the College and of the Board of Trustees

Faculty

Emeritae/i

Martha A. Ackelsberg

William R. Kenan, Jr., Professor Emerita of Government and Professor Emerita of the Study of Women and Gender (2014)

Kathryn Addelson

Mary Huggins Gamble Professor Emerita of Philosophy (2002)

Joan M. Afferica

L. Clark Seelye Professor Emerita of History (2003)

Mark Aldrich

Marilyn Carlson Nelson Professor Emeritus of Economics (2006)

Margaret Anderson

Professor Emerita of Biological Sciences (2013)

Frédérique Apffel-Marglin

Professor Emerita of Anthropology (2007)

Robert T. Averitt

Professor Emeritus of Economics (2003)

David Ball

Professor Emeritus of French Language and Literature and Comparative Literature (2002)

Merrie Bergmann

Associate Professor Emerita of Computer Science (2007)

Joan N. Berzoff

Professor Emerita of Social Work (2016)

Mary Ellen Birkett

Professor Emerita of French Studies (2013)

Peter Anthony Bloom

Grace Jarcho Ross 1933 Professor Emeritus of Humanities and Professor Emeritus of Music (2017)

Susan C. Bourque

Esther Booth Wiley 1934 Professor Emerita of Government (2015)

Ann Boutelle

Senior Lecturer Emerita in English Language and Literature (2012)

Joan Maxwell Bramwell

Professor Emerita of English Language and Literature (1992)

Richard Thomas Briggs

Professor Emeritus of Biological Sciences (2013)

Jane Bryden

Iva Dee Hiatt Professor Emerita of Music (2015)

Robert Buchele

Professor Emeritus of Economics (2015)

H. Robert Burger

Achilles Professor Emeritus of Geosciences (2011)

Carl John Burk

Elsie Damon Simonds Professor Emeritus of Biological Sciences (2007)

Lâle Burk

Senior Lecturer Emerita in Chemistry (2013)

David L. Burton

Associate Professor Emeritus of Social Work (2014)

James Joseph Callahan

Professor Emeritus of Mathematics and Statistics (2011)

Phyllis Joan Cassidy

Professor Emerita of Mathematics (1997)

Carol T. Christ

President Emerita (2013)

Alice Rodriguez Clemente

Professor Emerita of Spanish and Portuguese and of Comparative Literature (1996)

David Warren Cohen

Professor Emeritus of Mathematics and Statistics (2009)

John M. Connolly

Sophia Smith Professor Emeritus of Philosophy (2014)

Jill Ker Conway

President Emerita (1985)

H. Allen Curran

William R. Kenan, Jr., Professor Emeritus of Geology (2007)

Charles Cutler

Professor Emeritus of Spanish and Portuguese (2002)

Yvonne Daniel

Professor Emerita of Dance and Afro-American Studies (2004)

Marie-José Madeleine Delage

Professor Emerita of French Language and Literature (1998)

Gemze de Lappe

Artist in Residence Emerita, Dance Department (1992)

Andrée Demay

Professor Emerita of French Language and Literature (1985)

Thomas Sieger Derr, Jr.

Professor Emeritus of Religion and Biblical Literature (2003)

Donna Robinson Divine

Morningstar Professor Emerita of Jewish Studies and Professor Emerita of Government (2014)

Karl Paul Donfried

Elizabeth A. Woodson 1922 Professor Emeritus of Religion and Biblical Literature (2005)

Susan Donner

Professor Emerita of Social Work (2011)

Joyce Everett

Professor Emerita of Social Work (2017)

Kenneth Edward Fearn

Professor Emeritus of Music (2004)

Ann Arnett Ferguson

Associate Professor Emerita of Afro-American Studies (2005)

George Fleck

Professor Emeritus of Chemistry (2001)

Dean Scott Flower

Professor Emeritus of English Language and Literature (2017)

Sue Freeman

Professor Emerita of Education and Child Study (2011)

Paula J. Giddings

*Elizabeth A. Woodson Professor Emerita of
Africana Studies (2017)*

Myron Peretz Glazer

*Barbara Richmond 1940 Professor Emeritus in
the Social Sciences (Sociology) (2006)*

Steven Martin Goldstein

*Sophia Smith Professor Emeritus of Government
(2016)*

Philip Green

*Sophia Smith Professor Emeritus of Government
(1998)*

Justina Winston Gregory

*Sophia Smith Professor Emerita of Classical
Languages and Literatures (2017)*

Peter Nielsen Gregory

*Jill Ker Conway Professor Emeritus in Religion
and East Asian Studies and Professor Emeritus of
Religion (2014)*

Gertraud Gutzmann

Professor Emerita of German Studies (2008)

Ruth Haas

*Achilles Professor Emerita of Mathematics and
Statistics (2017)*

Robert Mitchell Haddad

*Sophia Smith Professor Emeritus of History and
Professor Emeritus of Religion and Biblical
Literature (1993)*

Mary Hall

*Professor Emerita of the Smith College School for
Social Work (2012)*

Elizabeth Wanning Harries

*Helen and Laura Shedd Professor Emerita of
Modern Languages (English and Comparative
Literature) (2008)*

Lois Ann Hartman

*Dean Emerita of the Smith College School for
Social Work and Elizabeth Marting Treubhaft
Professor Emerita of the Smith College School for
Social Work (1994)*

David Andrew Haskell

Professor Emeritus of Biological Sciences (1990)

W. Bruce Hawkins

Professor Emeritus of Physics (1992)

Susan Heideman

Professor Emerita of Art (2012)

John D. Hellweg

Professor Emeritus of Theatre (2007)

Elizabeth Erickson Hopkins

Professor Emerita of Anthropology (2007)

Caroline Houser

Professor Emerita of Art (2005)

Daniel Horowitz

*Mary Huggins Gamble Professor Emeritus and
Professor Emeritus of American History (2012)*

Helen Lefkowitz Horowitz

*Sydenham Clark Parsons Professor Emerita of
History and Professor Emerita of American
Studies (2010)*

Robert Ellis Hosmer, Jr.

*Senior Lecturer Emeritus in English Language
and Literature (2016)*

Jefferson Hunter

*Helen and Laura Shedd Professor Emeritus and
Professor Emeritus of English Language and
Literature (2014)*

Seymour William Itzkoff

*Professor Emeritus of Education and Child Study
(1998)*

Carolyn Jacobs

*Dean Emerita of the School for Social Work and
Elizabeth Marting Treubhaft Professor Emerita of
Social Work (2014)*

Monica Jakuc

*Elsie Irwin Sweeney Professor Emerita of Music
(2008)*

Ann Rosalind Jones

*Esther Cloudman Dunn Professor Emerita and
Professor Emerita of Comparative Literature
(2014)*

Lawrence Alexander Joseph

*Professor Emeritus of French Language and
Literature (2000)*

Jess J. Josephs

Professor Emeritus of Physics (1986)

Marina E. Kaplan

*Associate Professor Emerita of Spanish and
Portuguese and Latin American Studies (2008)*

Joan Hatch Lennox

Associate Professor Emerita of Sociology (1991)

Jaroslav Volodymyr Leshko

Professor Emeritus of Art (2003)

Robert G. Linck

Professor Emeritus of Chemistry (2017)

Lester K. Little

*Dwight W. Morrow Professor Emeritus of History
(2004)*

Thomas Hastings Lowry

Professor Emeritus of Chemistry (2000)

Maureen A. Mahoney

Dean of the College Emerita (2014)

Michael Marcotrigiano

*Professor Emeritus of Biological Sciences and
Director Emeritus of the Botanic Garden (2016)*

Alan Louis Marvelli

*Professor Emeritus of Education and Child Study
(2010)*

Chester J. Michalik

Professor Emeritus of Art (2005)

Dennis Miehls

Professor Emeritus of Social Work (2017)

Patricia Y. Miller

Associate Professor Emerita of Sociology (2009)

Francis Murphy

Professor Emeritus of English (1999)

Mary Murphy

*Senior Lecturer Emerita in Mathematics and
Statistics (2015)*

Howard Nenner

*Roe/Straut Professor Emeritus in the Humanities
(History) (2006)*

Catharine Newbury

*Gwendolen Carter Professor Emerita in African
Studies and Professor Emerita of Government
(2012)*

David Newbury

*Gwendolen Carter Chair in African Studies and
Professor Emeritus of History (2011)*

Caryl Miriam Newhof

*Professor Emerita of Exercise and Sport Studies
(1991)*

Gary Lewis Niswonger

Professor Emeritus of Art (2010)

Catherine H. Nye

Associate Professor Emerita of Social Work (2016)

Josephine Louise Ott

*Professor Emerita of French Language and
Literature (1992)*

Ronald Perera

Elsie Irwin Sweeney Professor Emeritus of Music (2002)

Malgorzata Pfabé

Sophia Smith Professor Emerita of Physics (2011)

Karen Pfeifer

Professor Emerita of Economics (2010)

Victoria E. V. Poletto

Senior Lecturer Emerita in Italian Language and Literature (2007)

Peter B. Pufall

Professor Emeritus of Psychology (2003)

Charles Eric Reeves

Professor Emeritus of English Language and Literature (2016)

Donald Baldwin Reutener, Jr.

Professor Emeritus of Psychology (2003)

Marilyn Martin Rhie

Jessie Wells Post Professor Emerita of Art and Professor Emerita of East Asian Studies (2016)

Thomas A. Riddell

Professor Emeritus of Economics (2012)

Charles Langner Robertson

Professor Emeritus of Government (1991)

Donald Leonard Robinson

Charles N. Clark Professor Emeritus of Government (2004)

Denise RoCHAT

Professor Emerita of French Studies (2007)

Thomas H. Rohlich

Professor Emeritus of East Asian Languages and Literatures (2015)

Peter I. Rose

Sophia Smith Professor Emeritus of Sociology and Anthropology (2003)

Peter Niles Rowe

Professor Emeritus of Government (1995)

James Sacré

Doris Silbert Professor Emeritus in the Humanities (French Language and Literature) (2002)

Neal E. Salisbury

Barbara Richmond 1940 Professor Emeritus in the Social Sciences (History) (2008)

Marilyn R. Schuster

Andrew W. Mellon Professor Emerita in the Humanities (Study of Women and Gender) (2015)

Helen E. Searing

Alice Pratt Brown Professor Emerita of Art (2000)

Sharon Cadman Seelig

Roe/Straut Professor Emerita in the Humanities (English Language and Literature) (2015)

Marjorie Lee Senechal

Louise Wolff Kahn Professor Emerita in Mathematics and History of Science and Technology (2007)

Christine M. Shelton

Professor Emerita of Exercise and Sport Studies (2017)

Richard Jonathan Sherr

Caroline L. Wall '27 Professor Emeritus of Music (2015)

Donald S. Siegel

Professor Emeritus of Exercise and Sport Studies (2014)

Ruth J. Simmons

President Emerita (2001)

Patricia L. Sipe

Associate Professor Emerita of Mathematics and Statistics (2016)

Harold Lawrence Skulsky

Mary Augusta Jordan Professor Emeritus of English Language and Literature (2004)

J. Diedrick Snoek

Professor Emeritus of Psychology (1994)

Ruth Ames Solie

Sophia Smith Professor Emerita of Music (2010)

Joachim W. Stieber

Professor Emeritus of History (2007)

Nicomedes Suárez-Araúz

Senior Lecturer Emeritus in Spanish and Portuguese (2007)

Stephen Tilley

Myra M. Sampson Professor Emeritus of Biological Sciences (2011)

Elizabeth Ann Tyrrell

Professor Emerita of Biological Sciences (1996)

Hans Rudolf Valet

Helen and Laura Shedd Professor Emeritus of German Studies and Professor Emeritus of Comparative Literature (2004)

Susan R. Van Dyne

Professor Emerita of the Study of Women and Gender (2015)

Frances Cooper Volkmann

Harold Edward and Elsa Siipola Israel Professor Emerita of Psychology (2000)

Susan Waltner

Professor Emerita of Dance (2011)

Donald Franklin Wheelock

Irwin and Pauline Alper Glass Professor Emeritus of Music (2010)

Brian White

Professor Emeritus of Geology (2001)

Richard White

Professor Emeritus of Astronomy (2002)

Richard P. Wilbur

Poet Emeritus (1986)

R. Jackson Wilson

Sydenham Clark Parsons Professor Emeritus of History (2001)

William P. Wittig

Professor Emeritus of Music (2003)

Catherine Woronzoff-Dashkoff

Senior Lecturer Emerita of Russian Language and Literature (2014)

Margaret Zelljadt

Professor Emerita of German Studies (2010)

Paul Zimet

Associate Professor Emeritus of Theatre (2007)

Ann Zulawski

Sydenham Clark Parsons Professor Emerita of History and of Latin American Studies (2015)

Professors

Elizabeth Armstrong

Professor of the Study of Women and Gender B.A. Pomona College; M.A., Ph.D. Brown University

Pau Atela

Professor of Mathematics and Statistics Licenciatura en Matemáticas, University of Barcelona; Ph.D. Boston University

Raphael Atlas*Professor of Music*

B.Mus. Oberlin College; M.Phil., Ph.D. Yale University

Maria Nemcová Banerjee*Professor of Comparative Literature*

Baccalauréat, Collège Marie de France, Montreal; M.A. Université de Montréal; Ph.D. Harvard University

Randall Bartlett*Professor of Economics*

A.B. Occidental College; M.A., Ph.D. Stanford University

Donald C. Baumer*Professor of Government*

B.A. Ohio University; M.A., Ph.D. Ohio State University

Giovanna T. Bellesia*Professor of Italian Studies*

Ph.D. University of North Carolina at Chapel Hill; Dottore in Lingue e Letterature Straniere, I.U.L.M., Milano

Leonard Berkman*Anne Hesselstine Hoyt Professor of Theatre*

B.A. Columbia College; M.F.A., D.F.A. Yale University

Nalini Bhushan*Professor of Philosophy*

B.A. Stella Maris College, Madras University; M.A., M.Phil. Madras Christian College, Madras University, India; Ph.D. University of Michigan

David Bickar*Professor of Chemistry*

B.A. Reed College; Ph.D. Duke University

Fletcher A. Blanchard*Professor of Psychology*

B.A. University of New Hampshire; Ph.D. University of Colorado

Rodger Blum*Professor of Dance*

M.F.A. University of California at Irvine

Anna Botta*Professor of Italian Studies and of Comparative Literature*

Laurea, Università di Torino; M.A., Ph.D. University of Pennsylvania

Nancy Mason Bradbury*Professor of English Language and Literature*

A.B. Smith College; M.A. Boston College; Ph.D. University of California, Berkeley

Scott A. Bradbury*Professor of Classical Languages and Literatures*

B.A. Amherst College; B.A., M.A. Corpus Christi College, Oxford University; Ph.D. University of California, Berkeley

John B. Brady*Mary Elizabeth Moses Professor of Geosciences*

A.B. Harvard College; M.S. University of California at Los Angeles; Ph.D. Harvard University

Barbara Brehm-Curtis*Professor of Exercise and Sport Studies*

B.A. Duke University; M.A., Ed.D. Columbia University

Brigitte Buettner*Louise Ines Doyle 1934 Professor of Art*

Maîtrise, Université de Paris-X Nanterre; Ph.D. Ecole des Hautes Etudes en Sciences Sociales, Paris

Mlada Bukovansky*Professor of Government*

B.A. Colorado College; M.A., Ph.D. Columbia University

A. Lee Burns*Professor of Art*

B.A., M.S., M.F.A. University of Iowa

Ginetta Candelario*Professor of Sociology and of Latin American Studies*

A.B. Smith College; M.A., Ph.D. City University of New York

Judith Cardell*Professor of Engineering and of Computer Science*

A.B., B.S., Cornell University; M.S., Ph.D. Massachusetts Institute of Technology

Floyd Cheung*Professor of English Language and Literature*

B.A. Whittier College; M.A., Ph.D. Tulane University

Marilyn Mei Ling Chin*Grace Hazard Conkling Writer-in-Residence*

B.A. University of Massachusetts Amherst; M.F.A. University of Iowa

J. Patrick Coby*Esther Booth Wiley 1934 Professor of Government*

B.A., M.A., Ph.D. University of Dallas

Rosetta Marantz Cohen*Sylvia Dlugasch Bauman Professor of Education and Child Study*

B.A. Yale University; M.F.A. Columbia University; M.Ed., Ed.D. Teachers College, Columbia University

Arda Collins*Grace Hazard Conkling Writer-in-Residence*

B.A. University of New Hampshire; M.F.A. University of Iowa; Ph.D. University of Denver

R. Craig Davis*Professor of English Language and Literature*

B.A. College of William and Mary; M.A. University of Wales; Ph.D. University of Virginia

Jill G. de Villiers*Professor of Philosophy and Sophia and Austin Smith Professor of Psychology*

B.Sc. Reading University, England; Ph.D. Harvard University

Peter A. de Villiers*Sophia and Austin Smith Professor of Psychology*

B.A. Rhodes University, South Africa; B.A. Oxford University; Ph.D. Harvard University

Patricia Marten DiBartolo*Caroline L. Wall '27 Professor of Psychology*

A.B. Smith College; M.A., Ph.D. State University of New York at Albany

Robert Dorit*Professor of Biological Sciences*

B.A., M.A. Stanford University; M.A., Ph.D. Harvard University

Eglal Doss-Quinby*Professor of French Studies*

B.A. State University of New York at Stony Brook; M.A., Ph.D. New York University

Lois C. Dubin*Professor of Religion*

D.C.S., B.A. McGill University; A.M., Ph.D. Harvard University

Lauren E. Duncan*Professor of Psychology*

B.A. University of Southern California, Los Angeles; M.A., Ph.D. University of Michigan, Ann Arbor

Nalini Easwar*Professor of Physics*

B.Sc., M.Sc. University of Bombay, India; M.S., Ph.D. University of Pittsburgh

Suzan Edwards*L. Clark Seelye Professor of Astronomy*

B.A. Dartmouth College; M.S., Ph.D. University of Hawaii

Glenn Ellis*Professor of Engineering*

B.S. Lehigh University; M.A., Ph.D. Princeton University

Karen Smith Emerson*Elsie Irwin Sweeney Professor of Music*

B.A. Luther College; M.M. University of Illinois

Susan Etheredge*Professor of Education and Child Study*

A.B., Ed.M. Smith College; Ed.D. University of Massachusetts Amherst

Susan Faludi*Jacobson Visiting Writer*

B.A. Harvard University

Richard Fantasia*Barbara Richmond 1940 Professor in the Social Sciences, Professor of Sociology*

B.S. Upsala College; M.S. State University of New York at Buffalo; Ph.D. University of Massachusetts Amherst

Gary Felder*Professor of Physics*

B.A. Oberlin College; Ph.D. Stanford University

Craig M. Felton*Professor of Art*

B.A. Saint Vincent College; M.A., Ph.D. University of Pittsburgh

Nathanael A. Fortune*Professor of Physics*

B.A. Swarthmore College; Ph.D. Boston University

Elliot Fratkin*Gwendolen Carter Professor of African Studies (Anthropology)*

B.A. University of Pennsylvania; M.Phil. University of London; Ph.D. Catholic University of America

Randy O. Frost*Harold Edward and Elsa Siipola Israel Professor of Psychology*

B.A., M.A., Ph.D. University of Kansas

Dawn Fulton*Professor of French Studies*

B.A. Yale University; Ph.D. Duke University

Martine Gantrel*Professor of French Studies*

Agréée de l'Université, Docteur de Troisième Cycle en Littérature Française, La Sorbonne, Paris, France

Velma Garcia*Professor of Government*

A.B. Smith College; M.A., M.Phil., Ph.D. Yale University

Daniel K. Gardner*Dwight W. Morrow Professor of History*

A.B. Princeton University; Ph.D. Harvard University

Jay L. Garfield*Doris Silbert Professor of Philosophy*

A.B. Oberlin College; M.A., Ph.D. University of Pittsburgh

Bosiljka Glumac*Professor of Geosciences*

B.Sc., University of Zagreb, Croatia; Ph.D. University of Tennessee at Knoxville

Howard Gold*Professor of Government*

B.A. McGill University; M.A., M.Phil., Ph.D. Yale University

Christophe Golé*Professor of Mathematics and Statistics*

B.A. Université Paris; M.A. University of California at Santa Cruz; Ph.D. Boston University

Michael Gorra*Mary Augusta Jordan Professor of English Language and Literature*

A.B. Amherst College; Ph.D. Stanford University

Jonathan Gosnell*Professor of French Studies*

B.A. Brown University; M.A., Ph.D. New York University

Kyriaki Gounaridou*Professor of Theatre*

B.F.A. Drama Conservatory of Thessaloniki, Greece; M.A. San Jose State College; Ph.D. University of California, Davis

Andrew Guswa*Professor of Engineering*

B.Sc. Princeton University; M.Sc., Ph.D. Stanford University

Deborah Haas-Wilson*Marilyn Carlson Nelson Professor of Economics*

B.A. University of Michigan; M.A., Ph.D. University of California, Berkeley

Ambreen Hai*Professor of English Language and Literature*

B.A. Wellesley College; M.A., M.Phil., Ph.D. Yale University

Andrea Hairston*Louise Wolff Kahn Professor of Theatre and Professor of Africana Studies*

A.B. Smith College; A.M. Brown University

Adam Hall*Professor of Biological Sciences*

B.A., M.A. University of Cambridge, U.K.; Ph.D. University of London, U.K.

Katherine Taylor Halvorsen*Professor of Mathematics and Statistics*

B.A. University of Michigan; M.Ed. Boston University; M.S. University of Washington; D.Sc. Harvard School of Public Health

Maria Estela Harretche*Professor of Spanish and Portuguese*

B.A. Taller de Investigaciones Dramaticas, La Plata (Argentina); M.A., Ph.D. University of California at Davis

Mary Harrington*Tippit Professor in the Life Sciences (Psychology)*

B.Sc. Pennsylvania State University; M.A. University of Toronto; Ph.D. Dalhousie University

Virginia Hayssen*Professor of Biological Sciences*

B.A. Pomona College; Ph.D. Cornell University

Alice Hearst*Professor of Government*

B.A. Idaho State University; M.A., Ph.D. Cornell University; J.D. University of Washington Law School

James M. Henle*Myra M. Sampson Professor of Mathematics and Statistics*

A.B. Dartmouth College; Ph.D. Massachusetts Institute of Technology

Steven Heydemann*Janet Wright Ketcham 1953 Professor in Middle East Studies*

A.B. University of Michigan; A.M., Ph.D. University of Chicago

Nicholas Howe*Professor of Computer Science*

A.B. Princeton University; M.S., Ph.D. Cornell University

Jamie Hubbard*Professor of Religion and Yeban Numata**Professor in Buddhist Studies and Jill Ker Conway Chair in Religion and East Asian Studies*
B.A. Webster University; M.A., Ph.D. University of Wisconsin**Maki Hirano Hubbard***Professor of East Asian Languages and Literature*

B.A. Waseda University, Tokyo; M.A., Ph.D. University of Wisconsin

Sam Intrator*Faculty Director of the Smith College Campus School and Professor of Education and Child Study*

B.A. State University of New York, Binghamton; M.A. Middlebury College; M.A., Ph.D. Stanford University

Elizabeth Jamieson*Professor of Chemistry*

A.B. Smith College; M.A., Ph.D. Massachusetts Institute of Technology

James H. Johnson*Professor of Exercise and Sport Studies*

B.S., M.S., Ph.D. Louisiana State University

Donald Joralemon*Professor of Anthropology*

B.A. Oberlin College; M.A., Ph.D. University of California at Los Angeles

Joel S. Kaminsky*Morningstar Professor of Jewish Studies and**Professor of Religion*

B.A. Miami University; M.A., Ph.D. University of Chicago Divinity School

Ellen Kaplan*Professor of Theatre*

B.A. State University of New York at Binghamton; M.F.A. University of North Carolina at Greensboro

Laura A. Katz*Elsie Damon Simonds Professor of Biological Sciences*

A.B. Harvard College; Ph.D. Cornell University

Roger T. Kaufman*Professor of Economics*

B.A. Williams College; Ph.D. Massachusetts Institute of Technology

Alexandra Keller*Professor of Film Studies*

B.A. Harvard University; Ph.D. New York University

Barbara A. Kellum*Professor of Art*

A.B., A.M. University of Southern California; A.M. University of Michigan; Ph.D. Harvard University

Gillian Kendall*Professor of English Language and Literature*

B.A., M.A. Stanford University; M.A., Ph.D. Harvard University

Niall Kirkwood*William Allan Neilson Professor (Engineering and Landscape Studies)*

B.A., B. Arch., University of Manchester; M.L.A. University of Pennsylvania; A.B. Harvard University; D.Sc. University of Ulster

Sabina Knight*Professor of Chinese and of Comparative Literature*

B.A. University of Wisconsin, Madison; M.A. University of California, Berkeley; M.A., Ph.D. University of Wisconsin, Madison

Jocelyne Kolb*Professor of German Studies*

A.B. Smith College; Ph.D. Yale University

Dana Leibsohn*Priscilla Paine Van der Poel Professor of Art*

B.A. Bryn Mawr College; M.A. University of Colorado; Ph.D. University of California, Los Angeles

Marc Lendler*Professor of Government*

B.A. Antioch College; Ph.D. Yale University

Ann Leone*Professor of French Studies and of Landscape Studies*

A.B. Smith College; M.A., Ph.D. Brown University

Susan Levin*Roe/Straut Professor in the Humanities and**Professor of Philosophy*

B.A. Pomona College; Ph.D. Stanford University

Richard Lim*Professor of History*

A.B. University of California, Berkeley; M.A., Ph.D. Princeton University

James Lowenthal*Professor of Astronomy*

B.S. Yale College; Ph.D. University of Arizona

Mahnaz Mahdavi*Professor of Economics*

B.A. of finance. N.I.O.C. College of Accounting and Finance; M.A. Eastern Michigan University; Ph.D. University of Michigan, Ann Arbor

Kathleen McCartney*President and Professor of Psychology*

B.S. Tufts University; M.S., Ph.D. Yale University

Joseph George McVeigh*Professor of German Studies*

B.A. La Salle College; M.A., Ph.D. University of Pennsylvania

Robert B. Merritt*Professor of Biological Sciences*

B.A., Ph.D. University of Kansas

Borjana Mikic*Rosemary Bradford Hewlett 1940 Professor of Engineering*

B.S., M.A., Ph.D. Stanford University

James Miller*Professor of Economics*

B.A. Wesleyan University; M.A. Yale University; Ph.D. University of Chicago; J.D. Stanford University

Naomi J. Miller*Professor of English Language and Literature*

A.B. Princeton University; A.M., Ph.D. Harvard University

Richard Millington*Helen and Laura Shedd Professor of English Language and Literature*

A.B. Harvard College; M.A., M.Phil., Ph.D. Yale University

Lenelle Moise*Lucille Geier Lakes Writer-in-Residence*

B.A. Ithaca College; M.F.A. Smith College

John Moore*Professor of Art*

A.B. Cornell University; A.M., Ph.D. Harvard University

Barry Moser*Irwin and Pauline Alper Glass Professor, Art*

B.S. University of Chattanooga

Albert Mosley*Professor of Philosophy*

B.S., Ph.D. University of Wisconsin, Madison

Suleiman Ali Mourad*Professor of Religion*

B.S., B.A., M.A. American University of Beirut; M.Phil., Ph.D. Yale University

Robert M. Newton*Professor of Geosciences*

B.A. University of New Hampshire; M.A. State University of New York at Binghamton; Ph.D. University of Massachusetts

Jessica F. Nicoll*Director and Louise Ines Doyle 1934 Chief**Curator of the Smith College Museum of Art*
A.B. Smith College; M.A. University of Delaware**Amy Nutt***Lucille Geier Lakes Writer-in-Residence*

B.A. Smith College; M.Phil. Massachusetts Institute of Technology; M.Sc. Columbia University

Richard Francis Olivo*Professor of Biological Sciences*

A.B. Columbia University; A.M., Ph.D. Harvard University

William Allan Oram*Helen Means Professor of English Language and Literature*

B.A. Yale College; B.A. Merton College, Oxford; Ph.D. Yale University

Joseph O'Rourke

Spencer T. and Ann W. Olin Professor of Computer Science and Professor of Mathematics and Statistics
B.S. St. Joseph's University; M.S., Ph.D. University of Pennsylvania

Roisin O'Sullivan

Professor of Economics
M.A. Ohio State University; M.S. National University of Ireland, Galway; Ph.D. Ohio State University

Ruth Ozeki

Professor of English Language and Literature
B.A. Smith College

Thalia Alexandra Pandiri

Professor of Classical Languages and Literatures and of Comparative Literature
A.B. City College of New York; A.M., Ph.D. Columbia University

Douglas Lane Patey

Sophia Smith Professor of English Language and Literature
A.B. Hamilton College; M.A. (Philosophy), M.A. (English), Ph.D. University of Virginia

Philip K. Peake

Professor of Psychology
B.A. Carleton College; Ph.D. Stanford University

Cornelia Pearsall

Professor of English Language and Literature
B.A., M.A., Ph.D. Yale University

Paulette Peckol

Louise Harrington Professor of Biological Sciences
B.A. Wittenberg University; Ph.D. Duke University

Bill E. Peterson

Professor of Psychology; Associate Provost and Dean for Academic Development
B.A. University of California, Berkeley; M.A., Ph.D. University of Michigan

Joel Pitchon

Professor of Music
B.Mus., M.Mus. The Julliard School

Dwight Pogue

Professor of Art
B.F.A., M.S. Kansas State College; M.F.A. University of Oklahoma

Nnamdi Pole

Professor of Psychology
B.A. Rutgers University; M.A., Ph.D. University of California, Berkeley

Alfonso Procaccini

Professor of Italian Studies
B.A. Rider College; M.A. Middlebury College; Ph.D. Johns Hopkins University

Marsha Kline Pruett

Maconda Brown O'Connor Professor, Smith College School for Social Work, and Adjunct Professor of Psychology
B.A., M.S. University of Pennsylvania; Ph.D. University of California, Berkeley; M.S.L., Yale School of Law

Kevin E. Quashie

Professor of Africana Studies
B.A. Florida International University; M.A. Bowling Green State University; M.A., Ph.D. Arizona State University

Kate Queeney

Professor of Chemistry
B.A. Williams College; Ph.D. Harvard University

Amy Larson Rhodes

Professor of Geosciences
A.B. Smith College; M.S., Ph.D. Dartmouth College

Andy Rotman

Professor of Religion
B.A. Columbia University; Ph.D. University of Chicago

Katherine Anandi Rowe

Provost and Dean of the Faculty and Sophia Smith Professor of English Language and Literature
B.A. Carleton College; M.A., Ph.D. Harvard University

Alan N. Rudnitsky

Professor of Education and Child Study
B.S. Drexel University; M.Ed. University of Massachusetts Amherst; Ph.D. Cornell University

Russ Rymer

Jacobson Visiting Nonfiction Writer
B.A. University of North Carolina at Chapel Hill

Margaret Sarkissian

Professor of Music
B.Mus. King's College, University of London; M.M., Ph.D. University of Illinois at Urbana-Champaign

Elizabeth Savoca

Professor of Economics
B.A. Douglass College of Rutgers University; M.A., Ph.D. University of California, Berkeley

Stylianios P. Scordilis

Professor of Biological Sciences
A.B. Princeton University; Ph.D. State University of New York at Albany

Kevin Shea

Professor of Chemistry
B.Sc. Worcester Polytechnic Institute; Ph.D. Massachusetts Institute of Technology

Vera Shevzov

Professor of Religion
B.A., M.Phil. Yale University; M.Div. St. Vladimir's Orthodox Theological Seminary; Ph.D. Yale University

Nancy J. Shumate

Professor of Classical Languages and Literatures
B.A. Indiana University; M.A., Ph.D. Harvard University

Catherine H. Smith

Professor of Theatre
A.B. Smith College; M.A. University of Virginia; M.F.A. University of Texas

L. David Smith

Professor of Biological Sciences
B.A. University of Virginia; M.S. University of South Carolina; Ph.D. University of Maryland

Elizabeth V. Spelman

Barbara Richmond 1940 Professor in the Humanities, Professor of Philosophy
B.A. Wellesley College; Ph.D. Johns Hopkins University

Charles P. Staelin

Professor of Economics
B.A., M.S., Ph.D. University of Michigan

Marc W. Steinberg

Sydenham Clark Parsons Professor of Sociology
A.B., M.A. The Johns Hopkins University; Ph.D. University of Michigan

Nancy Saporta Sternbach

Professor of Spanish and Portuguese
B.A. University of Wisconsin; M.A. Middlebury College, Madrid; Ph.D. University of Arizona

Ileana Streinu

Charles N. Clark Professor of Computer Science
Ph.D. Rutgers University

Cristina Suarez

Professor of Chemistry
B.S., Ph.D. University of California at Davis

Mihoko Suzuki

Ruth and Clarence Kennedy Professor in Renaissance Studies (English)
A.B. Cornell University; Ph.D. Yale University

Dominique F. Thiébaud

Professor of Computer Science
Diplôme d'Etudes Universitaires Générales (DEUG), Université Pierre et Marie Curie, Paris VI, France; Maîtrise ès Sciences, Institut d'Informatique, Université Pierre et Marie Curie; M.S., Ph.D. University of Massachusetts

Michael Thurston

William R. Kenan, Jr. Professor of English Language and Literature
B.A. University of North Texas; A.M., Ph.D. University of Illinois, Urbana-Champaign

Janie Vanpée

Professor of French Studies
A.B. Smith College; M.Phil., Ph.D. Yale University

Hélène Visentin

Professor of French Studies
B.A., M.A. Université de Montréal; Docteur de L'Université de Paris-Sorbonne

Susan Voss

Professor of Engineering
B.S. Brown University; M.S., Ph.D. Massachusetts Institute of Technology

Steve Waksman

Sylvia Dlugasch Bauman Professor of American Studies and Professor of Music
B.A. University of California, Berkeley; M.A. University of North Carolina, Chapel Hill; Ph.D. University of Minnesota

Doreen A. Weinberger

Professor of Physics
B.A. Mount Holyoke College; Ph.D. University of Arizona

Gregory White

Mary Huggins Gamble Professor of Government and Elizabeth Mugar Eveillard '69 Faculty Director of the Lewis Global Studies Center
A.B. Lafayette College; M.A. University of Delaware; M.A., Ph.D. University of Wisconsin, Madison

Christine White-Ziegler

Professor of Biological Sciences
B.A. University of Virginia; Ph.D. University of Utah
Associate Professors

Nancy Whittier

Sophia Smith Professor and Professor of Sociology
B.A., M.A., Ph.D. Ohio State University

Steven A. Williams

Gates Professor of Biological Sciences
B.A., M.S., Ph.D. University of California at Davis

Louis Wilson

Professor of Africana Studies
B.A. California State University; M.A., Ph.D. University of California at Los Angeles

Maryjane Wraga

Professor of Psychology
B.A. University of Hartford; Ph.D. Emory University

Lynne Yamamoto

Jessie Wells Post Professor and Professor of Art
B.A. The Evergreen State College; M.A. New York University

Dennis T. Yasutomo

Esther Cloudman Dunn Professor of Government
B.A., M.A. San Francisco State University; M.A., M.Phil., Ph.D. Columbia University

Carol Zaleski

Professor of World Religions (Religion)
B.A. Wesleyan University; M.A., Ph.D. Harvard University

Byron L. Zamboanga

Professor of Psychology
B.A. University of California, Berkeley; M.A., Ph.D. University of Nebraska, Lincoln

Andrew Zimbalist

Robert A. Woods Professor of Economics
B.A. University of Wisconsin; M.A., Ph.D. Harvard University

Associate Professors

Chris Aiken

Associate Professor of Dance
B.A. Brandeis University; M.F.A. University of Illinois, Urbana

Marnie Anderson

Associate Professor of History
A.B. Smith College; M.A., Ph.D. University of Michigan

Fernando Armstrong-Fumero

Associate Professor of Anthropology
B.A., M.A. University of Pennsylvania; Ph.D. Stanford University

Carrie Baker

Associate Professor of the Study of Women and Gender
B.A. Yale University; M.A., J.D., Ph.D. Emory University

Payal Banerjee

Associate Professor of Sociology
B.S., Wilson College; Ph.D. Syracuse University

Michael Barresi

Associate Professor of Biological Sciences
B.A. Merrimack College; Ph.D. Wesleyan University

Annaliese Beery

Associate Professor of Psychology
B.A. Williams College; Ph.D. University of California, Berkeley

Ernest J. Benz

Associate Professor of History
B.A., M.A., Ph.D. University of Toronto

Joshua Birk

Associate Professor of History
B.A. Brown University; M.A., Ph.D. University of California, Santa Barbara

Ibtissam Bouachrine

Associate Professor of Spanish and Portuguese
B.A., M.A. West Virginia University; Ph.D. Tulane University

Darcy Buerkle

Associate Professor of History
B.A. University of Missouri; Ph.D. Claremont Graduate University

Justin Cammy

Associate Professor of Jewish Studies and Comparative Literature
B.A. McGill University; A.M., Ph.D. Harvard University

Brent Durbin

Associate Professor of Government
B.A. Oberlin College; M.P.P. Harvard University; Ph.D. University of California, Berkeley

Sergey Glebov

Associate Professor of History
B.A. St. Petersburg State University, Russian Federation; M.A. Central European University, Budapest, Hungary

Judith Gordon

Associate Professor of Music
B.Mus. New England Conservatory of Music

David Gorin

Associate Professor of Chemistry
A.B. Harvard University; Ph.D. University of California, Berkeley

Suzanne Z. Gottschang

Associate Professor of Anthropology and of East Asian Studies
B.A., M.A. University of California, Los Angeles; Ph.D. University of Pittsburgh

Jennifer Guglielmo

Associate Professor of History
B.A. University of Wisconsin, Madison; M.A. University of New Mexico; Ph.D. University of Minnesota

Christian Hamann

Visiting Associate Professor in Chemistry
B.S. Lebanon Valley College; Ph.D. University of Pennsylvania

Marguerite Itamar Harrison

Associate Professor of Spanish and Portuguese
B.A. Mary Baldwin College; M.A. University of Texas,
Austin; Ph.D. Brown University

Angie Hauser

Associate Professor of Dance
B.A. University of South Carolina; M.F.A. Ohio State
University

Benita Jackson

Associate Professor of Psychology
A.B. University of California, Berkeley; A.M., Ph.D.
University of Michigan, Ann Arbor

Michelle Joffroy

Associate Professor of Spanish and Portuguese
B.A. University of Massachusetts Amherst; M.A.,
Ph.D. University of Arizona

Laura Anne Kalba

Associate Professor of Art
B.A. Concordia College; M.A. McGill University;
Ph.D. University of Southern California, Los Angeles

Leslie King

Associate Professor of Sociology
B.A. Hunter College; M.A., Ph.D. University of
Illinois, Urbana-Champaign

Kimberly Kono

*Associate Professor of East Asian Languages and
Literatures*
B.A., M.A., Ph.D. University of California, Berkeley

Daniel Kramer

Associate Professor of Theatre
B.A. Haverford College; M.F.A. Yale School of Drama

Daphne Lamothe

Associate Professor of Africana Studies
B.A. Yale University; Ph.D. University of California,
Berkeley

Courtney Lannert

Associate Professor of Physics
Sc.B. Brown University; Ph.D. University of
California, Santa Barbara

Reyes Lázaro

Associate Professor of Spanish and Portuguese
B.A. Universidad de Deusto, Spain; M.A., Ph.D.
University of Massachusetts Amherst

Gary Lehring

Associate Professor of Government
B.A., M.A. University of Louisville; Ph.D. University
of Massachusetts Amherst

John Loveless

Associate Professor of Geosciences
B.S. University of New Hampshire; Ph.D. Cornell
University

Denise McKahn

Associate Professor of Engineering
B.S. Humboldt State University; M.S., Ph.D.
University of Michigan, Ann Arbor

Malcolm McNee

Associate Professor of Spanish and Portuguese
B.A. University of Idaho; M.A. Tulane University;
Ph.D. University of Minnesota, Twin Cities

Rajan Amit Mehta

Associate Professor of Mathematics and Statistics
B.A. University of Pennsylvania; Ph.D. University of
California, Berkeley

Caroline Melly

Associate Professor of Anthropology
B.A. University of Pittsburgh; M.A., Ph.D. University
of California, Irvine

Katwiwa Mule

Associate Professor of Comparative Literature
B.Ed., M.A. Kenyatta University, Nairobi, Kenya;
Ph.D. Pennsylvania State University

Lucy Mule

Associate Professor of Education and Child Study
B.Ed. Kenyatta University, Nairobi, Kenya; Ph.D.
Pennsylvania State University

Sara B. Pruss

Associate Professor of Geosciences
B.S. University of Rochester; M.S., Ph.D. University
of Southern California

Elizabeth Stordeur Pryor

Associate Professor of History
B.A. Tufts University; M.A., Ph.D. Cornell University

Jeffrey Ramsey

Associate Professor of Philosophy
B.A. Kansas State University; M.A., Ph.D. University
of Chicago

Kevin Rozario

Associate Professor of American Studies
B.A. University of Warwick, U.K.; M.A. University of
London; Ph.D. Yale University

Maria Helena Rueda

Associate Professor of Spanish and Portuguese
Licenciada, Universidad de Los Andes, Bogotá,
Columbia; M.A. State University of New York, Stony
Brook; Ph.D. Stanford University

John Slepian

Associate Professor of Art
B.F.A. New York University; M.F.A. San Francisco Art
Institute

Fraser Stables

Associate Professor of Art
B.A. Edinburgh College of Art; M.F.A. University of
Guelph, Ontario, Canada

Andrea Stephanie Stone

*Associate Professor of English Language and
Literature*
B.A. University of Western Ontario; B.Ed., M.A., Ph.D.
University of Toronto

Julianna Tymoczko

Associate Professor of Mathematics and Statistics
A.B. Harvard University; M.A., Ph.D. Princeton
University

Paul Voss

Associate Professor of Engineering
B.A., B.S. Brown University; Ph.D. Harvard University

Frazer Ward

Associate Professor of Art
B.A., M.A. University of Sydney; Ph.D. Cornell
University

Joel Westerdale

Associate Professor of German Studies
B.A. University of Michigan; A.M., Ph.D. Harvard
University

Tina Wildhagen

Associate Professor of Sociology
B.A. Grinnell College; M.A., Ph.D. University of Iowa

Sarah Witkowski

Associate Professor of Exercise and Sport Studies
B.S. The College of William & Mary; M.S. The
University of Delaware; Ph.D. The University of
Maryland

Sujane Wu

*Associate Professor of East Asian Languages and
Literatures*
B.A. Soochow University, Taipei, Taiwan; M.A., Ph.D.
University of Wisconsin, Madison

Assistant Professors

Jeffrey Ahlman

Assistant Professor of History
B.A. University of Nebraska-Lincoln; M.A., Ph.D.
University of Illinois, Urbana-Champaign

Shannon Audley-Piotrowski

Assistant Professor of Education and Child Study
B.S. University of Dallas; M.Ed. Christian Brothers
University; Ph.D. University of Memphis

Alexander Barron

*Assistant Professor of Environmental Science and
Policy*
B.A. Carleton College; Ph.D., Princeton University

Benjamin Strong Baumer

Assistant Professor in Mathematics and Statistics
B.A. Wesleyan University; M.A. University of California, San Diego; Ph.D. The Graduate Center of the City University of New York

Jesse Bellemare

Assistant Professor of Biological Sciences
B.S. University of Massachusetts Amherst; M.F.S., Ph.D. Harvard University

Andrew E. Berke

Assistant Professor of Chemistry
B.A. Calvin College; B.S. Grand Valley State University; Ph.D. University of Wisconsin

Maren Buck

Assistant Professor of Chemistry
B.S. University of Puget Sound; Ph.D. University of Wisconsin, Madison

Patricia Cahn

Assistant Professor of Mathematics and Statistics
B.A. Smith College; M.A., Ph.D. Dartmouth College

Alexis Callender

Assistant Professor of Art
B.A. Connecticut College; M.F.A. Massachusetts College of Art

Lindsey Clark-Ryan

Assistant Professor of Art
B.F.A. Washington University, St. Louis; M.F.A. University of Wisconsin, Madison

R. Jordan Crouser

Assistant Professor of Computer Science
A.B. Smith College; M.Sc., Ph.D. Tufts University

Jennifer DeClue

Assistant Professor of the Study of Women and Gender
B.F.A. Art Center College of Design; M.A. California State University; Ph.D. University of Southern California

Nathan Dickson Derr

Assistant Professor of Biological Sciences
B.A. Amherst College; M.A. Tufts University; Ph.D. Harvard University

Kim Yi Dionne

Five College Assistant Professor of Government
B.A., M.A., Ph.D. University of California at Los Angeles

Kristen L. Dorsey

Assistant Professor of Engineering
B.S. Olin College of Engineering; M.S., Ph.D. Carnegie Mellon University

Tamar Friedman

Visiting Assistant Professor of Mathematics and Statistics
B.A. Princeton University; M.A., Ph.D. Princeton University

Laura Sachiko Fugikawa

Visiting Assistant Professor of English Language and Literature and of the Study of Women and Gender
B.A., M.A. University of New Mexico; M.A., Ph.D. University of Southern California

Randi Garcia

Assistant Professor of Psychology and of Statistical and Data Sciences
B.A. University of California, Los Angeles; M.A., M.S., Ph.D., University of Connecticut, Storrs

Yanlong Guo

Assistant Professor of Art
B.A. Sun Yat-sen University; M.A. Sun Yat-sen University; Ph.D. University of British Columbia

Lily Gurton-Wachter

Assistant Professor of English Language and Literature
B.A. Bard College; Ph.D., University of California, Berkeley

Simon Halliday

Assistant Professor of Economics
B. Soc. Sci., B. Commerce, M. Commerce, M. Creative Writing, University of Cape Town; Ph.D. University of Siena

Colin Hoag

Assistant Professor of Anthropology
B.A. Michigan State University; B.A. University of Witwatersrand; M.A. University of Witwatersrand; M.A. University of California at Santa Cruz; Ph.D. Aarhus University; Ph.D. University of California at Santa Cruz

Pinky Hota

Assistant Professor of Anthropology
B.A. University of Delhi, New Delhi; M.A., Ph.D. University of Chicago

Danielle Ignace

Assistant Professor of Biological Sciences
B.S. University of Wisconsin; M.S., Ph.D. University of Arizona

Elizabeth A. Klarich

Assistant Professor under the Five College Program (Anthropology)
B.A. University of Chicago; M.A., Ph.D. University of California, Santa Barbara

Elisa Kulosman

Assistant Professor of Art
B.A. Boston University; M.Arch. Sam Fox School of Design & Visual Arts, Washington University in Saint Louis

Yuanyuan Maggie Liu

Assistant Professor of Economics
B.A. The College of William and Mary; Ph.D. Georgetown University

Lu Lu

Visiting Assistant Professor of Data Science, MassMutual Faculty Fellow
B.S. Zhejiang University; M.S., Ph.D. University of Connecticut

Mehammed Amadeus Mack

Assistant Professor of French Studies
B.A. University of California, Berkeley; M.A., M. Phil., Ph.D. Columbia University

Jennifer Malkowski

Assistant Professor of Film and Media Studies
B.A. Oberlin College; M.A., Ph.D. University of California, Berkeley

Lisa A. Mangiamele

Assistant Professor of Biological Sciences
B.A. Colgate University; Ph.D., University of North Carolina at Chapel Hill

Amelia A. McNamara

Visiting Assistant Professor of Data Science, MassMutual Faculty Fellow
B.A. Macalester College; Ph.D. University of California, Los Angeles

Ahmed Moamen

Visiting Assistant Professor in Computer Science
B.S., M.S. Cairo University; Ph.D. University of Saskatchewan

Steven T. Moga

Assistant Professor of Landscape Studies
B.A. Carleton College; M.A. University of California Los Angeles; Ph.D. Massachusetts Institute of Technology

Andrea Moore

Assistant Professor of Music
B.Mus. Rice University; M.A. University of Southern California; Ph.D. UCLA

Sarah J. Moore

Assistant Professor of Engineering
B.S.E. Princeton University; M.S., Ph.D. Stanford University

Jessica Dvorak Moyer

Assistant Professor of East Asian Languages and Literatures

B.A. Kenyon College; M.A., M. Ph., Ph.D. Yale University

Christen Mucher

Assistant Professor of American Studies

A.B. Mount Holyoke College; M.A., Ph.D. University of Pennsylvania

Samuel Ng

Assistant Professor of Africana Studies

B.A. Yale University; Ph.D. New York University

Ismail S. Niveen

Assistant Professor of Engineering

B.S. New Jersey Institute of Technology; M.S. Temple University; Ph.D. Stanford University

Miles Ott

Assistant Professor of Statistical and Data Science

B.A. Smith College; M.P.H. University of Minnesota; M.S. Harvard University; Ph.D. Brown University

Paramjeet Pati

Picker Professor of Practice (Engineering)

B.C.E. Utkal University, India; M.S. Michigan State University

Erin Pineda

Assistant Professor of Government

B.A. Barnard College; M.A. M.Phil, Ph.D. Yale University

Thomas Roberts

Assistant Professor of Russian, Eastern European and Eurasian Studies

B.A. Middlebury College; M.A., Ph.D. Stanford University

Susan Stratton Sayre

Assistant Professor of Economics

B.A. Swarthmore College; M.S., Ph.D. University of California, Berkeley

Sadi Evren Seker

Visiting Assistant Professor of Computer Science

B.Sc., M.Sc. Yeditepe University; M.A. Istanbul Technical University; Ph.D. Yildiz Technical University

Katharine Soper

Iva Dee Hiatt Professor and Assistant Professor of Music

B. Mus. Rice University; D.M.A. Columbia University

Gwen Spencer

Assistant Professor of Mathematics and Statistics

B.S. Harvey Mudd College; M.S., Ph.D. Cornell University

Nuru Stracey

Visiting Assistant Professor of Chemistry

B.S. Yale University; M.S., Ph.D. University of Wisconsin

Nessy Tania

Assistant Professor of Mathematics and Statistics

B.S. University of California, Davis; M.S., Ph.D. University of Utah

Vis Taraz

Assistant Professor of Economics

B.S. Massachusetts Institute of Technology; M.A., M.Phil., Ph.D. Yale University

Rebecca Worsham

Visiting Assistant Professor in Classical Languages and Literatures

B.A. Dickinson College; Ph.D. University of North Carolina at Chapel Hill

Lester Tomé

Assistant Professor of Dance

B.A. University of Havana; Ph.D. Temple University

Camille Washington-Ottombre

Assistant Professor of Environmental Science and Policy

B.A. Institut d'Etudes Politiques, Strasbourg; M.A. Ecole des Hautes Etudes en Sciences Sociales, Paris; Ph.D. Purdue University

Bozena Welborne

Assistant Professor of Government

B.A. Colorado College; M.A., Ph.D. University of Colorado

William Douglas Williams

Assistant Professor of Physics

B.S. Clarkson University; Ph.D. University of Wisconsin, Madison

Mariyana Zapryanova

Assistant Professor of Economics

B.A. Lake Forest College; M.S., Ph.D., University of Wisconsin, Madison

Senior Lecturers

Silvia Berger

Senior Lecturer in Spanish and Portuguese

B.A. National Conservatory of Music; M.A., Ph.D. University of Massachusetts Amherst

Mark Brandriss

Senior Lecturer in Geosciences

B.A. Wesleyan University; M.S., Ph.D. Stanford University

Edward Check

Senior Lecturer in Theatre

B.F.A. State University of New York, Purchase; M.F.A. Yale University

Patricia González

Senior Lecturer in Spanish and Portuguese

B.A. Mary Baldwin College; M.A. Middlebury College; Ph.D. University of Texas at Austin

Bruno Grazioli

Senior Lecturer in Italian Studies

Ph.D. University of London

Jonathan Hirsh

Senior Lecturer and Director of Orchestral and Choral Activities

B.A. Amherst College; M.M., D.M.A. University of Michigan

Susannah Howe

Director of the Design Clinic and Senior Lecturer in Engineering

B.S.E. Princeton University; M.Eng., Ph.D. Cornell University

Judith Keyler-Mayer

Senior Lecturer in German Studies

M.A. Ludwig-Maximilians Universität, Munich, Germany; Ph.D. University of Massachusetts Amherst

Yuri Kumagai

Senior Lecturer in East Asian Languages and Literatures

B.A., M.Ed., Ed.D. University of Massachusetts Amherst

Grant Russell Moss

Senior Lecturer in Music and Organist to the College

B.Mus. University of Nebraska; M.M., M.M.A., D.M.A. Yale University

David Palmer

Senior Lecturer in Psychology

B.S., M.S., Ph.D. University of Massachusetts

Beth Powell

Senior Lecturer in Psychology

A.B. Smith College; M.A., Ph.D. University of Massachusetts Amherst

Maria Succi-Hempstead

Senior Lecturer in Italian Studies

M.A. University of Kent, Canterbury, England

Atsuko Takahashi

Senior Lecturer in East Asian Languages and Literatures

B.A. Japan Women's University; M.S.Ed. University of Pennsylvania

Nan Zhang

Senior Lecturer in Theatre

B.A. Beijing University; M.A., M.F.A. The Ohio State University

Lecturers

W. Cory Albertson

Lecturer in Sociology

M.A. Georgia State University; Ph.D. Georgia State University

Julio Alves

Lecturer in English Language and Literature

B.A., Ph.D. Boston University

Kelly Anderson

Lecturer in the Study of Women and Gender and Lecturer in Archives

B.A. University of California, Santa Cruz; M.A. Sarah Lawrence College

Paul Arslanian

Five College Lecturer in Dance

Onalie Arts

Lecturer in Dance

B.A. State University of New York at Purchase

Kerry Barnett

Postdoctoral Fellow and Lecturer in Chemistry

B.S. Mississippi State University; Ph.D. University of Alabama

Jennifer Beichman

Lecturer in Mathematics and Statistics

B.S. Stanford University; Ph.D. University of Michigan

Melissa Belmonte

Lecturer in Spanish and Portuguese

B.A. Gordon College; M.A. University of Massachusetts Amherst

Carol Berner

Lecturer in Education and Child Study

B.A. Harvard University; M.S.Ed. Bank Street

Reid Bertone-Johnson

Lecturer in Landscape Studies

B.S. Tufts University; Ed.M. Harvard University; M.L.A. University of Massachusetts

Mark Elliott Brandriss

Lecturer in Geoscience

B.A. Wesleyan University; M.S., Ph.D. Stanford University

Gregory W. Brown

Ear Training Musicianship in Music

B.A. Amherst College; M.M. Westminster Choir College; D.M.A. University of Georgia

Margaret Bruzelius

Lecturer in Comparative Literature

B.A. Harvard University; Ph.D. Yale University

Benjamin Capistrant

Lecturer in Statistical and Data Sciences

B.A. Boston University; Sc.D., Sc.M. Harvard University

Joanna Caravita

Lecturer in Jewish Studies

B.A. Vanderbilt University; M.A., Ph.D. University of Texas at Austin

Debra L. Carney

Lecturer in English Language and Literature

B.A., M.F.A. University of Massachusetts Amherst

Yalin Chen

Lecturer in East Asian Languages and Literatures

B.A. National Taiwan University; M.A. National Kaohsiung Normal University

Katherine H. Clemans

Lecturer in Psychology

B.A. Duke University; M.S., Ph.D. University of Florida

Nancy Eve Cohen

Lecturer in English Language and Literature

B.A. University of Massachusetts, Amherst; M.P.Adm. Harvard University

Jim Coleman

Five College Lecturer in Dance

B.A. University of California at Santa Cruz; M.F.A. University of Utah

Nick Cowan

Five College Lecturer in Astronomy

Evgeny Dengub

Five College Lecturer in Russian

B.A., M.A. Khabarovsk Pedagogical University; M.A., Ph.D. Bryn Mawr College

Paul Dennis

Five College Lecturer in Dance

Ranjana Devi

Five College Lecturer in Dance

Patrick Donnelly

Lecturer in English Language and Literature

M.F.A. Warren Wilson College

M. Darby Dyar

Five College Lecturer in Astronomy

Molly Falsetti-Yu

Lecturer in Spanish and Portuguese

B.A. State University of New York, Binghamton; M.A. University of Massachusetts Amherst

Caleb Fassett

Five College Lecturer in Astronomy

Charles Flachs

Five College Lecturer in Dance

Rose Flachs

Five College Lecturer in Dance

Terese Freedman

Five College Lecturer in Dance

B.A. University of Colorado at Boulder

Matthew Gagnon

Lecturer in English Language and Literature

B.F.A. Johnson State College; M.F.A. University of Massachusetts Amherst

Jason Gaines

Lecturer in Religion

B.A. Sarah Lawrence College; M.A., Ph.D. Brandeis University

Janice Gatty

Lecturer in Education and Child Study

B.A. Mills College; Ed.M. Smith College; Ed.D. University of Massachusetts Amherst

May George

Lecturer in Middle East Studies and the Five College Initiative

M.A., Ph.D. The University of Arizona Tucson

Deborah Goffe

Five College Lecturer in Dance

Adrián Gras-Velázquez

Lecturer in Spanish and Portuguese

B.A. University of Paisley; M.A. Autonomous University of Barcelona; Ph.D. Durham University

Simone Gugliotta

Lecturer in Italian Studies and Spanish and Portuguese

B.A. Universidade Federal do Rio de Janeiro; M.A. University of Massachusetts Amherst

Peter Gunn

Lecturer in History

A.B. Dartmouth College; M.Ed. Harvard University

Daryl Haggard

Five College Lecturer in Astronomy

Jennifer Hall-Witt

Lecturer in History

B.A. Northwestern University; M.A., Ph.D. Yale University

Lane Hall-Witt

Lecturer and Director of the Diploma Program in American Studies

B.A. University of Oregon; M.A. Yale University

Salman Hameed*Five College Lecturer in Astronomy*

B.S. State University of New York, Stony Brook; M.S. New Mexico State University; Ph.D. New Mexico State University

John Hellweg*Lecturer and Professor Emeritus of Theatre*

B.A. University of California, Riverside; M.A. Stanford University; Ph.D. University of California, Berkeley

Mukaram Hhana*McPherson/Eveillard Postdoctoral Fellow and Lecturer in Middle East Studies*

B.A. State University of New York at Albany; M.A. Columbia University; A.M. University of Pennsylvania

Janet Hicks*Lecturer in Education and Child Study***Constance Valis Hill***Five College Lecturer in Dance***Amanda Grizzle Huntleigh***Assistant Director of Choral Activities and Lecturer in Music*

B.M. Warburg College; M.Mus. George Mason University; D.M.A. University of Washington

Gabrielle Immerman, B.A.*Lecturer in Biological Sciences*

B.A. Sarah Lawrence College

Leslie R. Jaffe, M.D.*Lecturer in Biological Sciences*

B.A. Lafayette College; M.D. New York University

Maya Smith Janson*Lecturer in English Language and Literature*

A.B. Smith College; M.F.A. Warren Wilson College

Shakia Johnson*Lecturer in Dance***Peter Jones***Five College Lecturer in Dance***Lisandro Sebastian Kahan***Lecturer in Spanish and Portuguese*

M.A., M.Phil. Yale University

William Kaizen*Lecturer in Art*

B.S. New York University; M.A., Ph.D., Columbia University

Michael I. Kinsinger*Lecturer in Engineering*

B.S. Northwestern University; Ph.D. University of Wisconsin, Madison

Michael Klare*Five College Lecturer in Government***Lucretia Knapp***Lecturer in Art*

M.A. Ohio State University; M.F.A. University of Michigan, Ann Arbor

Anna Cristina Lee*Postdoctoral Fellow and Lecturer in Art (Photography)*

B.A. Washington University in St. Louis; Ph.D. University of Chicago

Andrew Leland*Lecturer in English Language and Literature*

B.A. Oberlin College; M.A. Missouri School of Journalism

Sara London*Lecturer in English Language and Literature*

B.A., M.F.A. University of Iowa

Daphne Lowell*Five College Lecturer in Dance*

B.A. Tufts University; M.F.A. University of Utah

Bronwen MacArthur*Lecturer in Dance*

B.A. Wellesley College; M.F.A. Smith College

Leslie Maietta*Five College Lecturer in Dance***Bjorn Markeson***Lecturer in Economics*

B.A. University of Wisconsin-Madison; M.R.P. Cornell University; Ph.D. University of Wisconsin-Madison

Katie Martin*Lecturer in Dance*

B.A. Bennington College; M.F.A. Smith College

Suk Massey*Lecturer in East Asian Languages and Literatures*

B.A. Chosun University, Kwang-ju, Korea; M.A. Ewha Women's University, Seoul, Korea; M.A. St. Michael's College; C.A.G.S., University of Massachusetts Amherst

Paul Matteson*Five College Lecturer in Dance***Bernadine Mellis***Five College Visiting Artist in Film Studies*

A.B. Smith College; M.F.A. Temple University

Nathaniel C. Merrill*Lecturer in Mathematics*

B.A. Macalester College; M.S. University of California, Davis

Christiane Métral*Lecturer in French Language and Literature*

Licence Ès Lettres, University of Geneva

Elizabeth Meyersohn*Lecturer in Art*

A.B. Smith College; M.F.A. Yale University School of Art

Bebe Miller*Guest Artist and Lecturer in Dance*

B.A. Earlham College; M.F.A. Ohio State University

Houjun Mo*Five College Lecturer in Astronomy***Erica North Morawski***Postdoctoral Fellow and Lecturer in Art (architectural history)*

B.A. Tulane University; M.A. University of Texas at Austin; Ph.D. University of Illinois at Chicago

Anh Nguyen*Lecturer in German Studies*

B.A. Columbia University; M.A., Ph.D. Johns Hopkins University

Robert Nicholson*Lecturer in Biological Sciences*

B.S. University of Connecticut, Storrs; M.A. Harvard University

Norma Noel*Lecturer in Theatre***Travis Norsen***Lecturer in Physics*

B.Sc. Harvey Mudd College; Ph.D. University of Washington

Lynn Oberbillig*Lecturer and Director of the Exercise and Sport Studies Graduate Program*

B.A., M.A. University of Iowa; M.B.A. Nicholls State University

Bode Omojolo*Five College Lecturer in Music***Sarah Orem***McPherson/Eveillard Postdoctoral Fellow and Lecturer in American Studies*

B.A. Rice University; M.A. New York University; Ph.D. University of Texas at Austin

Lenore Palladino*Lecturer in Economics*

B.A. University of Chicago; J.D. Fordham Law School; Ph.D. New School University

Hyun Hee Park*Lecturer in East Asian Languages and Literatures*

B.A. Dankook University; B.A. Yonsei University; M.A. Korean National University of Arts; Ph.D. The University of Chicago

Marie-Volcy Pelletier*Lecturer in Music*

Graduate Diploma New England Conservatory

Joannah Peterson*Lecturer in East Asian Languages and Literatures*

B.A. Centre College; M.A. Indiana University

Renata Pienkawa*Lecturer in Education and Child Study*

B.A. University of Massachusetts, Amherst; M.A. Columbia University

Roger Pinches*Lecturer in English Language and Literature*

B.A., M.F.A. University of Massachusetts Amherst

Alexandra Pope*Five College Lecturer in Astronomy***Karen Lynn Riska***Lecturer in Exercise and Sport Studies*

B.S. University of Minnesota, Duluth; M.S. St. Cloud State University

Andrew Ritchey*Lecturer in Film Studies*

B.A. University of California Berkeley; M.A., Ph.D. University of Iowa

Samuel Scheer*Lecturer in English Language and Literature*

B.A. Bennington College; M.Phil. Oxford University

Mary Scherer*Visiting Lecturer Sociology***F. Peter Schloerb***Five College Lecturer in Astronomy***Katherine Schneider***Lecturer in Art*

B.A. Yale University; M.F.A. Indiana University

Stephen E. Schneider*Five College Lecturer in Astronomy***Daniel Schultheis***Lecturer in Mathematics and Statistics*

B.S. University of Washington; Ph.D. University of California San Diego

Carolyn Shread*Lecturer in French Studies and Comparative Literature*

B.A. Oxford University; M.A. Sussex University; Ph.D., M.A. University of Massachusetts Amherst

Kelly Silliman*Lecturer in Dance*

B.A. Stetson University; M.F.A. Smith College

Ronald L. Snell*Five College Lecturer in Astronomy*

B.A. University of Kansas; M.A., Ph.D. University of Texas

Barry Spence*Lecturer in Classics*

B.A., M.A., Ph.D., University of Massachusetts, Amherst

Elsa Stéphan*Lecturer in French Studies*

B.A. Université Paris IV Sorbonne; M.A. Institute d'Etudes Politiques de Strasbourg; Ph.D. Tulane University

Jiayan Sun*Iva Dee Hiatt Visiting Artist in Piano and Lecturer*

B.Mus., M.Mus., D.M.A., Juilliard School

Marilyn Middleton Sylla*Five College Lecturer in Dance***Erica Tibbetts***Lecturer in Exercise and Sports Studies*

M.S. Ithaca College; Ph.D. Temple University

Daniel Trenner*Lecturer in Dance*

B.S. State University of New York, New Paltz; M.Ed. Lesley College

Thomas Vacanti*Five College Lecturer in Dance***Amanda Wallace***Harnish Visiting Artist and Lecturer in Photography*

B.A. Rice University; M.F.A. School of Visual Arts

Ellen Doré Watson*Lecturer in English Language and Literature;**Director of Poetry Center*

B.A., M.F.A. University of Massachusetts Amherst

John Weinert*Lecturer in Middle East Studies*

B.A. Bard College; M.A. University of Texas, Austin

Jon Western*Five College Lecturer in Government***Paul Robert Wetzel***Lecturer in Environmental Science and Policy*

B.S. University of Michigan; M.S. Indiana University; Ph.D. Iowa State University

Michele Wick*Lecturer in Psychology*

B.S. Cornell University; Ph.D. University of New York, Buffalo

Grant Wilson*Five College Lecturer in Astronomy***Joshua Wood***Lecturer in Government and First Year Seminar*

B.A. University of Missouri, St. Louis; Ph.D. Boston University

Wendy Woodson*Five College Lecturer in Dance***Gina Wyman***Lecturer in the Department of Education and Child Study*

B.A. Skidmore College; Ed.M. Smith College

Jamie Worms*Lecturer in Latin American and Latino/a Studies*

B.S. University of Maryland at College Park; M.A. George Washington University; Ph.D. Louisiana State University

Lu Yu*Lecturer in East Asian Languages and Literatures*

B.A., M.A. Nanjing University; M.A. University of Massachusetts Amherst

Min Su Yun*Five College Lecturer in Astronomy***Ling Zhao***Lecturer in East Asian Languages and Literatures*

B.A. Beijing University; M.A. Beijing Foreign Studies University

Instructional Support Personnel

Christina Greer, Ph.D.*Research Associate in Africana Studies***Samuel Roberts, Ph.D.***Research Associate in Africana Studies***Sherrie Marker, M.A.***Research Associate in American Studies***Lou Ratte, Ph.D.***Research Associate in Art*

Florian Block, Ph.D.
Research Associate in Computer Science

David Marshall, M.F.A. M.Ed.
Laboratory Instructor in Computer Science

Mohammed Alshagawi, Ph.D.
Research Associate in Economics

Cathy Topal, M.A.
Research Associate in Education and Child Study

Dagmar Herzog, Ph.D.
Research Associate in History

Marylynn Salmon, Ph.D.
Research Associate in History

Revan Schendler, Ph.D.
Research Associate in History

John Sears, Ph.D.
Research Associate in History

Michael Staub, Ph.D.
Research Associate in History

Kenneth Stow, Ph.D.
Research Associate in History

Rob Weir, Ph.D.
Research Associate in History

Danielle Ramdath, Ph.D.
Research Associate in Mathematics and Statistics

Ernest Alleva, Ph.D.
Research Associate in Philosophy

Vivian Acosta, Ph.D.
Project on Women and Social Change

Sarah-Marie Belcastro, Ph.D.
Research Associate in Mathematics and Statistics

Sarah Belchetz-Swenson, B.A.
Project on Women and Social Change

Linda Carpenter, Ph.D.
Project on Women and Social Change

Claudia Levin, B.A.
Project on Women and Social Change

Carol Oglesby
Project on Women and Social Change

Phoebe Weil, M.Div.
Project on Women and Social Change

Angela Hill, Ph.D.
Research Associate in Study of Women and Gender

Janet Chang, Ph.D.
Research Associate in Psychology

Edward Plimpton, Ph.D.
Research Associate in Psychology

George Robinson, Ph.D.
Research Associate in Psychology

Benjamin Braude, Ph.D.
Research Associate in Religion

Philip Zaleski, B.A.
Research Associate in Religion

Ahmed Rafiul, Ph.D.
Research Associate in South Asia Concentration

Nicholas Horton, Sc.D.
Research Associate in Statistical and Data Sciences

Anne Jaskot, Ph.D.
Research Associate in Astronomy

Margaret Lysaght Thacher, M.S.
Laboratory Instructor in Astronomy

Kalina Petrova Dimova, Ph.D.
Laboratory Instructor in Biochemistry

Scott David Edmands, Ph.D.
Laboratory Instructor in Biochemistry

Jean-David Grattepanche, Ph.D.
Research Associate in Biological Sciences

Gabrielle Immerman, B.A.
Laboratory Instructor in Biological Sciences

Graham R. Kent, M.Sc.
Senior Laboratory Instructor in Biological Sciences

Lori Saunders, Ph.D.
Laboratory Instructor in Biological Sciences

Jan Antonie Christiaan Vriezen, Ph.D.
Laboratory Instructor in Biological Sciences

Judith Wopereis, M.Sc.
Laboratory Instructor in Biological Sciences

Marney Pratt, Ph.D.
Laboratory Instructor in Biological Sciences

Maria Bickar, M.Sc.
Laboratory Instructor in Chemistry

Scott Edmands, Ph.D.
Laboratory Instructor in Chemistry

Mohini Kulp, Ph.D.
Laboratory Instructor in Chemistry

Rebecca Thomas, Ph.D.
Laboratory Instructor in Chemistry

Joseph C. Yeager, Ph.D.
Laboratory Instructor in Chemistry

Shinji Kawamitsu, M.A.
Teaching Assistant in East Asian Languages and Literatures

Yuko Takahashi, M.A.
Teaching Assistant in East Asian Languages and Literatures

Narendra Pathak, Ph.D.
Laboratory Instructor in Neuroscience

Joyce Palmer-Fortune, Ph.D.
Laboratory Instructor in Physics

Dana C. Parsons, M.S.
Laboratory Supervisor in Physics

David Palmer, Ph.D.
Assistant in Statistics, Psychology Department

Jennifer Spenader, Ph.D.
Research Associate in Psychology

Michele Wick, Ph.D.
Research Associate in Psychology

Melissa Belmonte
Teaching Assistant in Spanish and Portuguese

Sayla-Vie Jenkins
Teaching Fellow in Dance

Sarah Lass
Teaching Fellow in Dance

Sarah Seder
Teaching Fellow in Dance

Nicole Matos
Teaching Fellow in Exercise and Sport Studies

Devon Quattrocchi
Teaching Fellow in Exercise and Sport Studies

Morrea Spoljaric
Teaching Fellow in Exercise and Sport Studies

Mike Vargas
Musician in Dance Technique and Performance

Reka Peterson, B.A.
Interim Assistant Ensemble Director in Music

Genevieve Rose, Mus.B.
Director, Smith College Jazz Ensemble

Ellen Redman, M.M.
Director, Smith College Wind Ensemble and
Wailing Banshees

Frederick Aldrich, Mus.B.
Performance Instructor in Music

Claire Arenius
Performance Instructor in Music

Sarah E. Briggs
Performance Instructor in Music

Rebecca Eldredge
Performance Instructor in Music

Phillip de Fremery
Performance Instructor in Music

Justina Golden
Performance Instructor in Music

Ron Gorevic
Performance Instructor in Music

Donna Rhea Gouger, B.M.
Performance Instructor in Music

Donna Hébert
Performance Instructor in Music

Mary Hubbell, M.M.
Performance Instructor in Music

Colleen Jennings, M.M.
Performance Instructor in Music

Bruce Krasin
Performance Instructor in Music

Kirsten Hadden Lipkens, Mus.B., M.M.
Performance Instructor in Music

James MacDonald
Performance Instructor in Music

Felix Margolin
Performance Instructor in Music

Judith Marturana
Performance Instructor in Music

Clifton Noble, Jr. B.A., M.M.
Accompanist, Department of Music

Kate O'Connor
Performance Instructor in Music

Scott Pemrick, M.M.
Performance Instructor in Music

Ellen Redman, Mus.B., M.Mus.
Performance Instructor in Music

Alice Robbins
Performance Instructor in Music

Gary Seinkiewicz, M.M.
Performance Instructor in Music

Lynn Sussman, Mus.B., M.M.
Performance Instructor in Music

Felice Swados
Performance Instructor in Music

John VanEps
Performance Instructor in Music

Lynne Bassett, M.A.
Research Associate in Theatre

Administration

Office of the President

Kathleen McCartney, Ph.D.
President

Beth Berg
Executive Assistant to the President

The Board of Trustees

Elena Palladino
Secretary of the Board of Trustees

Office of Alumnae Relations

Jennifer Chrisler '92
Vice President for Alumnae Relations and Executive
Director of the AASC

Elizabeth Bigwood
Director of Travel and Education

Colleen Delvecchio, M.A.
Director of Alumnae Engagement

Samantha Pleasant, A.B.
Director of Reunions, Classes and Clubs

The Athletics and Recreation Department

Kristin Hughes, S.M.
Director

The Botanic Garden

Tim Johnson, Ph.D.
Director

Campus Police

Ralph J. Gould, Jr., M.S.
Chief

The Smith College Campus School

TBA
Principal

Sam Intrator, Ph.D.
Faculty Director

Center for Religious and Spiritual Life

Reverend Matilda Cantwell, M.S.W.
Director of Religious and Spiritual Life

The Clark Science Center

Kevin Shea, Ph.D.
Faculty Director

Office of College Relations

Laurie Fenlason, A.B.
Vice President for Public Affairs and Strategic
Initiatives

John G. Eue '94, M.A.
Associate Vice President for Public Affairs

John MacMillan, B.A.
Editorial Director, Alumnae Communications

Sam Masinter, A.B.
Associate Vice President of College Relations

Office of the Dean of the College

Donna E. Lisker, Ph.D.
Dean of the College and Vice President for Campus
Life

Tamra Bates, M.S.
Director of the Office of Student Engagement

Danielle Carr Ramdath, Ph.D.
Associate Dean of the College and Dean of the
Senior Class

Rebecca Hovey, Ph.D.
Dean for International Study and Director of the
Lewis Global Studies Center

Andrea Rossi-Reder, Ph.D.
Dean of the Sophomore Class and Ada Comstock
Scholars

Julianne Ohotnick, M.A.
Dean of Students

Jane Stangl, Ph.D.
Dean of the First-Year Class

Rebecca Shaw, M.A.
Associate Dean of Students and Director of
Residence Life

Caitlin Szymkowicz, M.A.
Associate Dean for International Students and
Scholars

Tina Wildhagen, Ph.D.
Dean of the Junior Class

Office of Development

Beth Raffeld, B.A.
Vice President for Development

Sandra Doucett, B.A.
Associate Vice President for Development

Betsy Carpenter '93
Director of Development

Regina Tracy, M.A.
Associate Vice President for Individual Giving

Dining Services

Andy Cox, B.A.
Director

Office of Enrollment

Audrey Smith, B.A.
Vice President for Enrollment

Debra Shaver, M.S.
Dean of Admission

Karen Kristof '87, A.B.
Senior Associate Director of Admission

Sidonia M. Dalby, M.Ed
Deanna Dixon '88, M.B.A.
Associate Directors of Admission

David Belanger, M.B.A.
Director of Student Financial Services

Michael Ireland, M.P.A.
Associate Director of Student Financial Services

Facilities Management

Roger Mosier, M.S.
Associate Vice President for Facilities Management

Office of the Vice President for Finance and Administration

Michael Howard, M.B.A.
Vice President for Finance and Administration

TBA
Controller

David C. DeSwert, M.P.L.
Associate Vice President for Finance

Office of Human Resources

Lawrence Hunt, B.A.
Associate Vice President for Human Resources

Information Technology Services

Samantha S. Earp, M.A.
Vice President for Information Technology

Eric Brewer, M.S.
Director of Systems and Networks

Thomas C. Laughner, Ph.D.
Director of Educational Technology Services

Ben Marsden, M.S.
Information Security Director

Sharon Moore, B.A.
Deputy Chief Information Officer

Sarah A. Moriarty '72, M.A.
Director of Administrative Technology Services

Office of Institutional Diversity and Equity

TBA
Chief Diversity Officer

Laura Rauscher, M.Ed.
Director of Disability Services

L'Tanya Richmond, M.A.
Director of Multicultural Affairs

Office of Institutional Research and Educational Assessment

Cate Rowen, M.B.A.
Executive Director of Institutional Research and Educational Assessment

The Jacobson Center for Writing, Teaching and Learning

Julio Alves, Ph.D.
Director

Lazarus Center for Career Development

Stacie Hagenbaugh, M.Ed.
Director

The Libraries

Susan Fliss, Ph.D.
Dean of Libraries

Barbara Polowy, M.L.S.
Interim Director of Teaching, Learning and Research

Elisa Lanzi, M.L.I.S.
Director of Digital Strategies and Services

Elizabeth Myers, Ph.D.
Director of Special Collections

Robert O'Connell, M.L.I.S.
Director of Discovery and Access

The Smith College Museum of Art

Jessica Nicoll '83, M.A.
Director and Louise Ines Doyle '34 Chief Curator

Margi Caplan, B.A.
Membership and Marketing Director

Emma Chubb, Ph.D.
Charlotte Feng Ford '83 Curator of Contemporary Art

Aprile Gallant, M.A.
Curator of Prints, Drawings and Photographs and Acting Associate Director of Curatorial Affairs

Maggie Lind Newey, M.A., M.A.T.
Associate Director for Academic Programs and Public Education

Ann Mayo '83, B.A.
Manager of Security and Guest Services

Linda D. Muehlig, M.A. (*on leave*)
Curator of Paintings and Sculpture and Associate Director for Curatorial Affairs

Yao Wu, A.B.D.
Jane Chace Carroll Curator of Asian Art

Office of the Provost/Dean of the Faculty

Katherine A. Rowe, Ph.D.
Provost and Dean of the Faculty

Bill E. Peterson, Ph.D.
Associate Provost

Patricia DiBartolo, Ph.D.
Associate Dean of the Faculty and Dean for Academic Development

Office of the Registrar

Gretchen Herringer, B.A.
Registrar

Schacht Center for Health and Wellness

Pamela McCarthy, L.I.C.S.W.
Director

Kris Evans, M.S.W.
Associate Director for Counseling Services

Leslie R. Jaffe, M.D.
College Physician

Kris Mereigh, M.P.H.
Associate Director for Wellness Education

School for Social Work

Marianne Yoshioka, M.S.W., Ph.D.
Dean and Elizabeth Marting Treuhaft Professor

Joshua Miller, M.S.W., Ph.D.
Associate Dean

Irene Rodriguez Martin, Ed.D.
Associate Dean of Administration and Graduate Enrollment/Continuing Education

Spinelli Center for Quantitative Learning

Catherine McCune, Ph.D.
Director

Alumnae Association

Officers

President

Susan C. Greene '68
1021 E. Amherst Avenue
Englewood, CO 80113

Vice President

Serena Williams '81
212 Woodhill Court
Wilmington, DE 19809

Treasurer

Pat Gillman '68
3800 N. Lake Shore Drive, Apt. 4-B
Chicago, IL 606013

Clerk

Heidi Johnson Novaes '88
225 S. Grand Avenue, #310
Los Angeles, CA 90012

Directors

Aurora Becerra '06

7317 Vista Ridge
Sachse, TX 75048

Erika Smith Brewer '86

336 Central Park West, Apt. 5-F
New York, NY 10025

Carrie Dohan Buchman '78

430 Meer Avenue
Wyckoff, NJ 07481

Monique Chavoya '02

442 Karen Lane
San Antonio, TX 78209

Elena Farrar '10

1330 S. Fair Sreet, Apt 708
Arlington, VA 22202

Rachel Gerstein '84

177 Kendall Road
Jefferson, MA 01522

Ja'Milla C.K. Lomar '00

22618 Meadowgate Drive
Spring, TX 77373

Erinn McGurn '94

44 8th Avenue, Apt. 5
Brooklyn, NY 11217

Nina Munk '88

25 Stuyvesant Street
New York, NY 10003

Stephanie Neely '85

1140 E. 44th Street
Chicago, IL 60653

Alexandra Quinn '98

3816 Greenwood Avenue
Oakland, CA 94602

Stephanie Schoen AC '91

650 Huntington Avenue, Apt. 20-E
Boston, MA 02115

The Office of Alumnae Relations

Jennifer Chrisler '92

Vice President for Alumnae Relations
and Executive Director of AASC

Samantha K. F. Pleasant

Director of Reunions, Classes and
Clubs

Colleen Delvecchio

Director of Alumnae Engagement

Elizabeth Bigwood

Director of Travel and Education

Standing Committees

Academic Freedom Committee

Brent Durbin (2018); Elizabeth Jamieson (2020); Maria Helena Rueda (2019)

Advisory Committee on Resource Allocation

Nalini Bhushan, Susan Etheredge, Mahnaz Mahdavi, Kate Queeney, and Andrea Stone

Committee on Academic Priorities

Nathanael Fortune (2018); Nicholas Howe (2020); Alexandra Keller (2018); Gary Lehring (2019); Hélène Visentin (2018); Faculty Council Representative, nonvoting (Susan Etheridge)

Committee on Educational Technology

Reid Bertone-Johnson (2018); Rodger Blum (2018); Mlada Bukovansky (2018); Faculty Council Representative nonvoting (Mahnaz Mahdavi)

Committee on Faculty Compensation and Development

Marnie Anderson (2020); Randy Frost (2019); Susannah Howe (2019); Roger Kaufman (2018); Steve Waksman (2019); Faculty Council Representative nonvoting (Kate Queeney)

Faculty Council

Nalini Bhushan (2019); Susan Etheredge (2018); Mahnaz Mahdavi (2020); Kate Queeney (2020); Andrea Stone (2020)

Committee on Grievance

Carrie Baker (2020); Jonathan Gosnell (2018); Michelle Joffroy (2019); Reyes Lázaro (2018); Vera Shevzov (2018); Alternates: Pau Atela (2018); Daniel Kramer (2018); Nancy Shumate (2018)

Lecture Committee

Giovanna Bellesia (2020); Maren Buck (2020); Martine Gantrel-Ford (2020); Velma Garcia (2019); Leslie King (2020)

Committee on the Library

Patrick Coby (2020); Elizabeth Klarich (2020); John Loveless (2019); Richard Millington (2019); Joel Westerdale (2019)

Committee on Mission and Priorities

Michael Gorra (2020); Sara Pruss (2020); Greg White (2020); Faculty Council Representatives nonvoting (Nalini Bhushan and Andrea Stone)

Committee on Tenure and Promotion

Randall Bartlett (2019); Lauren Duncan (2018); Andrew Guswa (2018); Dana Leibsohn (2018); Michael Thurston (2019)

Courses of Study

| Majors/Minors/Concentrations | Designation | Academic Division |
|--|-------------|-------------------|
| Interdepartmental Minor in African Studies | AFS | I/II |
| Major and Minor in the Department of Africana Studies | AFR | I |
| Interdepartmental Major in American Studies | AMS | I/II |
| Interdepartmental Minor in Ancient Studies | ANS | I/II |
| Major in Anthropology | ANT | II |
| Minor in Arabic | ARA | I |
| Interdepartmental Minor in Archaeology | ARC | I/II |
| Concentration in Archives | ARX | |
| Majors and Minors in the Department of Art | | |
| Majors and Minors: History of Art | ARH | I |
| Studio Art | ARS | I |
| Architecture and Urbanism | ARU | I |
| Minor: Graphic Art | ARG | I |
| Minor in Arts and Technology | ATC | I/III |
| Major and Minor in the Five College Department of Astronomy | AST | III |
| Interdepartmental Minor in Astrophysics | APH | III |
| Interdepartmental Major in Biochemistry | BCH | III |
| Major and Minor in the Department of Biological Sciences | BIO | III |
| Concentration in Book Studies | BKX | |
| Minor in Buddhist Studies | BUS | I/II |
| Major and Minor in the Department of Chemistry | CHM | III |
| Majors and Minors in the Department of Classical Languages and Literatures | | |
| Majors and Minors: Classics | CLS | I |
| Greek | GRK | I |
| Latin | LAT | I |
| Major: Classical Studies | CST | I |
| Concentration in Community Engagement and Social Change | CCX | |
| Interdepartmental Major in Comparative Literature | CLT | I |
| Major in the Department of Computer Science | CSC | III |
| Minors: Theory | CSC | III |
| Programming | CSC | III |
| Digital Art | CDA | III |
| Digital Music | CDM | III |
| Systems | CSA | III |
| Computer Science and Language | CSL | III |
| Mathematical Foundations of Computer Science | CSF | III |
| Major and Minor in the Five College Dance Department | DAN | I |
| Major and Minor in the Department of East Asian Languages and Literatures* | | |
| Major: East Asian Languages and Cultures | EAC | I |
| Minor: East Asian Languages and Literatures | EAL | I |
| Interdepartmental Major and Minor in East Asian Studies | EAS | I/II |
| Major and Minor in the Department of Economics | ECO | II |
| Major and Minor in the Department of Education and Child Study | EDC | II |
| Major and Minor in the Department of Engineering | EGR | III |
| Major and Minor in the Department of English Language and Literature | ENG | I |

Key: Division I The Humanities
 Division II The Social Sciences
 Division III The Natural Sciences

*Currently includes Chinese (CHI), Japanese (JPN) and Korean (KOR)

Environmental Concentration

| | | |
|--|------|----------|
| Environmental Concentration in Climate Change | EXC | |
| Environmental Concentration in Food Sustainability | EXF | |
| Interdepartmental Major and Minor in Environmental Science and Policy | ENV | I/II/III |
| Interdepartmental Minor in Ethics | ETH | I/II/III |
| Minor in the Department of Exercise and Sport Studies | ESS | III |
| Interdepartmental Major and Minor in Film and Media Studies | FMS | I/II |
| Major in the Department of French Studies | FRN | I |
| Major and Minor in the Department of Geosciences | GSC | III |
| Major and Minor in the Department of German Studies | GST | I |
| Concentration in Global Financial Institutions | GFX | |
| Interdepartmental Minor in Global South Development Studies | GSD | I/II |
| Major and Minor in the Department of Government | GOV | II |
| Major and Minor in the Department of History | HST | I |
| Interdepartmental Minor in History of Science and Technology | HSC | I/II/III |
| Major and Minor in the Department of Italian Studies | ITS | I |
| Interdepartmental Major and Minor in Jewish Studies | JUD | I/II |
| Minor in Landscape Studies | LSS | I/II/III |
| Interdepartmental Major in Latin American Studies | LAS | I/II |
| Minor: Latino/a Studies | LATS | I/II |
| Interdepartmental Minor in Linguistics | LNG | I/II/III |
| Interdepartmental Minor in Logic | LOG | I/III |
| Interdepartmental Minor in Marine Science and Policy | MSC | III |
| Major and Minor in the Department of Mathematics and Statistics | MTH | III |
| Interdepartmental Major and Minor in Medieval Studies | MED | I/II |
| Interdepartmental Major and Minor in Middle East Studies | MES | I/II |
| Concentration in Museums | MUX | |
| Major and Minor in the Department of Music | MUS | I |
| Interdepartmental Major and Minor in Neuroscience | NSC | III |
| Major and Minor in the Department of Philosophy | PHI | I |
| Major and Minor in the Department of Physics | PHY | III |
| Concentration in Poetry | PYX | |
| Major and Minor in the Department of Psychology | PSY | III |
| Interdepartmental Minor in Public Policy | PPL | II/III |
| Major and Minor in the Department of Religion | REL | I |
| Interdepartmental Major and Minor in Russian, East European and Eurasian Studies | RES | I/II |
| Major and Minor in the Department of Sociology | SOC | II |
| Concentration in South Asia | SAX | |
| Majors and Minors in the Department of Spanish and Portuguese | SPP | I |
| Spanish | SPN | I |
| Portuguese-Brazilian Studies | SPB | I |
| Interdepartmental Major in Statistical and Data Sciences | SDS | III |
| Minor: Applied Statistics | STS | III |
| Major and Minor in the Department of Theatre | THE | I |
| Translation Studies Concentration | TSX | |
| Interdepartmental Minor in Urban Studies | URS | I/II |
| Interdepartmental Major and Minor in Study of Women and Gender | SWG | I/II/III |

Other

| | | |
|---------------------------|-----|----------|
| Extrdepartmental Courses | EDP | |
| First-Year Seminars | FYS | I/II/III |
| Interdepartmental Courses | IDP | |

Five College Certificates and Major

| | | |
|---|------|--|
| Five College Certificate in African Studies | AFC | |
| Five College Asian/Pacific/American Certificate Program | APA | |
| Five College Certificate in Biomathematical Sciences | BMC | |
| Five College Certificate in Buddhist Studies | BDHC | |
| Five College Certificate in Coastal and Marine Sciences | MSCC | |

Five College Certificate in Cognitive Neuroscience
 Five College Certificate in Culture, Health and Science
 Five College Certificate in Ethnomusicology
 Five College Film Studies Major
 Five College Certificate in International Relations
 Five College Certificate in Latin American Studies
 Five College Certificate in Logic
 Five College Certificate in Middle East Studies
 Five College Certificate in Native American Indian Studies
 Five College Certificate in Queer and Sexuality Studies
 Five College Certificate in Russian, East European and Eurasian Studies

CNC
 CHS
 ETM
 FLS
 IRC
 LAC
 LOGC
 MEC
 NAIS
 QSS
 REES

Deciphering Course Listings

Course Numbering

Courses are classified in six grades indicated by the first digit of the course number. In some cases, subcategories are indicated by the second and third digits.

100 level Introductory courses (open to all students)
 200 level Intermediate courses (may have prerequisites)
 300 level Advanced courses (have prerequisites)
 400 level Independent work, numbered as follows:
 400 Special Studies (variable credit as assigned)
 404 Special Studies (semester, four credits)
 408d Special Studies (full year, eight credits)
 410 Internships (credits as assigned)
 430d Honors Project (full year, eight credits)
 431 Honors Project (first semester only, eight credits)
 432d Honors Project (full year, 12 credits)
 500 level Graduate courses—for departments that offer graduate work, independent work is numbered as follows:
 580 Special Studies
 590 Thesis
 900 level Reserved for courses (e.g., music performance) that are identifiably distinct from the other offerings of a department.

A “j” after the course number indicates a course offered for credit during Interterm, and a “d” or “y” indicates a full-year course in which credit is granted after two consecutive semesters. In “d” courses, the final grade assigned upon completion of the second semester is cumulative for the year.

A course in which the spring semester is a continuation of the fall semester is given the next consecutive number and listed separately with the prerequisite indicated.

Full-year courses are offered when it is not permissible for a student to receive credit for one semester only.

Courses with Limited Enrollment

Seminars are limited to 12 students and are open only to juniors, seniors and graduate students, by permission of the instructor. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll.

Colloquia, primarily reading and discussion courses with an enrollment limit of 20, are also clearly designated.

Instructors

The symbols before an instructor's name in the list of members of a department indicate the following:

*1 absent fall semester 2017–18
 *2 absent fall semester 2018–19
 **1 absent spring semester 2017–18
 **2 absent spring semester 2018–19
 †1 absent academic year 2017–18
 †2 absent academic year 2018–19
 §1 director of a Study Abroad Program, academic year 2017–18
 §2 director of a Study Abroad Program, academic year 2018–19

Meeting Times

Course meeting times are listed in the “Schedule of Classes” published by the registrar before each semester. Students may not elect more than one course in a time block, except in rare cases that involve no conflict. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

Other Symbols and Abbreviations

(): A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor's usual affiliation.
 AP: Advanced Placement.
 (E): An “E” in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Priorities to be offered not more than once or twice.
 S/U: Satisfactory/unsatisfactory.
 WI: Writing intensive. Each first-year student is required, during her first or second semester at Smith, to complete at least one writing-intensive course.
 { } Major fields of knowledge course designation.
 Please note that certain courses do not indicate any designation as decided by the department, program or instructor involved, e.g., English

101. Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge (if a course is fewer than four credits but designated for Latin Honors, this will be indicated.) Following is a listing of the major fields of knowledge; multiple designations are separated by a slash, e.g., {L/H/F}:

| | |
|---|-------------------------------------|
| L | Literature |
| H | Historical studies |
| S | Social science |
| N | Natural science |
| M | Mathematics and analytic philosophy |
| A | The arts |
| F | A foreign language |

African Studies

Advisers and Members of the African Studies Committee:

Jeffrey S. Ahlman, Ph.D., Assistant Professor of History
 Kim Yi Dionne, Ph.D., Assistant Professor of Government *1
 Elliot Fratkin, Ph.D., Professor of Anthropology †1
 Simon Halliday, Ph.D., Assistant Professor of Economics
 Caroline M. Melly, Ph.D., Associate Professor of Anthropology **1, *2
 Albert G. Mosley, Ph.D., Professor of Philosophy **1
 Katwiwa Mule, Ph.D., Associate Professor of Comparative Literature, *Director* †2
 Camille Washington-Ottombre, Assistant Professor of Environmental Science and Policy *1
 Gregory Whayne White, Ph.D., Professor of Government
 Louis Edward Wilson, Ph.D., Professor of Africana Studies

The Minor

The African studies minor at Smith allows students to complement their major with a program that provides a systematic introduction to the complex historical, political and social issues of the African continent. The minor is structured to give the student interdisciplinary training within key fields of knowledge: literature and the arts, social science and historical studies.

Requirements: Six semester courses on Africa are required. One course must be drawn from each of the following three fields:

Arts, Literature and Humanities; Historical Studies; Social Sciences

No more than two courses from a student's major may be counted toward the minor. At the discretion of the adviser, equivalent courses at other colleges may be substituted for Five College courses.

Language. Students interested in African studies are encouraged to study French, Portuguese or an African language. In addition, a student who has achieved intermediate-level competence in an African language may petition for this to count as one of the required courses in the field of arts, literature and humanities.

Students with required language proficiency may apply for the Five College African Studies Certificate.

Study Abroad. Students are encouraged to spend a semester or more in Africa. Information on current programs may be obtained from the African studies director and should be discussed with the minor adviser.

Arts, Literature and Humanities

CLT 100 Introduction to Comparative Literature: The Pleasures of Reading

Topics course. May be repeated once with a different topic.

Cannibals, Witches and Virgins

An examination of the rewritings and adaptations of the three iconic figures of Shakespeare's *The Tempest*—Caliban the demi-devil savage other, Sycorax the devil-whore, and Miranda the virgin-goddess—by writers from different geographies, time periods and ideological persuasions. Using texts such as Aimé Césaire's *A Tempest*, Rachel Ingalls' *Mrs. Caliban*, Lemuel Johnson's *Highlife for Caliban*, Gloria Naylor's *Mama Day* and Michelle Cliff's *No Telephone*

to Heaven, we seek to understand how postcolonial, feminist and postmodern rewritings of *The Tempest* transpose its language and characters into critiques of colonialism, nationhood, race, gender and difference. {L} Credits: 4

Members of the department

Normally offered each academic year

CLT 205 20th-Century Literatures of Africa

A study of the major writers and diverse literary traditions of modern Africa with emphasis on the historical, political and cultural contexts of the emergence of writing, reception and consumption. We pay particular attention to several questions: in what contexts did modern African literature emerge? Is the term "African literature" a useful category? How do African writers challenge Western representations of Africa? How do they articulate the crisis of independence and postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Writers include Chinua Achebe, Ngũgĩ wa Thiong'o, Tsitsi Dangarembga, Chimamanda Ngozi Adichie, Nadine Gordimer, Njabulo Ndebele and Ama Ata Aidoo. We also watch and critique films such as *Blood Diamond*, *District 9*, *Tsotsi* and *The Constant Gardener*.

{L} Credits: 4

Katwiwa Mule

Normally offered each fall

CLT 266 Studies in South African Literature and Film

Topics course.

Modern South African Literature and Cinema

A study of South African literature and film with a particular focus on adaptation of literary texts to the screen. We pay particular attention to texts and films in which violence—political, economic, psychical, xenophobic, homophobic etc.—is the main focus. For what purposes do South African filmmakers adapt canonical and contemporary texts, biographies and memoirs to the screen? How do these adaptations help us visualize the relationship between power and violence in apartheid and post-apartheid South Africa? How do race, class, gender, sexuality and ethnicity complicate how we define, conceptualize and critique racial, political and gender-based violence in South Africa? Texts and films may include Njabulo Ndebele's *The Cry of Winnie Mandela*, Alan Paton's *Cry the Beloved Country*, André Brink's *A Dry White Season*, Mahamo's *The Last Grave at Dimbaza*, John Wood's *Biko (Cry Freedom)*, Anne Mare du Preez Bezdrob's *Winnie Mandela: A Life (Winnie)* and Athol Fugard's *Tsotsi*. We also study film classics such as *The Voortrekkers*, *Zulu/Zulu Dawn* and *Sarafina* as well as transcripts and footages of testimonies from the Truth and Reconciliation Commission hearings. (E) {L} Credits: 4

Members of the department

Normally offered each spring

FRN 230 Colloquium in French Studies

Topics course.

A gateway to more advanced courses. These colloquia develop skills in expository writing and critical thinking in French. Materials include novels, films, essays and cultural documents. Students may receive credit for only one section of 230. Enrollment limited to 18. Basis for the major. Prerequisite: 220 or permission of the instructor.

Women Writers of Africa and the Caribbean

An introduction to works by contemporary women writers from Francophone Africa and the Caribbean. Topics studied include colonialism, exile, motherhood and intersections between class and gender. Our study of these works and

of the French language are informed by attention to the historical, political and cultural circumstances of writing as a woman in a former French colony. Texts include works by Mariama Bâ, Maryse Condé, Yamina Benguigui and Marie-Célie Agnant. {F} {L} Credits: 4

Members of the department

Normally offered each academic year

FRN 252 French Cinema

Topics course.

Cities of Light: Urban Spaces in Francophone Film

From Paris to Fort-de-France, Montreal to Dakar, we study how various filmmakers from the Francophone world present urban spaces as sites of conflict, solidarity, alienation and self-discovery. How do these portraits confirm or challenge the distinction between urban and non-urban? How does the image of the city shift for “insiders” and “outsiders”? Other topics to be discussed include immigration, colonialism and globalization. Works by Sembène Ousmane, Denys Arcand, Mwezé Ngangura and Euzhan Palcy. Course taught in French. Prerequisite: 230, or permission of the instructor. Weekly required screenings. {F} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FRN 262 After Algeria: Revolution, Republic and Race in Modern France

From the colonial conquest in the early 19th century through independence in 1962, Algeria has evoked passions on both sides of the Mediterranean Sea, passions frequently resulting in violence that has not entirely subsided. Through a variety of perspectives and readings, we explore a post-Algerian French society that appears to be permanently marked by its Algerian experience. To what extent has the experience in and of Algeria transformed contemporary French culture? In what ways can one speak of the Algerian experience in revolutionary terms? Prerequisite: FRN 230, or permission of the instructor.

{F} {L} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FRN 380 Topics in French Cultural Studies

Topics course.

French Travel Writing and Self-Discovery

A survey of Francophone travel writing from the 16th to the 21st centuries. Students are exposed to a literary form that achieved popularity and cultural prestige early on, was then significantly challenged and diversified, and is presently enjoying a resurgence. We consider fictional and nonfictional accounts reflecting various geographies of travel and migration. While early voyagers tended to assert the relative superiority of French culture, subsequent generations of travelers abandoned discovery for self-discovery, and critiqued colonialism instead of indigenous cultures. Countries and regions surveyed include the Holy Land, Turkey, Spain, Morocco, Algeria, Central and West Africa, the United States, Iran, France, Indonesia and Thailand. {F} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FYS 165 Childhood in African Literature

A study of childhood as an experience in the present and as a transition into adulthood, and of the ways in which it is intimately tied to social, political and cultural histories, and to questions of self and national identity. How does the violence of colonialism and decolonization reframe our understanding of childhood innocence? How do African childhood narratives represent such crises as cultural alienation, loss of language, exile and memory? How do competing national and cultural ideologies shape narratives of childhood? Texts include Tsitsi Dangaremba's *Nervous Conditions*, Zoë Wicomb's *You Can't Get Lost in Cape Town*, Ngũgĩ wa Thiong'o's *Weep Not Child* and Tahar Ben Jelloun's

The Sand Child. This course counts toward the comparative literature major. Enrollment limited to 16 first-year students. Credits: 4

Members of the department

Expected to be offered in the next 3 years

MUS 220 Topics in World Music

Topics course.

Master Musicians of Africa I: West Africa

This course concentrates on the lives and music of selected West African musicians. Departing from ethnographic approaches that mask the identity of individual musicians and treat African societies as collectives, this course emphasizes the contributions of individual West African musicians whose stature as master musicians is undisputed within their respective communities. It examines the contributions of individual musicians in the ever continuous process of negotiating the boundaries and identities of African musical practice. Musicians covered this semester include Akan female professional singers in Ghana; Yousou N'Dour (Senegalese musician) and Babatunde Olatunji, the late Nigerian drummer. The variety of artistic expressions of selected musicians also provides a basis for examining the interrelatedness of different African musical idioms, and the receptivity of African music to non-African styles. {A} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Historical Studies

AFR 218 History of Southern Africa (1600 to about 1900)

The history of Southern Africa, which includes a number of states such as South Africa, Zimbabwe, Namibia, Angola and Lesotho, is very complex. In addition to developing an historical understanding of the Khoisan and Bantu-speaking peoples, students must also know the history of Europeans and Asians of the region. The focus of this course is to understand the historical, cultural and economic inter-relationships between various ethnic groups, cultures and political forces which have evolved in Southern Africa since about 1600.

{H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 234 (C) Global Africa

This course interrogates how scholars have engaged the “transnational” and “global” in African history. In doing so, the course explores the complex networks of identities, loyalties, and attachments forged by diverse groups of African peoples in their attempts to live within and transcend the boundaries of the modern nation-state. As a result, over the course of the semester, the class will investigate issues of trade, nationality, citizenship, race, and identity as it queries the many ways in which Africans have shaped (and reshaped) their views of themselves and communities over seemingly vast distances in time and space. {H} Credits: 4

Jeffrey S. Ablman

Normally offered in alternate years

HST 257 (L) Early African History

This course is a general, introductory survey of African history prior to colonial rule. It provides students with a framework for understanding Africa's early political, social and economic history and for appreciating the strategies African peoples employed as they made sense of, accommodated themselves to and confronted their changing landscapes. Key subjects addressed in the course include African agricultural development, the introduction of monotheistic religions on the continent, African trade in the Indian Ocean and the effects of the Atlantic slave trade on West and Central Africa. Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 258 (L) Modern Africa

This course provides an introductory survey of African history under colonial rule and beyond. In doing so, the course offers students a framework for understanding the political, social and economic history of modern Africa by foregrounding the strategies African peoples employed as they made sense of and confronted their changing historical landscapes. Key subjects include the construction of the colonial state, African experiences with colonial rule, the dilemmas of decolonization and life in an independent Africa.

{H} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 259 (C) Aspects of African History

Topics course.

Discourses of Development

This course interrogates and historicizes the problem of “development” in 20th-century Africa. In doing so, we query the assumptions made by colonial officials, postcolonial leaders, social scientific experts and local communities as they sought to understand and articulate African pathways into a largely ill-defined social and economic modernity. Key subjects of enquiry include an analysis of the relationship between western and non-western “modernities,” and explorations into the link between knowledge and power in our own interpretations of the past and of the so-called “underdeveloped world.” Enrollment limited to 18.

{H} Credits: 4

Members of the department

Normally offered in alternate years

Femininities, Masculinities and Sexualities in Africa

This course examines the political, social and economic role of women, gender, and sexuality in African history, while paying particular attention to the ways in which a wide variety of Africans engaged, understood, and negotiated the multiple meanings of femininity, masculinity, and sexuality in the changing political and social landscapes associated with life in Africa. Key issues addressed in the course include marriage and respectability, colonial domesticity regimes, sex, and religion. Additionally, students interrogate the diversity of methodological techniques scholars have employed in their attempts to write African gender history. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

AFR 370 Seminar: Modern Southern Africa

In 1994 South Africa underwent a “peaceful revolution” with the election of Nelson Mandela. This course studies the historical events that led to this dramatic development in South Africa from 1948–2000. {H} {S} Credits: 4

Louis Edward Wilson

Expected to be offered in the next 3 years

Social Studies**ECO 311 Seminar: Topics in Economic Development**

Topics course.

The Political Economy of Development in Africa

Since postcolonial times, Africa has seen both hope and despair for its development. This seminar explores the roles of many factors in the development of African states and the uplifting from poverty of individual Africans. In particular, we look at infrastructure and investment; health and education; trade; finance and markets; the choice of policy; and the effects of institutions, governance and politics. We also try to make sense of the differences and the similarities among the various paths to development in Africa. Prerequisites: ECO 250 and ECO 253; Recommended: ECO 211 or ECO 213. {S} Credits: 4

Members of the department

Normally offered in alternate years

GOV 227 Contemporary African Politics

This survey course examines the ever-changing political and economic landscape of the African continent. The course aims to provide students with an understanding of the unique historical, economic and social variables that shape modern African politics, and introduces students to various theoretical and analytical approaches to the study of Africa’s political development. Central themes include the ongoing processes of nation-building and democratization, the constitutional question, the international relations of Africa, issues of peace and security, and Africa’s political economy. Enrollment limited to 35.

Credits: 4

Kim Yi Dionne

Normally offered each spring

GOV 233 Problems in Political Development

This course explores the practical meaning of the term “development” and its impact on a range of global topics from the problems of poverty and income inequality to the spread of democracy, environmental degradation, urbanization and gender empowerment. We examine existing theories of economic development and consider how state governments, international donors and NGOs interact to craft development policy. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 257 Colloquium: Refugee Politics

This course examines refugees—i.e., people displaced within their country, to another country or, perhaps, somewhere “in between.” Refugee politics prompt a consideration of the cause of refugee movements; persecution, flight, asylum and resettlement dynamics; the international response to humanitarian crises; and the “position” of refugees in the international system. In addition to international relations theory, the seminar focuses on historical studies, international law, comparative politics, refugee policy studies and anthropological approaches to displacement and “foreignness.” Although special attention is devoted to Africa, other cases of refugee politics are examined. Open to majors in government; others by permission of the instructor. Enrollment limited to 20. {S} Credits: 4

Members of the department

Normally offered in alternate years

GOV 347 Seminar in International Politics and Comparative Politics

Topics course.

Environmental Security

This advanced seminar examines the political implications of treating environmental events and trends as matters of (inter)national security. It approaches the issue historically—examining the conceptual evolution of security over time and the relatively recent incorporation of environmental issues into security frameworks. Primary focus is devoted to climate change, but other ecological issues are examined as well: development, natural resource use, waste and pollution, biodiversity, etc. Prerequisite: 241, 242, 244 or 252 {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

AFS 300 Capstone in African Studies will no longer be taught at Smith, but it is being taught at Amherst College as BLST-316 Five Colleges Capstone Course in African Studies.

Africana Studies

Professors

Andrea D. Hairston, M.A. (Theatre and Africana Studies)

Kevin Everod Quashie, Ph.D. ^{†1}

Louis Edward Wilson, Ph.D., *Chair*

Associate Professors

Daphne M. Lamothe, Ph.D. ^{†1}

Assistant Professor

Samuel Ng, Ph.D

Mission

The Department of Africana Studies investigates the social, historical, cultural and aesthetic works and practices of populations of African descent throughout the diaspora. A multidisciplinary endeavor, our interrogations begin not with race as an assumed concept but as a site of profound social formation that must be considered in relation to gender, class, nation, ethnicity, religion and sexuality. We understand our mandate to be two-fold: to provide a coherent, grounded body of knowledge for our majors and minors as well as to serve the broader academic and cocurricular needs of the college. In all of these endeavors, we emphasize the need for students to develop their analytic capacities.

A student in our department is first a critical thinker, one who learns to ask questions, seek connections, unpack what is invisible or ignored. Our courses emphasize close reading, research and writing, and our curriculum expects students to think about the Caribbean, Africa and diaspora communities in Europe and elsewhere. In support of this expectation, we encourage students to travel abroad.

The Major

Requirements for the Major

An Africana studies major will have experience

- Studying closely classic texts or figures or historical periods or movements
- Considering the aesthetic principles undergirding 19th- and 20th-century African American culture
- Engaging texts, movements or events from many disciplinary standpoints
- Considering the impact of gender, class, nation, sexuality on African American culture
- Thinking intellectually about the diaspora

A major is also strongly encouraged to study abroad as well as to take courses in all seven areas of Latin distribution.

1. The major consists of 11 four-credit courses as follows: Three required courses: 111, 117 and 201.
2. General concentration: four 100- and 200-level courses at least one of which must have a primary focus on the African diaspora. (Courses at the 300-level may also be used when appropriate.)
3. Advanced concentration: three courses organized in one of five areas or pathways: history, literature/cultural studies, social science, black women's studies or diaspora studies. Of the three courses, at least one must be at the 300-level; and at least one must have a primary focus on the African diaspora.
4. The designated capstone seminar in the junior or senior year. The course is required of all majors including honors thesis students.

The Minor

Requirements for the Minor

The minor consists of six 4-credit courses as follows:

1. Two of the three required courses: 111, 117, 201.
2. Four elective courses, at least one of which must be a seminar or a 300-level class; and at least one of which must have a primary focus on the African diaspora.

Pathways Through the Major

1. History

AFR 289 (C) Race, Feminism and Resistance in Movements for Social Change

2. Black Women's Studies

AFR 289 (C) Race, Feminism and Resistance in Movements for Social Change

Adviser for Study Abroad: Louis Wilson

Honors

Director: Kevin Quashie

AFR 430D Honors Project

Credits: 8

Normally offered each academic year

AFR 431 Honors Project

Credits: 8

Normally offered each academic year

Please consult the director of honors or the departmental website for specific requirements and application procedures.

AFR 117 History of Afro-American People to 1960

An examination of the broad contours of the history of the Afro-American people in the United States from ca. 1600 to 1960. Particular emphasis is given to how Africans influenced virtually every aspect of U.S. society; slavery and Constitutional changes after 1865; the philosophies of W.E.B. DuBois, Booker T. Washington, Marcus Garvey; and the rise and fall of racial segregation in the United States. {H} Credits: 4

Louis Edward Wilson

Expected to be offered in the next 3 years

AFR 155 Introduction to Black Women's Studies

This course examines historical, critical and theoretical perspectives on the development of Black feminist theory/praxis. The course draws from the 19th century to the present, but focuses on the contemporary Black feminist intellectual tradition that achieved notoriety in the 1970s and initiated a global debate on "Western" and global feminisms. Central to our exploration is the analysis of the intersectional relationship between theory and practice, and of race, to gender and class. We conclude the course with the exploration of various expressions of contemporary Black feminist thought around the globe as a way of broadening our knowledge of feminist theory. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

AFR 170 Survey of African-American Literature 1746–1900

Same as ENG 184. An introduction to the themes, issues and questions that shaped the literature of African Americans during its period of origin. Texts include poetry, prose, and works of fiction. Writers include Harriet Jacobs, Frances Harper, Charles Chesnutt, Frederick Douglass and Phillis Wheatley. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

AFR 175 African-American Literature 1900 to the Present

Same as ENG 236. A survey of the evolution of African-American literature during the 20th century. This class builds on the foundations established in AFR 113, Survey of Afro-American Literature 1746 to 1900. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

AFR 201 Methods of Inquiry

This course is designed to introduce students to the many methods of inquiry used for research in interdisciplinary fields such as Africana studies. Guided by a general research topic or theme, students are exposed to different methods for asking questions and gathering evidence.

Approaches to the African Diaspora

Using theories and conceptualizations of the African diaspora as a case study, this course gives students an introduction to and practice in the tools of intellectual investigation in the study of black history and culture/racial formations in the United States and internationally. Students read, attend lectures and learn from scholars whose work is based in particular disciplines (especially history, literature, cultural studies and the social sciences). You also learn the challenges of and opportunities made possible by doing interdisciplinary research. Through the multi- and interdisciplinary approach to a single topic or text (in the case of this semester, the diaspora), students learn how scholars in each discipline ask certain kinds of research questions and take certain kinds of research approaches, and how these various methods in conversation with each other. Finally, students develop their own research project related to the focus of this course (race, ethnicity and the social construction of identity) by means of library and media-based research. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

AFR 202 Topics in Africana Studies

Topics course.

The Black Archive

Why has the construction of archives that center on the experiences of people of African descent been so critical to black political, cultural, and social life? What do black archives look like and what do they offer us? How do they expand the way we consider archives in general? This course seeks to address these questions by examining the conception and development of black archives, primarily, although not exclusively, as they arose in the United States across the twentieth century. Enrollment limit of 40. (E) {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

AFR 212 Family Matters: Representations, Policy and the Black Family

In this course we examine contemporary African-American families from both a sociocultural and socioeconomic perspective. We explore the issues facing African-American families as a consequence of the intersecting of race, class and gender categories of America. The aim of this course is to broaden the student's knowledge of the internal dynamics and diversity of African-American family life and to foster a greater understanding of the internal strengths as well as the

vulnerabilities of the many varieties of African-American families. {S} Credits: 4
Members of the department

Expected to be offered in the next 3 years

AFR 218 History of Southern Africa (1600 to about 1900)

The history of Southern Africa, which includes a number of states such as South Africa, Zimbabwe, Namibia, Angola and Lesotho, is very complex. In addition to developing an historical understanding of the Khoisan and Bantu-speaking peoples, students must also know the history of Europeans and Asians of the region. The focus of this course is to understand the historical, cultural and economic inter-relationships between various ethnic groups, cultures and political forces which have evolved in Southern Africa since about 1600. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

AFR 242 Death and Dying in Black Culture

What does death and dying mean in black culture, given the evidentiary history of black death, even the ways that blackness—as an idea—signifies death? Using a cultural studies perspective, this course looks at the distinction between and representational meanings of death and dying in black culture. To do this, we consider different historical periods and cultural forms; we think about gender, sexuality, class, religion, region; we think about genre and nationalism, as well as death and dying's not-too-distant relatives: memory, agency, loss, love. Not open to first-year students. Credits: 4

Members of the department

Expected to be offered in the next 3 years

AFR 243 Black Activist Autobiography

From the publication of “slave narratives” in the 18th century to the present, African Americans have used first-person narratives to tell their personal story and to testify about the structures of social, political and economic inequality faced by black people. These autobiographical accounts provide rich portraits of individual experience at a specific time and place as well as insights into the larger socio-historical context in which the authors lived. This course focuses on the autobiographies of activist women. In addition to analyzing texts and their contexts, we reflect on and document how our own life history is shaped by race. Writers and subjects include Sojourner Truth, Zora Neale Hurston, Angela Davis, Harriet Jacobs and Audre Lorde among others. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

AFR 245 The Harlem Renaissance

Same as ENG 282. A study of one of the first cohesive cultural movements in African-American history. This class focuses on developments in politics, and civil rights (NAACP, Urban League, UNIA), creative arts (poetry, prose, painting, sculpture) and urban sociology (modernity, the rise of cities). Writers include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes and Nella Larsen among others. Credits: 4

Members of the department

Expected to be offered in the next 3 years

AFR 278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970

An interdisciplinary study of Afro-American history beginning with the Brown Decision in 1954. Particular attention is given to the factors which contributed to the formative years of civil rights movements, black films and music of the era, the rise of black nationalism, and the importance of Afro-Americans in the Vietnam War. Recommended background: survey course in Afro-American history, American history, or Afro-American literature. Enrollment limited to 40. {H} Credits: 4

Louis Edward Wilson

Expected to be offered in the next 3 years

AFR 289 (C) Race, Feminism and Resistance in Movements for Social Change

This interdisciplinary colloquial course explores the historical and theoretical perspectives of African American women from the time of slavery to the post-civil rights era. A central concern of the course is the examination of how black women shaped and were shaped by the intersectionality of race, gender and sexuality in American culture. Not open to first-year students. Enrollment limited to 25. {H} {S} Credits: 4

Samuel Galen Ng

Expected to be offered in the next 3 years

AFR 335 Seminar: Free Blacks in the U.S. Before 1865

A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic, and even religious questions raised by having free blacks in a slave society. This course addresses a neglected theme in the history of the Afro-American experience—that is, the history of free blacks before the passage of the 13th amendment. Recommended background: AFR 117. {H} {S} Credits: 4

Louis Edward Wilson

Expected to be offered in the next 3 years

AFR 336 Seminar: Contemporary Topics in Afro-American Studies

Topics course.

Exiles, Transplants and In-betweeners: Literatures of the African Diaspora

Same as ENG 316. This seminar focuses on some of the major perspectives, themes, and theoretical underpinnings in the field of African diasporic studies. We read 20th- and 21st-century fiction and nonfiction from a range of cultural traditions that explore the conditions of displacement and uprootedness which characterize the African diaspora; we also investigate the transformations of culture and identity that result from forced and voluntary migrations. The course's primary focus is on literary depictions of transnational identities and communities and questions of citizenship and belonging, in fiction by and about "in-betweeners" who inhabit cultural and national borderlands. Our investigation draws primarily from novels, but may also include examples from other genres, including poetry, short stories and memoir. Recommended background: at least one course in Afro American Studies and/or literature. Permission of the instructor required. Not open to first-years and sophomores. Credits: 4

Members of the department

Expected to be offered in the next 3 years

AFR 360 Seminar: Toni Morrison

Same as ENG 323. This seminar focuses on Toni Morrison's literary production. In reading her novels, essays, lectures and interviews, we pay particular attention to three things: her interest in the epic anxieties of American identities; her interest in form, language, and theory; and her study of love. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

AFR 366 Seminar: Contemporary Topics in Africana Studies

Topics course.

Seminar: The Politics of Grief

What role has grief played in the black freedom struggle? How have conceptions of race and gender been articulated, expanded, and politicized through public performances of collective mourning? This seminar explores the ways in which post-emancipation black politics developed through efforts, often led by women, to not only challenge but to also embody and inhabit trauma. We will consider a range of theoretical texts alongside historical documents from the late nineteenth century to today. {H} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Seminar in Social Sciences

{H} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

AFR 370 Seminar: Modern Southern Africa

In 1994 South Africa underwent a "peaceful revolution" with the election of Nelson Mandela. This course studies the historical events that led to this dramatic development in South Africa from 1948–2000. {H} {S} Credits: 4

Louis Edward Wilson

Expected to be offered in the next 3 years

AFR 400 Special Studies

By permission of the department, for junior and senior majors.

Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

AFR 430D Honors Project

Credits: 8

Members of the department

Normally offered each academic year

AFR 431 Honors Project

Credits: 8

Members of the department

Normally offered each academic year

Additional Courses Related to Africana Studies

As an interdisciplinary department, we encourage students to explore course opportunities in other departments and in the Five Colleges. Some examples are listed below. Students should check departmental entries to find out the year and semester particular courses are being offered.

ANT 348 Seminar: Topics in Development Anthropology

Topics course.

Health in Africa

This seminar focuses on issues of demography, health, nutrition and disease on the African continent, contextualized in the social, economic and political activities of human populations. The course discusses the distribution and food production systems of human groups in particular environments; the incidence and prevalence of infectious diseases including malaria, tuberculosis, river blindness, measles and HIV/AIDS; and varying approaches to health care including traditional medicine and the availability of Western treatment. Background in African studies or medical anthropology preferred. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

CLT 205 20th-Century Literatures of Africa

A study of the major writers and diverse literary traditions of modern Africa with emphasis on the historical, political and cultural contexts of the emergence of writing, reception and consumption. We pay particular attention to several questions: in what contexts did modern African literature emerge? Is the term "African literature" a useful category? How do African writers challenge Western representations of Africa? How do they articulate the crisis of independence and postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Writers include Chinua Achebe, Ngũgĩ wa Thiong'o, Tsitsi Dangarembga, Chimamanda Ngozi Adichie, Nadine Gordimer,

Njabulo Ndebele and Ama Ata Aidoo. We also watch and critique films such as *Blood Diamond*, *District 9*, *Tsotsi* and *The Constant Gardener*. {L} Credits: 4
Katwiva Mule

Normally offered each fall

ECO 311 Seminar: Topics in Economic Development

Topics course.

The Political Economy of Development in Africa

Since postcolonial times, Africa has seen both hope and despair for its development. This seminar explores the roles of many factors in the development of African states and the uplifting from poverty of individual Africans. In particular, we look at infrastructure and investment; health and education; trade; finance and markets; the choice of policy; and the effects of institutions, governance and politics. We also try to make sense of the differences and the similarities among the various paths to development in Africa. Prerequisites: ECO 250 and ECO 253; Recommended: ECO 211 or ECO 213. {S} Credits: 4

Members of the department

Normally offered in alternate years

CLT 266 Studies in South African Literature and Film

Topics course.

Modern South African Literature and Cinema

A study of South African literature and film with a particular focus on adaptation of literary texts to the screen. We pay particular attention to texts and films in which violence—political, economic, psychical, xenophobic, homophobic etc.—is the main focus. For what purposes do South African filmmakers adapt canonical and contemporary texts, biographies and memoirs to the screen? How do these adaptations help us visualize the relationship between power and violence in apartheid and post-apartheid South Africa? How do race, class, gender, sexuality and ethnicity complicate how we define, conceptualize and critique racial, political and gender-based violence in South Africa? Texts and films may include Njabulo Ndebele's *The Cry of Winnie Mandela*, Alan Paton's *Cry the Beloved Country*, André Brink's *A Dry White Season*, Mahamo's *The Last Grave at Dimbaza*, John Wood's *Biko (Cry Freedom)*, Anne Mare du Preez Bezdrob's *Winnie Mandela: A Life (Winnie)* and Athol Fugard's *Tsotsi*. We also study film classics such as *The Voortrekkers*, *Zulu/Zulu Dawn* and *Sarafina* as well as transcripts and footages of testimonies from the Truth and Reconciliation Commission hearings. (E) {L} Credits: 4

Members of the department

Normally offered each spring

ENG 222 Spirometers, Speculums and the Scales of Justice: Medicine and Law in 19th-Century African Diasporic Literature

During a time of rapid professionalization, medicine and law profoundly influenced New World ideas about what it means to be a human, a person, and a citizen, and how such definitions determined the rights of people of African descent. This course surveys 19th-century African diasporic authors' and orators' engagements with medical and legal theories on issues of slavery, emigration, crime and revolution. Supplementing our readings of slave literature, crime narratives, emigration writings, poetry and fiction, we study contemporary and current theories of race and racial science, the human, non-human, and post-human, environmentalism, colonization, pain, disability, gender, sexuality and legal personhood. Our literary travels take us from colonial West Indies, Jamaica, and the antebellum U.S. to colonial Canada, Cuba and the Bahamas. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 241 The Empire Writes Back: Postcolonial Literature

An introduction to Anglophone fiction, poetry, drama and film from Africa, the Caribbean and South Asia in the aftermath of the British empire. Concerns

include: the cultural and political work of writers as they respond to histories of colonial and racial dominance; their ambivalence towards English linguistic, literary and cultural legacies; the ways literature can (re)construct national identities and histories, and explore assumptions of race, gender, class and sexuality; the distinctiveness of women writers and their modes of contesting cultural and colonial ideologies; global diasporas, migration and U.S. imperialism. Readings include Achebe, Adichie, Aidoo, Dangarembga, Walcott, Cliff, Amitav Ghosh, Rushdie, Jhumpa Lahiri, Mohsin Hamid and some theoretical essays. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FRN 230 Colloquium in French Studies

Topics course.

A gateway to more advanced courses. These colloquia develop skills in expository writing and critical thinking in French. Materials include novels, films, essays and cultural documents. Students may receive credit for only one section of 230. Enrollment limited to 18. Basis for the major. Prerequisite: 220 or permission of the instructor.

Women Writers of Africa and the Caribbean

An introduction to works by contemporary women writers from Francophone Africa and the Caribbean. Topics studied include colonialism, exile, motherhood and intersections between class and gender. Our study of these works and of the French language are informed by attention to the historical, political and cultural circumstances of writing as a woman in a former French colony. Texts include works by Mariama Bâ, Maryse Condé, Yamina Benguigui and Marie-Célie Agnant. {F} {L} Credits: 4

Members of the department

Normally offered each academic year

FRN 290 The Colonial City: Global Perspectives

Same as ARH 258. This class examines the architectural history of French colonialism from a global historical perspective. French colonialism marked the longest episode of French interaction with the non-European world. This class encourages a broader understanding of its architectural impact through approaching the buildings, towns and cities that emerged during French imperialism. We engage colonial iterations of "high style," or official, governmental architecture, in addition to examining vernacular forms engendered because of the blending of building traditions. We consider sites in Africa, North America, the Caribbean, Asia and the Indian Ocean. We think through the social and economic factors that caused architectural and urban typologies to display marked continuities despite geographical distinctions. (E) {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FRN 365 Francophone Literature and Culture

Topics course.

Food, Hunger, Memory: Literature of the Caribbean

Food and its absence are persistent themes in Caribbean literature. Cooking and culinary practices serve as a means of preserving cultural identities, yet can also reinforce colonial visions of the Caribbean as an exoticized space. Hunger figures as an indictment of that colonial history and of contemporary global inequities. Through studies of folktales, short stories, poetry and novels, this course offers an introduction to the literature and major theoretical movements of Guadeloupe, Martinique and Haiti, with a focus on how cultural memory is inscribed in metaphors of consumption. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FYS 148 Migration Stories: Border-Crossing and Becoming in African-American Literature

This course explores how histories of migration have shaped the formation of black cultures and identities. African American culture and identities have always been produced in the crucible of migration, both forced and voluntary. Black people and black cultures have always been on the move and have always been in the process of formation and reformation. African peoples arrived in the “New World” as captives of the transatlantic slave trade. This historical event was devastating, yet it was also an occasion for new cultures and identities to be formed. Migration has compelled black peoples to refashion themselves, transform their environments and make their mark on the art and cultures of their new societies. Among the topics covered are: the transatlantic and domestic slave trades, fugitivity, the Great Migration from the South, the post–Civil Rights era “reverse migration,” and more recent immigrations by people from the Caribbean and Africa. We use literature, history, music and film to ask how these stories help us understand the intricacies of this rich history. Enrollment limited to 16 first-year students. Credits: 4

Members of the department

Expected to be offered in the next 3 years

FYS 182 Fighting the Power: Black Protests and Politics Since 1970

This seminar examines the various forms of black “politics,” broadly conceived, that emerged and developed in the wake of the modern civil rights movement to the present time. Major topics of concern include: black nationalism and electoral politics, black feminism, resistance to mass incarceration, the war on drugs, black urban poverty, the rise of the black middle class, reparations, the Obama presidency, Black Lives Matter and other contemporary social movements. Enrollment limited to 16 first-year students. (E)

WI Credits: 4

Samuel Galen Ng

Expected to be offered in the next 3 years

HST 258 (L) Modern Africa

This course provides an introductory survey of African history under colonial rule and beyond. In doing so, the course offers students a framework for understanding the political, social and economic history of modern Africa by foregrounding the strategies African peoples employed as they made sense of and confronted their changing historical landscapes. Key subjects include the construction of the colonial state, African experiences with colonial rule, the dilemmas of decolonization and life in an independent Africa.

{H} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 259 (C) Aspects of African History

Topics course.

Decolonization, Nation and Political Imagination in Africa

This course explores the politics of decolonization and nationalism in 20th-century Africa, while paying particular attention to the ways in which diverse groups of Africans—women, ethnic and racial minorities, political exiles, youth and expatriates, among others—articulated their unique views of the “nation” as they made the transition from colonial to self-rule. Key topics include issues of resistance and collaboration in African anticolonial movements, gender and popular culture in late colonial and postcolonial Africa, the Cold War, and the promise and disappointment of the postcolonial state. Enrollment limited to 18 students. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 265 (L) Race, Gender and United States Citizenship, 1776–1861

Analysis of the historical realities, social movements, cultural expression and political debates that shaped U.S. citizenship from the Declaration of Independence to the passage of the Fifteenth Amendment. From the hope of liberty and equality to the exclusion of marginalized groups that made whiteness, maleness and native birth synonymous with Americanness. How African Americans, Native Americans, immigrants and women harnessed the Declaration of Independence and its ideology to define themselves as citizens of the United States.

{H} Credits: 4

Elizabeth S. Pryor

Normally offered each fall

HST 266 (L) Emancipation and the Afterlife of Slavery

Examines the longevity of the U.S. Civil War in historical memory, as a pivotal period in the development of American racism and African American activism. Explores cutting-edge histories, primary source materials, documentaries, popular films, and visual and political culture. Explores the Civil War as a mass slave insurrection and studies the myriad meanings of Emancipation. Looks at the impact of slavery on race and racism into the twentieth century.

{H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 270 (C) Aspects of American History

Topics course.

Anatomy of a Slave Revolt

During slavery, white Americans, especially U.S. slaveholders, feared the specter of insurrection. Uprisings at Stono or those led by Denmark Vesey and Nat Turner proved that slaves often fought back. Yet the central historiographical question remains: why didn't U.S. slaves overthrow enslavement like Haitian slaves did on Santo Domingo? Enslaved people challenged slavery in a variety of ways including violence, revolts, maroon communities, truancy, passing, suicide and day-to-day resistance. This course examines the primary documents and contentious historical debates surrounding the import of slave resistance, primarily in the American South. Students examine slave societies, theories on race, gender, sexuality and resistance, as well as modern literature and film to investigate violent and nonviolent resistance and how they are memorialized both in history and in the popular imagination. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 371 Seminar: Problems in 19th-Century United States History

Topics course.

Remembering Slavery: A Gendered Reading of the WPA Slave Interviews

Despite the particular degradation, violence and despair of enslavement in the United States, African American men and women built families, traditions and a legacy of resistance. Using the WPA interviews—part of the New Deal Federal Writers Project of the 1930s—this course looks at the historical memory of former slaves by reading and listening to their own words. How did 70- through 90-year-old former slaves remember their childhoods and young adulthoods during slavery? And how do scholars make sense of these interviews given they were conducted when Jim Crow segregation was at its pinnacle? The course examines the WPA interviews as historical sources by studying scholarship that relies heavily on them. Most importantly, students explore debates that swirl around the interviews and challenge their validity on multiple fronts, even as they remain the richest sources of African American oral history regarding slavery. Students write an original research paper using the WPA interviews as their central source.

{H} Credits: 4

Members of the department

Normally offered each fall

IDP 102 Race and Its Intersections With Class, Gender and Sexuality

This course offers an interdisciplinary, critical examination of race largely in the context of the United States. Although race is no longer held by scientists to have any essential biological reality, it has obviously played a central role in the formation of legal codes (from segregation to affirmative action), definitions of citizenship, economics (from slavery to discriminatory loan arrangements), culture (dance, fashion, literature, music, sport) and identities. Where did the concept of race come from? How has it changed over time and across space?

What pressures does it continue to exert on our lives? How does it intersect with gender, sexuality, social class, religion and abilities? By bringing together faculty from a variety of programs and disciplines—and by looking at a range of cultural texts, social studies and historical events where racial distinctions and identities have been deployed, constructed and contested—we hope to give the students an understanding of how and why race matters. This course meets for 10 sessions, beginning in the second week of the semester and ending on the penultimate week. (E) Credits: 2

Members of the department

Expected to be offered in the next 3 years

PHI 215 African American Philosophy

This course explores debates about race, racism, moral status and identity in recent and contemporary American philosophy. While examining the very concepts of race and racism, we also investigate philosophical responses to race issues in America. Enrollment limited to 20. {H} {S} Credits: 4

Members of the department

Normally offered in alternate years

PHI 304 Colloquium in Applied Ethics

Topics course.

Affirmative Action: International Perspectives

This course examines the moral and legal underpinnings of the policy and practice of affirmative action. The moral basis of restitution and compensation is discussed in examining backward- and forward-looking justifications of affirmative action. Comparisons and contrasts are drawn between different groups affected (Woman, African Americans, Hispanic Americans, Asian Americans and European Americans) and between affirmative action policies in the U.S., India, Malaysia and South Africa. {H} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SOC 214 Sociology of Hispanic Caribbean Communities in the United States

This service learning course surveys social science research, literary texts and film media on Cuban, Dominican and Puerto Rican communities in the United States. Historic and contemporary causes and contexts of (im)migration, settlement patterns, labor market experiences, demographic profiles, identity formations and cultural expressions are considered. Special attention is paid to both inter- and intra-group diversity, particularly along the lines of race, gender, sexuality and class. Students are required to dedicate four (4) hours per week to a local community-based organization. In addition, students are required to participate in a laboratory component (time to be arranged individually by the instructor) Enrollment limited to 35. Credits: 0–5

Members of the department

Expected to be offered in the next 3 years

SPN 246 Latin American Literature

Topics course. May be repeated once with a different topic. Normally offered both fall and spring semesters.

Literary Constructions of Afro-Cuban Identity

This course explores the Afro-Cuban world in literature, history and culture through the writings of Fernando Ortiz, Lydia Cabrera, Miguel Barnet, Antonio

Benítez-Rojo, Nicolás Guillén and Nancy Morejón. Readings in Afro-Cuban religious practice like *Regla de Ocbá*, *Regla de Palo* and *Abakuá* are included, as well as examples of Cuban ritual theater in plays by Gerardo Fullea and Eugenio Hernandez Espinosa. Class discussions and most readings in Spanish. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. Offered Fall 2017 during academic year 2017–18. {A} {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Race and Rebellion: Palenques and Cimarrones in the Americas

Most accounts of the slave trade and antislavery and abolition movements reflect European historical points of view. Few are the original documents by former slaves, but many are the actions and events documented in archives and chronicles regarding revolts. The goal of this class is to search for the voices and actions of the *cimarrones*, the “rebellious subjects” that sought freedom from the moment they were captured. The class explores the cultural phenomena of *cimarronaje* and the many run-away enclaves formed by Africans throughout the Americas. Attention is given to strategies of resistance particularly in Brazil, Cuba and Colombia. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. {A} {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SWG 100 Issues in Queer Studies

This course introduces students to issues raised by and in the emerging interdisciplinary field of queer studies. Through a series of lectures by Smith faculty members and invited guests, students learn about subject areas, methodological issues and resources in queer studies. May not be repeated for credit. Graded S/U only. {H} {L} {S} Credits: 2

Darcy C. Buerkle

Normally offered each spring

SWG 204 This Bridge Called My Back: Women of Color Cultural Production

This course examines personal narrative, literature, visual art and performance created by women of color in North America to understand ideas of identity, belonging and difference. We study the formation of women of color feminism from the 1970s to the present through an interpretation of cultural forms, looking specifically at categories of race, indigeneity, gender, sexuality and class. We analyze how women of color authors and artists articulate frameworks of intersectionality, hybridity, coalition and liberation. Students write both a personal narrative essay and an analytical essay and have the option of completing a creative project. Prerequisite SWG 150 or permission of the instructor. {A} {L} Credits: 4

Laura Sachiko Fugikawa

Expected to be offered in the next 3 years

SWG 300 Special Topics in the Study of Women and Gender

Topics course.

The Gay '80s

In this seminar, we look at the gay culture in the 1980s. In this regard, we consider four particular aspects: the AIDS epidemic in the U.S. and the activism that engages this crisis; the explosion of underground and mainstream art (visual art, music, literature, film, theater) that showcases an interest in thinking about sexuality, gender and gender normativity, sex and eroticism, and intersectionality; the decade's culture of conservatism, especially in relationship to the legacy of the '60s and the '70s; and the emergence of queer studies scholarship. Permission of the instructor required. Prerequisite: SWG 150 and at least one additional course in SWG. Credits: 4

Members of the department

Expected to be offered in the next 3 years

THE 221 Rehearsing the Impossible: Black Women Playwrights**Interrupting the Master Narrative**

Building on the legacy of Alice Childress, Lorraine Hansberry, Adrienne Kennedy and Ntozake Shange, this course explores the work of Pearl Cleage, Lynne Nottage, Suzan Lori Parks, Anne D. Smith and other playwrights who from the 1950s to the present go about reinventing the narrative of America. We consider their theatrical/artistic production in the context of black feminism. As artists, audiences and critics grapple with the enduring legacy of minstrel storytelling in the late 20th and early 21st centuries, what were/are the particular artistic and intellectual challenges for these theatre artists? What are/were their strategies, missteps, triumphs? {A} {H} {L} Credits: 4

Andrea D. Hairston

Normally offered each fall

THE 319 Shamans, Shapeshifters and the Magic If

To act, to perform is to speculate with your body. Theatre is a transformative experience that takes performer and audience on an extensive journey in the playground of the imagination beyond the mundane world. Theatre asks us to be other than ourselves. We can for a time inhabit someone else's skin, be shaped by another gender or ethnicity, become part of a past epoch or an alternative time and space similar to our own time but that has yet to come. As we enter this "imagined" world we investigate the normative principles of our current world. This course investigates the counterfactual, speculative, subjunctive impulse in overtly speculative drama and film with a particular focus on race and gender. We examine an international range of plays by such authors as Caryl Churchill, Tess Onwueme, Dael Olandersmith, Derek Walcott, Bertolt Brecht, Lorraine Hansberry, Craig Lucas and Doug Wright, as well as films such as *The Curious Case of Benjamin Button*; *Pan's Labyrinth*; *Children of Men*; *Crouching Tiger*; *Hidden Dragon*; *X-Men*; *Contact*; and *Brother From Another Planet*. Enrollment limited to 18. {A} {L} Credits: 4

Andrea D. Hairston

Normally offered each spring

American Studies

Floyd D. Cheung, Ph.D., Professor of English Language and Literature
 Rosetta Marantz Cohen, Ed.D., Professor of Education and Child Study
 Richard H. Millington, Ph.D., Professor of English Language and Literature
 Michael T. Thurston, Ph.D., Professor of English Language and Literature
 Steve Waksman, Ph.D., Professor of Music
 Kevin L. Rozario, Ph.D., Associate Professor of American Studies, Director **1
 Christen Mucher, Ph.D., Assistant Professor of American Studies
 Walter Lane Hall-Witt, M.A., Director, American Studies Diploma Program
 Barbara A. Mathews, Ph.D., Lecturer
 Sarah Orem, Ph.D., Evillard-McPherson Post-Doctoral Fellow
 Ellen Wiley Todd, Ph.D., Lecturer

Joan Leiman Jacobson Visiting Nonfiction Writer

Instructor: TBA

Research Associates

Kerry W. Buckley, Ph.D.
 William T. Lhamon, Ph.D.
 Sherry Marker, M.A.
 Barry A. Werth, M.S.

American Studies Committee

Carrie N. Baker, J.D., Ph.D., Associate Professor of the Study of Women and Gender
 Rosetta Marantz Cohen, Ed.D., Professor of Education and Child Study
 Michael E. Gorra, Ph.D., Professor of English Language and Literature
 Richard H. Millington, Ph.D., Professor of English Language and Literature
 Michael T. Thurston, Ph.D., Professor of English Language and Literature
 Louis Edward Wilson, Ph.D., Professor of Afro-American Studies
 Justin Daniel Cammy, Ph.D., Associate Professor of Jewish Studies †2
 Floyd D. Cheung, Ph.D., Professor of English Language and Literature
 Alexandra Linden Miller Keller, Ph.D., Professor of Film Studies
 Daphne M. Lamothe, Ph.D., Associate Professor of Afro-American Studies †1
 Kevin L. Rozario, Ph.D., Associate Professor of American Studies **1
 Steve Waksman, Ph.D., Sylvia Dlugasch Bauman Professor of American Studies
 and Professor of Music
 Frazer D. Ward, Ph.D., Associate Professor of Art *1
 Christen Mucher, Ph.D., Assistant Professor of American Studies
 Andrea Stephanie Stone, Ph.D., Associate Professor of English
 Elizabeth Myers, Ph.D., Director of Special Collections
 Walter Lane Hall-Witt, M.A., American Studies Diploma Program, Director

The Major

Advisers: Justin Cammy, Floyd Cheung, Rosetta Cohen, Michael Gorra, Alexandra Keller, Daphne Lamothe, Richard Millington, Christen Mucher, Kevin Rozario, Andrea Stone, Michael Thurston, Steve Waksman, Frazer Ward, and Louis Wilson.

Because of the wide-ranging interests and methods included within the interdisciplinary American studies program, careful consultation between a student and her adviser is crucial to the planning of the major.

In order to structure their studies of American society and culture, majors select a focus—such as an era (e.g., antebellum America, the 20th century) or a topical concentration (e.g., ethnicity and race, urban life, social policy, material culture, the family, industrialization, the arts, the media, popular culture, comparative American cultures)—which they will explore in at least four courses. It is expected that several courses in the major will explore issues outside the theme.

Because American studies courses are located primarily in two divisions, humanities and social sciences, students are to balance their studies with courses in each. Courses taken S/U may not be counted toward the major.

Requirements: 12 semester courses, as follows:

- 201 and 202.
- Eight courses in the American field: at least four must be focused on a theme defined by the student; at least two must be in the humanities and at least two in the social sciences; at least two must be devoted primarily to the years before the 20th century; at least one must be a seminar, ideally in the theme selected (340/341 does not fulfill the seminar requirement). Students writing honors projects are exempt from the seminar requirement.
- International comparison: in order to foster international perspectives and to allow comparisons with the American experience, all majors must take a course dealing with a nation or society other than the United States, preferably in the area of the student's focus.
- 340 or 341.

Adviser for Study Abroad: Kevin Rozario

Honors Director: Christen Mucher

AMS 430D Honors Project

Credits: 8

Members of the department

AMS 431 Honors Project

Credits: 8

Members of the department

Please consult the director of honors or the departmental website for specific requirements and application procedures.

Diploma in American Studies

Director: Walter Hall-Witt

A one-year program for foreign students of advanced undergraduate or graduate standing.

Requirements: 555; five additional courses in American studies or in one or more of the related disciplines. Students who choose to write a thesis, and whose projects are approved, substitute 570 for one of the additional courses.

AMS 555 Seminar: American Society and Culture

“Freedom” has long been a defining ideal of U.S. life, passionately desired and intensely contested. This course investigates freedom in its cultural and social aspects. How did the ideals of freedom become so intimately associated with “America,” and specifically with the United States of America? How have various dispossessed peoples—slaves, immigrants, women, racial and ethnic minorities, colonized populations—looked to the ideals and practices of U.S. freedom to sustain their hopes and inform their actions? How have progressive and conservative reform movements fashioned myths of freedom to support their aspirations? How have ideals of freedom shaped the various roles the United States plays in the world? How should we assess the institutional framework that underlies the implementation of freedom as a “way of life” in the United

States—that is, democratic politics, representative governance, and market capitalism? This course is restricted to students in the Diploma Program in American Studies. Credits: 4
Members of the department

AMS 570 Diploma Thesis

Credits: 4
Members of the department

Courses

AMS 100 Ideas in American Studies

Topics course.
Credits: 1
Members of the department
Normally offered in alternate years

AMS 201 Introduction to the Study of American Society and Culture

An introduction to the methods and concerns of American studies. We draw on literature, painting, architecture, landscape design, social and cultural criticism, and popular culture to explore such topics as responses to economic change, ideas of nature and culture, America's relationship to Europe, the question of race, the roles of women, family structure, social class and urban experience. {H} {L} Credits: 4
Christen Mucher, Steve Waksman
Normally offered each spring

AMS 202 Methods in American Studies

What do Americans want? What do they fear? What is an "American"? How do we draw the line between those who belong and those who do not? How do we define citizenship, its rights and responsibilities? How do race, gender, class and other differences affect the drawing of these boundaries, and the contents of consciousness? This course introduces some of the exciting and innovative approaches to cultural analysis that have emerged over the last three decades. Students apply these methods to a variety of texts and practices (stories, movies, television shows, music, advertisements, clothes, buildings, laws, markets, bodies) in an effort to acquire the tools to become skillful readers of American culture, and to become more critical and aware as scholars and citizens. {A} {H} Credits: 4
Kevin L. Rozario
Normally offered each fall

AMS 220 Colloquium

Topics course.
Curating American Memories

Which histories become part of national memory, and which do not? This course interrogates the intellectual, political and pedagogical bases of literature, museums and public history in the U.S. from the 18th century to today. We devote part of our time to the theoretical readings that will ground our inquiry: texts range from museum studies, anthropology and sociology, to history, literary studies and cultural studies. The other part focuses on specific historical and present-day case studies, such as PT Barnum's American Museum, Wanamaker's Hiawatha Shows, the President's House and the Pop-Up Museum of Queer History. {A} {H} Credits: 4
Members of the department
Normally offered in alternate years

AMS 227 Trade and Theft in Early America

A seventeenth-century engraving imagines an encounter between two men wearing feathers and holding onto the same string of shells: depending on your perspective, this image looks like a scene of trade or one of theft at knife-point. In understanding moments from the past, representation and perspective

shape not just interpretation, but sources themselves. Seeing moments as both trade and theft opens them to tellings and analyses from multiple perspectives, exposing overlooked elements and revealing the ways in which histories are made. This course introduces students to Early American history (c1500–1800) through the themes of trade, theft, representation, and perspective.

{E} {H} {L} Credits: 4

Christen Mucher

Normally offered each fall

AMS 229 Native New England

In this course we interrogate the space now known as "New England" by learning about it as a land with histories, peoples and life ways that predate and exceed the former English colonies and current United States. We devote our semester to studying the cultural distinctiveness of the Native peoples of New England—for example, the Mohawk, Mohegan, Abenaki, Wampanoag and Shaghticoke peoples—and to understanding the historical processes of encounter, adaptation, resistance and renewal that have characterized Native life in the area for centuries. We explore histories of the pre- and post- "contact" period through the perspectives of various Native communities, and discuss the legacies of these histories for Native New England today. {H} {L} {S} Credits: 4
Members of the department
Normally offered in alternate years

AMS 230 Colloquium: The Asian/Pacific/American Experience

This course is open to anyone particularly interested in learning about Asian/Pacific/American (A/P/A) history. The objective of the course is two-fold. The first is to provide the students with a fundamental understanding of A/P/A history that is inextricably linked to the goal of the United States to establish military, economic and cultural hegemony in the world as seen through its colonial and neo-colonial policies both in the U.S. and the Asian/Pacific region. The second is to introduce them to the various themes as well as methodological and theoretical frameworks used by scholars in the field of A/P/A Studies in order to encourage them to either work toward a Five College A/P/A Studies Certificate or pursue further studies in the field. {H} {L} Credits: 4
Members of the department
Expected to be offered in the next 3 years

AMS 235 American Popular Culture

This course offers an analytical history of American popular culture since 1865. We start from the premise that popular culture, far from being merely a frivolous or debased alternative to high culture, is an important site of popular expression, social instruction and cultural conflict. We examine theoretical texts that help us to "read" popular culture, even as we study specific artifacts from a variety of pop culture sources, from television shows to Hollywood movies, the pornography industry to spectator sports, and popular music to theme parks. We pay special attention to questions of desire, and to the ways popular culture has mediated and produced pleasure, disgust, fear and satisfaction. Alternating lecture/discussion format. Enrollment limited to 25. {H} {S} Credits: 4
Members of the department
Normally offered in alternate years

AMS 236 Difference and the Digital Media

In this course, we will examine the ways that "difference"—race, gender, sexuality, disability, and class—is produced and reproduced in an era of digital media. Some questions to guide our inquiry include: How do digital technologies and digital media contribute to the intersectional production of gender, sexuality, disability, and race, particularly as these categories overlap with converged media, consumption, capital, labor, citizenship, participation, and surveillance? How are concepts of difference embodied in technology? In addition, we will trace how people use technology to resist and challenge racial, gender, and sexual norms. Enrollment limit of 20. {E} {H} {S} Credits: 4
Members of the department
Expected to be offered in the next 3 years

AMS 240 Introduction to Disability Studies

This course serves as an introductory exploration of the field of disability studies. It asks: how do we define disability? Who is disabled? And what resources do we need to properly study disability? Together, students investigate: trends in disability activism, histories of medicine and science, conceptions of “normal” embodiment, the utility of terms like “crip” or “disabled” and the representation of disability in culture. Enrollment limit of 20. (E) {H} {S} Credits: 4

Sarah Orem

Expected to be offered in the next 3 years

AMS 241 Disability in Popular Culture

From butt-kicking warriors like Emperor Furiosa, to state leaders like New York governor David Paterson and former president FDR, to ultra-glamorous models like Jillian Mercado and Nyle DiMarco, images of and persons with disabilities have shaped the discourse of American popular culture. Though popular literary genres have long framed disability as tragic or pitiable, disabled writers have successfully appropriated popular, commercial styles to leverage critiques against dominant conceptions of disability. The purpose of this course is to investigate what arguments these popular texts make, whether implicitly or explicitly, about disability. Enrollment limit of 20. (E) {H} {S} Credits: 4

Sarah Orem

Expected to be offered in the next 3 years

AMS 253 Native Literacies to 1880

This course explores the meaning and use of writing—in many forms—within Native communities in the Americas. We challenge the conventional understanding of writing by examining texts not usually considered as such—like hieroglyphic codices, wampum belts, khipu, and winter counts—alongside poetry, sermons, memoirs and treaties. To facilitate this work, the course is arranged thematically by tribe, technology, or text, rather than chronology, allowing us to deepen our knowledge about the peoples and histories concerned each week. In addition, we immerse ourselves in current-day debates over language study, textual recovery, cultural heritage and scholarly ethics. Prerequisite: a course in history, anthropology or American studies. (E) {H} {L} {S} Credits: 4

Christen Mucher

Normally offered each fall

AMS 302 Seminar: The Material Culture of New England, 1630–1860

This seminar examines the material culture of everyday life in New England from the earliest colonial settlements to the Victorian era. It introduces students to the growing body of material culture studies and the ways in which historic landscapes, architecture, furniture, textiles, metalwork, ceramics, foodways and domestic environments are interpreted as cultural documents and as historical evidence. Offered on-site at Historic Deerfield (with transportation available from the Smith campus), the course offers students a unique opportunity to study the museum’s world-famous collections in a hands-on, interactive setting with curators and historians. Utilizing the disciplines of history, art and architectural history, anthropology, and archaeology, we explore the relationships between objects and ideas and the ways in which items of material culture both individually and collectively convey patterns of everyday life. Admission by permission of the instructor. {A} {H} Credits: 4

Barbara A. Mathews

Normally offered each spring

AMS 400 Special Studies

Admission by permission of the instructor and the program director. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

AMS 408D Special Studies

Admission by permission of the instructor and the director. This is a full-year course. Credits: 8

Members of the department

Normally offered both fall and spring semesters

AMS 340 Symposium in American Studies

Topics course. Limited to senior majors. Credits: 4

Members of the department

Expected to be offered in the next 3 years

AMS 341 Symposium in American Studies

Topics course. Limited to senior majors. Credits: 4

Members of the department

Expected to be offered in the next 3 years

AMS 351 Seminar: Writing About American Society

Topics course.

Credits: 4

Members of the department

Expected to be offered in the next 3 years

Cross-listed and Additional Courses

ARX 340 Taking the Archives Public

The capstone seminar brings together a cohort of concentrators to explore contemporary issues at the intersection of archives and public history. The seminar readings focus on case studies about contemporary challenges in preservation, access and interpretation of archival materials. In a variety of media, students analyze how these materials become part of a meaningful and usable past for general audiences. In addition, each concentrator completes an independent project, usually an exhibit that draws upon concentrators’ own expertise developed through their coursework and their practical experiences. Enrollment limited to 15. {H} Credits: 4

Kelly P. Anderson

Normally offered each spring

Internship at the Smithsonian Institution

To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials relating to the development of culture in America, the American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar taught by a scholar at the Smithsonian, a tutorial on research methods and a research project under the supervision of a Smithsonian staff member. The project is worth eight credits. Research projects have dealt with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale’s letters, the rise of modernism in American art and the use of infant baby formula in the antebellum South.

Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues as if the student were residing in Northampton.

The program takes place during the fall semester. It is not limited to American studies majors. Students majoring in art, history, sociology, anthropology, religion and economics are especially encouraged to apply. Those in project-related disciplines (e.g., art history) may consult their advisers about the possibility of earning credit toward the major for work done on the internship.

Applications are available at the beginning of the second semester.

AMS 410 Tutorial on Research Methods at the Smithsonian

Individual supervision by a Smithsonian staff member. Given in Washington, D.C. {H} {S} Credits: 4

Members of the department

Normally offered each fall

AMS 411 Seminar: American Culture—Conventions and Contexts

Exhibiting Culture: An Introduction to Museum Studies in America. This seminar examines the history, functions and meanings of museums in society, focusing primarily on the art museum in the United States. Drawing on the ever-growing literature on museology, we look critically at the ways that museums—through their policies, programs, architecture and exhibitions—can define regional or national values, shape cultural attitudes and identities, and influence public opinion about both current and historical events. As the course is concerned with both theory and practice, and the intersection of the two, we make use of the rich resources of the Smithsonian as well as other museums in Washington, D.C. Class discussion is balanced with behind-the-scenes visits/field trips to museums, where we speak with dedicated professionals who are engaged in innovative and often challenging work in the nation's capital. (Open only to members of the Smithsonian Internship Program. Given in Washington, D.C.). {A} {H} Credits: 4

Members of the department

Normally offered each fall

AMS 412 Research Project at the Smithsonian Institution

Tutorial supervision by Smithsonian staff members. Given in Washington, D.C.

{H} {S} Credits: 8

Members of the department

Normally offered each fall

Ancient Studies

Advisers

Scott A. Bradbury, Ph.D., Professor of Classical Languages and Literatures
 J. Patrick Coby, Ph.D., Professor of Government
 Joel S. Kaminsky, Ph.D., Professor of Religion ^{†1}
 Barbara A. Kellum, Ph.D., Professor of Art
 Susan Levin, Ph.D., Professor of Philosophy, Director ^{*2}
 Richard Lim, Ph.D., Professor of History ^{†2}

The minor in ancient studies provides students with the opportunity to consolidate a program of study on the ancient Mediterranean and Near Eastern worlds based on a variety of disciplinary perspectives. Courses in history, art, religion, classics, government, philosophy and archaeology make up the minor. Students shape their own programs, in consultation with their advisers, and may concentrate on a particular civilization or elect a cross-civilizational approach. No languages are required.

The Minor

Requirements: Six courses, in no fewer than three departments, selected from the list of related courses found under the courses tab. (Other courses may count toward the minor with permission of the student's adviser.)

Related Courses

Please see home department for complete course descriptions.

ARH 212 Ancient Cities and Sanctuaries

{A} {H} *Barbara A. Kellum*

Expected to be offered in the next 3 years

ARH 280 Art Historical Studies

Swords and S(c)andals: Ancient Rome in Film/Form

{A} {H} *Members of the department*

Expected to be offered in the next 3 years

CLT 202 Western Classics in Translation, from Homer to Dante

WI {L} *Nancy J. Shumate, Michael T. Thurston*

Normally offered each fall

CLS 227 Classical Mythology

{A} {L} *Scott A. Bradbury*

Normally offered in alternate years

GOV 261 Ancient and Medieval Political Theory

{S} *J. Patrick Coby*

Normally offered in alternate years

HST 202 (L) Ancient Greece

{H} *Richard Lim*

Normally offered in alternate years

HST 203 (L) Alexander the Great and the Hellenistic World

{H} *Richard Lim*

Normally offered in alternate years

LAT 212 Introduction to Latin Prose and Poetry

{F} {L} *Scott A. Bradbury*

Normally offered each fall

LAT 213 Introduction to Virgil's *Aeneid*

{F} {L} *Nancy J. Shumate*

Normally offered each spring

LAT 330 Advanced Readings in Latin Literature I & II

Roman Satire

{F} {L} *Members of the department*

Normally offered each spring

Roman Letters

{F} {L} *Members of the department*

Normally offered each fall

PHI 124 History of Ancient and Medieval Western Philosophy

{H} {M} *Susan Levin*

Normally offered each fall

REL 112 Introduction to the Bible I

{H} {L} *Jason Gaines*

Normally offered each fall

REL 213 Social Justice in the Hebrew Bible

{H} {L} *Jason Gaines*

Expected to be offered in the next 3 years

Courses that count toward the minor but are not offered in 2017–18 include:

CLS 150 Roots: Greek and Latin Elements in English

Members of the department

Normally offered in alternate years

CLS 190 The Trojan War

Members of the department

Normally offered in alternate years

HST 201 (L) The Silk Road and Premodern Eurasia

Richard Lim

Expected to be offered in the next 3 years

HST 204 (L) The Roman Republic

Members of the department

Normally offered in alternate years

HST 205 (L) The Roman Empire

Members of the department

Normally offered in alternate years

HST 206 (C) Aspects of Ancient History

Slaves and Slavery in the Ancient World

Members of the department

Expected to be offered in the next 3 years

Anthropology

Professors

Donald Joralemon, Ph.D. ^{*1}
Elliot Fratkin, Ph.D. ^{†1}

Associate Professor

Fernando Armstrong-Fumero, Ph.D.,
Chair

Suzanne K. Gottschang, Ph.D.
Caroline M. Melly, Ph.D. ^{**1, *2}

Assistant Professors

Pinky Hota, Ph.D.
Elizabeth A. Klarich, Ph.D.

Associated Faculty

Margaret Sarkissian, Ph.D.

The Major

Advisers: Fernando Armstrong-Fumero, Elliot Fratkin, Suzanne Gottschang, Pinky Hota, Donald Joralemon, Elizabeth Klarich, Caroline Melly

Advisers for Study Abroad: Africa and other areas: Elliot Fratkin and Caroline Melly; Asia: Suzanne Gottschang; Latin America: Donald Joralemon, Fernando Armstrong-Fumero and Elizabeth Klarich; South Asia: Pinky Hota

Requirements: Eight courses in anthropology including Introduction to Cultural Anthropology (130), History of Anthropological Theory (233) and Colloquium in Anthropology (200), preferably taken in the sophomore year, and a Smith anthropology seminar. Three additional courses for the major may be in anthropology or in fields linked to the student's anthropological interests, such as language, math or science with approval of adviser. Students must show a competency in a foreign language equivalent to four semesters of college-level courses. A maximum of two language courses may count toward the three additional courses for the major. Students who wish to focus their major in biological anthropology may replace the language requirement with two courses in mathematics (M) or natural science (N) if the courses serve as an essential foundation for advanced work in this subfield and they are above the 100 level. Any alternative for the language requirement should be developed in consultation with an adviser and must be part of an overall plan of studies approved by the entire department.

Students majoring in anthropology are encouraged to consider an academic program abroad during their junior year. In the past, majors have spent a term or year in Chile, China, Costa Rica, Ecuador, India, Kenya, Mexico, Nepal, Senegal and South Africa. Students planning to study abroad should take at least one but preferably two courses in anthropology during the sophomore year. Students should discuss their study abroad plans with advisers, particularly if they wish to do a special studies or senior thesis upon their return.

Majors interested in biological archaeology or additional courses in archaeology may take advantage of the excellent resources at the University of Massachusetts Amherst and Hampshire College.

Honors

Director: Caroline Melly

Please consult the director of honors or the departmental website for specific requirements and application procedures.

Students are strongly encouraged to complete ANT 130 before enrolling in intermediate courses.

ANT 130 Introduction to Cultural Anthropology

This course explores the similarities and differences in the cultural patterning of human experience, compares economic, political, religious and family structures in Africa, the Americas, Asia and Oceania and analyzes the impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies. Limited to first-year students and sophomores. Total enrollment of each section limited to 25. Credits: 4

Fernando Armstrong-Fumero, Suzanne K. Gottschang, Colin Hoag, Pinky Hota, Donald Joralemon

Normally offered both fall and spring semesters

ANT 135 Introduction to Archaeology

Same as ARC 135. This course studies past cultures and societies through their material remains and explores how archaeologists use different field methods, analytical technique and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations and artifact analysis are used to address economic, social, political and ideological questions across time and space. This course is taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social contexts is explored. Limited to first-year students and sophomores. Enrollment limited to 30. {N} {S} Credits: 4

Elizabeth A. Klarich

Normally offered each academic year

ANT 200 Colloquium in Anthropology

This course introduces students to the variety of methods of inquiry used for research in anthropology. Throughout the semester, students are introduced to methods of locating and analyzing information and sources, developing research questions and writing. Course topics vary. Normally taken in the spring of the sophomore or junior year. Prerequisite: 130. Enrollment limited to 20 anthropology majors. Offered every academic year.

Food

This course examines food using an anthropological lens. We investigate how food is at once embedded in symbolic, social, ecological and political economic systems and in turn is mediated in bodies, histories, belief systems, social relations, geographies and nations. Prerequisite ANT 130. (E) {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ANT 220 Collecting the Past: Art and Artifacts of the Ancient Americas

This course is not taught on the Smith College campus. Same as ANT 216 at Mount Holyoke College and ANT 220 at Amherst College. Early European explorers, modern travelers, collectors, curators and archaeologists have contributed to the development of ancient Latin American collections in museums across the globe. This course traces the history of these collecting practices and uses recent case studies to demonstrate how museums negotiate—successfully and unsuccessfully—the competing interests of scholars, donors, local communities and international law. Students learn how archaeologists study a variety of artifact types within museum collections and have the opportunity to conduct independent research projects using pre-Columbian pottery and textile collections from the Mead Museum at Amherst College. **This course is taught at Mount Holyoke College in fall 2017 using**

artifacts from the Mount Holyoke College Art Museum (ANT 216). This course is taught at Amherst College in spring 2019 (ANT 220).

Credits: 4

Members of the department

Normally offered in alternate years

ANT 221 Archaeological Method, Theory and Practice

This course focuses on the theoretical foundations of archaeological research, the variety of methods available to analyze material culture, the interpretation of results, and ethical considerations of practicing archaeology in the United States and abroad. The course provides students with a solid foundation for evaluating and contextualizing current methodological and theoretical trends within archaeology. Case studies illustrate the diversity of archaeological thought, interdisciplinary approaches to studying material culture, and innovative directions in the field of anthropological archaeology. Discussions of practice address the roles and responsibilities of archaeologists in heritage management, museum development, and community outreach. **This course is also offered at Amherst College (ANT 224) in spring 2018.** Credits: 4

Members of the department

Expected to be offered in the next 3 years

ANT 223 In Sickness and in Health: Biopolitics, Public Health and Medicine in East Asia

Same as EAS 223. What happens when states focus on their citizen's potential productivity and discipline to serve the interests of the nation? Biopolitics or the regulation and optimization of populations relies on biomedicine, science, statistics, laws, and policies to ensure the health and future of the nation. Using an anthropological lens the course examines how trajectories of East Asian history, politics, and science intersect with health in our globally connected futures. From SARS, AIDS, and Avian Flu, the dynamics of public health and medicine in East Asia offer an opportunity to develop insights into the relations between states, populations, and citizens. (E) {S} Credits: 4

Suzanne K. Gottschang

Expected to be offered in the next 3 years

ANT 224 Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis

Same as ENV 224. Anthropology seeks to understand human life in all its complexity, but what constitutes "the human" is far from straightforward. This course examines the changing ways that "Anthropos" is being understood in an era of rapid global climate change and our planet's sixth mass extinction event, both driven by human activities. We review perspectives on the relationship between humans and their environment from various cultural perspectives, considering how they engage notions of race, class, and gender, and what they imply for nature conservation. Topics include modernity, pets, cyborgs, kinship, symbiosis, extinction, species invasions, settler colonialism, and the Anthropocene concept. Enrollment limit of 30. {S} Credits: 4

Colin Hoag

Expected to be offered in the next 3 years

ANT 229 Africa and the Environment

In Western discourses, African environments are defined by violence, famine, and degradation—symptoms of African cultures that resist Western values such as private property, democracy, and environmentalism. This course encourages students to think critically about such portrayals by learning about specific environments in Africa and how humans have interacted with them across time. The syllabus is anchored in cultural anthropology, but includes units on human evolution, the origins and spread of pastoralism, the history of colonial conservation science, and more. Topics covered include gender, race, land grabbing, indigenous knowledge, the commons, the "cattle complex," desertification, oil, dams, and nationalism. {H} {N} {S} Credits: 4

Colin Hoag

Expected to be offered in the next 3 years

ANT 233 History of Anthropological Theory

This course reviews the major theoretical approaches and directions in cultural anthropology from the late 19th century to the present. These approaches include social organization and individual agency, adaptation and evolution of human culture, culture and personality, economic behavior, human ecology, the anthropology of development and change, and postmodern interpretation. The works of major anthropologists are explored, including Franz Boas, Bronislaw Malinowski, Margaret Mead, Evans-Pritchard, Claude Lévi-Strauss, Marvin Harris, Eric Wolf, Clifford Geertz, Sherry Ortner and others. Prerequisite: 130 or permission of the instructor. {S} Credits: 4

Fernando Armstrong-Fumero

Normally offered each academic year

ANT 234 Culture, Power and Politics

This course is a general introduction to anthropological analysis of politics and the political. Through a broad survey of anthropological texts and theories, we explore what an ethnographic perspective can offer to our understandings of power and government. Special emphasis is placed on the role of culture, symbols and social networks in the political life of local communities. Examples are drawn from a number of case studies in Africa, East Asia, Latin America and the United States, and range in scale from studies of local politics in small-scale societies to analyses of nationalism and political performance in modern nation-states. Enrollment limited to 30. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ANT 237 Native South Americans

Archaeology and ethnography are combined to survey the history and cultures of indigenous South America, from the earliest settlements to contemporary communities. Topics include early migration, cultural classifications, pre-Hispanic sociopolitical patterns, native cosmologies and ecological adaptations, challenges to cultural survival and indigenous mobilizations.

{N} {S} Credits: 4

Members of the department

Normally offered each academic year

ANT 248 Medical Anthropology

This course looks at the cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention is given to the role of the traditional healer, the anthropological contribution to international health care and the training of physicians in the United States. Enrollment limited to 30. {N} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ANT 249 Visual Anthropology

This course considers the unique perspectives, techniques and theories that anthropology offers for understanding the visual world. We focus on the production of visual materials (photographs and films, in particular) by anthropologists, as well as on the anthropological analysis of visual artifacts produced by other people. We consider the historical (particularly colonial) legacies of visual anthropology as well as its current manifestations and contemporary debates. Particular attention is paid to issues of representation, authority, authenticity, and circulation of visual materials. Enrollment limited to 30. Credits: 4

Members of the department

Expected to be offered in the next 3 years

ANT 250 The Anthropology of Reproduction

This course uses anthropological approaches and theories to understand reproduction as a social, cultural and biological process. Drawing on cross-cultural studies of pregnancy and childbirth, new reproductive technologies, infertility and family planning, the course examines how society and

culture shape biological experiences of reproduction. We also explore how anthropological studies and theories of reproduction intersect with larger questions about nature and culture, kinship and citizenship among others. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ANT 251 Women and Modernity in China and Vietnam

This course explores the roles, representations and experiences of women in 20th-century China and Vietnam in the context of the modernization projects of these countries. Through ethnographic and historical readings, film and discussion, this course examines how issues pertaining to women and gender relations have been highlighted in political, economic and cultural institutions. The course compares the ways that Asian women have experienced these processes through three major topics: war and revolution, the gendered aspects of work and women in relation to the family. This course is co-sponsored by, and cross-listed in, the East Asian Studies Program. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ANT 252 The City and the Countryside in China

With more than 80 percent of its population based in rural areas, China is usually viewed as a primarily agrarian society. However, economic reforms in the past 20 years have brought about dramatic growth in China's urban areas. This course examines the conceptualization of urban and rural China in terms of political and economic processes and social relations from the Communist revolution in 1949 to the present day. Against this background, the course explores how broader social theoretical concerns with concepts such as tradition/modernity and state/society have been taken up in the anthropology of China. {S} Credits: 4

Suzanne K. Gottschang

Normally offered in alternate years

ANT 253 Introduction to East Asian Societies and Cultures

This course provides a survey of the anthropology of contemporary East Asian societies. We examine the effects of modernization and development on the cultures of China, Japan and Korea. Such topics as the individual, household and family; marriage and reproduction; religion and ritual; and political economic systems are introduced through ethnographic accounts of these cultures. This course provides students with sufficient information to understand important social and cultural aspects of modern East Asia. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ANT 255 Dying and Death

Death, the "supreme and final crisis of life" (Malinowski), calls for collective understandings and communal responses. What care is due to the dying? What indicates that death has occurred? How is the corpse to be handled? The course uses ethnographic and historical sources to indicate how human communities have answered these questions, and to determine just how unusual are the circumstances surrounding dying in the contemporary Western world. Enrollment limited to 30. {H} {S} Credits: 4

Donald Joralemon

Normally offered each academic year

ANT 257 Urban Anthropology

This course considers the city as both a setting for anthropological research and as an ethnographic object of study in itself. We aim to think critically about the theoretical and methodological possibilities, challenges and limitations that are posed by urban anthropology. We consider concepts and themes such as urbanization and migration; urban space and mobility; gender, race and

ethnicity; technology and virtual space; markets and economies; citizenship and belonging; and production and consumption. {S} Credits: 4

Caroline M. Melly

Normally offered in alternate years

ANT 258 Performing Culture

Same as MUS 258. This course analyzes cultural performances as sites for the expression and formation of social identity. Students study various performance genres such as rituals, festivals, parades, cultural shows, music, dance and theater. Topics include expressive culture as resistance; debates around authenticity and heritage; the performance of race, class and ethnic identities; the construction of national identity; and the effects of globalization on indigenous performances. Enrollment limited to 30. {A} {S} Credits: 4

Margaret Sarkissian

Normally offered in alternate years

ANT 267 Self and Society in South Asia

This course introduces students to the culture, politics and everyday life of South Asia. Topics covered include religion, community, nation, caste, gender and development, as well as some of the key conceptual problems in the study of South Asia, such as the colonial construction of social scientific knowledge, and debates over "tradition" and "modernity." In this way, we address both the varieties in lived experience in the subcontinent and the key scholarly, popular and political debates that have constituted the terms through which we understand South Asian culture. Along with ethnographies, we study and discuss novels, historical analysis, primary historical texts and popular (Bollywood) and documentary film. {S} Credits: 4

Pinky Hota

Normally offered each academic year

ANT 269 Indigenous Cultures and the State in Mesoamerica

This course is a general introduction to the relationship between indigenous societies and the state in Mesoamerica. Taking a broad historical perspective, we explore the rise of native state-level societies, the transformations that marked the process of European colonization, and the relationship of local indigenous communities to post-colonial states and transnational social movements. Texts used in the course place special emphasis on continuities and changes in language, social organization, cosmology and identity that have marked the historical experience of native groups in the region. {S} Credits: 4

Fernando Armstrong-Fumero

Normally offered each academic year

ANT 271 Globalization and Transnationalism in Africa

This course considers the shifting place of Africa in a global context from various perspectives. Our goal is to understand the global connections and exclusions that constitute the African continent in the new millennium. We explore such topics as historical connections, gender, popular culture, the global economy, development, commodities, health and medicine, global institutions, violence and the body, the postcolonial state, religion, science and knowledge, migration and the diaspora, the Internet, and communications and modernity. Enrollment limited to 30. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ANT 274 The Anthropology of Religion

What can anthropologists teach us about religion as a social phenomenon? This course traces significant anthropological approaches to the study of religion, asking what these approaches contribute to our understanding of religion in the contemporary world. Topics include religious experience and rationality; myth, ritual and magic; rites of passage; function and meaning; power and alienation; religion and politics. Readings are drawn from important texts in the history of

anthropology and from contemporary ethnographies of religion.

{S} Credits: 4

Pinky Hota

Normally offered each academic year

Seminars

ANT 317 Seminar: The Anthropology of Landscape—Space, Place, Nature

Landscapes have long figured as a backdrop for anthropological studies, but recently the landscape has emerged as an object of deeper interest. From abandoned city blocks in Detroit, the shores of Walden Pond, the savannas of Eastern Africa, or the Chernobyl exclusion zone, landscapes are potent social and material phenomena. In this course, we explore theories of landscape from different disciplinary perspectives, and then use them to think through the ways that landscapes present themselves to anthropologists and their subjects. Topics include post-industry, colonial gardens, the US “West,” invasive species, environmental racism, time, capitalism, cartography and counter-mapping, and environmental conservation. Enrollment limit 12. {N} {S} Credits: 4

Colin Hoag

Normally offered in alternate years

ANT 340 Seminar: Topics in Anthropology

Topics course.

Topic: Ethnographic Writing

Anthropological writing must convey the life-worlds of people and the textures of ethnographic encounters and fieldwork, and engage with and refine anthropological theories. How can writing do all of this at once? And as we craft a narrative, what do we leave out? Do we really describe ethnographic “reality” or do we create anthropological fictions? Why then do we look to ethnographic accounts to understand societies and cultures? Anthropological writing has dealt with these questions and more since its inception but most profoundly since the 1980s. In this class, we read pieces that reflect on and innovate with writing as anthropological praxis, the doubts that have riddled it and the larger developments these doubts have engendered around issues of fact versus fiction, representation, narrative style, writing as a form of political action and the creation of knowledge. We also workshop ethnographic writing in class to observe these tensions in our own work, understand them as rites in the creation of anthropological knowledge and work through them to craft anthropological narratives. {S} Credits: 4

Members of the department

Normally offered in alternate years

ANT 342 Seminar: Topics in Anthropology

Topics course.

Traditional Chinese Medicine: Transformations and Transitions in China, Japan and the U.S.

With a history of over 4,000 years, Traditional Chinese Medicine (TCM) is often perceived as a timeless, unchanging medical tradition. TCM, however, has undergone numerous transitions and transformations throughout its history. TCM has also traveled throughout the world where its principles and theories have been adopted in the development of medical systems in Japan and Korea among others. In the past 30 years, TCM has gained increasing popularity and credibility in the U.S. and Europe. This course examines how Traditional Chinese Medicine, much as any medical system of theory and practice, responds to historical and contemporary social, economic and political forces within China and in countries such as Japan and the U.S. Students explore the broad question as to what constitutes TCM through time and across cultures as a means to better understand the processes of translation and transformation of theories, beliefs and practices in different cultural, political, economic and social contexts. Credits: 4

Members of the department

Normally offered in alternate years

ANT 344 Seminar: Topics in Medical Anthropology

Topics course.

Anthropology and Medical Ethics

This seminar asks what medical anthropology can contribute to the study and practice of medical ethics. We begin with a historical overview and introduce the field’s core vocabulary and theoretical paradigms. We then turn to the role of the social sciences in the evolving discussion of medical ethics, noting the late engagement of medical anthropology. A core question is whether there is a meaningful distinction between an anthropology of medical ethics and an anthropology in medical ethics. Students select a medical ethics issue to explore in depth, with the goal of determining the sociocultural context that has shaped the way the issue is framed. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ANT 347 Seminar: Topics in Anthropology

Topics course.

Prehistory of Food

This course explores how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the “agricultural revolution.” The second half examines case studies from the major centers of domestication in order to investigate the biological, economic and social implications of these processes. Special emphasis is placed on exploring the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food. {S} Credits: 4

Members of the department

Normally offered in alternate years

ANT 352 Seminar: Topics in Anthropology

Topics course.

The Anthropology of Multiculturalism

In the United States, the idea of multiculturalism has come to symbolize the right of communities with distinct cultures to maintain their own ways of living in a diverse national society. Similar politics of difference have developed in other countries in the world. But is multiculturalism the same idea in every national context? How do the different histories of countries in North or South America, Europe, Asia or Africa influence the way that these different national multiculturalisms develop? How do trans-national trends in the politics of culture and diversity get adapted to work in these different contexts? The course will focus on specific historic and ethnographic studies that document the relationship between the culture and history of different national and local communities and trends of contemporary multicultural traditions. A range of readings will introduce general topics which students will apply to specific contexts for their own research. {S} Credits: 4

Members of the department

Normally offered in alternate years

Politics of Language

Language policies have emerged as a particularly contentious space in which national and minority groups express their sense of collective identity and rights. Demanding respect for minority languages, and promoting their use in daily life or mass media, becomes especially important in cases where language loss is associated with forced cultural assimilation or different forms of discrimination. In this seminar, each student develops a case study of language rights issues based on a particular language or language group. Topics can include

the politics of bilingual education, the representation of minority languages in different media, the relationship to language and human rights, and the practical work of language revitalization. {S} Credits: 4

Members of the department

Normally offered in alternate years

ANT 353 Seminar: Topics in Anthropology

Topics course.

Citizenship and Belonging

What does it mean to belong—to a city, a nation, a global community—from an anthropological perspective? How do passports, blood tests, border checkpoints, and voting ballots produce and reinforce ideas about citizenship? How are global movements of people and capital transforming notions of belonging? How does globalization challenge conventional understandings of citizenship as a particular relationship to a nation-state? This seminar considers the political, cultural and economic dimensions of citizenship and belonging. Our perspective is global and takes into account both national and transnational identities and practices. {S} Credits: 4

Members of the department

Normally offered in alternate years

General Courses

ANT 400 Special Studies

By permission of the department, for junior and senior majors.

Credits: 2–4

Members of the department

ANT 408D Special Studies

This is a full-year course. Credits: 8

Members of the department

ANT 430D Honors Project

Credits: 8

Members of the department

ANT 432D Honors Project

Credits: 12

Members of the department

Archaeology

Advisory Committee

Scott A. Bradbury, Ph.D., Professor of Classical Languages and Literatures
 Bosiljka Glumac, Ph.D., Professor of Geosciences ^{**2}
 Joel S. Kaminsky, Ph.D., Professor of Religion ^{†1}
 Barbara A. Kellum, Ph.D., Professor of Art, *Director*
 Elizabeth A. Klarich, Ph.D., Assistant Professor of Anthropology
 Dana Leibsohn, Ph.D., Professor of Art ^{**1, *2}
 Richard Lim, Ph.D., Professor of History ^{†2}
 Thalia A. Pandiri, Ph.D., Professor of Classical Languages and Literatures and of Comparative Literature ^{†1}
 Rebecca Worsham, Ph.D., Visiting Assistant Professor in Classics

The interdepartmental minor in archaeology is a complement to any one of several departmental majors. Archaeological methods and evidence can be used to illuminate various disciplines and will aid the student in the analysis of information and data provided by field research.

The Minor

Requirements

1. ARC 135/ANT 135 (prior to 2009–10, ARC 211).
2. Five additional courses (if the archaeological project, see below, carries academic credit, only four additional courses are required.) These are to be chosen in consultation with the student's adviser for the minor. We encourage students to choose courses from at least two different departments, and to study both Old World and New World materials. A list of approved courses is available on the program website at www.smith.edu/arch.
3. A project in which the student works outside of a conventional classroom but under appropriate supervision on an archaeological question approved in advance by her adviser. The project may be done in a variety of ways and places; for example, it may be excavation (fieldwork), or work in another aspect of archaeology in a museum or laboratory, or in an area closely related to archaeology such as geology or computer science. Students are encouraged to propose projects related to their special interests. This project may be, but does not need to be, one for which the student receives academic credit. If the project is an extensive one for which academic credit is approved by the registrar and the advisory committee, it may count as one of the six courses required for this minor.
4. No more than two courses counting toward the student's major program may be counted toward the archaeology minor. Only four credits of a language course may be counted toward the minor.

ARC 112 Archaeological Geology of Rock Art and Stone Artifacts

Same as GEO 112. What makes a mineral or a rock particularly useful as a stone tool or attractive as a sculpture? Students in this course will explore this and other questions by applying geological approaches and techniques in studying various examples of rock art and stone artifacts to learn more about human behavior, ecology and cultures in the past. This exploration across traditional boundaries between archaeology and earth science will include background topics of mineral and rock formation, weathering processes, and age determination, as well as investigations of petroglyphs (carvings into stone surfaces), stone artifacts and other artifactual rocks (building stone and sculptures) described in the literature, displayed in museum collections, and found in the field locally. Credits: 4

Members of the department

Normally offered each spring

ARC 135 Introduction to Archaeology

Same as ANT 135. This course studies past cultures and societies through their material remains. Explores how archaeologists use different field methods, analytical techniques and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations and artifact analysis are used to address economic, social, political and ideological questions across time and space. This course is taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social contexts is explored. Limited to first-year students and sophomores. Enrollment limited to 30. {N} {S} Credits: 4

Elizabeth A. Klarich

Normally offered each academic year

ARC 400 Special Studies

By permission of the Archaeology Advisory Committee, for junior or senior minors. Credits: 2–4

Members of the department

Normally offered each academic year

ANT 220 Collecting the Past: Art and Artifacts of the Ancient Americas

This course is not taught on the Smith College campus. Same as ANT 216 at Mount Holyoke College and ANT 220 at Amherst College. Early European explorers, modern travelers, collectors, curators and archaeologists have contributed to the development of ancient Latin American collections in museums across the globe. This course traces the history of these collecting practices and uses recent case studies to demonstrate how museums negotiate—successfully and unsuccessfully—the competing interests of scholars, donors, local communities and international law. Students learn how archaeologists study a variety of artifact types within museum collections and have the opportunity to conduct independent research projects using pre-Columbian pottery and textile collections from the Mead Museum at Amherst College. **This course is taught at Mount Holyoke College in fall 2017 using artifacts from the Mount Holyoke College Art Museum (ANT 216). This course is taught at Amherst College in spring 2019 (ANT 220).**

Credits: 4

Members of the department

Normally offered in alternate years

ANT 221 Archaeological Method, Theory and Practice

This course focuses on the theoretical foundations of archaeological research, the variety of methods available to analyze material culture, the interpretation of results, and ethical considerations of practicing archaeology in the United States and abroad. The course provides students with a solid foundation for evaluating and contextualizing current methodological and theoretical trends within archaeology. Case studies illustrate the diversity of archaeological thought, interdisciplinary approaches to studying material culture, and innovative directions in the field of anthropological archaeology. Discussions of practice address the roles and responsibilities of archaeologists in heritage management, museum development, and community outreach. **This course is also offered at Amherst College (ANT 224) in spring 2018.** Credits: 4

Members of the department

Expected to be offered in the next 3 years

ANT 347 Seminar: Topics in Anthropology

Topics course.

Prehistory of Food

This course explores how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the “agricultural revolution.” The second half examines case studies from the major centers of domestication in order to investigate the biological, economic and social implications of these processes. Special emphasis is placed on exploring the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food. {S} Credits: 4

Members of the department

Normally offered in alternate years

ARH 207 Translating New Worlds

This course investigates how New World explorations were translated into visual and material culture. Focusing upon geographies, ‘anthropologies,’ material objects, and pictorial and written records, we analyze how travel to and through the Americas reshaped the lives of consumers and thinkers—from food and finery (corn, chocolate, red dye, gold and silver) to published narratives and collections of objects made in the colonial Americas. Case studies are drawn from Canada, Mexico, Peru, the Great Plains of the United States and the Hawaiian Islands. In addition to initial colonial contacts, we discuss current cultural practices—material, imagined, factual or fantastical—that arose from the first encounters, conquests and settlements. Group A {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARH 212 Ancient Cities and Sanctuaries

This course explores many different aspects of life in the cities and sanctuaries of the ancient Near East, Egypt, Greece, Etruria and Rome. Recurrent themes include urbanism, landscapes and patterns of worship, including initiation, sacrifice and pilgrimage. We probe how modern notions of the secular and the sacred influence interpretation and how sometimes the seemingly most anomalous features of the worship of Isis or of the juxtaposition of commercial and domestic space within a city can potentially prove to be the most revealing about life in another place and time. Group A, Counts for ARU {A} {H} Credits: 4

Barbara A. Kellum

Expected to be offered in the next 3 years

ARH 216 The Art and Architecture of the Roman World

From North Africa to Gaul, from the Pillars of Hercules (Straits of Gibraltar) to Asia Minor, the interrelationships of art and power in the visual culture of the ethnically diverse Roman empire, from the first century B.C.E. through the fourth century C.E., are the subject of study. We also examine works of art from later periods as well as literature and film that structure our perception of the Roman world. Group I Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARH 280 Art Historical Studies

Topics course. Students may take up to four semesters of ARH 280 Art Historical Studies, as long as the topics are different.

The Beauty of Beasts in the Ancient Roman World

From animal fables, to pets, to heroic named beasts who died in the amphitheater, the visual culture of the ancient Roman world was filled with images of animals. Dogs, cats, birds, asses, elephants, lions, tigers, leopards and myriad others appear in contexts from luxury villas to funerary monuments. Utilizing the lens of interdisciplinary animals studies we explore how the Romans

thought with animals representationally in ways which may initially seem familiar but prove to be distinctively different in culturally specific ways. Considering how the human/animal binary works in a past culture has the potential to reveal something about how systems of knowledge and power are structured and maintained. Group A {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Swords and S(c)andals: Ancient Rome in Film/Form

Since the beginning of cinema, the decadence of the ancient Romans has been a subject of fascination. Starting with HBO’s “Rome” (2005–2007) and Ridley Scott’s *Gladiator* (2000), we’ll explore the multiple sources of the visual tropes used to construct this universe and seek to analyze it in aesthetic, historical, and ideological terms. Their 20th-century counterparts from films of the silent era to Hollywood epics like *Spartacus* (1960) and *Cleopatra* (1963) as well as cult classics like *Caligula* (1979) will be scrutinized in order to gain an understanding of how the Romans functioned cinematically as cultural signs in varying historical contexts. Enrollment limited to 20. Group A, B {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Ancient Virtual Worlds

Virtual reality now makes it possible to fly-through the Roman Forum when the empire was at its height, to see the Sanctuary of the Great Gods at Samothrace at night by torchlight as initiates did thousands of years ago, and to savor the sculptural treasures of Hadrian’s Villa reinstalled in situ. These powerful visualization tools produce compelling seamless worlds, but ones which raise challenging questions of interpretation. By seeking to understand the models and assumptions on which these visual worlds are based, we delve into contemporary and ancient modes of viewership, identity and spatial experience. Group A {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARH 285 Great Cities

Topics course.

Pompeii

A consideration of the ancient city: architecture, painting, sculpture and objects of everyday life. Women and freed people as patrons of the arts are emphasized. The impact of the rediscovery of Pompeii and its role as a source of inspiration in 18th-, 19th- and 20th-century art is discussed. No prerequisite. Group A, Counts for ARU {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

CLS 217 Greek Art and Archaeology

Same as ARH 217. This course is a contextual examination of the art and architecture of Ancient Greece, from the end of the Bronze Age through the domination of Greece by Rome (ca. 1100–168 BCE) and handles an array of settlements, cemeteries, and ritual sites. It tracks the development of the Greek city-state and the increasing power of the Greeks in the Mediterranean, culminating in the major diaspora of Greek culture accompanying the campaigns of Alexander the Great and his followers. The course takes a broadly chronological approach, and the question of a unified Greek culture is stressed. Continuing archaeological work is considered. (E) {A} {H} Credits: 4

Members of the department

Normally offered in alternate years

CLS 237 Artifacts of Daily Life in the Ancient Mediterranean

This course uses the artifacts of the Van Buren Antiquities Collection as a starting point for investigating the daily life of the Greek and Roman worlds. In particular, students will select and research an object or objects for which to develop an

“object biography,” through which the people who produced, used, and re-used these objects might be accessed. Additional attention is given to the place of objects in archaeological practice and narratives. {E} {H} {S} Credits: 4

Members of the department

Normally offered in alternate years

GEO 232 Sedimentary Geology

A project-oriented study of the processes and products of sediment formation, transport, deposition and lithification. Modern sediments and depositional environments of the Massachusetts coast are examined and compared with ancient sedimentary rocks of the Connecticut River Valley and eastern New York. Field and laboratory analyses focus on the description and classification of sedimentary rocks, and on the interpretation of their origin. The results provide unique insights into the geologic history of eastern North America. Two weekend field trips. Prerequisite: 101 and 102, or 108, or FYS 103, or 102 with any other GEO 100-level course. 102 can be taken concurrently. {N} Credits: 5

Bosiljka Glumac

Normally offered each fall

GRK 213 Introduction to Homeric Epic

An introduction to Homeric Greek via selections from the *Iliad* and the *Odyssey*. May be repeated for credit, provided the topic is not the same. Prerequisite: 212 or permission of the instructor.

Homer's Odyssey

Attention to dialect, meter and formula; structure and plot; the *Odyssey* as epic, adventure and romance. {F} {L} Credits: 4

Members of the department

Normally offered each spring

HST 201 (L) The Silk Road and Premodern Eurasia

An introduction to major developments and interactions among people in Europe and Asia before modernity. The Silk Roads, long distance networks that allowed people, goods, technology, religious beliefs and other ideas to travel between China, India and Rome/Mediterranean, and the many points in between, developed against the backdrop of the rise and fall of steppe nomadic empires in Inner Asia. We examine these as interrelated phenomena that shaped Eurasian encounters to the rise of the world-conquering Mongols and the journey of Marco Polo. Topics include: horses, Silk and Steppe routes, Scythians and Huns, Han China and Rome, Byzantium, Buddhism, Christianity and other universal religions, Arabs and the rise of Islam, Turks, Mongol Empire, and medieval European trade, geography and travel. {H} Credits: 4

Richard Lim

Expected to be offered in the next 3 years

HST 202 (L) Ancient Greece

A survey of the history of the ancient Greeks during their most formative period, from the end of the Bronze Age to the end of the Classical Age. We examine the relationship between mythology, archaeology and historical memory, the evolution of the city-state, games and oracles, colonization, warfare and tyranny, city-states Sparta and Athens and their respective pursuits of social justice, wars with Persia, cultural interactions with non-Greeks, Athens's naval empire and its invention of Democracy, family and women, and traditional religions and forms of new wisdom, and the trial and death of Socrates in 399 B.C. {H} Credits: 4

Richard Lim

Normally offered in alternate years

HST 203 (L) Alexander the Great and the Hellenistic World

The career and conquests of Alexander the Great (d. 323 B.C.) wrought far-reaching consequences for many in Europe, Asia and Africa. In the ensuing Hellenistic (Greek-oriented) commonwealth that spanned the Mediterranean, Middle East, Central Asia and India, Greco-Macedonians interacted with

Egyptians, Babylonians, Jews, Iranians, Indians and Romans in ways that galvanized ideas and institutions such as the classical city as ideal community, cult of divine kings and queens, “fusion” literatures, mythologies and artistic canons and also provoked nativist responses such as the Maccabean revolt. Main topics include Greeks and “barbarians,” Alexander and his legacies, Hellenism as ideal and practice, conquerors and natives, kings and cities/regions, Greek science and philosophies, old and new gods. This course provides context for understanding early Christianity, Judaism and the rise of Rome.

{H} Credits: 4

Richard Lim

Normally offered in alternate years

HST 204 (L) The Roman Republic

A survey of the history of the Roman people as Rome developed from a village in central Italy to the capital of a vast Mediterranean empire of 50 million people. We trace Rome's early rise through mythology and archaeology and follow developments from Monarchy to the end of the Republic, including the Struggle of the Orders, conquests and citizenship, wars with Carthage, encounters with local cultures in North Africa, Gaul and the Greek East, challenges of expansion and empire, rich versus poor, political corruption, and the Civil Wars of the Late Republic. We also study the family, slavery, traditional and new religions, and other aspects of Roman culture and society. {H} Credits: 4

Members of the department

Normally offered in alternate years

HST 205 (L) The Roman Empire

The history of the Romans and other Mediterranean peoples from the first to the early fifth centuries A.D. With Emperor Augustus, the traditional Republican form of rule was reshaped to accommodate the personal rule of an Emperor that governed a multiethnic empire of 50 million successfully for several centuries. Imperial Rome represents the paradigmatic classical empire that many later empires sought to emulate. We trace how this complex imperial society evolved to meet different challenges. Topics include: the emperor and historical writings, corruption of power, bread and circuses, assimilation and revolts, the Jewish war, universal and local religions, early Christianity, Late Antiquity, migrations and the decline and fall of the Roman Empire. This course offers context for understanding the history of Christianity, Judaism and the early Middle Ages.

{H} Credits: 4

Members of the department

Normally offered in alternate years

HST 206 (C) Aspects of Ancient History

Topics course.

Slaves and Slavery in the Ancient World

Slaves comprised up to a third of the population in Classical Athens and Rome and slavery was deeply embedded in every aspect of ancient life. We examine how slaves and slavery shaped Greece and Rome in comparison with other “slave societies” and in their own terms. Topics include debt and slavery, race and ethnicities of slaves, slave management and economy, sex trade, treatment of slaves, gladiators, slave revolts, daily resistance, representations of slaves in art and literature, slave narratives, slavery in ancient philosophy and religion, and shift from classical slavery to medieval serfdom. No previous background is required. This course can serve as a topical introduction to the ancient world and help students appreciate the roots of modern “Western” ideas regarding slavery. Credits: 4

Members of the department

Expected to be offered in the next 3 years

The World of Late Antiquity

Causes and consequences of the fall of the Roman empire and the emergence of Germanic kingdoms in Europe. Topics include late Roman statecraft; popular

loyalty; challenges to the economy; Christianity as a unifying or divisive force; warfare on multiple fronts; the resurgence of Iran; barbarian migrations, especially the Goths and the Huns; the establishment of Germanic kingdoms in the West in the fifth century; partial reconquest by the Eastern Roman empire in the sixth century. Enrollment limited to 18. Credits: 4

Members of the department

Expected to be offered in the next 3 years

REL 112 Introduction to the Bible I

The Hebrew scriptures (Tanakh/Old Testament). A survey of the Hebrew Bible and its historical and cultural context. Critical reading and discussion of its narrative and legal components as well as an introduction to the prophetic corpus and selections from the wisdom literature. {H} {L} Credits: 4

Jason Gaines

Normally offered each fall

Archives Concentration

Advisory Committee

Kelly P. Anderson, Ph.D., *Director*
 Carrie N. Baker, J.D., Ph.D.
 Darcy C. Buerkle, Ph.D.
 Maureen Callahan
 Jennifer Mary Guglielmo, Ph.D. ^{**2}
 Barbara A. Kellum, Ph.D.
 Karen V. Kukil

Richard H. Millington, Ph.D.
 Christen Mucher, Ph.D.
 Elizabeth Myers, Ph.D.
 Kathleen Banks Nutter
 Cornelia D.J. Pearsall, Ph.D. ^{*1}
 Elizabeth S. Pryor, Ph.D. ^{**1, *2}
 Andrea Stephanie Stone, Ph.D.
 Nanci Young

Members of the Archives Advisory Committee serve as advisers to students in approving course selections and internships.

The archives concentration is designed to make our local, regional, national and international histories public through research projects and professional training. Through a combination of academic coursework, practical experience and independent research projects, students learn about the institutions and repositories that shape knowledge and understanding of our collective pasts through the collection, preservation, interpretation and display of artifacts, manuscripts and representation of historic sites. The concentration creates an interdisciplinary community of students engaged in first-hand use of primary sources in the arts and architecture, medicine, law, history, social activism, the histories of institutions, communities and professional organizations. Through a sequence of courses, students gain knowledge of the theory and practice of archives and public history methods through which these materials are shaped into compelling narratives. Through practical experiences in two internships, students learn about archival acquisition, processing and description skills, and building finding aids that make collections available for scholarly use. Students in disciplines in which archival research is already featured (such as history, American studies, and the study of women and gender) as well as in the sciences and a wide array of social sciences are encouraged to apply.

Requirements

The archives concentration is open to any student by application (see www.smith.edu/archives for deadlines and application process). These are the requirements:

1. The “gateway” course (ARX 141)
2. Four existing courses offered in departments or programs, which involve significant archival research, approved by the ARX advisory committee (see list of “electives” on website)
3. The senior capstone seminar, involving an independent research project, usually resulting in an exhibit.
4. Two practical experiences or internships, totaling at least 100 hours each

Gateway Courses

ARX 141 What I Found in the Archives

This lecture series serves as an introduction to the methods and discoveries of archival research. The course highlights faculty members and archivists describing their puzzles and insights in encountering archival materials. Requirements include active participation in class, weekly readings, and short written assignments. This course serves as a gateway for students in the Archives Concentration. Graded S/U only.

{H} Credits: 1

Richard H. Millington

Normally offered each spring

Capstone Course

ARX 340 Taking the Archives Public

The capstone seminar brings together a cohort of concentrators to explore contemporary issues at the intersection of archives and public history. The seminar readings focus on case studies about contemporary challenges in preservation, access and interpretation of archival materials. In a variety of media, students analyze how these materials become part of a meaningful and usable past for general audiences. In addition, each concentrator completes an independent project, usually an exhibit that draws upon concentrators' own expertise developed through their coursework and their practical experiences.

Enrollment limited to 15. {H} Credits: 4

Kelly P. Anderson

Normally offered each spring

Electives

All offered during interterm for 1 credit, S/U only

ARX 103 Editing Sylvia Plath's Poetry

This course teaches students how to transcribe and edit poetry drafts in preparation for a variorum edition of Sylvia Plath's late *Ariel* poems. Technical aspects related to the editing of a text are discussed, including transcription, emendation and digitization. Plath's manuscripts, journals, annotated library and other biographical material in the Plath Collection in the Mortimer Rare Book Room are available during the course, as well as her papers in the Smith College Archives. The publishing history of Plath's writings and the management of her literary estate are considered. Guest lectures by Plath scholars and technical exercises with digital humanities experts are included in the course. Each student is required to transcribe and prepare a digital variorum edition of one poem from the Plath Collection. Whenever possible, footnotes will be based upon primary sources. Graded S/U only. Enrollment limited to 15.

Credits: 1

Members of the department

Normally offered each interterm

ARX 105 Class Matters: Organizing for Economic Justice

This course introduces students to several SSC collections of individual papers and organization records that shed light on the fight for economic justice, especially for American women, both white and of color. In addition to some short secondary source readings, students then choose preselected documents from 14 designated collections and in conversation with each other, both in class and in five written responses on Moodle, discuss the ways in which a particular individual or organization has addressed issues of economic injustice—what worked, what did not, what needs to happen next. Graded S/U only. Credits: 1

Members of the department

Normally offered each interterm

ARX 106 Oral Histories and Archives

In this week long course, students will be introduced to oral history as both a form of evidence and as a method. We will explore the oral history collections in the archives—including Voices of Feminism, Population and Reproductive Health, Living Women's History, Documenting Lesbian Lives, and the Old Lesbian Oral Herstory Project—in order to evaluate oral history as a

primary source. What do we learn from oral testimony that is different from traditional archival sources? How do we read this kind of text? And how are these sources produced? You will also be introduced to oral history methods in order to prepare for theses and/or independent research projects that employ this research strategy. Enrollment limited to 16; priority given to Archives concentrators. Graded S/U only. Credits: 1

Members of the department

Normally offered each interterm

ARX 107 Making Teaching and Learning Tangible: Understanding Childhood Through the Archives

Children's experiences are often left out of history and historical accounts. Yet, children and youth feel empowered when they can encounter themselves in history. This course has students work through a question using the SSC collection that examines situated childhoods. In addition, students learn how to formulate their own research question and gather archival documents that facilitate lesson plans or discussion with elementary, junior high and high school students about the expectation of children and childhood at different points in history. This course is suited for students who have a passion for child development or who want to develop their pedagogical repertoires. Enrollment limit of 25. Graded S/U only. (E) Credits: 1

Members of the department

Expected to be offered in the next 3 years

ARX 400 Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and director of the program. No more than two special studies or a total of 8 credits may count toward the concentration. Credits: 1–4

Members of the department

Normally offered each academic year

Art

Professors

Dwight Winfred Pogue, M.F.A.
 Craig M. Felton, Ph.D. ^{†1}
 Barbara A. Kellum, Ph.D.
 A. Lee Burns, M.S., M.F.A. ^{*2}
 Brigitte Buettner, Ph.D.
 John E. Moore, Ph.D.
 Dana Leibsohn, Ph.D., *Chair* ^{**1, *2}
 Lynne M. Yamamoto, M.A.

Professor-in-Residence

Barry Moser, B.S.

Associate Professors

Laura Kalba, Ph.D.
 Frazer D. Ward, Ph.D. ^{*1}
 Fraser Stables, M.F.A., *Associate Chair*
 John Slepian, M.F.A.

Harnish Visiting Artist

Amanda Russhell Wallace, M.F.A.

Assistant Professors

Lindsey Clark-Ryan, M.F.A.
 Yanlong Guo, Ph.D.
 Elisa Kim, M.Arch.
 Alexis Callender, M.F.A.

Lecturers

Katherine E. Schneider, M.F.A.
 Jessica F. Nicoll, M.A.
 Elizabeth R. Meyersohn, M.F.A.
 Lucretia Ann Knapp, M.F.A., M.L.S.
 Anna Cristina Lee, Postdoctoral Fellow
 Erica Morawski, Postdoctoral Fellow
 Conor Peterson, M.F.A., Five College
 Visiting Assistant Professor of Art &
 Technology
 William Kaizen, Ph.D.
 James Wald, Ph.D.

Requirements include:

1. ARH 110 Art and Its Histories, normally to be completed before the junior year
2. One course in studio art
3. Six courses in the history of art at the 200-level, consisting of a mix of lecture courses and colloquia, of which four have to focus on pre-1800 (Group A) and two post-1800 (Group B)
4. Three courses at the 290 level and above, one of which has to be a seminar (to be taken at Smith)

Art History - Methods, Issues, Debates is recommended for art history majors. Students entering Smith with a 5 on the AP art history exam may choose to be exempted from ARH 110, replacing it with another art history course at the 200-level or above.

Students planning to major or to do honors work in art history will find it valuable to take courses in literature, philosophy, religion and history in the first two years. A reading knowledge of foreign languages is useful for historical courses. Courses may require one or more trips to Boston, New York or other places in the vicinity to study original works of art.

Plan B. Studio Art

Requirements: 12 courses, which will include:

1. One 100-level course selected from the following: ARS 162, ARS 163, ARS 172. (Note that certain upper-level courses indicate specific 100-level course prerequisites.)
2. ARH 110 Art and Its Histories
3. Two additional 200-level or 300-level art history courses
4. One additional course with a contemporary emphasis, relating to art history, visual studies, or film and media studies, to be chosen in consultation with adviser
5. Five additional studio art courses, (one of which may be at the 100-level). Students may work across concentrations but must take the full sequence of courses (usually three, including a 300-level course) in at least one of the following areas of concentration:
 - drawing
 - digital media
 - graphic arts
 - installation
 - painting
 - photography
 - sculpture
6. ARS 385
7. ARS 399: J-term graduates should take ARS 399 in their junior year. All other students should take ARS 385 and ARS 399 in their senior year.

The Major

Advisers: Brigitte Buettner, Lee Burns, Lindsey Clark-Ryan, Craig Felton, Laura Kalba, Barbara Kellum, Dana Leibsohn, John Moore, John Slepian, Fraser Stables, Frazer Ward, Lynne Yamamoto

Art History Adviser for Study Abroad: John Moore

Art Studio Adviser for Study Abroad: Fraser Stables

Architecture Adviser for Study Abroad: John Moore

The faculty of the Department of Art believes that visual literacy is crucial to negotiations of the contemporary world. Consequently, equal weight is given to studio practice and historical analysis. Courses focus on images and the built environment and seek to foster an understanding of visual culture and human expression in a given time and place.

There is one art major, which may be taken in one of three variations: Plan A (History of Art, ARH), Plan B (Studio Art, ARS), or Plan C (Architecture, ARU).

No course counting toward the fulfillment of the major or minor may be taken for an S/U grade. Courses associated with a concentration (such as IDP, MUX, etc.) cannot be counted toward the completion of the art major.

Plan A. The History of Art

Courses in the history of art are divided into areas that reflect breadth in terms of both geography and chronology.

Requirements: 11 courses, at least one of which must address the Americas, one Europe and one another geographic area, e.g. Asia, Africa, the Islamic World.

Declaring the Plan B major A student may declare a Plan B major any time after she has completed the introductory (100 level) studio art requirements and one additional studio art course. She must present a portfolio of work to the Portfolio Review Committee. Portfolios will be reviewed each semester, just before the advising period. Students who receive a negative evaluation will be encouraged to take an additional studio course or courses, and resubmit their portfolio at a subsequent review time. Students who receive a negative evaluation may resubmit their portfolios in subsequent reviews up to and including

the last portfolio review available during their sophomore year. These students will be offered suggestions for strengthening their portfolios through additional studio coursework in the same or other media represented in the portfolio. The additional studio courses will count toward fulfilling the major requirements.

Mapping the Plan B major Upon receiving a positive portfolio evaluation, a student should select and meet with a Plan B adviser. Together they will discuss her interests and review her studio work to date, and select an area of studio in which she will concentrate. In exceptional cases the student and her adviser may design a sequence of studio courses that draws from several areas of concentration.

The following courses are repeatable with different course content and instructor, for a maximum of 8 credits: ARS 264 Drawing II, ARS 362 Painting II, ARS 363 Painting III, ARS 364 Drawing III, ARS 372 Advanced Printmaking, ARS 374 Sculpture II, ARS 383 Photo II, ARS 384 Topics in Photography (pending CAP approval), ARS 386 Topics in Architecture.

Plan C. Architecture and Urbanism

Requirements: 12 courses, which will include:

1. ARH 110 Art and Its Histories
2. One 100-level course selected from the following:
ARS 162, ARS 163, ARS 172 or ARS 188
3. Two of the following introductory architectural design studios:
ARS 283, ARS 285, LSS 250, LSS 255
4. Two of the following advanced architectural design studios:
ARS 386, ARS 388, ARS 389/LSS 389
5. One studio art course in another medium
6. Four 200-level or 300-level art history courses focusing on the built environment (of which at least one must focus on a pre-1800s era and at least one must focus on the post-18th century)
7. One art history seminar (with final paper focusing on the built environment, to be taken at Smith)

It is recommended that a student contemplating application to a graduate program in architecture take at least one semester of physics and at least one semester of calculus, after consultation with her major adviser.

The Minors

Plan 1. History of Art

Designed for students who, although they major in another department, wish to also focus on the history of art. With the assistance of their advisers, students may construct their minor to be as specific or comprehensive as they desire within the skeletal structure of the requirements.

Advisers: Brigitte Buettner, Craig Felton, Laura Kalba, Barbara Kellum, Dana Leibsohn, John Moore, Frazer Ward

Requirements: Six courses: ARH 110 Art and Its Histories; three additional courses in the history of art covering both Group A and B; and two courses at the 290-level and above, one of which has to be a seminar (to be taken at Smith).

Plan 2. Studio Art

Designed for students who wish to focus on studio art, although they are majors in another department. With the assistance of her adviser, a student may construct a minor with primary emphasis on one area of studio art, or she may design a more general minor which encompasses several areas of studio art.

Advisers: A. Lee Burns, Lindsey Clark-Ryan, John Slepian, Fraser Stables, Lynne Yamamoto

Requirements: One 100-level course selected from the following: ARS 162, ARS 163, ARS 172 and five additional courses in studio art, of which at least three must be at the 200 level and at least one must be at the 300 level.

Plan 3. Architecture and Urbanism

Designed for students who wish to focus on architecture, although they are majors in another department. This minor seeks to introduce students to the history, design and representation of the built environment.

Advisers: Brigitte Buettner, Barbara Kellum, Dana Leibsohn, John Moore, Frazer Ward, Laura Kalba

Requirements:

- Three courses,
One selected from this list:
ARS 162, ARS 163 or ARS 172 or ARS 188
ARS 283 or LSS 250
ARS 285 or LSS 255
- Two 200-level or 300-level art history courses focusing on the built environment (of which at least one must focus on a pre-1800s era and at least one must focus on the post-18th century)
- ARH 110 Art and Its Histories

Plan 4. Graphic Arts

Advisers: Lindsey Clark-Ryan

Graphic arts seeks to draw together the department's studio and history offerings in graphic arts into a cohesive unit.

Requirements:

1. ARS 163
2. ARH 247 or 268
3. any four ARS classes from: 269, 270, 272, 275, 369, 372, of which one should be at the 300 level or a continuation of one medium

Honors

Directors of the Honors Committee

Art History: Laura Kalba

Studio Art: Lindsey Clark-Ryan

Architecture: Laura Kalba

Requirements and Presentations

All candidates will present their work to the art department, in a public presentation, late in April or early May. Guidelines and further details can be found on the art department website.

No course counting toward the fulfillment of the major or minor may be taken for a S/U grade. Course associated with a concentration (such as IDP, ARX, etc.) may not be counted toward the completion of the art major.

Students planning to major or to do honors work in art will find courses in literature, philosophy, religion and history taken in the first two years valuable. A reading knowledge of foreign languages is useful for historical courses. Each of the historical courses may require one or more trips to Boston, New York or other places in the vicinity for the study of original works of art.

A. The History of Art

Introductory Courses

ARH 110 Art and Its Histories

This course explores how art and architecture have profoundly shaped visual experiences and shifting understandings of the past and present. Featuring different case studies, each section includes work with original objects, site visits and writings about art. Unifying themes include: (1) materials, techniques and the patterns deployed to create space; (2) the design, function and symbolism of images and monuments; (3) artistic production and its relation to individual and institutional patronage, religion, politics and aesthetics; (4) issues turning on artists' fame versus anonymity, and uniqueness versus reproducibility; (5) cross-cultural exchanges. Enrollment limited to 25. {A} {H} Credits: 4
Brigitte Buettner, Yanlong Guo, Laura Kalba, John E. Moore, Frazer D. Ward
 Normally offered both fall and spring semesters

200-Level Lecture Courses

ARH 200 China in Expansion

During the formative periods when the local and global forces simultaneously took actions in shaping Chinese civilization, the functions of images and objects, the approaches to things, and the discourses around art underwent significant shifts, not only responding to but also mapping out the "Chineseness" in visual and material culture. This course of early Chinese art investigates diverse media—bronze vessels, sculptures, murals, textiles, architecture and other visual and material forms—in relation to political and military conquest, cross-cultural exchange, the dissemination of ordinary practices, and the formation of identities. Key terms/issues for the course will include expansion, connection and materiality. Group A, Counts for ARU {A} {H} Credits: 4
Yanlong Guo
 Normally offered in alternate years

ARH 201 Brazilian Art Inside and Out

Same as POR 201. This course serves as an introduction in English to contemporary and modern Brazilian art. Course materials and class discussions address such topics as public vs. private art spaces, national vs. global identities, the role of art as agency for social change and as site of memory, activism, resistance and transformation. Taught in English. Group B {A} {H} Credits: 4
Members of the department
 Expected to be offered in the next 3 years

ARH 204 Art and Architecture of the Ancient Americas

What is "antiquity" in the Americas? This class explores this question by focusing upon pre-Hispanic visual culture. We cross both Mesoamerica and the Andes, giving particular attention to the Aztecs, Inka and Maya. Along with architecture, textiles, ceramics and sculpted works, we consider current debates in art history and archaeology. Among the themes we discuss: sacrifice and rulership, representations of human and deified beings, the symbolic and economic meanings of materials, and the ethics of excavation and museum display. Group A, Counts for ARU {A} {H} Credits: 4
Members of the department
 Expected to be offered in the next 3 years

ARH 212 Ancient Cities and Sanctuaries

This course explores many different aspects of life in the cities and sanctuaries of the ancient Near East, Egypt, Greece, Etruria and Rome. Recurrent themes include urbanism, landscapes and patterns of worship, including initiation, sacrifice and pilgrimage. We probe how modern notions of the secular and

the sacred influence interpretation and how sometimes the seemingly most anomalous features of the worship of Isis or of the juxtaposition of commercial and domestic space within a city can potentially prove to be the most revealing about life in another place and time. Group A, Counts for ARU

{A} {H} Credits: 4

Barbara A. Kellum

Expected to be offered in the next 3 years

ARH 233 Medieval Art on the Move: Pilgrimages and Crusades

Focusing on buildings and representations created from the 11th through the 13th century, this course explores the intersection between artistic production and the movement, peaceful and bellicose, of people, ideas and objects during the Romanesque and early Gothic periods. Topics include monastic and royal patronage; the pilgrimage church and Crusader castle as specific building types; iconographic programs and their political agendas; the transnational circulation of artefacts and cross-cultural visual encounters. Group A, Counts for ARU {A} {H} Credits: 4

Brigitte Buettner

Normally offered in alternate years

ARH 234 The Age of Cathedrals

Architectural, sculpted and pictorial arts from North of the Alps, c. 1150–1300. Rather than a survey, this course proposes a thematic approach to allow for an in-depth examination of key concerns of the Gothic era, such as the interface between visual creations and new forms of patronage and devotional attitudes, the rise in literacy and secular culture, the development of scientific rationality, or the sustained contact with the Islamic world. Group A, Counts for ARU Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARH 250 Building Baroque Europe

European architectural, urban and landscape design from (precisely) 1537 to about 1750. Specific topics include Tuscany under the first three grand dukes; Rome in the 17th century; France under the first three Bourbon kings; the rebuilding of London after the Great Fire; the significant enlargement or establishment of capital cities (Turin, Amsterdam, Versailles, Stockholm, St. Petersburg, Dresden, Berlin, Vienna); the rise of the English country house; the English landscape garden; palaces, pilgrimage churches, and monastic complexes in Bavaria, Franconia and Austria. Focus throughout on the fundamental interdependence of architecture and society. Group A, Counts for ARU {A} {H} Credits: 4

John E. Moore

Expected to be offered in the next 3 years

ARH 253 The Arts in Britain, 1714–1820

Artistic production under the first three Hanoverian kings of Great Britain. Topics include royal patronage; urban developments (London, Bath, Edinburgh); the English landscape garden; the English country house and its fittings; collecting and display; the Grand Tour; aesthetic movements (Gothic Revival, the Sublime, the Picturesque, Neoclassicism); artists' training and careers (among others, the brothers Adam, Gainsborough, Hawskmoor, Hogarth, Reynolds, Roubiliac and Wright of Derby); maps, prints and books; center vs. periphery; city vs. country. Reading assignments culled from primary and secondary sources; including travel and epistolary literature. Group A, Counts for ARU {A} {H} Credits: 4

John E. Moore

Expected to be offered in the next 3 years

ARH 272 Art and Revolution in Europe, 1789–1889

This course surveys the major trends in European art and visual culture of the century following the French Revolution of 1789. From prints ridiculing the French king to photographic reports of military conflicts in the British empire,

stylistic innovations introduced by avant-garde painters to the demise of state-sponsored art institutions, this course explores how change happens in art, in society, and their relationship to one another. Through the study of Goya, the Pre-Raphaelites and Eiffel Tower, among other examples, we work to develop sophisticated definitions of “modernity” and “modernism,” key concepts in the study of 19- and 20th-century art. Group B {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARH 273 Modern Architecture and Design, 1789–1945

This course spans the history of European architecture, focusing on urban development and design from the French Revolution to WWII. What did it mean to ascend the first immense iron structures, or to wipe ornament from the surface of that deemed modern? How was the Gothic made newly relevant, and why did handicraft reemerge during the industrial revolution? We study the period's most important developments (Historicism, Bauhaus, etc., to iconoclastic measures undertaken during war and revolution) in relation to socio-cultural debates about space and utility. Prerequisite: one 100-level course in art history, or permission of the instructor. Group B, Counts for ARU {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARH 275 Making the News: History of the Illustrated Press

Prompted by recent concerns about ‘fake news’ and the proliferation of digitally manipulated photographs, the course explores the history of the illustrated press from its 19th-century origins to today. How did images contribute to readers’ sense of what is worthy of attention in the realm of politics, fashion, and the arts? How did practices of pictorial reporting influence the unfolding of events? In what ways did arts periodicals prompt the emergence of artistic forms that blurred traditional distinctions between media? Case studies shed light on the history printing, the graphic arts, and the multifaceted legacy of historical news images today. Group B {A} {H} {L} Credits: 4

Laura Kalba

Normally offered in alternate years

ARH 278 History of Photography

A survey of photography, photographers and the literature of photography. Consideration of the formal, technical, historical and social factors in the development and practice of photography since 1839. Group B {A} {H} Credits: 4

Anna Cristina Lee

Expected to be offered in the next 3 years

ARH 281 Modern, Postmodern, Contemporary

This course examines global artistic tendencies since 1945, in their art-historical and socio-historical contexts. The class considers such developments as American abstraction and the rise of New York, neo-dada, pop, minimalism, conceptual art, earthworks, the influence of feminism, postmodernism, the politics of identity, conceptions of the site and the institution, global publics and the global culture of art, and the theoretical issues and debates that help to frame these topics. Group B {A} {H} Credits: 4

Frazer D. Ward

Normally offered in alternate years

ARH 283 Architecture Since 1945

This course presents a global survey of architecture and urbanism since 1945, from post-World War II reconstruction and planning, through critiques of modernism, to postmodernism, deconstruction, critical regionalism and beyond. Major buildings, projects, movements and tendencies are examined in their historical, theoretical and rhetorical contexts. Group B, Counts for ARU {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

200-Level Colloquia

ARH 247 Colloquium: The Art and History of the Book

Same as ENG 293. Will books as material objects disappear in your lifetime? Or will the book, a remarkably long-lived piece of communication technology, continue to flourish and develop alongside its electronic counterparts? This course surveys the history of books from the ancient world through medieval manuscripts, hand press books, and machine press books to the digital media of today. We discover how books were made, read, circulated and used in different eras, and explore the role they have played over time in social, political, scientific and cultural change. The course involves extensive hands-on work with books and manuscripts from across the centuries and sustained engagement with current debates about book, print and media culture.

Admission limited to 20 by permission of the instructor. Group A, B

{A} {H} {L} Credits: 4

Members of the department

Normally offered each spring

ARH 280 Art Historical Studies

Topics course. Students may take up to four semesters of ARH 280 Art Historical Studies, as long as the topics are different.

The Body in Medieval Art

The holy body of the saint, the tormented body of the sinner, the impossible body of the virgin, the fashionable body of the lady, the obscene body of the peasant, the deformed body of the monster: these are some of the changing representations and perceptions of the human body during the Middle Ages. Through a series of case studies, this course will investigate corporeality as a site of contradictory cultural concerns, intense visual scrutiny, and experimentation with the notion of figuration itself. Group A {A} {H} Credits: 4

Members of the department

Normally offered in alternate years

The Art of Play: Visual Art and the Aesthetics of Games

This course examines the intersection between the visual arts and games in the 20th and 21st centuries. We examine theories of play and their relationship with both visual art and game design. We approach this topic from two directions. First, by asking how the visual arts have represented games and game playing and how they have utilized the mechanics of game play. Second, by asking how games function as works of art, and how game aesthetics touch on mechanics, narrative and visual representation. Case studies include modern art and sport; war games; video art, video games. Group B {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

20th-Century Latin American Design

This colloquium explores Latin America's designed objects and spaces of the twentieth century. In addition to material objects, we will investigate various design philosophies and strategies in the region, considering them within global design discourses. Through coursework and research we will engage in active knowledge production that will result in a publicly accessible web project, with the goal of achieving a greater understanding of Latin American design history. We will pay particular attention to the way Latin American design intersects which such themes as government involvement, gender, modernity versus tradition, and nationalism, among others. Group B (E) {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

From Eyes to I: The Art of Portraiture

A major artistic genre, portraiture invites us to examine historically changing notions of identity, personal and collective, private and public. Within a broad time span (antiquity to contemporary practices), the main focus is on Western paintings created between 1400 and 1900. Through the combined study of

visual examples and art historical approaches, we explore such issues as: strategies of self-fashioning; tensions between norm and individuality, realism and idealization; the roles of portraits and self-portraits in cementing social roles and manufacturing gendered bodies. Group A {A} {H} Credits: 4

Members of the department

Normally offered in alternate years

Landscapes of the Modern Caribbean

The landscapes of sugar and agricultural production, syncretic and Christian faiths, slavery, nation and state, and tourism are just some of the areas we study as we explore the modern Caribbean built environment as it developed after European contact. A consideration of both insular and international contexts allows us to engage with concepts of hybridity and translation as we explore such diverse places as Puerto Rico, Cuba, Haiti and Jamaica. With attention to economic, technological, political and cultural factors, we study the built environment to investigate its relationship to the social realities within which it was produced. Enrollment limited to 18. Group B, Counts for ARU (E) {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Manga in a Thousand Years: Critical Approaches to Manga and Anime

This class explores the genesis and development of manga, situating manga in its historical context, appreciating it as an integral part of Japanese art and culture that is as complex and compelling as it is popular. Dealing with a range of genres of manga and manga-related media—illustrated narrative scrolls, woodblock prints, popular picture books, strip comics, and animated cartoons—we revisit traditional notions of what the popular visual form has been and can be. Some of the themes we address include narrativity and visuality, production of satirical imagery and visual modernity, and censorship. Group B {A} {H} Credits: 4

Members of the department

Normally offered in alternate years

The Making of Modern Visual Culture

This course traces the historical origins of the image-saturated world of today, examining the evolution of philosophical and scientific ideas about visual perception and the development of visual technologies and practices that laid the foundations for modern spectacular society. As such, the course introduces students to a broad range of nonartistic imagery and vernacular visual practices, from postcards to people watching. Its key aim is to provide students with the knowledge and skills necessary to critically assess the role of the visual in defining what it means to be modern. Prerequisites: one 100-level course or permission of the instructor. Group III {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

History of European Decorative Arts, 1400–1800

Costly raw materials and boundlessly creative workmanship were deployed to fashion and acquire cameos and engraved gems, ceramics, clothing, embroidery, enamel, furniture, ivory, jewelry, luxuriously bound manuscripts and printed books, medals, metalwork and tapestries, among other objects. This course examines these and other “minor” arts with an eye toward reconstructing their rich cultural, symbolic and aesthetic charge; their role in the conduct of diplomacy and statecraft; and original contexts of production, marketing, patronage, use, collecting and display. Recommended background: one course in European art from the period 1400 to 1800. Group A {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Vernacular Photography

Kodak’s 2012 declaration of bankruptcy, and the OED’s announcement of “selfie” as its 2013 Word of the Year, are historical events that signal a transformative moment in vernacular photography: when analog practices have been eclipsed by digital, dematerialized operations. This course reflects back on the material

objects that we refer to variously as snapshot, amateur and vernacular—photographs. We consider the difficulties presented by these seemingly benign objects, and then engage a range of literary and critical examinations of vernacular photography. Local objects of analysis are sourced from both the Sophia Smith Collection and the SCMA. Students will also observe certain common photographic processes, and assist in the making of cyanotypes, salted paper prints, and tintypes. Group B {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Monsters and Marvels in Medieval Art

Dog-headed, chest-faced, one-footed, the “monstrous races” were believed to dwell at the edges of the known world. By lack, excess, or hybrid permutations, they unsettled the boundaries between the human, the animal, and the monstrous, opening up a creative space for the deployment of the marvelous, written as well as visual. Broad questions about cultural identity and alterity are examined through the prism of case studies that draw on a broad range of sources, from illuminated manuscripts, sculpted works, world maps to encyclopedias and travel accounts. Group A {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Collecting and Display in Europe and North America, 1400–1900

What motivated individuals and corporate bodies to collect and display varieties of objects, works of art among them, and how did those paired activities forge social identities, generate fascination, and productively frame knowledge of the world? Among the topics considered are the indissoluble Plinian link between art and nature on the one hand, and cabinets of curiosities (Kunst- und Wunderkammern) on the other; the art market; the design of purpose-built galleries, museums, and libraries; the illustrated recording or publication of renowned collections (“paper museums”); the nineteenth-century foundation (or reconstitution) of national and municipal art collections. Recommended background: one course in European art, 1400–1800. Group A {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Swords and S(c)andals: Ancient Rome in Film/Form

Since the beginning of cinema, the decadence of the ancient Romans has been a subject of fascination. Starting with HBO’s “Rome” (2005–2007) and Ridley Scott’s *Gladiator* (2000), we’ll explore the multiple sources of the visual tropes used to construct this universe and seek to analyze it in aesthetic, historical, and ideological terms. Their 20th-century counterparts from films of the silent era to Hollywood epics like *Spartacus* (1960) and *Cleopatra* (1963) as well as cult classics like *Caligula* (1979) will be scrutinized in order to gain an understanding of how the Romans functioned cinematically as cultural signs in varying historical contexts. Enrollment limited to 20. Group A, B {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

The Beauty of Beasts in the Ancient Roman World

From animal fables, to pets, to heroic named beasts who died in the amphitheater, the visual culture of the ancient Roman world was filled with images of animals. Dogs, cats, birds, asses, elephants, lions, tigers, leopards and myriad others appear in contexts from luxury villas to funerary monuments. Utilizing the lens of interdisciplinary animals studies we explore how the Romans thought with animals representationally in ways which may initially seem familiar but prove to be distinctively different in culturally specific ways. Considering how the human/animal binary works in a past culture has the potential to reveal something about how systems of knowledge and power are structured and maintained. Group A {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Playing With Ink and Brush (900 CE to Present): A Material, Cultural and Political History of East Asian Art

For more than a thousand years, ink has been maintained as the principal medium of painting and calligraphy in East Asia. This course surveys the continuities and ruptures of East Asian ink art seen through the formal, cultural, and political factors. It also unravels the constant re-appropriation of the “archaic” medium. The course embraces art works in various media—paintings, calligraphy, books, woodblock prints, installation, performance, and animation—that were created by premodern and modern artists. Sessions will be organized both thematically and according to a rough chronological sequence. Group A, B

{A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARH 285 Great Cities

Topics course.

Rome

Urban and architectural history of the Eternal City, from the traditional date of its founding (21 April 753 BCE) to the fascist era and beyond. Extensive readings in primary sources and the analysis of works of art of all types will explain how and why Rome's seven famous hills, a cradle of Western civilization, have constituted such an indispensable and inexhaustible point of emulative reference. Considered as well is the relationship between city and country as expressed in the design of villas and gardens through the ages. Group A, Counts for ARU

{A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

London

Urban and architectural history of London, from its founding as a garrison town in Roman antiquity to its growth into a megalopolis in the 19th and 20th centuries. Jealous of its jurisdictional independence from the crown and surrounding communities, the Corporation of London determined, for better and worse, the city's historical development and continues to play a role in its controversial present. The image of London in literature and works of art of all types is invoked and analyzed throughout. Group A, Counts for ARU {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Advanced 200-Level Colloquia

These courses address methodological and theoretical questions as well as the histories of particular cultures, objects and moments. All of these colloquia involve sustained discussion and independent research. At least one 200-level art history course is required. Enrollment limited to 18.

ARH 291 Topics in Art History

Students may take up to two semesters of ARH 291 Topics in Art History, as long as the topics are different.

Northern European Art, 1400–1550: Images and Interpretations

How do we make sense of works of art and conceptualize what we see? What analytical tools and methodological assumptions guide and shape our acts of interpretation? These questions lie at the heart of our in-depth study of a select group of major Northern Renaissance paintings. Artists range from Van Eyck and Rogier van der Weyden to Dürer and Bosch; readings draw on different, sometimes conflicting approaches with the goal to introduce the full spectrum of art historical interventions, from formal and social analysis to more recent perspectives on race, sexuality and the global turn. Prerequisite: one 200-level course in art history or permission of the instructor. Group A {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Why Impressionism? Autopsy of an Art Historical, Commercial and Curatorial Obsession

This course seeks to unravel the critical, scholarly, commercial and curatorial trends that contributed to making Impressionism one of the most well-researched and revered movements in art history. Readings, class discussion and assignments juxtapose different, sometimes conflicting, interpretations of art-works, highlighting how these reflect intellectual and ethical assumptions about what matters most in art—and, by extension, society in general. From formal analysis to more recent art historical approaches, informed by gender and sexuality studies, our investigation brings us to consider the merits and limitations of studying the “canon” and what, if anything, remains to be said about Impressionism. Prerequisite: one 200-level ARH course; not open to first-year students.

Group B {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

The Presence of the Past: Libraries as a Building Type in the Ancient Mediterranean World

Taking the famed third-century BCE library at Alexandria, Egypt, as its centerpiece, the course first considers precedents like the library of the Assyrian king Assurbanipal at Nineveh with its epics and omen texts on clay tablets, then turn to later extant examples like the Library of Celsus at Ephesus to discuss the development of the library as a public building type. We also compare later innovations from Labrousse's Bibliothèque Sainte-Geneviève in Paris to Snøhetta's award-winning 2002 Bibliotheca Alexandrina on the site of the ancient library, to Maya Lin's renovation of Neilson Library (under construction), analyzing how the buildings themselves make systems of knowledge manifest. Group A, Counts for ARU {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Iconoclasm

Why have individuals and groups been moved to destroy art? How has art been construed as both essential, bewitching and dangerous? We consider representational imagery in ancient Greece and Rome, and in Judaic and Islamic traditions; the Byzantine iconoclastic controversy; 16th-century Northern European iconoclasm and the coincident wholesale destruction of indigenous American art; the Counter-Reformation validation of religious imagery; the French Revolution; and attacks on works of art in the modern world. We also consider censorship and philistinism generally, and when (or whether) campaigns of renovation and restoration can legitimately be called iconoclasm. Group A {A} {H} Credits: 4

Members of the department

Normally offered each academic year

ARH 292 Collecting the Past: Art, Artifact and Ancient America

Who collects ancient art? What makes antiquities worthy of display? This colloquium focuses on contemporary debates in the field of ancient American art history. Among the topics we consider: architectural restoration, the legalities and ethics of collecting, indigenous perspectives on the display and interpretation of antiquities, and technologies for representing the past. The course consists of wide-ranging weekly readings and discussion, giving special attention to the intersection of art history and museum exhibitions. Prerequisite: one 200-level course in art history, archaeology, museum studies or the culture/history of Latin America. Not open to first year students. Enrollment limited to 18. Group A

Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARH 297 Topics In Contemporary Art

This class examines current issues in contemporary art, suggested by critical debates and significant exhibitions. The class will be particularly interested in

practices and debates that offer the following: analyses of the global condition of art; demonstrations of the influence of new technologies; reflections on institutional frameworks; excavations of earlier art-historical moments; accounts of the shifting status of art, artists and audiences in the contemporary public sphere. Prerequisite: One 200-level art history course, or permission of the instructor. Group B Credits: 4

Members of the department

Expected to be offered in the next 3 years

Seminars

Seminars require advanced-level research. Students are expected to bring to class a solid and relevant background in the general field and period of study. All seminars except ARH 301 require an oral presentation and a research paper. Enrollment limited to 12 students.

ARH 301 Art History—Methods, Issues Debates

The meanings we ascribe to art works of any culture or time period are a direct result of our own preoccupations and methods. This colloquium gives a broad overview of contemporary debates in the history of art and locates these methods within art history's own intellectual history. Among the topics we consider: technologies of vision; histories of interpreting art across cultural boundaries; colonialism and the history of art and globalism. The course consists of wide-ranging weekly readings and discussion, giving special attention to the intersection of art history and museum exhibitions. Open to students of any major. Prerequisites: One 200-level art history course or permission of the instructor. Enrollment limited to 18. {A} {H} Credits: 4

Dana Leisohn

Normally offered each academic year

ARH 315 Studies in Roman Art

Topics course.

At Home in Pompeii

The houses of ancient Pompeii—with their juxtapositions of wall paintings, gardens and objects of display—serve as the focus for an analysis of domestic spaces and what they can reveal about family patterns and the theatrics of social interaction in everyday life in another time and place. Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARH 350 The Arts in England, 1485-1714

Constitutional limits on monarchical power, the embrace of Protestantism, religious intolerance and fanaticism, revolution and regicide, and a much vaunted (when not exaggerated and misleading) insularity, set the stage in England for patterns of patronage and a relationship to the visual arts both similar to and significantly different from modes established in Continental absolutist courts. While critically examining the perennial notion of “the Englishness of English art,” we shall study the careers of the painters, printmakers, sculptors, architects, and landscape designers whose collective efforts made English art, at long last, one to be reckoned with.

{A} {H} Credits: 4

John E. Moore

Expected to be offered in the next 3 years

ARH 352 Studies in Art History

Topics course.

Art and Natural History: Beasts and Bestiaries, c.1250–c.1650

Bridging the gap between the history of art and the history of science, the manuscript and the print age, the medieval and early modern periods, this seminar interrogates the creative ways in which the writing of natural history was entwined with visual representation. It focuses on bestiaries or treatises on ani-

mals, the genre from which modern zoology would emerge. Themes include the depiction of animals; classifications of the animal kingdom; the collecting of animals in menageries and of animal parts in cabinets of curiosity. Part of the course will be taught in the Mortimer Rare Book Room. It welcomes students interested in art history, the history of science, the history of ideas, Medieval and Renaissance studies. Open to juniors and seniors only. No prerequisite or background in art history; permission by the instructor. {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Visual Culture and Colonization

How does conquest by foreigners change the ways that images, civic spaces and objects are created and used? What kinds of hybrids does colonization produce? Is it possible to describe what is “colonial” about art or architecture? Focusing on recent scholarship, this seminar addresses these queries, highlighting the 16th–19th centuries. Among the topics we consider are interpretive work in the field of “colonial studies,” the mapping and construction of colonial spaces, exchanges that brought people and objects into contact (and conflict) with one another, how colonialism can shape the meaning of objects, and the nationalist histories of colonial projects. {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARH 374 Studies in 20th-Century Art

Topics course.

Border Crossing in Contemporary Art

Border crossing, voluntary or involuntary, has become an important theme in contemporary global art, framing the conditions of the exile and the “illegal alien,” the tourist and the refugee, the service worker and the sex slave. This seminar examines the work of a range of contemporary artists examining border crossings of various kinds, focusing especially on the models and experiences of globalization that emerge through their practices. {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Gender, Sexuality and the Built Environment

This course investigates how gender and sexuality are simultaneously constitutive of, and constituted by, the built environment. Approaching the topic from the perspective of 19th- and 20th-century art and architectural history in the United States and Europe, the course addresses several interrelated questions: How have women shaped the built environment? What role has gender played in shaping dominant understandings of private and public spheres? What role does space play in defining socially acceptable and unacceptable sexual relationships? Finally, how is our understanding of these issues informed by depictions of gender, sexuality and the built environment in painting, photography and film? {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARH 400 Special Studies

Credits: 2–4

Members of the department

Normally offered both fall and spring semesters

ARH 430D Honors Project

Credits: 8

Members of the department

Normally offered each academic year

B. Studio Courses

A fee (\$25 or \$75 depending on the particular course) for basic class materials is charged in all studio courses. The individual student is responsible for the purchase of any additional required supplies. The department reserves the right to retain examples of work done in studio courses.

All studio courses require extensive work beyond the six scheduled class hours.

Please note that all studio art courses have limited enrollments.

ARS 162 Introduction to Digital Media

An introduction to the use of digital media in the context of contemporary art practice. Students explore content development and design principles through a series of projects involving text, still image and moving image. This class involves critical discussions of studio projects in relation to contemporary art and theory. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Enrollment limited to 14. {A} Credits: 4

Lucretia Ann Knapp, John Slepian

Normally offered both fall and spring semesters

ARS 163 Drawing I

An introduction to visual experience through a study of the basic elements of drawing. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Enrollment limited to 18. {A} Credits: 4

Lindsey Clark-Ryan, Elizabeth R. Meyersohn, Katherine E. Schneider

Normally offered both fall and spring semesters

ARS 172 Studio Art Foundations

This cross-disciplinary studio course involves two-dimensional, three-dimensional, and time-based approaches. Students are introduced to a range of conceptual and practical frameworks for making and thinking about art. This course is strongly recommended for students considering the art major. By emphasizing visual thinking, risk-taking, and critical reflection, this course also has relevance for other disciplines. A required fee of \$25 to cover supplied materials is charged at the time of registration. Enrollment limited to 15.

Priority given to first-year students. (E) {A} Credits: 4

A. Lee Burns, Fraser Stables, Lynne M. Yamamoto

Normally offered both fall and spring semesters

ARS 188 Images of Architecture: What if we build?

This course is intended for students, including first-years, who do not necessarily plan to declare a major in Architecture. Its format is a combination of studio work and seminar-type discussion to introduce students to the role of architecture within contemporary culture. The course examines this through the visual depiction and representation of architecture in media, such as monographs, journals, newspapers, advertising, film, television, blogs and new media. Course work consists of drawings, model-making, readings, viewings, class visits and written responses. A required fee of \$25 to cover supplied materials is charged at the time of registration. Permission of instructor required. Enrollment limit of 15. (E) {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARS 263 Intermediate Digital Media

This course builds working knowledge of multimedia digital artwork through experience with a variety of software, focusing on video and time-based media. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limit of 14. (No prerequisite required.) {A} Credits: 4

Conor Peterson

Normally offered each fall

ARS 264 Drawing II

An introduction to more advanced theories and techniques of drawing including the role of drawing in contemporary art. The emphasis of the class is on both studio work and class discussion. A major topic is the development of independent projects and practice. Prerequisite: ARS 163, 172, or permission of the instructor. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Enrollment limited to 15. {A} Credits: 4

Katherine E. Schneider

Normally offered in alternate years

ARS 266 Painting I

Various spatial and pictorial concepts are investigated through the oil medium. Prerequisite: ARS 163 or permission of the instructor. A required fee of \$75 to cover group-supplied materials is charged at the time of registration.

Enrollment limited to 15. {A} Credits: 4

Members of the department

Normally offered each academic year

ARS 269 Offset Printmaking I

Introduction to the printmaking technique of hand-drawn lithography, photographic halftone lithography through Adobe Photoshop and linocut. May be repeated once for credit. A required fee of \$75 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Prerequisite: ARS 163, or permission of the instructor. Enrollment limited to 12.

{A} Credits: 4

Dwight Winfred Pogue

Normally offered each academic year

ARS 270 Offset Monoprinting

Printmaking using the flat-bed offset press with emphasis on color monoprinting. A required fee of \$75 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Prerequisite: ARS 163, or permission of the instructor. Enrollment limited to 15. {A} Credits: 4

Dwight Winfred Pogue

Normally offered each academic year

ARS 272 Intaglio Printmaking

This course is an in-depth introduction to the expressive potential of the printed image and the distinct visual and tactile qualities of etching and drypoint. We will explore how prints can function as social devices, manifestations of texture, and opportunities for collaboration. A required fee of \$75 to cover group-supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisite: ARS 163 or 172, or permission of the instructor.

Enrollment limited to 12. {A} Credits: 4

Lindsey Clark-Ryan

Normally offered each academic year

ARS 273 Sculpture I

The human figure and other natural forms. Work in modeling and plaster casting. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Prerequisite: ARS 163, 172, or permission of the instructor. Enrollment limited to 15. {A} Credits: 4

A. Lee Burns

Normally offered each academic year

ARS 274 Projects in Installation I

This course introduces students to different installation strategies (e.g., working with multiples, found objects, light, site-specificity, among others). Coursework includes a series of projects, critiques, readings and a paper. A required fee of

\$25 to cover group-supplied materials is charged at the time of registration. Prerequisite: ARS 172, or permission of the instructor. Enrollment limited to 12. {A} Credits: 4

Lynne M. Yamamoto

Normally offered each academic year

ARS 275 The Book: Theory and Practice I

Investigates (1) the structure and history of the Latin alphabet, augmenting those studies with brief lessons in the practice of calligraphy, (2) a study of typography that includes the composing of type by hand and learning the rudiments of printing type and (3) an introduction to digital typography. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limited to 12.

{A} Credits: 4

Barry Moser

Normally offered both fall and spring semesters

ARS 277 Woodcut Printmaking

Relief printing from carved woodblocks can create images that range from precise and delicate to raw and expressionistic. It is a direct and flexible process that allows for printing on a variety of materials at large and small scales. We will use both ancient and contemporary technologies to produce black and white and color prints from single and multiple blocks. A required fee of \$75 to cover group-supplied materials is charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisite: ARS 163 or 172, or permission of the instructor. Enrollment limited to 15. {A} Credits: 4

Lindsey Clark-Ryan

Normally offered each academic year

ARS 282 Photography I

An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Prerequisite: ARS 162, 172 or permission of the instructor. Each section involves either black and white or a combination of darkroom and digital processes. A required fee of \$75 to cover group-supplied materials is charged at the time of registration. Enrollment limited to 15.

{A} Credits: 4

Fraser Stables, Amanda R Wallace

Normally offered each academic year

ARS 283 Introduction to Architecture: Site and Space

The primary goal of this studio is to engage in discourse about the inhabitation of the built environment, which is explored through the architectural design process. Students create projects to represent their ideas and observations in response to challenging questions about the art and craft of space-making. This course asks students to take risks, intellectually and creatively, to foster a keener sensitivity to the built environment as something that can be analyzed and manipulated. Prerequisite: one college-level art history, architectural history, landscape studies or architectural design studio course. Note: LSS 250 can substitute for ARS 283 in the Plan C studio art major. A required fee of \$75 to cover group-supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. Enrollment limited to 15. {A} Credits: 4

Members of the department

Normally offered each fall

ARS 285 Introduction to Architecture

The primary goal of this studio is to gain insight into the design and representation of architectural space. Students gain skills in graphic communication, model making, and working in multiple media including digital modeling. We look at the architecture of the past and present for guidance and imagine the future through conceptual models and drawings.

This course asks students to take risks, intellectually and creatively, to foster a keener sensitivity to the built environment as something that can be analyzed and manipulated. Prerequisite: one college-level art history, architectural history, landscape studies, or architectural design studio course. Note: LSS 255 can substitute for ARS 285 in the Plan C studio art major. A required fee of \$75 to cover group-supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. Enrollment limit of 15. {A} Credits: 4

Elisa Kim Kulosman

Normally offered each spring

ARS 361 Interactive Digital Multimedia

This course emphasizes individual and collaborative projects in computer-based interactive multimedia production. Participants extend their individual experimentation with time-based processes and development of media production skills (3D animation, video and audio production)—developed in the context of interactive multimedia production for performance, installation, CD-ROM or Internet. Critical examination and discussion of contemporary examples of new media art augment this studio course. A required fee of \$25 to cover group-supplied materials is charged at the time of registration.

Prerequisites: ARS 162 and permission of the instructor. Enrollment limited to 14. {A} {M} Credits: 4

Members of the department

Normally offered each academic year

ARS 362 Painting II

Painting from models, still life and landscape using varied techniques and conceptual frameworks. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Prerequisites: ARS 266 and permission of the instructor. Enrollment limited to 15. {A} Credits: 4

Elizabeth R. Meyersohn

Normally offered in alternate years

ARS 363 Painting III

Advanced problems in painting. Emphasis on thematic self direction and group critical analysis. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Prerequisites: ARS 362 and permission of the instructor. Enrollment limited to 12. {A} Credits: 4

Alexis Callender

Normally offered in alternate years

ARS 370 Topics in Installation Art

Topics course.

Unforgotten: Memory and Socially Engaged Art

In this course we create and critically interrogate socially engaged art. The focus is the subset of those practices that originate and gain power from remembering events of the past. Formats include site interventions, community collaborations, performance, traditional studio practices or intersections of these. The processes and physical forms of the (art) works complicate boundaries between art and education, art and sociology, art and activism). The course is organized as a laboratory/workshop to experiment with ideas and forms of socially engaged art. At the same time, we discuss (aesthetic and participant impact) rubrics for these projects, and analyze their efficacy. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Prerequisite: One studio art course or permission of the instructor. Enrollment limited to 12. {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARS 372 Advanced Printmaking

Advanced study of printmaking and the function of the printed image. Students will produce a portfolio of self-directed work using a variety of processes,

including intaglio, relief, and some lithographic techniques. A required fee of \$75 to cover group-supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisite: ARS 272 or permission of the instructor. Enrollment limited to 12. {A} Credits: 4

Lindsey Clark-Ryan

Normally offered each academic year

ARS 374 Sculpture II

Advanced problems in sculpture using bronze casting, welding and various media. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Prerequisites: ARS 273 and permission of the instructor. Enrollment limited to 12. {A} Credits: 4

A. Lee Burns

Normally offered each academic year

ARS 383 Photography II

Advanced exploration of contemporary photographic techniques and concepts. Students work on assigned and self-directed projects using various analog and digital techniques, studio lighting, large-format printing, and interdisciplinary approaches. A required fee of \$75 to cover group supplied materials is charged at the time of registration. Students may require additional supplies as well and are responsible for purchasing them directly. Prerequisites: 282 and permission of the instructor. Enrollment limited to 15. {A} Credits: 4

Members of the department

Normally offered in alternate years

ARS 384 Topics in Photography

This advanced course is organized around a rotating selection of topics that engage contemporary approaches to photography. This course can be repeated once for credit with a different topic. A required fee of \$75 to cover group-supplied materials is charged at the time of registration. Prerequisites: ARS 282 and permission of the instructor. Enrollment limited to 12. This advanced course is organized around a rotating selection of topics that engage contemporary approaches to photography. This course can be repeated once for credit with a different topic. A required fee of \$75 to cover group-supplied materials is charged at the time of registration. Prerequisites: ARS 282 and permission of the instructor. Enrollment limited to 12. {A} Credits: 4

Amanda R Wallace

Topic for Fall of 2017: Past, Present and Futuristic Approaches to Visualizing Kinship

Our present and future selves, and incarnations of them are dependent on the past. This course uses Octavia E. Butler's novel, *Kindred*, as a springboard for creating photographic/lens-based experiences in response to ancestral, historical, socio-psychological, political, economic, and technological implications of kinship. Through readings, discussions, and projects, students will engage (via real or imagined archives) questions relating to how present-day forms of kinship will survive and change in the future. {A} Credits: 4

Members of the department

Normally offered in alternate years

ARS 385 Seminar in Visual Studies

An intensive examination of a theme in studio work. Students will work within the medium of their area of concentration. Each class will include students working in different media. Group discussion of readings, short papers and oral presentations will be expected. The course will culminate in a group exhibition. A required fee of \$75 to cover group-supplied materials will be charged at the time of registration. Enrollment limited to 15 upper-level studio majors. Prerequisites: Two or more courses in the student's chosen sequence of concentration and permission of the instructor. Credits: 4

Topic for Fall of 2017: Craft

{A} Credits: 4

Members of the department

Normally offered each academic year

ARS 386 Studies in Architecture

This course explores a rotating selection of themes in the built environment, with strong emphasis on interdisciplinary work. Topics may include the role of technology within the built environment, vernacular architecture and landscapes, the role of context in its many forms, urban design and planning, architectural theory and practice, material culture methods or other themes. Prerequisites: ARS 283, ARS 285 (or equivalent LSS studio) and two art history courses, or permission of the instructor. This course may be repeated for credit with a different topic. A required fee of \$75 to cover group-supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. Enrollment limited to 12.

TBA

{A} Credits: 4

Members of the department

Normally offered each fall

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces

This course considers the many ways through which places are constructed, culturally, socially and physically. We examine how to analyze contextual factors and intervene effectively within the complexity of the built environment. A final project involving the examination and manipulation of place and space through modeling and graphic communication is required. A required fee of \$75 to cover group-supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. Prerequisites: ARS 283, ARS 285, and two art history courses, or permission of the instructor. Enrollment limited to 12.

{A} Credits: 4

Elisa Kim Kulosman

Normally offered each spring

ARS 389 Broad-Scale Design and Planning Studio

Same as LSS 389. This class is for students who have taken introductory landscape studios and are interested in exploring more sophisticated projects. It is also for architecture and urbanism majors who have a strong interest in landscape architecture or urban design. In a design studio format, the students analyze and propose interventions for the built environment on a broad scale, considering multiple factors (including ecological, economic, political, sociological and historical) in their engagement of the site. The majority of the semester is spent working on one complex project. Students use digital tools as well as traditional design media and physical model building within a liberal arts-based conceptual studio that encourages extensive research and in-depth theoretic inquiry. Prerequisites: Permission of instructor. Previous studio experience and two architecture and /or landscape studies courses suggested. Priority given to LSS minors and ARU majors. Enrollment limited to 14. {A} Credits: 4

Reid W. Bertone-Johnson

Normally offered each fall

ARS 390 Five College Advanced Studio Seminar

This course is limited to junior and senior art majors from the five colleges. Particular emphasis is placed on thematic development within student work. Sketch book, written self-analysis and participation in critique sessions is expected. A required fee of \$25 to cover group-supplied materials and/or printing is charged at the time of registration. Prerequisites: selection by faculty; junior and senior art majors, advanced-level ability. Enrollment limited to 15,

three students from each of the five colleges. Offered in rotation within the Five-Colleges. Normally offered at Smith every fifth fall. {A} Credits: 4

Members of the department

Normally offered each fall

ARS 399 Senior Exhibition Workshop

This one-semester capstone course is required of senior and j-term junior Plan B majors. Students create work in media of their choice and develop the skills necessary for presenting a cohesive exhibition of their work at the end of their final semester, as required by the Plan B major. Course material includes installation or distribution techniques for different media, curation of small exhibitions of each others' work, and development of critical discourse skills through reading, writing and speaking assignments. In addition to studio faculty, Smith museum staff may occasionally present topics of conceptual and/or practical interest. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. {A} Credits: 4

Amanda R Wallace, Lynne M. Yamamoto

Normally offered each spring

ARS 400 Special Studies

Normally for junior and senior majors. Written project description required. A required fee of \$25 to cover group-supplied materials is charged at the time of registration. Credits: 1–4

Members of the department

ARS 430D Honors Project

Special approval required.

Credits: 8

Members of the department

Cross-Listed and Interdepartmental Courses

AMS 302 Seminar: The Material Culture of New England, 1630–1860

CLS 217 Greek Art and Archaeology

EAS 270 Colloquium in East Asian Studies

FLS 350 Questions of Cinema

IDP 325 Art/Math Studio

POR 201 Brazilian Art Inside and Out

SOC 320 Seminar: Special Topics in the Sociology of Culture

Arts and Technology

Advisers

Rodger Fleming Blum, M.F.A., Professor of Dance

Edward M. Check, M.F.A., Senior Lecturer in Theater **2

Joseph O'Rourke, Ph.D., Professor of Computer Science, Professor of Mathematics, *Director* **1

Barbara A. Kellum, Ph.D., Professor of Art

John Slepian, M.F.A., Associate Professor of Art

Fraser Stables, M.F.A., Associate Professor of Art

Steve Waksman, Ph.D., Professor of Music

The arts and technology minor engages students and faculty from across the campus and from all three academic divisions. The emphasis is on arts plural, including art, music, dance, theater and film, and on technology broadly conceived, including computer science, engineering, mathematics and statistics, physics, and other interested departments.

This interdisciplinary minor provides students with a strong foundation in media arts and technology studies, while laying the groundwork for more advanced work in this area. Two primary strengths of the minor are the broad range of topics and approaches to which students are exposed, and the individualized nature of each student's trajectory through the minor. The field of arts and technology is by nature diverse and rapidly changing, and therefore requires broad exposure, as well as self-direction and high motivation from the student. With careful and attentive advising, our students are able to navigate this complex field successfully, while developing the background and experience necessary for more advanced work.

Although each student's path through the minor is unique, all students must meet certain core requirements. The requirements entail six courses structured into three layers: a specific foundational level, a flexible intermediate level and a culminating Special Studies. Students take one or more of the foundation-level courses to discover how technology is employed in various fields of art, to experience the process of art critique and to identify the areas of creativity in which they are interested. The intermediate-level courses provide a progressive interdisciplinary structure that guides students to embrace at least two disciplines, at increasingly advanced levels of artistic and technological stages. The sixth course is a Special Studies the student designs with her advisers. There are many exciting possibilities, including collaborations with other students, and venues for performance, exhibitions, demonstrations and publications.

The Minor

Requirements

Six semester courses: at least one foundational course, at least three intermediate courses, and a culminating Special Studies. Students are encouraged to incorporate appropriate Five College courses and to design their intermediate course plan in consultation with an arts and technology minor adviser.

1. One or more foundational courses:

| | |
|---------|--|
| ARS 162 | Introduction to Digital Media |
| CSC 106 | Introduction to Computing and the Arts |
| PHY 107 | Physics of Music |
| THE 100 | The Art of Theatre Design |

2. At least three **Intermediate Courses**, from at least two different departments, at least two at the 200-level or above:

| | |
|---------|--|
| CSC 111 | Introduction to Computer Science Through Programming |
| PHY 117 | Introductory Physics I |
| EGR 100 | Engineering for Everyone |
| CSC 212 | Programming With Data Structures |
| CSC 240 | Computer Graphics |
| THE 253 | Introduction to Lighting Design |
| ARS 263 | Intermediate Digital Media |
| ARS 361 | Interactive Digital Multimedia |

3. Culminating Special Studies on a topic approved by an arts and technology minor adviser:

A 400-level 4-credit Special Studies, a 400-level 4-credit Special Studies in the adviser's department or program.

Astronomy

Professors

Suzan Edwards, Ph.D. ^{†2}

James Daniel Lowenthal, Ph.D., *Chair*

Five College Astronomy Department Teaching and Research Postdoctoral Fellow

Anne E. Jaskot, Ph.D.

Laboratory Instructor

Margaret Glynn Lysaght Thacher, M.S.

Five College faculty teaching in the undergraduate program

Melinda Darby Dyar, Ph.D. (Professor, Mount Holyoke College)

Salman Arshad Hameed, Ph.D. (Associate Professor, Hampshire College)

Houjun Mo, Ph.D. (Professor, University of Massachusetts)

Alexandra Pope, Ph.D. (Assistant Professor, University of Massachusetts)

F. Peter Schloerb, Ph.D. (Professor, University of Massachusetts)

Stephen E. Schneider, Ph.D. (Professor, University of Massachusetts)

Ronald Snell, Ph.D. (Professor, University of Massachusetts)

Min Su Yun, Ph.D. (Professor, University of Massachusetts)

The Major

Advisers: Suzan Edwards and James Lowenthal

The astronomy major provides a good foundation in modern science with a focus on astronomy. Taken alone, it is suited for students who wish to apply scientific training in a broad general context. If coupled with a major in physics, the astronomy major or minor provides the foundation to pursue a career as a professional astronomer. Advanced courses in mathematics and a facility in computer programming are strongly encouraged.

Requirements: 11 courses (44 credits), which will normally include the following eight courses: 111, 113, three astronomy courses at the 200 level (including 228 plus at least one of either 224 or 225), one astronomy course at the 300 level, PHY 117 and PHY 118. Students with especially strong background in physics or astronomy may, in consultation with their advisers, replace 111 with a more advanced course. The remaining three courses must be at the 200 or 300 level.

The Minor

Advisers: Suzan Edwards and James Lowenthal

The minor provides a practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry or computer science, it can provide a versatile scientific background that would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy or education, for students who wish to apply their astronomical backgrounds in a broader context, which could include history of science, scientific writing or editing, or science education.

Requirements: 24 credits, including the following three courses: 111, 224 or 225, and PHY 117. The remaining three courses will be two additional astronomy courses plus either an astronomy or a physics offering.

Minor in Astrophysics

Advisers: Suzan Edwards and James Lowenthal

The astrophysics minor is *an alternate option* for the student who is considering a career as a professional astronomer. Central to this approach is a strong physics background, coupled with an exposure to topics in modern astrophysics. Students are advised to acquire a facility in computer programming. Especially well-prepared students may enroll in graduate courses in the Five College Astronomy Department.

Requirements: Completion of physics major plus any three astronomy classes except AST 100, 102, 103 and 111.

Honors

Director: Suzan Edwards or James Lowenthal

AST 430D Honors Project

Available to qualified students ready for rigorous independent work. Students are expected to define their research project and work in close consultation with an adviser. Full-year course. Credits: 8

Members of the department

Additional classes offered through the Five College Astronomy Department. See Five College website: <https://www.fivecolleges.edu/astronomy/courses>

| | |
|-------------|---|
| AST 200 | Practical Astronomy |
| AST 223 | Planetary Science |
| AST 226 | Cosmology |
| AST 301 | Writing about Astronomy |
| AST 330 | Seminar: Topics in Astrophysics Topic: Exoplanets Topic: The Moon |
| AST 335 | Astrophysics II: Stellar Structure |
| AST 341 | Observation Techniques II |
| AST 352/452 | Astrophysics III: Galaxies and the Universe |
| AST 444 | Radiative Processes |
| AST 445 | Astrophysical Dynamics |

Students who are considering a major in astronomy should complete PHY 117 and 118 and the mathematics sequence through Calculus II (MTH 112 at their first opportunity).

Good choices for first-year astronomy courses for science majors are AST 111 and 113. Courses designed for nonscience majors who would like to know something about the universe are AST 100, AST 102, AST 103, PHY/AST 109 and AST 220. Check the astronomy department web page for full descriptions of each course.

The astronomy department is a collaborative Five College department. Students majoring in astronomy will normally take all their classes at Smith for the first two years of study, and then will normally take one or two *astronomy* classes per year at one of the other four campuses. Five College classes available for credit towards the major are listed below. Additional information, schedules, and registration for the Five College astronomy classes are available on the Five College Consortium website.

AST 100 A Survey of the Universe

Discover how the forces of nature shape our understanding of the cosmos. Explore the origin, structure and evolution of the Earth, moons and planets, comets and asteroids, the Sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies, and the universe as a whole. Designed for nonscience majors. {N} Credits: 4

James Daniel Lowenthal

Normally offered each fall

AST 102 Sky and Time

This course explores the astronomical roots of clocks and calendars, and relies on both real and simulated observations of the Sun, Moon and stars. In addition to completing weekly projects based on collecting and interpreting data, students independently research a clock and a calendar from another culture, either ancient or modern. There are no prerequisites, and students from all disciplines and backgrounds are welcome. Enrollment limited to 25 per section.

{N} {QS} Credits: 4

James Daniel Lowenthal

Normally offered each spring

AST 103 Sky and Telescopes

View the sky with the telescopes of the McConnell Rooftop Observatory, including the Moon, the Sun, the planets, nebulae and galaxies. Learn to use a telescope on your own and find out about celestial coordinates and time-keeping systems. Designed for nonscience majors. Enrollment limited to 20 students per section.

{N} Credits: 3

Margaret Glynn Lysaght Thacher

Normally offered each fall

AST 111 Introduction to Astronomy

A comprehensive introduction to the study of modern astronomy, covering planets—their origins, orbits, interiors, surfaces and atmospheres; stars—their formation, structure and evolution; and the universe—its origin, large-scale structure and ultimate destiny. This introductory course is for students who are planning to major in science or math. Prerequisite: MTH 111 or the equivalent.

{N} Credits: 4

Suzan Edwards

Normally offered each fall

AST 113 Telescopes and Techniques

An introduction to observational astronomy for students who have taken or are currently taking a physical science class. Become proficient using the telescopes of the McConnell Rooftop observatory to observe celestial objects, including the Moon, the Sun, the planets, stars, nebulae and galaxies. Learn celestial coordinate and time-keeping systems. Find out how telescopes and digital cameras work. Take digital images of celestial objects and learn basic techniques of digital image processing. Become familiar with measuring and classification techniques in observational astronomy. Not open to students who have taken AST 103. Enrollment limited to 20 students. {N} Credits: 4

Suzan Edwards

Normally offered each spring

AST 220 FC20 Special Topics in Astronomy

Topics course.

Astronomy and Public Policy

This seminar explores the intersection of physical science, social science, psychology, politics and the environment. How do scientists, decision makers and the public communicate with each other, and how can scientists do better at it? What should the role of scientists be in advocacy and social movements? How does scientific information influence lifestyle and behavior choices among the public at large? We focus on three topics with close ties to astronomy: (1) global climate change, which involves basic atmospheric physics; (2) light pollution, which wastes billions of dollars per year and ruins our view of the starry sky

without providing the safety it promises; and (3) controversial development of mountaintop observations such as the Thirty Meter Telescope on Mauna Kea, HI. Prerequisite: one college science course in any field and MTH 111 or the equivalent. {N} Credits: 4

Members of the department

Normally offered each spring

AST 224 FC24 Stellar Astronomy

Discover the fundamental properties of stars from the analysis of digital images and application of basic laws of physics. Extensive use of computers and scientific programming and data analysis. Offered in alternate years with 225.

Prerequisites: PHY 117, MTH 111, plus one astronomy class. Credits: 4

Members of the department

Normally offered in alternate years

AST 225 FC25 Galaxies and Dark Matter

Discover the compelling evidence that most of the mass of a galaxy is dark matter based on analysis of orbital data, stellar populations, and basic laws of physics in a simulated research experience. Interactive format includes computer simulations, data analysis, and confronting observations with theory. Final projects explore the viability of dark matter candidates. Offered in alternate years with 224. Prerequisites: PHY 117, MTH 111, plus one astronomy class. Credits: 4

Suzan Edwards

Normally offered each fall

AST 228 FC28 Astrophysics I: Stars and Galaxies

A calculus-based introduction to the properties, structure, formation and evolution of stars and galaxies. The laws of gravity, thermal physics and atomic physics provide a basis for understanding observed properties of stars, interstellar gas and dust. We apply these concepts to develop an understanding of stellar atmospheres, interiors and evolution, the interstellar medium, and the Milky Way and other galaxies. Prerequisites: two semesters of college-level physics and second-semester calculus. {N} Credits: 4

Suzan Edwards

Normally offered each spring

AST 337 FC37 Observational Techniques in Optical and Infrared Astronomy

In this section of AST 337 we provide an introduction to the techniques of gathering and analyzing astronomical data, with an emphasis on optical observations related to studying stellar evolution. Students use Smith's telescopes and CCD cameras to collect and analyze their own data, using the IDL computing language. Topics covered include astronomical coordinate and time systems; telescope design and optics; instrumentation and techniques for imaging and photometry; astronomical detectors; digital image processing tools and techniques; atmospheric phenomena affecting astronomical observations; and error analysis and curve fitting. Prerequisites: at least one of AST 224, 225, 226 or 228, and one physics course at the 200-level. Previous experience in computer programming is strongly recommended. {N} Credits: 4

James Daniel Lowenthal

Normally offered each fall

AST 400 Special Studies

Independent research in astronomy. Admission by permission of the department. The student is expected to define her own project and to work independently, under the supervision of a faculty member. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

AST 430D Honors Project

Available to qualified students ready for rigorous independent work. Students are expected to define their research project and work in close consultation with an adviser. Full-year course. Credits: 8

Members of the department

Normally offered each fall

Biochemistry

Professors

Stylianios P. Scordilis, Ph.D., *Director* (Biological Sciences) ^{**1}
 Steven A. Williams, Ph.D. (Biological Sciences)
 David Bickar, Ph.D. (Chemistry)
 Christine Ann White-Ziegler, Ph.D. (Biological Sciences)
 Adam Charles Hall, Ph.D. (Biological Sciences)
 Cristina Suarez, Ph.D. (Chemistry)
 Elizabeth Redding Jamieson, Ph.D. ^{†2}

Associate Professors

David Gorin, Ph.D. (Chemistry)

Assistant Professor

Nathan D. Derr, Ph.D. (Biological Sciences)

Laboratory Instructor

Kalina Petrova Dimova, Ph.D.

The Major

Foundation Courses: BIO 132/133, (Formerly BIO 150/151), 202/203, 230/231; CHM 111, 222, 223 and 224, or 118, 222 and 223; BCH 252/253.

Upper-level Courses

BCH 335 (Formerly CHM 335) or CHM 332
 BCH 352/353

One of the following physiology courses: BIO 200/201, 204/205, 206/207.
 One of the following electives: BCH 380, 390; BIO 306, 310, 322, 332; CHM 328, 338, 357, 369.

The S/U grading option is not allowed for courses counting toward the biochemistry major.

Exemption from BIO 132/133 may be obtained for students who receive advanced placement on their Smith College transcript for biology (e.g., AP, International Baccalaureate, A levels). Students receiving advanced placement on their Smith College transcript for chemistry are strongly encouraged to start the introductory chemistry courses with CHM 118.

Students are advised to complete all the following foundational courses before the junior year: BIO 132/133, 202/203, CHM 111, 222, 223, and 224 or 118, 222, and 223, BCH 252/253.

Biochemistry majors are encouraged to include research in the form of a Special Studies (BCH 400, 400D) or Honors (BCH 430D, 432D) Project in their course of study.

Preparation for Graduate Study in Biochemistry and Molecular Biology

Students interested in pursuing further studies in either molecular biology or biochemistry will have a strong academic and experimental background for entrance to graduate school. Students planning graduate study are advised to include a year of calculus and a year of physics in their program of study. Independent research is also highly recommended in preparation for graduate school.

Prehealth Professional Programs

Students may prepare for health profession schools by majoring in any area, as long as they take courses that meet the minimum requirements for entrance. For most schools, these are two semesters each of English, general chemistry, organic chemistry, physics, math and biology. The science courses must include laboratories. The requirements for the biochemistry major include several of the courses necessary for entrance into health professional programs, making the major an excellent choice for students applying to programs in medicine, dentistry, pharmacy or veterinary medicine. Other courses often required or recommended include biochemistry, calculus and statistics, and social or behavioral science. Because health profession schools differ in the details of their requirements, students should confer with a prehealth adviser as early as possible about specific requirements.

Advisers: David Bickar, Nate Derr, David Gorin, Adam Hall, Elizabeth Jamieson, Stylianios Scordilis, Cristina Suarez, Christine White-Ziegler and Steven Williams

Honors Director: David Bickar

BCH 430D Honors Project

Credits: 8

Members of the department

Normally offered each academic year

BCH 432D Honors Project

Credits: 12

Members of the department

Normally offered each academic year

Honors Requirements: Same as for the major, with the addition of a research project in the senior year culminating in a written thesis, an oral examination in biochemistry and an oral presentation of the honors research. Please consult the director of honors or the departmental website for specific requirements and application procedures.

Courses in the biochemistry major are listed below. Prospective majors are encouraged to refer to the description of the major in this catalogue and to contact biochemistry faculty to discuss appropriate paths through these courses.

BCH 252 Biochemistry I: Biochemical Structure and Function

Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regulation. Prerequisites: BIO 202 and CHM 223. Laboratory (253) must be taken concurrently by biochemistry majors; optional for others. {N} Credits: 3

Members of the department

Normally offered each spring

BCH 253 Biochemistry I Laboratory

Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide gel electrophoresis, Scatchard analysis, and a project lab on linked enzyme kinetics. Prerequisite: BIO 203. BCH 252 is a prerequisite or must be taken concurrently. {N} Credits: 2

Kalina Petrova Dimova

Normally offered each spring

BCH 335 Physical Chemistry of Biochemical Systems

(Formerly CHM 335) This course emphasizes the physical chemistry of biological systems. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics and biochemical transport processes. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 224 or permission of the instructor, and MTH 112. {N} Credits: 4

David Bickar

Normally offered each spring

BCH 352 Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252 and CHM 224. Laboratory (353) must be taken concurrently by biochemistry majors; optional for others. {N} Credits: 3

Elizabeth Redding Jamieson

Normally offered each fall

BCH 353 Biochemistry II Laboratory

Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352 is a prerequisite or must be taken concurrently.

{N} Credits: 2

Kalina Petrova Dimova

Normally offered each fall

BCH 380 Seminar: Topics in Biochemistry

Topics course.

Biochemical Bases of Neurological Disorders

Recently there has been a surge in our understanding of the biochemical and molecular bases of neurological disorders. This seminar will explore how protein misfolding relates to a number of neuronal diseases, for example spongiform encephalopathies (e.g. "mad cow"), Lou Gehrig's, Alzheimer's and Parkinson's. Prerequisite: BIO 202 or 230. {N} Credits: 3

Members of the department

Normally offered in alternate years

Cancer Cells Out of Control

Known since the ancient Egyptians, cancers may be considered a set of normal cellular processes gone awry in various cell types. This seminar considers chemical and radiation carcinogenesis, oncogenesis, growth factor signaling pathways and the role of hormones in cancers, as well as the pathologies of the diseases. Prerequisites: BIO 202 and BIO 203. {N} Credits: 3

Members of the department

Expected to be offered in the next 3 years

Molecular Pathogenesis of Emerging Infectious Diseases

This course examines the impact of infectious diseases on our society. New pathogens have recently been identified, while existing pathogens have warranted increased investigation for multiple reasons, including as causative agents of chronic disease and cancer and as agents of bioterrorism. Specific emphasis on the molecular basis of virulence in a variety of organisms is addressed along with the diseases they cause and the public health measures taken to address these pathogens. Prerequisites: BIO 202 or BIO 204. Recommended: BIO 306 {N} Credits: 3

Members of the department

Expected to be offered in the next 3 years

BCH 390 Biochemical Research Using Advanced Techniques

Techniques for 2017: RNA-Seq. In the post-genomics era, we are now faced with deciphering the ever-increasing complexity of macromolecules and their regulation. RNA-Seq allows us to use next-generation sequencing to analyze the expression pattern of every gene in an organism (i.e., the transcriptome)

in response to varying conditions. Going from sample preparation through to data analysis, this primarily laboratory-based course has students use state-of-the-art molecular techniques to complete student/faculty—designed projects. Prerequisites: BIO 230 and 231. Enrollment limited to 12 by permission of the instructor. (E) {N} Credits: 4

Members of the department

Normally offered in alternate years

BCH 400 Special Studies

Credits: 1–5

Members of the department

Normally offered both fall and spring semesters

BCH 400D Special Studies

Variable credit (2 to 10) as assigned

Credits: 1–5

Members of the department

Normally offered each academic year

BCH 430D Honors Project

Credits: 8

Members of the department

Normally offered each academic year

BCH 432D Honors Project

Credits: 12

Members of the department

Normally offered each academic year

Biological Sciences and Chemistry Courses in the Major**BIO 132 Cells, Physiology and Development**

(Formerly BIO 150) Students in this course investigate the structure, function and physiology of cells; the properties of biological molecules; information transfer from the level of DNA to cell-cell communication; and cellular energy generation and transfer. The development of multicellular organisms and the physiology of selected organ systems is also explored. In addition to attending lectures, each student participates in discussion sections that focus on data analysis and interpretation while integrating mechanisms across scales. Laboratory (BIO 133 (151)) is recommended but not required.

{N} Credits: 4

Nathan D. Derr; Danielle Denise Ignace

Normally offered both fall and spring semesters

BIO 133 Cells, Physiology and Development Laboratory

(Formerly BIO 151) Laboratory sessions in this course combine observational and experimental protocols. Students examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students also examine embryology and the process of differentiation, the structure and function of plant systems, and the physiology of certain animal systems. Prerequisite: BIO 132 (150), (normally taken concurrently).

{N} Credits: 1

Graham R. Kent, Lori Jean Saunders, Jan AC Vriezen

Normally offered both fall and spring semesters

BIO 200 Animal Physiology

Functions of animals, including humans, required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Prerequisites: BIO 132/133 (formerly 150/151) and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended.

{N} Credits: 4

Richard Thomas Briggs

Normally offered each fall

BIO 201 Animal Physiology Laboratory

Experiments demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. Prerequisite: BIO 200 (normally taken concurrently). {N} Credits: 1

Marney C. Pratt

Normally offered each fall

BIO 202 Cell Biology

The structure and function of eukaryotic cells. This course examines contemporary topics in cellular biology: cellular structures, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, bioelectricity, communication and cellular energetics. This course is a prerequisite for Biochemistry I (BCH 252). Prerequisites: BIO 132/133 (formerly 150/151) and CHM 222. Laboratory (BIO 203) is recommended but not required. {N} Credits: 4

Stylianios P. Scordilis

Normally offered each fall

BIO 203 Cell Biology Laboratory

Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy and scanning electron microscopy. The emphasis is on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202, (should be taken concurrently). {N} Credits: 1

Graham R. Kent, Jan AC Vriezen

Normally offered each fall

BIO 204 Microbiology

This course examines bacterial morphology, growth, biochemistry, genetics and methods of controlling bacterial activities. Emphasis is on bacterial physiology and the role of the prokaryotes in their natural habitats. The course also covers viral life cycles and diseases caused by viruses. Prerequisites: BIO 132 (150) and CHM 111 or equivalent advanced placement courses. Laboratory (BIO 205) must be taken concurrently. {N} Credits: 3

Christine Ann White-Ziegler

Normally offered each spring

BIO 205 Microbiology Laboratory

Experiments in this course explore the morphology, physiology, biochemistry and genetics of bacteria using a variety of bacterial genera. Methods of aseptic technique; isolation, identification and growth of bacteria are learned. An individual project is completed at the end of the term. BIO 204 must be taken concurrently. {N} Credits: 2

Jan AC Vriezen

Normally offered each spring

BIO 206 Plant Physiology

This course provides a broad understanding of key concepts in plant physiology and how the environment affects plant function. Key concepts include water and nutrient uptake, growth and allocation, plant-soil interactions and gas exchange from the leaves to ecosystems. General principles in these topics are used to develop an understanding of how interactions between plants, as well as plant and animals, impact plant communities and ecosystem processes. Prerequisites: A course in ecology, organismal biology, or environmental science. {N} Credits: 4

Danielle Denise Ignace

Normally offered each spring

BIO 207 Plant Physiology Laboratory

The laboratory is a course-based research experience addressing how plant physiology responds to climate change. The Lyman Plant House provides the ideal setting for growing plants under real life climate change scenarios. Students gain hands-on experience with sophisticated instrumentation and

techniques used to measure micro-climate, plant-water relations, gas exchange (photosynthetic rate and respiration), nutrient allocation and stable isotope variation. Additionally, students will use RStudio for data visualization, data exploration and data analysis. {N} Credits: 1

Danielle Denise Ignace

Normally offered each spring

BIO 230 Genomes and Genetic Analysis

An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. Topics include DNA and RNA, protein structure and function, gene organization, mechanisms and control of gene expression, origins and evolution of molecular mechanisms, and gene networks. The course also deals with the principal experimental and computational tools that have advanced relevant fields, and introduces students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we explore selected topics including the molecular biology of infectious diseases, genetic underpinnings of development, the comparative analysis of whole genomes and the origin and evolution of genome structure and content. Prerequisites: 130(154), BIO 132(150), or permission of the instructor. Laboratory (BIO 231) is recommended but not required. {N} Credits: 4

Steven A. Williams

Normally offered each spring

BIO 231 Genomes and Genetic Analysis Laboratory

A laboratory designed to complement the lecture material in 230. Laboratory and computer projects investigate methods in molecular biology including recombinant DNA, gene cloning and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of complex genome databases. Prerequisite: BIO 230 (should be taken concurrently). {N} Credits: 1

Lori Jean Saunders

Normally offered each spring

BIO 306 Immunology

An introduction to the immune system covering the molecular, cellular, and genetic bases of immunity to infectious agents. Special topics include immunodeficiencies, transplantation, allergies, immunopathology and immunotherapies. Prerequisite: At least one of the following-BIO 202, 230 or BIO 204. Laboratory (BIO 307) is recommended but not required. {N} Credits: 4

Christine Ann White-Ziegler

Normally offered each fall

BIO 310 Cellular and Molecular Neuroscience

Molecular level structure-function relationships in the nervous system. Topics include development of neurons, neuron-specific gene expression, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular biology of neurological disorders, and molecular neuropharmacology. Prerequisites: BIO 202, or BIO 230, or permission of the instructor. Enrollment limited to 20. {N} Credits: 4

Adam Charles Hall

Normally offered each fall

BIO 332 Molecular Biology of Eukaryotes

Advanced molecular biology of eukaryotes and their viruses (including Ebola and HIV). Topics include genomics, bioinformatics, eukaryotic gene organization, regulation of gene expression, RNA processing, retroviruses, transposable elements, gene rearrangement, methods for studying human genes and genetic diseases, molecular biology of infectious diseases, genome projects and whole genome analysis. Reading assignments are from a textbook and the primary literature. Each student presents an in-class presentation and writes a

paper on a topic selected in consultation with the instructor. Enrollment limited to 16. Prerequisite: BIO 230. Laboratory (BIO 333) is recommended but not required. {N} Credits: 4

Steven A. Williams

Normally offered each fall

CHM 111 Chemistry I: General Chemistry

The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 16 per lab section. {N} Credits: 5

Christian S Hamann, Nuru Stracey, Cristina Suarez

Normally offered each fall

CHM 118 Advanced General Chemistry

This course is for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions are quickly reviewed. The major portions of the course involve a detailed analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. The laboratory deals with synthesis, physical properties and kinetics. The course prepares students for CHM 222/223 and replaces both CHM 111 and 224. A student who passes this course cannot take either 111 or 224. Enrollment limited to 32. {N} Credits: 5

Members of the department

Normally offered each fall

CHM 222 Chemistry II: Organic Chemistry

An introduction to the theory and practice of organic chemistry. The course focuses on structure, nomenclature, physical and chemical properties of organic compounds and infrared and nuclear magnetic resonance spectroscopy for structural analysis. Reactions of carbonyl compounds and alkenes are studied in depth. Prerequisite: 111 or 118. Enrollment limited to 16 per lab section. Lecture and lab registration by wait-list only. {N} Credits: 5

David Gorin, Christian S Hamann, Kevin Michael Shea

Normally offered each spring

CHM 223 Chemistry III: Organic Chemistry

Material builds on introductory organic chemistry topics covered in CHM 222 and focuses more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols and ethers; aromaticity and reactions of benzene; and cycloaddition reactions including the Diels-Alder reaction. Prerequisite: CHM 222 and successful completion of the CHM 222 lab. Enrollment limited to 16 per lab section. {N} Credits: 5

Maren Buck, David Gorin

Normally offered each fall

CHM 224 Chemistry IV: Introduction to Inorganic and Physical Chemistry

This final course in the chemistry core sequence provides a foundation in the principles of physical and inorganic chemistry that are central to the study of all chemical phenomena. Topics include quantitative treatment of thermochemistry, chemical equilibria, electrochemistry and reaction kinetics. Prerequisites: CHM 111 or equivalent and MTH 111 or equivalent. Enrollment limited to 16 per lab section. {N} Credits: 5

Cristina Suarez

Normally offered each spring

CHM 328 Bioorganic Chemistry

Applications of chemical tools and synthetic molecules to the study of biological systems. Emphasis is on emerging strategies to study living systems at the molecular level, primary scientific literature and critical review of manuscripts.

Topics include biorthogonal chemistry, synthetic small-molecule probes to interrogate biological systems, protein engineering, proteomics, advances in DNA sequencing, genomics, directed evolution and natural product biosynthesis. Prerequisite: 223. {N} Credits: 4

David Gorin

Normally offered in alternate years

CHM 332 Physical Chemistry II

Thermodynamics and kinetics: will the contents of this flask react, and if so, how fast? Explores the properties that govern the chemical and physical behavior of macroscopic collections of atoms and molecules (gases, liquids, solids and mixtures thereof). Prerequisites: CHM 118 or 224, and MTH 112 or 114. {N} Credits: 5

Katherine Lynn Queeney

Normally offered each spring

CHM 338 Bio-NMR Spectroscopy and Imaging

This course is designed to provide an understanding of the general principles governing 1D and 2D nuclear magnetic resonance (NMR) spectroscopy. Examples from the diverse use of biological NMR in the study of protein structures, enzyme mechanisms, DNA, RNA and so on are analyzed and discussed. A basic introduction to magnetic resonance imaging (MRI) is also included, concentrating on its application to biomedical issues. Prerequisite: A knowledge of NMR spectroscopy at the basic level covered in CHM 222 and 223. Credits: 4

Members of the department

Normally offered in alternate years

CHM 357 Selected Topics in Biochemistry

Topics course.

Pharmacology and Drug Design

An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs are examined in detail, and computational software is used to examine drug binding and to assist in designing a new or modified drug. Some of the ethical and legal factors relating to drug design, manufacture and use are also considered. Prerequisite: BCH 352 or permission of the instructor. {N} Credits: 4

Members of the department

Normally offered in alternate years

CHM 369 Bioinorganic Chemistry

This course provides an introduction to the field of bioinorganic chemistry. Students learn about the role of metals in biology as well as about the use of inorganic compounds as probes and drugs in biological systems. Prerequisites: CHM 223 and either CHM 118 or CHM 224. Credits: 4

Members of the department

Expected to be offered in the next 3 years

Biological Sciences

Professors

Robert Buell Merritt, Ph.D. ^{*1}
 Richard F. Olivo, Ph.D.
 Stylianos P. Scordilis, Ph.D. ^{**1}
 Steven A. Williams, Ph.D.
 Paulette M. Peckol, Ph.D.
 Virginia Hayssen, Ph.D.
 Laura Aline Katz, Ph.D. ^{†1}
 Christine Ann White-Ziegler, Ph.D.,
Chair
 L. David Smith, Ph.D. ^{†2}
 Robert Dorit, Ph.D. ^{§1, †2}
 Adam Charles Hall, Ph.D.

Associate Professor

Michael Joseph Barresi, Ph.D. ^{**2}

Adjunct Associate Professor

Leslie Richard Jaffe, M.D.

Assistant Professors

Jesse Bellemare, Ph.D. ^{†2}
 Annaliese K. Beery, Ph.D. ^{**1}
 Nathan D. Derr, Ph.D.
 Danielle Denise Ignace, Ph.D.
 Lisa A. Mangiamale, Ph.D. ^{*1}
 Sarah Jean Moore, Ph.D.

Lecturers

Lori Jean Saunders, Ph.D.

Senior Laboratory Instructor

Graham R. Kent, M.Sc.

Laboratory Instructors

Lou Ann Bierwert, M.S.
 Gabrielle P. Immerman, B.A.
 Lori Jean Saunders, Ph.D.
 Jan AC Vriezen, Ph.D.
 Judith Lidwina-Maria Wopereis, M.Sc.
 Marney C. Pratt, Ph.D.
 Denise Lello, Ph.D.

Research Associates

Paul Robert Wetzal, Ph.D.

specified for each track, at least two at the 300 level.

- Two electives chosen in consultation with the student's adviser. One 100-level biology course (100–149) can be counted as an elective.
- Five laboratory courses: BIO 131 (formerly 155) and BIO 133 (formerly 151) and at least one at the 300 level. Laboratories do not fulfill the upper-level or elective course requirements. One-credit or two-credit laboratories do not count as separate courses toward the minimum 12 required courses.

Independent research is strongly encouraged but not required for the major. With the approval of the student's adviser, one semester of Special Studies (400) or Honors (430, 431 or 432), of 3 credits or more, can substitute for an elective or a 200/ 300-level laboratory.

With the approval of the student's adviser, one course in the major may be graded S/U.

Note: Students receiving advanced placement on their Smith College transcript for biology (e.g., AP, International Baccalaureate, A Levels) may, in consultation with the Departmental advisor, substitute either BIO 130 or 132 with a 200- or 300-level course in the same subfield of biology as the course they are bypassing (e.g., a course in cell biology, physiology and development in lieu of BIO 132, or a course in biodiversity, ecology or conservation in lieu of BIO 130). First and second year students may also wish to consider enrolling in IDP170 (Frontiers in Biomathematics), the gateway course for the Five College Certificate Program in Biomathematical Sciences.

Track 1: Integrative Biology

Students must complete a minimum of five 200- or 300-level courses as well as three laboratories from tracks 2–4. At least one course from each of Tracks 2, 3 and 4 must be included in the program of study. Courses cross-listed in different tracks can only be counted once.

Track 2: Cells, Physiology and Development

Students must complete a minimum of five 200- or 300-level courses as well as three laboratories from the following list.

200 level: BIO 200 Animal Physiology, BIO 202 Cell Biology, BIO 204 Microbiology, BIO 206 Plant Physiology, BIO 230 Genomes and Genetic Analysis, BIO 232 Evolution, BCH 252 Biochemistry I

300 level: BIO 300 Neurophysiology, BIO 302 Developmental Biology, BIO 306 Immunology, BIO 308 Introduction to Biological Microscopy, BIO 310 Cellular and Molecular Bases of Learning and Memory, BIO 320 Colloquium on Molecular Medicine, BIO 321 Topics in Microbiology, BIO 322 Topics in Cell Biology, BIO 323 Topics in Developmental Biology, NSC 318 Systems Neurobiology

Track 3: Genetics, Evolution and Molecular Biosciences

Students must complete minimum of five 200- or 300-level courses as well as three laboratories from the following list:

200 level: BIO 230 Genomes and Genetic Analysis, BIO 232 Evolutionary, BIO 264 Plant Diversity and Evolution, BCH 252 Biochemistry I, GEO 231 Invertebrate Paleontology and the History of Life

300 level: BIO 302 Developmental Biology, BIO 306 Immunology, BIO 310 Cellular and Molecular Bases of Learning and Memory, BIO 321 Topics in Microbiology, BIO 332 Molecular Biology of Eukaryotes, BIO 334 Bioinformatics

The Major

Certain changes to the biology major listed in this version are still pending CAP approval.

The major in biological sciences provides a strong basis for understanding the breadth of disciplines in biology while enabling depth of study in one or more specialized fields. Within this general framework, students construct a course program that matches their interests by choosing among the following five tracks.

Track 1: Integrative Biology

Track 2: Cells, Physiology and Development

Track 3: Genetics, Evolution and Molecular Biosciences

Track 4: Biodiversity, Ecology and Conservation

Track 5: Biology and Education

In their first semesters, students are encouraged to enroll in an appropriate core course (130/131 or 132/133 (formerly 150/151 or 154/155)) as well as chemistry (CHM 111 or 118).

Basic Requirements for Tracks 1–4

- 12 courses are required, plus laboratories. These include: Core courses: BIO 130 (formerly 154), BIO 132 (formerly 150), as well as either BIO 230 or BIO 232.
- CHM 111 or 118.
- A course in statistics (MTH 220 recommended)
- Five additional upper-level BIO courses (lectures, seminars or colloquia) as

and Comparative Molecular Biology, BIO 350 Topics in Molecular Biology, BIO 351 Topics in Evolutionary Biology, BIO 366 Biogeography, BIO 370 Microbial Diversity, BCH 390 Biochemical Research Using Advanced Techniques, NSC 312 Neuroethology

Track 4: Biodiversity, Ecology and Conservation

Students must complete minimum of five 200- or 300-level courses as well as three laboratories from the following list:

200 level: BIO 200 Animal Physiology, BIO 206 Plant Physiology, BIO 232 Evolution, BIO 260 Invertebrate Diversity, BIO 264 Plant Diversity and Evolution, BIO 268 Marine Ecology, BIO 272 Vertebrate Biology, GEO 231 Invertebrate Paleontology and Paleocology

300 level: BIO 302 Developmental Biology, BIO 355 Ecophysiology, BIO 362 Animal Behavior, BIO 363 Animal Behavior Methods, BIO 364 Plant Ecology, BIO 366 Biogeography, BIO 370 Microbial Diversity, BIO 390 Topics in Environmental Biology, EGR 315 Ecohydrology, NSC 312 Neuroethology

Track 5: Biology and Education

Graduates receive a degree in biological sciences and may be able to complete the requirements for a Massachusetts teaching license for high school and middle school biology. While this track still requires the same total number of 12 courses to satisfy a biology major, careful selection of additional courses outside the major will be required to prepare you for completion of a MA state teaching licensure. This track is designed for the student who plans to become a secondary education teacher in biology. Students interested in this track should contact the coordinator of teacher education as soon as possible.

A minimum of eight courses and four labs that count toward biological sciences are required, including:

- All three core courses (BIO 130, 132, and either 230 or 232).
- Three additional courses: one each from tracks 2, 3 and 4, at least one of which is at the 300 level
- Four laboratories: two affiliated with the core courses and at least one at the 300 level.
- A course in statistics (MTH 220 recommended)
- Chemistry 111 or 118.

A total of four education-related courses are required to complete an emphasis in the learning sciences to satisfy this biology-education track.

Each of the following courses is required:

EDC 238 Introduction to the Learning Sciences
EDC 342 Growing Up American: Adolescents and Their Educational Institutions
EDC 347 Individual Differences Among Learners
EDC 390 The Teaching of Science, Engineering and Technology

An important note: To satisfy the requirements of MA state licensure in the teaching of biology (5th–8th grades or 8th–12th grades), the following additional courses should be taken as “outside major course credit”: EDC 211 Rethinking Equity and Teaching for English Language Learners, EDC 346 Clinical Internship in Teaching, EDC 352 Methods of Instruction. Consult closely with your adviser in biology to plan the inclusion of these license-required courses, as well as with your education adviser to stay abreast of any state regulatory changes that may impact the required curriculum.

Adviser for Study Abroad: Students should consult their major adviser for any necessary study abroad information and signatures.

The Minor

Advisers: Members of the department also serve as advisers for the minor.

The requirements for the minor in biological sciences comprise six courses chosen in consultation with an adviser. These courses usually include at least one core course and must include one 300-level course. At least one laboratory course is required; one-credit or two-credit laboratories do not count as separate courses toward the minimum of six required courses. No more than one course designed primarily for non-majors may be included. One course from another department or program may be included provided that course is related to a student's particular interest in biology and is chosen in consultation with her adviser.

Graduate Courses

The Department of Biological Sciences maintains an active graduate program leading to the master of science in biological sciences. The program of study emphasizes independent research supported by advanced course work. Candidates are expected to demonstrate a strong background in the life sciences and a clear commitment to independent laboratory, field and/or theoretical research. The department offers opportunities for original work in a wide variety of fields, including animal behavior, biochemistry, cell and developmental biology, ecology, environmental science, evolutionary biology, genetics, marine biology, microbiology, molecular biology, neurobiology, plant sciences and physiology. Students pursuing the M.S. degree are required to participate in the Graduate Seminar (BIO 507) and are expected to undertake a course of study, designed in conjunction with their adviser, that will include appropriate courses both within and outside the department.

Additional information can be found in the Graduate and Special Programs section and at the following link: www.smith.edu/biology/graduate.php

Adviser: Jesse Bellemare

BIO 507 Seminar on Recent Advances and Current Problems in the Biological Sciences

Students in this seminar discuss articles from the primary literature representing diverse fields of biology and present on their own research projects. Journal articles will be selected to coordinate with departmental colloquia. In alternate weeks, students present talks on research goals, data collection and data analysis. This course is required for graduate students and must be taken both years. Credits: 2

Christine Ann White-Ziegler

Normally offered each fall

BIO 510 Advanced Studies in Molecular Biology

Credits: 3–5

Members of the department

Normally offered both fall and spring semesters

BIO 520 Advanced Studies in Botany

Credits: 3–5

Members of the department

Normally offered both fall and spring semesters

BIO 530 Advanced Studies in Microbiology

Credits: 3–5

Members of the department

Normally offered both fall and spring semesters

BIO 540 Advanced Studies in Zoology

Credits: 3–5

Members of the department

Normally offered both fall and spring semesters

BIO 550 Advanced Studies in Environmental Biology

Credits: 3–5

Members of the department

Normally offered both fall and spring semesters

BIO 590D Research and Thesis

This is a full-year course. Credits: 8

Members of the department

Normally offered both fall and spring semesters

Prehealth Professional Programs

Students may prepare for health profession schools by majoring in any area, as long as they take courses that meet the minimum requirements for entrance. For most schools, these are two semesters each of English, general chemistry, organic chemistry, physics and biology. The science courses must include laboratories. Students should select biology courses in consultation with an adviser, taking into consideration the student's major and specific interests in the health professions. Other courses often required or recommended include biochemistry, mathematics including calculus and/or statistics, and social or behavioral science. Because health profession schools differ in the details of their requirements, students should confer with a Prehealth adviser as early as possible about specific requirements.

Preparation for Graduate Study in the Biological Sciences

Graduate programs that grant advanced degrees in biology vary in their admission requirements, but often include at least one year of mathematics (preferably including statistics), physics, and organic chemistry. Many programs stress both broad preparation across the biological sciences and a strong background in a specific area. Many institutions require scores on the Graduate Record Examination, which emphasizes a broad foundation in biology as well as quantitative and verbal skills. Students contemplating graduate study beyond Smith should review the requirements of particular programs as early as possible in the course of their studies and seek advice from members of the department.

Courses in the biological sciences are divided into five main sections.

1. Introductory and nonmajor courses
2. Core courses, required of all biological sciences majors
3. 200- and 300-level courses
4. Independent research
5. Graduate courses

Prospective majors are encouraged to refer to the description of the major in this catalog and to contact biological sciences faculty to discuss appropriate paths through these courses.

Introductory and Nonmajor Courses**BIO 100 Human Origins: Disentangling the Myths and Facts that Surround the Evolution of Our Species**

This course focuses on the origin and diversification of humans, with a focus on African origins and genetic diversity among extant populations. Using principles from evolutionary genetics, topics covered include: (1) the relationship of humans to other primates; (2) the timing and location of the origin of modern humans; (3) the geographic history of humans, and the

structure of contemporary human diversity; and (4) implications of human genetics/genomics for healthcare/medicine. {N} Credits: 4

Laura Aline Katz

Normally offered each fall

BIO 101 Modern Biology for the Concerned Citizen

A course dealing with current topics in biology that are important in understanding important issues in today's modern world. Many of these issues present important choices that must be made by individuals and by governments. Topics include cloning of plants and animals, human cloning, stem cell research, genetically modified organisms, bioterrorism, emerging infectious diseases such as Ebola, Zika and West Nile, gene therapy, DNA diagnostics and forensics, genome projects, human origins, human diversity, species extinction and de-extinction and others. The course includes outside readings and in-class discussions. {N} Credits: 4

Steven A. Williams

Normally offered each spring

BIO 103 Economic Botany: Plants and Human Affairs

A consideration of the plants which are useful or harmful to humans; their origins and history, botanical relationships, chemical constituents which make them economically important, and their roles in prehistoric and modern cultures, civilizations and economies. Classes of plants surveyed include those that provide food, timber, fiber, spices, essential oils, medicines, stimulants and narcotics, oils and waxes, and other major products. Topics include the history of plant domestication, ethnobotany, biodiversity issues, genetic engineering and biotechnology. No prerequisites. Enrollment limited to 25. {N} Credits: 4

Members of the department

Normally offered both fall and spring semesters

BIO 120 Plants in the Landscape

Identification, culture, and use of ornamental landscape plants including annuals, perennials, trees and shrubs, groundcovers, and tropicals. Topics include introduction to landscape design and maintenance, garden design history, and current issues such as invasive species and community gardening. Course requirements include two exams, a case study, and creation of a Field Guide. Laboratory (BIO 121) must be taken concurrently. Enrollment limited to 30. {N} Credits: 3

Gabrielle P. Immerman

Normally offered each fall

BIO 121 Plants in the Landscape Laboratory

Identification, morphology, and use of landscape plants including annuals, perennials, trees and shrubs, groundcovers, and tropicals. Introduction to horticultural practices including pruning, division, pollination, bulb planting, plant identification and landscape design. Use of the Botanic Garden outdoor collection as well as field trips are important components of the course. Course requirements include lab quizzes, a design project, and creation of a Field Guide. Enrollment limited to 15 per section. {N} Credits: 1

Gabrielle P. Immerman

Normally offered each fall

BIO 122 Horticulture

Survey course in the fundamentals of horticulture and basic botany. Plant structure and function, nomenclature, nutrition, seed biology, propagation, pests and diseases, soils, compost and an introduction to biotechnology. Topics include growing fruits, vegetables, and herbs. Course requirements include two exams and an in-class debate. Laboratory (BIO 123) must be taken concurrently. Enrollment limited to 30. {N} Credits: 3

Gabrielle P. Immerman

Normally offered each spring

BIO 123 Horticulture Laboratory

Practical lab experiences in plant propagation, morphology, development and physiology, identification and treatment of diseases and insect pests, soils, seeds, and floral design. Use of the Lyman Conservatory, field trips, and winter/spring observation of outdoor plants are important components of the course. BIO 122 must be taken concurrently. Enrollment limited to 15 per section. {N} Credits: 1

Gabrielle P. Immerman

Normally offered each spring

Core Courses

Required of all biological sciences majors

BIO 130 and 132 are both required for the biological sciences major, and may be taken in any order.

BIO 130 Biodiversity, Ecology and Conservation

(Formerly BIO 154) Students in this course investigate the origin, nature and importance of the diversity of life on Earth; key ecological processes and interactions that create and maintain communities and ecosystems; principle threats to the biodiversity; and emerging conservation strategies to protect the elements and processes upon which we depend. Throughout the semester, we emphasize the relevance of diversity and ecological studies in conservation. Laboratory (BIO 131 (155)) is recommended but not required. {N} Credits: 4

Jesse Bellemare, Virginia Hayssen

Normally offered both fall and spring semesters

BIO 131 Biodiversity, Ecology and Conservation Laboratory

(Formerly BIO 155) Laboratory sessions in this course combine observational and experimental protocols both in the lab and in the field. Students gain familiarity with the diverse lineages of life and design and conduct research to address specific hypotheses about a subset of lineages. There are also field trips to local sites where students engage in observations of organisms in their natural habitats and in experimental exploration of ecological interactions. Prerequisite: BIO 130 (154) (normally taken concurrently). {N} Credits: 1

Denise Lello, Marney C. Pratt

Normally offered both fall and spring semesters

BIO 132 Cells, Physiology and Development

(Formerly BIO 150) Students in this course investigate the structure, function and physiology of cells; the properties of biological molecules; information transfer from the level of DNA to cell-cell communication; and cellular energy generation and transfer. The development of multicellular organisms and the physiology of selected organ systems is also explored. In addition to attending lectures, each student participates in discussion sections that focus on data analysis and interpretation while integrating mechanisms across scales. Laboratory (BIO 133 (151)) is recommended but not required. {N} Credits: 4

Nathan D. Derr, Danielle Denise Ignace

Normally offered both fall and spring semesters

BIO 133 Cells, Physiology and Development Laboratory

(Formerly BIO 151) Laboratory sessions in this course combine observational and experimental protocols. Students examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students also examine embryology and the process of differentiation, the structure and function of plant systems, and the physiology of certain animal systems. Prerequisite: BIO 132 (150), (normally taken concurrently). {N} Credits: 1

Graham R. Kent, Lori Jean Saunders, Jan AC Vriezen

Normally offered both fall and spring semesters

200- and 300-Level Courses

BIO 200 Animal Physiology

Functions of animals, including humans, required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Prerequisites: BIO 132/133 (formerly 150/151) and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended.

{N} Credits: 4

Richard Thomas Briggs

Normally offered each fall

BIO 201 Animal Physiology Laboratory

Experiments demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. Prerequisite: BIO 200 (normally taken concurrently). {N} Credits: 1

Marney C. Pratt

Normally offered each fall

BIO 202 Cell Biology

The structure and function of eukaryotic cells. This course examines contemporary topics in cellular biology: cellular structures, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, bioelectricity, communication and cellular energetics. This course is a prerequisite for Biochemistry I (BCH 252). Prerequisites: BIO 132/133 (formerly 150/151) and CHM 222. Laboratory (BIO 203) is recommended but not required. {N} Credits: 4

Stylianios P. Scordilis

Normally offered each fall

BIO 203 Cell Biology Laboratory

Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy and scanning electron microscopy. The emphasis is on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202, (should be taken concurrently). {N} Credits: 1

Graham R. Kent, Jan AC Vriezen

Normally offered each fall

BIO 204 Microbiology

This course examines bacterial morphology, growth, biochemistry, genetics and methods of controlling bacterial activities. Emphasis is on bacterial physiology and the role of the prokaryotes in their natural habitats. The course also covers viral life cycles and diseases caused by viruses. Prerequisites: BIO 132 (150) and CHM 111 or equivalent advanced placement courses. Laboratory (BIO 205) must be taken concurrently. {N} Credits: 3

Christine Ann White-Ziegler

Normally offered each spring

BIO 205 Microbiology Laboratory

Experiments in this course explore the morphology, physiology, biochemistry and genetics of bacteria using a variety of bacterial genera. Methods of aseptic technique; isolation, identification and growth of bacteria are learned. An individual project is completed at the end of the term. BIO 204 must be taken concurrently. {N} Credits: 2

Jan AC Vriezen

Normally offered each spring

BIO 206 Plant Physiology

This course provides a broad understanding of key concepts in plant physiology and how the environment affects plant function. Key concepts include water and nutrient uptake, growth and allocation, plant-soil interactions and gas exchange from the leaves to ecosystems. General principles in these topics are

used to develop an understanding of how interactions between plants, as well as plant and animals, impact plant communities and ecosystem processes. Prerequisites: A course in ecology, organismal biology, or environmental science. {N} Credits: 4

Danielle Denise Ignace

Normally offered each spring

BIO 207 Plant Physiology Laboratory

The laboratory is a course-based research experience addressing how plant physiology responds to climate change. The Lyman Plant House provides the ideal setting for growing plants under real life climate change scenarios. Students gain hands-on experience with sophisticated instrumentation and techniques used to measure micro-climate, plant-water relations, gas exchange (photosynthetic rate and respiration), nutrient allocation and stable isotope variation. Additionally, students will use RStudio for data visualization, data exploration and data analysis. {N} Credits: 1

Danielle Denise Ignace

Normally offered each spring

BIO 230 Genomes and Genetic Analysis

An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. Topics include DNA and RNA, protein structure and function, gene organization, mechanisms and control of gene expression, origins and evolution of molecular mechanisms, and gene networks. The course also deals with the principal experimental and computational tools that have advanced relevant fields, and introduces students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we explore selected topics including the molecular biology of infectious diseases, genetic underpinnings of development, the comparative analysis of whole genomes and the origin and evolution of genome structure and content. Prerequisites: BIO 130(154), BIO 132(150), or permission of the instructor. Laboratory (BIO 231) is recommended but not required.

{N} Credits: 4

Steven A. Williams

Normally offered each spring

BIO 231 Genomes and Genetic Analysis Laboratory

A laboratory designed to complement the lecture material in 230. Laboratory and computer projects investigate methods in molecular biology including recombinant DNA, gene cloning and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of complex genome databases. Prerequisite: BIO 230 (should be taken concurrently). {N} Credits: 1

Lori Jean Saunders

Normally offered each spring

BIO 232 Evolution

Evolution frames much of biology by providing insights into how and why things change over time. For example, the study of evolution is essential to: understanding transitions in biodiversity across time and space, elucidating patterns of genetic variation within and between populations, and developing both vaccines and treatments for human diseases. Topics in this course include population genetics, molecular evolution, speciation, phylogenetics and macroevolution. Prerequisite: BIO 130 (154) or BIO 132 (150) or permission of the instructor. {N} Credits: 4

Laura Aline Katz

Normally offered each fall

BIO 260 Invertebrate Diversity

Invertebrate animals account for the vast majority of species on earth. Although sometimes inconspicuous, invertebrates are vital members of ecological communities. They provide protein, important ecosystem services, biomedical and biotechnological products, and aesthetic value to humans. Today, many

invertebrate populations are threatened by human activities. This course surveys the extraordinary diversity and importance of invertebrates, emphasizing their form and function in ecological and evolutionary contexts. BIO 261 must be taken concurrently. Enrollment limit of 20. {N} Credits: 3

L. David Smith

Normally offered each spring

BIO 261 Invertebrate Diversity Laboratory

This laboratory examines relationships between invertebrate form and function and compares diversity within and among major body plans using live and preserved material. Students observe and document invertebrate structure, life cycles, locomotion, feeding and other behaviors. BIO 260 must be taken concurrently. Enrollment limit of 20. {N} Credits: 2

L. David Smith

Normally offered each spring

BIO 264 Plant Diversity and Evolution

This course explores the diversity of plant life and investigates its evolutionary origins and history through a mixture of lecture, lab and discussion activities. A key focus of the course is the ecological and environmental context of major evolutionary developments in the Land Plants, including their adaptations to various abiotic challenges, as well as antagonistic and mutualistic interactions with other organisms. Our survey of plant diversity is guided by recent phylogenetic studies and we make use of the outstanding living collections in the Lyman Plant House. Prerequisite: BIO 130 (154). BIO 265 must be taken concurrently. Enrollment limit of 20. {N} Credits: 4

Members of the department

Normally offered in alternate years

BIO 265 Plant Diversity and Evolution Laboratory

This lab introduces students to plant morphology and identification through hands-on work with plant material. In addition, we focus on local native plants and the outstanding botanical collections in the Lyman Plant House. Field trips to other sites of botanical interest in the region are also taken. BIO 264 must be taken concurrently. Enrollment limit of 20. {N} Credits: 1

Members of the department

Normally offered in alternate years

BIO 268 Marine Ecology

The oceans cover over 75 percent of the Earth and are home to enormous biodiversity. Marine Ecology explores a variety of coastal and oceanic systems, focusing on natural and human-induced factors that affect biodiversity and the ecological balance in marine habitats. Using case studies, we study some successful conservation and management strategies, including Marine Protected Areas. This course uses a variety of readings, group activities and short writing assignments to develop vital skills such as effective oral, graphical and written communication; critical thinking; and problem solving. Prerequisite: BIO 130 (154) (or equivalent), or permission of the instructor or GEO 108. Enrollment limited to 24. Laboratory (BIO 269) must be taken concurrently and includes two field trips. {N} Credits: 3

Paulette M. Peckol

Normally offered each fall

BIO 269 Marine Ecology Laboratory

The laboratory applies concepts discussed in lecture and uses several small-group projects in the field and laboratory to develop relevant skills for conducting marine-related research. Students learn to design and analyze experiments, and to write in the scientific style. Field trips to Maine and Cape Cod, Mass., provide hands-on experience with marine organisms in their natural habitats. Prerequisite: BIO 268, which must be taken concurrently. {N} Credits: 2

Graham R. Kent, Paulette M. Peckol
Normally offered each fall

BIO 272 Vertebrate Biology

A review of the evolutionary origins, adaptations, and trends in the biology of vertebrates. Laboratory (BIO 273) is recommended but not required. No prerequisites. {N} Credits: 4

Virginia Hayssen

Normally offered each spring

BIO 273 Vertebrate Biology Laboratory

A largely anatomical exploration of the evolutionary origins, adaptations, and trends in the biology of vertebrates. Enrollment limited to 20 students. BIO 272 is normally taken with or prior to BIO 273. {N} Credits: 1

Virginia Hayssen

Normally offered each spring

BIO 300 Neurophysiology

Fundamental concepts of nervous system function at the cellular level (electrical signals, membrane potentials, propagation, synapses) and also the systems level (motor control, generating behavior, perception of visual form, color and movement). This course provides a strong foundation for BIO 310 and NSC 318. See website (tinyurl.com/bio300) for full syllabus. Prerequisites: BIO 200 or 202 or NSC 230. Laboratory (BIO 301) must be taken concurrently.

{N} Credits: 4

Members of the department

Normally offered each spring

BIO 302 Developmental Biology

How does a single cell give rise to the complexity and diversity of cells and forms that make us the way we are? Developmental biology answers this question by spanning disciplines from cell biology and genetics to ecology and evolution. The remarkable phenomena that occur during embryonic development will be presented in concert with the experiments underlying our current knowledge. This will be an interactive class experience using “flipped classroom” approaches as well as web conferencing with the prominent developmental biologists whose research we are covering. Students will write a mock federal grant proposal as a major assessment of the course along with several take home exams. Prerequisites: BIO 150 (now 132), and BIO 202 or BIO 230; BIO 154 (now 130) is suggested. Credits: 4

Michael Joseph Barresi

Normally offered each spring

BIO 303 Research in Developmental Biology

Students design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered include embryology, indirect immunocytochemistry, in situ hybridization, microinjection of RNA for gain or loss of function studies, pharmacological analysis, GFP-transgenics, an array of microscopy techniques. This laboratory is designed as a true research experience and thus requires time outside of the normally scheduled lab period. Enrollment limited to 18. {N} Credits: 3

Michael Joseph Barresi

Normally offered each fall

BIO 306 Immunology

An introduction to the immune system covering the molecular, cellular, and genetic bases of immunity to infectious agents. Special topics include immunodeficiencies, transplantation, allergies, immunopathology and immunotherapies. Prerequisite: At least one of the following-BIO 202, 230 or BIO 204. Laboratory (BIO 307) is recommended but not required.

{N} Credits: 4

Christine Ann White-Ziegler

Normally offered each fall

BIO 307 Immunology Laboratory

The use of immunological techniques in clinical diagnosis and as research tools. Experimental exercises include immune cell population analysis, immunofluorescence, Western blotting, ELISA and agglutination reactions. An independent project is completed at the end of the term. Prerequisite: BIO 306 (may be taken concurrently). Enrollment limited to 16 students.

{N} Credits: 1

Jan AC Vriezen

Normally offered each fall

BIO 308 Introduction to Biological Microscopy

The theory, principles and techniques of light (fluorescence, confocal, TIRF) microscopy and scanning and transmission electron microscopy in biology, including basic optics, instrument design and image analysis. Particular attention is paid to experimental design and how microscopy-based experiments answer biological questions at the molecular and cellular level. The use of fluorescent proteins in data generation is considered along with discussions of elucidating the relationship between structure and function in biology. Prerequisite: BIO 202. Laboratory (BIO 309) must be taken concurrently. Enrollment limited to 9. {N} Credits: 3

Nathan D. Derr

Normally offered each fall

BIO 309 Introduction to Biological Microscopy Laboratory

Students design experiments to answer current questions in cell biology with an emphasis on the techniques of light (fluorescence, confocal, TIRF) and electron (transmission and scanning) microscopy. The specific advantages and complementary type of data generated by each instrument are emphasized. Laboratory techniques for the introduction of fluorescent proteins into cells and other molecular and cellular details of experimental design are covered. In addition to the formal laboratory period, students need to arrange additional blocks of time to practice the techniques and work on self-designed investigations. BIO 308 must be taken concurrently. Enrollment limited to 9. {N} Credits: 2

Nathan D. Derr

Normally offered each fall

BIO 310 Cellular and Molecular Neuroscience

Molecular level structure-function relationships in the nervous system. Topics include development of neurons, neuron-specific gene expression, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular biology of neurological disorders, and molecular neuropharmacology. Prerequisites: BIO 202, or BIO 230, or permission of the instructor. Enrollment limited to 20. {N} Credits: 4

Adam Charles Hall

Normally offered each fall

BIO 321 Seminar: Topics in Microbiology

Topics course.

Infectious Disease Epidemiology and the Science of Public Health

This seminar takes an interdisciplinary approach to understanding emerging and resurgent infectious diseases. We focus on those aspects of the biology of hosts and pathogens that drive the transmission of diseases, on the ecological factors (migration, climate change, population growth) that contribute to the spread of disease, and on the epidemiological approaches that measure the spread and impact of infectious agents. Ultimately, the seminar seeks to establish an evidence-driven framework for rational public health decision-making at the local, national and global levels. Credits: 3

Members of the department

Expected to be offered in the next 3 years

Molecular Pathogenesis of Emerging Infectious Diseases

This course examines the impact of infectious diseases on our society. New pathogens have recently been identified, while existing pathogens have warranted increased investigation for multiple reasons, including as causative agents of chronic disease and cancer and as agents of bioterrorism. Specific emphasis on the molecular basis of virulence in a variety of organisms is addressed along with the diseases they cause and the public health measures taken to address these pathogens. Prerequisites: BIO 202, or BIO 204. Recommended: BIO 306.

Credits: 3

Members of the department

Expected to be offered in the next 3 years

BIO 322 Topics in Cell Biology

Topics course.

Synthetic Biology and Bionanotechnology

An investigation of the emerging fields of synthetic biology and bionanotechnology drawn from semi-popular and primary research literature. In this seminar, we focus on the central question of what can be achieved by approaching biology from an engineering mindset. Specifically, what can be learned by treating biological components (proteins and nucleic acids) and systems (signaling and metabolic networks) as interchangeable machine-like parts? We study examples of this intellectual and experimental approach and how its application has enhanced our understanding of cell biology. Harnessing biological systems for the production of pharmaceuticals and hydrocarbon fuel sources is also considered. Finally, we explore the prospect of affecting and interacting with cells using engineered nanoscale devices made from biological building blocks and the potential application of these techniques in the diagnosis and treatment of disease. Prerequisite: BIO 202 or 230 or permission of the instructor. {N} Credits: 3

Members of the department

Normally offered in alternate years

BIO 323 Seminar: Topics in Developmental Biology

Topics course.

Regeneration

"I'd give my right arm to know the secret of regeneration." A quote by Oscar E. Schotté (1950) that captures the fascination science has had with the remarkable ability of some organisms to rebuild themselves. Why can some worms and salamanders regrow whole body parts, yet mammals have very restricted regenerative capabilities? This seminar explores the developmental mechanisms known to enable regeneration in some species, and delves into the possibility of whether we can harness these mechanisms to foster regeneration in humans. Course materials use primary research literature as a springboard to hold video conferences with the researchers who conducted the work. Students create a documentary movie focused as different aspects of regeneration. Prerequisites: BIO 132 (formally 150) and at least one upper-level BIO course. BIO 202, 230, and 302 are recommended. May not be repeated for credit. Enrollment limited to 12. {N} Credits: 4

Members of the department

Normally offered each spring

BIO 330 Research in Cellular Neurophysiology

Same as NSC 330. A laboratory investigation of membrane channels and post-synaptic receptors using intracellular and extracellular recording and voltage clamping. Students will design two independent research projects, one on acetylcholine receptors in motoneurons, and a second project on chloride channels in oocytes. In addition to one laboratory afternoon each week, the class will meet as a seminar one evening each week to read and discuss research articles related to their projects. Prerequisite: NSC 210. Enrollment limit 20. {N} Credits: 2

Adam Charles Hall

Normally offered each spring

BIO 332 Molecular Biology of Eukaryotes

Advanced molecular biology of eukaryotes and their viruses (including Ebola and HIV). Topics include genomics, bioinformatics, eukaryotic gene organization, regulation of gene expression, RNA processing, retroviruses, transposable elements, gene rearrangement, methods for studying human genes and genetic diseases, molecular biology of infectious diseases, genome projects and whole genome analysis. Reading assignments are from a textbook and the primary literature. Each student presents an in-class presentation and writes a paper on a topic selected in consultation with the instructor. Enrollment limited to 16. Prerequisite: BIO 230. Laboratory (BIO 333) is recommended but not required. {N} Credits: 4

Steven A. Williams

Normally offered each fall

BIO 333 Molecular Biology of Eukaryotes Laboratory

A laboratory course designed to complement the lecture material in 332. Advanced techniques used to study the molecular biology of eukaryotes are learned in the context of a semester-long project. These methods include techniques for studying genomics and gene expression including: RNA interference, DNA sequence analysis, microarray analysis, RT-PCR, bioinformatics and others. Enrollment limited to 16. Prerequisite: BIO 332 (should be taken concurrently) and BIO 231. {N} Credits: 1

Members of the department

Normally offered each fall

BIO 334 Bioinformatics and Comparative Molecular Biology

This course focuses on methods and approaches in the emerging fields of bioinformatics and molecular evolution. Topics include the quantitative examination of genetic variation; selective and stochastic forces shaping proteins and catalytic RNA; data mining; comparative analysis of whole genome data sets; comparative genomics and bioinformatics; and hypothesis testing in computational biology. We explore the role of bioinformatics and comparative methods in the fields of molecular medicine, drug design, and in systematic, conservation and population biology. Prerequisite: BIO 132, or BIO 230, or BIO 232, or permission of the instructor. Laboratory (BIO 335) is strongly recommended but not required. {N} Credits: 3

Members of the department

Normally offered each fall

BIO 335 Bioinformatics and Comparative Molecular Biology Laboratory

This lab introduces the computational and quantitative tools underlying contemporary bioinformatics. We explore the various approaches to phylogenetic reconstruction using molecular data, methods of data mining in genome databases, comparative genomics, structure-function modeling, and the use of molecular data to reconstruct population and evolutionary history. Students are encouraged to explore datasets of particular interest to them. Prerequisite: BIO 334 (normally taken concurrently), or permission of the instructor. Enrollment limited to 14. {N} Credits: 2

Members of the department

Normally offered each fall

BIO 350 Seminar: Topics in Molecular Biology

Topics course.

Human Genetics

An array of technological advances in areas such as DNA sequencing, genetic screening and preimplantation genetic diagnosis are revolutionizing the field of human genetics. Topics covered include the transmission of traits between generations, the molecular basis of common human traits and rare inherited diseases, the relationship between repetitive elements in the human genome and changes in chromosome structure as well as other areas of interest to participants. If it is human, if it is genetic and if there is a sufficient body of primary literature on the topic, here is your chance to delve deeply into an area of hu-

man genetics that piques your curiosity. Prerequisite BIO 230. {N} Credits: 3
Members of the department
Normally offered each spring

Application of Molecular Biology to the Study of Infectious Diseases

This seminar focuses on the study of neglected tropical diseases (NTDs) and parasitic and viral diseases that are of great concern in the public health community. The spread of diseases such as Ebola, Chikungunya, Dengue Fever, West Nile, SARS, avian influenza, malaria, river blindness and many other parasitic infections is also a worrisome trend. What can we learn from the great pandemics of the past (the great influenza of 1918, the Black Death of the Middle Ages, the typhus epidemic of 1914–21, and others)? How can modern biotechnology be applied to the development of new drugs and vaccines to prevent such pandemics in the future? In addition to natural infections, we now must also be concerned with rare diseases such as anthrax and smallpox that may be introduced to large populations by bioterrorism. The challenges are great but new tools of molecular biology (genomics, proteomics, RNA interference, next-generation sequencing and others) provide unprecedented opportunity to understand infectious diseases and to develop new strategies for their elimination. Prerequisite: BIO 230 or permission of the instructor. {N} Credits: 3

Members of the department
Normally offered each fall

BIO 351 Topics in Evolutionary Biology

Topics course.

Epigenetics

There is increasing evidence of epigenetic phenomena influencing the development of organisms and the transmission of information between generations. These epigenetic phenomena include the inheritance of acquired morphological traits in some lineages and the apparent transmission of RNA caches between generations in plants, animals and microbes. This seminar explores emerging data on epigenetics and discusses the impact of these phenomena on evolution. Participants write an independent research paper on a topic of their choice. Prerequisite: BIO 230, 232 or permission of the instructor. {N} Credits: 3

Members of the department
Normally offered each fall

Human Origins and Diversification

This seminar explores the evolution of humans in a geographic context. Using principles from evolutionary genetics, we cover topics including: (1) the relationship of humans to other primates; (2) the timing and location of the origin of modern humans; (3) the geographic history of humans, and the poor correspondence between genetic data and the concept of race; and (4) implications of human genetics/genomics for healthcare. Emphasis is on synthesizing literature from the field, mastering a specific topic for a research project, and conveying complex information in a manner that is accessible to an interested layperson. Prerequisite: BIO 230, 232 or permission of the instructor. {N} Credits: 3

Members of the department
Expected to be offered in the next 3 years

Evolution of Mammalian Reproduction: A Female Perspective

This seminar explores the diversity of reproduction in mammals from genetics to environmental adaptations, but all from the perspective of female mammals. How does the female perspective change the way we think about reproduction? For instance, conception vs fertilization; embryo rejection vs miscarriage. We cover basic concepts as well as the biases and assumptions present in the study of mammalian reproduction. Prerequisite BIO 130 (154) or permission of the instructor. {N} Credits: 3

Members of the department
Expected to be offered in the next 3 years

BIO 355 Ecophysiology

Students explore the interaction between an organism's physiology and its environment. Topics include changes in climate and resources on physiological processes, with a strong emphasis on plants. Through understanding the physiology of the individual, students are able to understand the physiology of the ecosystem. The lab includes field activities at the MacLeish Field Station, where students gain hands-on experience with sophisticated equipment. There is a strong emphasis on using R studio for data analysis of large data sets. Students become proficient in the art of data visualization, data exploration, and scientific presentations. A course in ecology, organismal biology, environmental science, or permission of the instructor. BIO 355 (lecture) & BIO 356 (lab) must be taken concurrently. Enrollment limit of 20. {N} Credits: 3

Members of the department
Normally offered each fall

BIO 356 Ecophysiology Laboratory

Students explore the creative and artistic side of science through independent research projects that address world-pressing problems in Ecophysiology. Projects will be based on large, long-term, publicly available datasets from world-renowned field stations. Students will use RStudio to become proficient in the art of data visualization, data exploration, and data analysis. We explore how to make scientific presentations come alive and make research more palatable to the general public. Additionally, field trips to the MacLeish Field Station provide hands-on experience with sophisticated equipment. BIO 355 must be taken concurrently. Enrollment limited to 20. {N} Credits: 2

Members of the department
Normally offered each fall

BIO 362 Animal Behavior

Examination of the many approaches to the study of animal behavior. Topics include history of the field, physiological bases of behavior, and behavioral ecology and evolution. Prerequisite: one of the following: BIO 260, 272, 363, a statistics course or permission of the instructor. {N} Credits: 3

Virginia Hayssen
Normally offered in alternate years

BIO 363 Research in Animal Behavior

Research design and methodology for field and laboratory studies of animal behavior. Prerequisite, one of the following: BIO 260, 272, 362, a statistics course, or permission of the instructor. Enrollment limited to 15 students. {N} Credits: 3

Members of the department
Normally offered in alternate years

BIO 364 Plant Ecology

This course surveys the environmental factors, historical processes and ecological interactions that influence the distribution and abundance of plant species in the landscape. The class examines how plant communities are assembled and what processes influence their structure and diversity, including past and present human activities. We focus in particular on plant communities of the Northeast, using examples from the local landscape to illustrate key ecological concepts. Prerequisite: a course in plant biology, ecology or environmental science; statistics is recommended (e.g., MTH 220). BIO 365 must be taken concurrently. Enrollment limited to 20. {N} Credits: 3

Jesse Bellemare
Normally offered each fall

BIO 365 Plant Ecology Laboratory

This lab course involves field and laboratory investigations of plant ecology, with an emphasis on Northeastern plant species and plant communities. The labs explore interactions between plants and insects, visit wetland and upland habitats, and investigate plant population dynamics at sites around western Massachusetts. Students gain hands-on experience with descriptive and

experimental research approaches used to investigate ecological processes in plant communities. BIO 364 must be taken concurrently. Enrollment limited to 20. {N} Credits: 2

Jesse Bellemare

Normally offered each fall

BIO 366 Biogeography

A study of major patterns of distribution of life and of the environmental and geological factors underlying these patterns. The role of phenomena such as sea-level fluctuations, plate tectonics, oceanic currents, biological invasions and climate change in determining past, present and future global patterns of biodiversity are considered. Fundamental differences between terrestrial and marine biogeography are highlighted. Prerequisite: a course in ecology, evolution, or organismal biology or permission of the instructor.

{N} Credits: 4

Paulette M. Peckol

Normally offered each spring

BIO 370 Microbial Diversity

This course focuses on the origin and diversification of microorganisms, with emphasis on eukaryotic lineages. The first weeks of lecture cover the basics of evolutionary analysis, and the origin and diversification of bacteria and archaea. From there, we focus on the diversification of eukaryotes, with specific lectures on topics such as microbes and AIDS, and the origins of plants, animals and fungi. Evaluation is based on a combination of tests, discussion and an independent research paper. Prerequisite: BIO 130(154) or 230. Laboratory (BIO 371) is recommended but not required. {N} Credits: 3

Laura Aline Katz

Normally offered each spring

BIO 371 Microbial Diversity Laboratory

Students observe the great diversity of microorganisms present in different habitats. As an introduction, students sample microbes associated with specific plants plus microbes present across the gradients of temperature and moisture within the Lyman Plant House. Emphasis is on completion of a research project. As part of this project, students collect samples from a vernal pond and learn about the change in microbial community over time. Microscopy and molecular techniques are used to examine organisms and communities. A one-hour weekly lab meeting is scheduled in addition to the three-hour lab period. BIO 370 must be taken concurrently. {N} Credits: 2

Laura Aline Katz

Normally offered each spring

BIO 390 Seminar: Topics in Environmental Biology

Topics course.

Coral Reef Ecology and Conservation

Coral reefs occupy a small portion of Earth's surface, but their importance to the marine ecosystem is great. This seminar considers the geologic importance and ecological interactions of coral reefs. We focus on the status of coral reefs worldwide, considering effects of environmental and anthropogenic disturbances (e.g., major storms, eutrophication, acidification, overfishing). Methods for reef conservation are examined. Prerequisite: permission of the instructor.

{N} Credits: 3

Members of the department

Normally offered each spring

Investigations in Conservation Biology

Conservation biology combines ecological and evolutionary principles with resource management, the social sciences, and ethics to understand, manage and maintain biodiversity. This seminar is designed to familiarize students with

the questions conservation biologists ask and the methods they use to conserve life on Earth. Students engage in problem-solving exercises that examine conservation-related questions at the genetic, population, community, landscape or ecosystem levels and employ suitable analytical techniques or strategies to address the questions. Students discuss a related article from the primary literature to illustrate the use of each technique. Prerequisite: permission of the instructor. {N} Credits: 3

Members of the department

Normally offered in alternate years

Independent Research

BIO 400 Special Studies

Credits: 1–5

Members of the department

Normally offered both fall and spring semesters

Honors

Director: Adam Hall

Please consult the director of honors or the departmental website for specific requirements and application procedures.

BIO 430D Honors Project

Credits: 8

Members of the department

Normally offered both fall and spring semesters

BIO 432D Honors Project

Credits: 12

Members of the department

Normally offered both fall and spring semesters

Book Studies Concentration

Advisory Committee

Nancy Mason Bradbury, Ph.D. ^{**1, *2}
 Margaret Bruzelius, Ph.D.
 Susan M. Etheredge, Ed.D.
 Jocelyne Kolb, Ph.D. ^{†1}
 Karen V. Kukil, Associate Curator of
 Special Collections
 Elisa Lanzi, MLIS

Barry Moser, B.S.
 Douglas Lane Patey, Ph.D.
 Cornelia D.J. Pearsall, Ph.D. ^{*1}
 Andrea Stephanie Stone, Ph.D.
 Shannon K Supple, Curator of Rare
 Books
 Lynne M. Yamamoto, M.A.

The concentration in book studies exploits the rich spectrum of book-related courses in the Five College curriculum and connects students with the exceptional resources of the Mortimer Rare Book Collection and the wealth of book artists and craftspeople of the Pioneer Valley. Through classroom study, field projects and independent research, they learn about the history, art and technology of the “book,” broadly defined to extend from oral literature to papyrus scrolls to manuscripts, printed books and digital media. Book studies concentrators design capstone projects in a wide variety of areas that include medieval manuscripts, early and fine printing, book illustration, children’s picture books, the book trade, artists’ books, censorship, the history of publishing, the secrets of today’s bestsellers, the social history of books and literacy, the history of libraries and book collecting, and the effects of the current digital revolution on the material book. Complete details about the concentration are available at www.smith.edu/bookstudies/

Requirements

The concentration is composed of six courses. In addition to taking the gateway course and the senior capstone experience, a student must take the two required core courses and two electives, chosen to support her area of focus. In addition, students are required to complete two practical experiences or internships in some field of book studies. The combined coursework will total no fewer than 19 credits; the internships/practical experiences carry no credit.

1. The gateway course (1 credit)

BKX 140 Perspectives on Book Studies

The gateway course presents the major themes of the book studies concentration—the creation, publication, distribution, reception, and survival of books—in a series of interactive workshops exposing students to the variety of subjects relevant to the concentration. These include graphic arts, the production and transmission of texts, literacy, and the sociology of the book. The course features members of the advisory committee on a rotational basis, and may be supplemented on occasion with lectures from the distinguished book studies people in the Valley. Required of all book studies concentrators, who are given enrollment priority. Enrollment limited to 12; permission of the instructor required. Graded S/U only. Credits: 1

Members of the department

Normally offered each interterm

2. Two required core courses (total of 8 credits)

ARH 247/ENG 293 The Art and History of the Book

Instructor TBA

ENG/HSC 207 The Technology of Reading and Writing

Douglas Patey

Together these two courses provide an overview of interdisciplinary book studies and an historical context that help students identify their own interests within the concentration and make informed decisions about fieldwork and capstone projects. Students are encouraged to take these two courses soon after entering the concentration.

3. Two electives (total of 8 credits)

Two courses—from any Five College department or program—that address the themes and concerns of the Book Studies concentration and are approved by the Book Studies Advisory Committee.

4. Two practical experiences

5. The senior capstone seminar (2 credits)

BKX 300 Senior Capstone Seminar

The culminating experience for the book studies concentration is an independent research project that synthesizes the student’s academic and practical experiences. The student’s concentration adviser may or may not serve as the sponsor for the project; topics for this capstone project is decided in concert with the student’s adviser and vetted by the concentration’s director. The seminar meets once each week to discuss methodology and progress on the independent projects and to discuss general readings in book studies theory and praxis. Enrollment limited to book studies concentrators who are seniors.

Graded S/U only. Credits: 2

Members of the department

Normally offered each academic year

Approved Courses

These are courses that have been offered recently in the Five Colleges that would count as electives for the concentration. Consult the course catalogue for availability. Other courses may be eligible with concentration adviser approval.

Smith College

| | |
|---------|---|
| AMS 302 | Seminar: The Material Culture of New England, 1630–1860 |
| ARH 268 | The Artist’s Book in the 20th Century |
| ARS 275 | The Book: Theory and Practice I |
| CLT 100 | Introduction to Comparative Literature: The Pleasures of Reading |
| CLT 220 | Colloquium: Imagining Language |
| EDC 338 | Children Learning to Read |
| ENG 312 | Seminar: Seminar: Converts, Criminals and Fugitives: Print Culture of the African Diaspora, 1760–1860 |
| ENG 238 | What Jane Austen Read: The 18th-Century Novel |
| ENG 283 | Victorian Medievalism |

Amherst College

| | |
|-------------|--------------------------|
| ENGL 01-04 | Visuality and Literature |
| ENGL 05-01 | Reading Historically |
| FAMS 485-01 | Word/Life/Image |

Hampshire College

| | |
|---------------|---|
| CS 111 | The Emergence of Literacy |
| HACU 120 | The Anatomy of Pictures |
| HACU 204 | Artists' Books |
| HACU 330 | Books, Book Arts, Artists' Books, Bibliophilia |
| HACU 334 | The Collector: Theory and Practice |
| SS 244 | Reading/Writing/Citizenship |
| SS/HACU 220-1 | Dangerous Books: Introduction to Textuality and Culture |
| HACU 140-1 | Comics Underground: Unconventional Comics in the U.S. |

Mount Holyoke College

| | |
|----------|--|
| ARTH 271 | Arts of Islam: Book, Mosque and Palace |
| ARTH 301 | Illuminated Manuscripts |
| ARTS 226 | Digital Artists Books |
| ARTS 256 | Printmaking |
| ARTS 264 | Word and Image |
| ARTS 267 | Papermaking with Local Plants |
| ARTS 269 | Japanese Papermaking |
| ENGL 317 | Studies in Renaissance Literature: Renaissance Theater and the Early Modern Book |

University of Massachusetts, Amherst

| | |
|---------------|--|
| COMP LIT 234 | Myth, Folktale and Children's Literature |
| COMP LIT 392b | Comic Art in North America |
| COMP LIT 393c | The International Graphic Novel |
| ENG 300 | The History of the Book |
| ENG 491 | The Origins of Reading |
| JUDAIC 392 | Jewish Graphic Novel |

Buddhist Studies Minor

Core faculty at Smith

Jay Garfield (*Director 2017–18*), Jamie Hubbard, Andy Rotman

Other faculty members at Smith who teach courses related to Buddhist studies

Nalini Bhushan, Suzanne Gottschang, Yanlong Guo, Leslie Jaffe, Sabina Knight, Kimberly Kono, Sujane Wu

Five College faculty in Buddhist studies include

Hampshire College: Sue Darlington, Alan Hodder, Rafal Stepień

Amherst College: Maria Heim, Sam Morse

Mount Holyoke: Suzanne Mrozik, Ajay Sinha

UMass Amherst: Stephen Miller, Reiko Sono

A minor in Buddhist studies is an excellent adjunct to majors in such fields as religion, philosophy, American studies, anthropology, art history, Asian studies, comparative literature, East Asian languages and literature, East Asian studies, and the study of women and gender. It allows for a deeper focus in Buddhism, offering an interdisciplinary complement to one's major as well as an important credential for graduate admissions. Complete details about the Buddhist studies program are available at www.smith.edu/buddhism/

Requirements

BUS 120 The Study of Buddhism is required of all Buddhist studies minors. The minor also requires 24 additional credit hours drawn from at least two disciplines, including anthropology, art history, literature, philosophy, religion and sociology, or others where appropriate, chosen in consultation with the minor adviser. Buddhist studies is interdisciplinary, and students must understand multiple approaches to the field in order to study it successfully.

Students should study Buddhism as it is practiced in at least two of the following four geographical areas: South and Southeast Asia, East Asia, the Tibeto-Himalayan region, and the West. Buddhism is constituted differently in different cultures, and it is important to understand this diversity in order to make sense of Buddhism's development and dissemination.

The minor should comprise study of both classical and contemporary Buddhism. The Buddhist tradition cannot be understood without an appreciation of its rich history and evolution. Nevertheless, any understanding of Buddhism would be incomplete without a sense of its contemporary manifestations and role in world culture.

No language study is required for the minor. A maximum of 8 credits towards the minor may be satisfied by the study of a language relevant to Buddhist studies (to be approved by the minor adviser). This language might be a canonical language, or a modern language that facilitates research in Buddhism. Buddhist studies relies on linguistic competence, and students who intend to pursue graduate studies in Buddhist studies are strongly encouraged to study languages. Credit for language will only be given for courses at the second-year level or above.

At least 8 credits in the minor must be taken at Smith; up to 12 credits of overseas study may be counted. The minor requires one seminar addressing a topic in Buddhist studies.

Courses

BUS 120 The Study of Buddhism

This course introduces students to the academic study of Buddhism through readings, lectures by Smith faculty and guests, and trips to local Buddhist centers. We critically examine the history of Buddhist studies within the context of numerous disciplines, including anthropology, art, cultural studies, gender studies, government, literature, philosophy and religion, with a focus on regional, sectarian and historical differences. Materials to be considered include poetry, painting, philosophy, political tracts and more. This course meets during the first half of the semester only. Graded S/U only. (E) {H} Credits: 2

Jay Lazar Garfield

Normally offered each fall

BUS 253 Indo-Tibetan Buddhist Philosophy and Hermeneutics

This intensive course is taught at the Central University of Tibetan Studies in Samath, India, as part of the Hampshire/Five College in India program. Students take daily classes, taught by eminent Tibetan scholars, in Buddhist philosophy, Indo-Tibetan hermeneutics and Tibetan history and culture, and they attend regular discussion sessions as well as incidental lectures on topics including Tibetan art history and iconography, Tibetan astrology and medicine and Tibetan politics. Students also visit important Buddhist historical sites and explore Varanasi, one of the oldest continuously inhabited cities in the world. Each student is paired with a Tibetan student "buddy" to get an inside view of Tibetan culture. Enrollment limited to 15, and requires application and acceptance by the H/SCIP. Pay attention to calls for early application. Deadlines fall mid-October. No prerequisites. {H} {N} {S} Credits: 4

Members of the department

Normally offered each interterm

BUS 400 Special Studies in Buddhist Studies

Admission by permission of the director of the Buddhist studies concentration. Normally, enrollment limited to Buddhist studies concentrators only. (E) Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

Elective Courses

The following courses offered at Smith College in 2017–18 can be counted as electives in the Buddhist studies minor:

ANT 274 The Anthropology of Religion

Pinky Hota

Normally offered each academic year

PHI 330 Seminar in the History of Philosophy

Candrakīrti's Introduction to the Middle Way

Members of the department

Normally offered in alternate years

REL 108 The Meaning of Life*Nalini Bhushan, Andy N. Rotman*

Expected to be offered in the next 3 years

REL 161 Introduction to Buddhist Thought*Jamie Hubbard*

Normally offered each academic year

REL 304 Happiness: Buddhist and Psychological Understandings of Personal Well-Being*Jamie Hubbard, Philip K. Peake*

Expected to be offered in the next 3 years

There are also many Buddhism-related courses offered at Smith College and throughout the Five Colleges.

Chemistry

Professors

David Bickar, Ph.D.
Katherine Lynn Queeney, Ph.D., Chair
Kevin Michael Shea, Ph.D.
Cristina Suarez, Ph.D.
Elizabeth Redding Jamieson, Ph.D. ^{†2}

Professor Emeritus

Robert G. Linck, Ph.D.

Associate Professors

David Gorin, Ph.D.

Assistant Professors

Maren Buck, Ph.D.
Andrew Berke, Ph.D. ^{**1}

Senior Lecturer Emeritus

Lâle Aka Burk, Ph.D.

Laboratory Instructors

Maria E. Bickar, M.S.
Mohini S. Kulp, Ph.D.
Rebecca Thomas, Ph.D.
Joseph Yeager, Ph.D.
Scott David Edmands, Ph.D.

Visiting Associate Professor

Christian Hamann, Ph.D.

Visiting Assistant Professor

Nuru Stracey, Ph.D.

Research Associate

Shizuka Hsieh, Ph.D.

Post-Doctoral Fellow

Kerry Barnett, Ph.D.
Moirá Flanagan, Ph.D.

cepts and a progressive presentation of chemical information. Completion of the minor with at least one additional course at the intermediate or advanced level affords the opportunity to explore a particular area in greater depth.

Required courses: 111, 222 and 224 (or 118 and 222), one additional course with a laboratory component (223, 332, 326, 336 or 346), and enough electives (one or two) to fulfill a total of five chemistry courses. Electives may be a CHM courses at the 300 level, BCH 252 or BCH 352.

Courses fulfilling the minor requirement may not be taken with the S/U option.

Honors

Director: David Bickar

CHM 430D Honors Project

Offered every year (Fall and Spring)
Credits: 8

CHM 432D Honors Project

Offered every year (Fall and Spring)
Credits: 12

Please consult the director of honors or the departmental website for specific requirements and application procedures.

Lab Fees

There is an additional fee for all chemistry courses with labs. Please see the Fees, Expenses and Financial Aid section in the beginning of the catalog for details.

Students who are considering a major in chemistry should consult with a member of the department early in their college careers. They are advised to take General Chemistry (CHM 111 or 118) as first-year students and to complete MTH 112 as early as possible.

All intermediate courses require CHM 111, 118 or an Advanced Placement score of 4 or 5.

Students who begin the chemistry sequence in their second year can still complete the major and should work with a department member to chart an appropriate three-year course of study.

CHM 100 Perspectives in Chemistry

Topics course.

Chemistry of Art Objects

In this museum-based course, chemistry is discussed in the context of art. We focus on materials used by artists and how the chemistry of these materials influences their longevity. Current analytical methods as well as preservation and conservation practices are discussed along with examples from the Smithsonian College Museum of Art. Course meetings take place in the museum and consist of three hours of lecture, discussion and demonstration. Enrollment limited to 20. {N} Credits: 4

Members of the department

Normally offered each spring

CHM 108 Environmental Chemistry

Same as ENV 108. An introduction to environmental chemistry, applying chemical concepts to topics such as acid rain, greenhouse gases, air quality,

The Major

Advisers: Members of the department

Adviser for Study Abroad: Cristina Suarez, Maria Bickar

Required courses: 111, 222 and 224 (or 118 and 222); three of the following four courses: 223, 331, 332 and 363; two of the following three advanced lab courses: 326, 336 and 346 and additional elective courses (options listed below) to equal a total of 10 courses.

Elective courses may be:

any CHM course at the 300 level or above, or any course from the following list: BCH 252, BCH 352, GEO 301, PHY 319, PHY 327, PHY 360 (topic-dependent).

Independent research (CHM 400, 430 or 432) worth four or more credits may be used as one (only) of the electives required for the major.

Courses fulfilling the major requirements may not be taken with the S/U option.

Students planning graduate study in chemistry are advised to work with their adviser to identify courses outside the major that may be relevant for graduate study in particular subfields. A major program that includes the required courses, one semester of biochemistry and additional laboratory experience in the form of (a) two semesters of research (400, 430 or 432), (b) one semester of research and one elective course with laboratory, or (c) three elective courses with laboratory meets the eligibility requirements of the American Chemical Society for professional standing.

The Minor

Advisers: Members of the department

The courses specified below constitute a four-semester introduction to chemistry. The semesters are sequential, giving a structured development of chemical con-

pesticides and waste treatment. Chemical concepts are developed as needed.

{N} Credits: 4

Nuru Stracey

Normally offered each spring

CHM 111 Chemistry I: General Chemistry

The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 16 per lab section. {N} Credits: 5

Christian Hamann, Nurü Stracey, Cristina Suarez

Normally offered each fall

CHM 118 Advanced General Chemistry

This course is for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions are quickly reviewed. The major portions of the course involve a detailed analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. The laboratory deals with synthesis, physical properties and kinetics. The course prepares students for CHM 222/223 and replaces both CHM 111 and 224. A student who passes this course cannot take either 111 or 224. Enrollment limited to 32. {N} Credits: 5

Members of the department

Normally offered each fall

CHM 222 Chemistry II: Organic Chemistry

An introduction to the theory and practice of organic chemistry. The course focuses on structure, nomenclature, physical and chemical properties of organic compounds and infrared and nuclear magnetic resonance spectroscopy for structural analysis. Reactions of carbonyl compounds and alkenes are studied in depth. Prerequisite: 111 or 118. Enrollment limited to 16 per lab section. Lecture and lab registration by wait-list only. {N} Credits: 5

David Gorin, Christian Hamann, Kevin Michael Shea

Normally offered each spring

CHM 223 Chemistry III: Organic Chemistry

Material builds on introductory organic chemistry topics covered in CHM 222 and focuses more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols and ethers; aromaticity and reactions of benzene; and cycloaddition reactions including the Diels-Alder reaction. Prerequisite: CHM 222 and successful completion of the CHM 222 lab. Enrollment limited to 16 per lab section. {N} Credits: 5

Maren Buck, David Gorin

Normally offered each fall

CHM 224 Chemistry IV: Introduction to Inorganic and Physical Chemistry

This final course in the chemistry core sequence provides a foundation in the principles of physical and inorganic chemistry that are central to the study of all chemical phenomena. Topics include quantitative treatment of thermochemistry, chemical equilibria, electrochemistry and reaction kinetics. Prerequisites: CHM 111 or equivalent and MTH 111 or equivalent. Enrollment limited to 16 per lab section. {N} Credits: 5

Cristina Suarez

Normally offered each spring

CHM 312 Polymer Chemistry

Polymeric materials are ubiquitous in our society and play a vital role in many of the technologies that we use on a daily basis (e.g., clothing, electronic devices, drug formulations, medical implants). Chemistry is central to development of new materials for advanced technologies and this course will

provide an introduction to the fields of polymer chemistry and macromolecular assembly. Topics include methods and mechanisms in polymer synthesis and assembly, characterization of polymer structure and properties, and applications of polymers. Special focus will be given to polymers used in biomedical applications. Prerequisite: CHM 111 or 118 and CHM 222. An understanding of basic chemical principles and an introduction to organic chemistry will be necessary for students to understand topics in polymer chemistry. Enrollment limit of 15. {N} Credits: 4

Maren Buck

Normally offered in alternate years

CHM 321 Organic Synthesis

An examination of modern methods of organic synthesis and approaches to the synthesis of complex organic compounds with a focus on the current literature.

Prerequisite: 223. {N} Credits: 4

Members of the department

Normally offered in alternate years

CHM 326 Synthesis and Structural Analysis

Synthetic techniques and experimental design in the context of multistep synthesis. The literature of chemistry, methods of purification and characterization with a focus on NMR spectroscopy, mass spectrometry and chromatography. Prerequisite: CHM 223. Enrollment limited to 15.

{N} Credits: 4

Christian Hamann

Normally offered each spring

CHM 328 Bioorganic Chemistry

Applications of chemical tools and synthetic molecules to the study of biological systems. Emphasis is on emerging strategies to study living systems at the molecular level, primary scientific literature and critical review of manuscripts. Topics include biorthogonal chemistry, synthetic small-molecule probes to interrogate biological systems, protein engineering, proteomics, advances in DNA sequencing, genomics, directed evolution and natural product biosynthesis. Prerequisite: 223. {N} Credits: 4

David Gorin

Normally offered in alternate years

CHM 331 Physical Chemistry I

Quantum chemistry: an introduction to quantum mechanics, the electronic structure of atoms and molecules, with applications in spectroscopy.

Prerequisites: 118 or 224 and MTH 112 or MTH 114; strongly recommended: MTH 212 or PHY 210, and PHY 115 or PHY 117. {N} Credits: 4

Katherine Lynn Queeney

Normally offered each fall

CHM 332 Physical Chemistry II

Thermodynamics and kinetics: will the contents of this flask react, and if so, how fast? Explores the properties that govern the chemical and physical behavior of macroscopic collections of atoms and molecules (gases, liquids, solids and mixtures thereof). Prerequisites: CHM 118 or 224, and MTH 112 or 114. {N} Credits: 5

Katherine Lynn Queeney

Normally offered each spring

CHM 336 Light and Chemistry

The interaction of light with molecules is central to studies of molecular structure and reactivity. This course builds on students' understanding of molecular structure from the core sequence (CHM 111–224) to show how many types of light can be used to interrogate molecules and to shed some light on their behavior. The combined classroom/laboratory format allows students to explore light-based instruments in short, in-class exercises as well as in longer, more traditional labs. The course culminates with an independent project

that allows students to explore some of the ways light is used in cutting-edge chemical research. Prerequisites: 222 or permission of the instructor. Enrollment limited to 16. {N} Credits: 4

Maren Buck

Normally offered each spring

CHM 338 Bio-NMR Spectroscopy and Imaging

This course is designed to provide an understanding of the general principles governing 1D and 2D nuclear magnetic resonance (NMR) spectroscopy. Examples from the diverse use of biological NMR in the study of protein structures, enzyme mechanisms, DNA, RNA and so on are analyzed and discussed. A basic introduction to magnetic resonance imaging (MRI) is also included, concentrating on its application to biomedical issues. Prerequisite: A knowledge of NMR spectroscopy at the basic level covered in CHM 222 and 223. Credits: 4

Members of the department

Normally offered in alternate years

CHM 346 Environmental Analytical Chemistry

An introduction to some common environmental chemical processes in air, soil and water, coupled with a study of the crucial role of accurate chemical measurement of these processes. Lecture and laboratory featuring modern chemical instrumentation for spectroscopy (atomic and molecular) high performance chromatographic separations (both gas and liquid), electrochemistry as well as microwave- and ultrasound-assisted sample preparation, and a short project linked to local faculty research interests. Oral presentations and formal laboratory reports required. Prerequisite: CHM 224 or permission of the instructor. Enrollment limited to 20. {N} Credits: 4

Cristina Suarez

Normally offered each fall

CHM 357 Selected Topics in Biochemistry

Topics course.

Pharmacology and Drug Design

An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs are examined in detail, and computational software is used to examine drug binding and to assist in designing a new or modified drug. Some of the ethical and legal factors relating to drug design, manufacture and use are also considered. Prerequisite: BCH 352 or permission of the instructor. {N} Credits: 4

Members of the department

Normally offered in alternate years

CHM 363 Advanced Inorganic Chemistry

Inorganic chemistry

Application of group theory to coordination compounds, molecular orbital theory of main group compounds, and organometallic compounds. Prerequisite: 118 or 224. {N} Credits: 4

Members of the department

Normally offered each spring

CHM 369 Bioinorganic Chemistry

This course provides an introduction to the field of bioinorganic chemistry. Students learn about the role of metals in biology as well as about the use of inorganic compounds as probes and drugs in biological systems. Prerequisites: CHM 223 and either CHM 118 or CHM 224. Credits: 4

Members of the department

Expected to be offered in the next 3 years

Cross-Listed and Interdepartmental Courses

BCH 352 Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252 and CHM 224. Laboratory (353) must be taken concurrently by biochemistry majors; optional for others. {N} Credits: 3

Elizabeth Redding Jamieson

Normally offered each fall

BCH 353 Biochemistry II Laboratory

Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352 is a prerequisite or must be taken concurrently. {N} Credits: 2

Kalina Petrova Dimova

Normally offered each fall

CHM 400 Special Studies

Credits: 1–4

Members of the department

Normally offered each academic year

Classical Languages and Literature

Professors

Thalia A. Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature) ^{†1}

Scott A. Bradbury, Ph.D., *Chair*

Nancy J. Shumate, Ph.D.

Rebecca Worsham, Ph.D.

Lecturer

Barry A. Spence, Ph.D.

Majors are offered in Greek, Latin, classics and classical studies. Qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome and/or College Year in Athens.

Students planning to major in classics are advised to take relevant courses in other departments, such as art, English, history, philosophy and modern foreign languages.

Students who receive scores of 4 and 5 on the Advanced Placement exam in Latin may not apply that credit toward the degree if they complete LAT 213 for credit.

Credit is not granted for the first semester of an introductory language course. Courses for the major may not be taken S/U.

The Major in Greek, Latin or Classics

Advisers: Members of the department

Adviser for Study Abroad: Scott Bradbury

Requirements: In Greek, nine semester courses in the language, of which six must be at or above the intermediate level; in Latin, nine semester courses in the language, of which six must be at or above the intermediate level; in classics, nine semester courses in the languages, including not fewer than two in each language, of which six must be at or above the intermediate level. For each of these majors, one classics in translation course (CLS, FYS) may be substituted for one language course at the discretion of the student and with the approval of the adviser.

The Major in Classical Studies

Advisers: Members of the department

Requirements: Nine semester courses, of which four must be chosen from GRK or LAT, at least two of which must be at or above the intermediate level. At least two courses must be chosen from classics in translation (CLS, FYS), and at least two must be chosen from archaeology (ARC), art history (ARH), comparative literature (CLT), government (GOV), ancient history (HST), philosophy (PHI), or religion (REL), in accordance with the interests of the student and in consultation with the adviser. With the approval of the adviser, courses in other departments and programs may count toward the major.

The Minor in Greek

Advisers: Members of the department

Requirements: Six four-credit courses, of which at least four must be courses in the Greek language and at least two must be at or above the intermediate level. Of the remaining courses, at least one must be chosen from Greek history, art, ancient philosophy, ancient political theory, ancient religion or classics in translation.

The Minor in Latin

Advisers: Members of the department

Requirements: Six four-credit courses, of which at least four must be courses in the Latin language and at least two must be at or above the intermediate level. Of the remaining courses, at least one must be chosen from Roman history, art, ancient philosophy, ancient political theory, ancient religion or classics in translation.

The Minor in Classics

Advisers: Members of the department

Requirements: Six four-credit courses, of which at least four must be courses in the Greek or Latin languages, including no fewer than two in each language. At least two of these six must be at or above the intermediate level.

Honors in Greek, Latin, Classics or Classical Studies

Director: Nancy Shumate

Please consult the director of honors or the departmental website for specific requirements and application procedures.

CLS 430D Honors Project

Credits: 8

Members of the department

Normally offered both fall and spring semesters

CST 430D Honors Project

Credits: 8

Members of the department

Normally offered both fall and spring semesters

GRK 430D Honors Project

Credits: 8

Members of the department

Normally offered both fall and spring semesters

LAT 430D Honors Project

Credits: 8

Members of the department

Normally offered both fall and spring semesters

Graduate Courses in Greek, Latin or Classics

Adviser for Graduate Study: Nancy Shumate

CLS 590 Research and Thesis

Credits: 4

Members of the department

Normally offered both fall and spring semesters

CLS 590D Research and Thesis

This is a full-year course. Credits: 8

Members of the department

Normally offered both fall and spring semesters

GRK 580 Studies in Greek Literature

This is ordinarily an enriched version of the 300-level courses currently offered.

Credits: 4

Members of the department

Normally offered both fall and spring semesters

GRK 590 Research and Thesis

Credits: 4

Members of the department

Normally offered both fall and spring semesters

GRK 590D Research and Thesis

This is a full-year course. Credits: 4

Members of the department

Normally offered both fall and spring semesters

LAT 580 Studies in Latin Literature

This will ordinarily be an enriched version of the 300-level courses currently offered. Credits: 4

Members of the department

Normally offered both fall and spring semesters

LAT 590 Research and Thesis

Credits: 4

Members of the department

Normally offered both fall and spring semesters

LAT 590D Research and Thesis

This is a full-year course. Credits: 8

Members of the department

Normally offered both fall and spring semesters

Greek

GRK 100Y Elementary Greek

A yearlong introduction to ancient Greek through the language of Homer's *Iliad* and *Odyssey*, the two 8th-century epics that represent the culmination of a long and rich tradition of oral poetry. The ancients regarded these poems as unparalleled masterpieces; the great tragedian Aeschylus called his own plays "crumbs from Homer's table," and both epics have endured over the millennia and are still alive and relevant. Identity, love, seduction, loyalty, the tension between individualism and community, between home and adventure—these are some of the very human issues the *Odyssey* explores. Students will learn all the fundamentals of Greek vocabulary and grammar, and experience the joy of reading Homer's *Odyssey* in the original. Credits: 5

Barry A. Spence

Normally offered each academic year

GRK 212 Introduction to Greek Prose and Poetry

Grammar review, and practice and improvement of reading skills through the study of Plato, Lysias, Euripides and others. Prerequisite: 100y. {F} {L} Credits: 4
Nancy J. Shumate

Normally offered each fall

GRK 213 Introduction to Homeric Epic

An introduction to Homeric Greek via selections from the *Iliad* and the *Odyssey*. May be repeated for credit, provided the topic is not the same. Prerequisite: 212 or permission of the instructor.

Homer's Iliad

Attention to features of oral style and epic diction, the structure of the poem, and the anger and evolution of Achilles, the quintessential Homeric hero.

{F} {L} Credits: 4

Members of the department

Normally offered each spring

GRK 310 Advanced Readings in Greek Literature I & II

Authors vary from year to year, but they are generally chosen from a list that includes Plato, Homer, Aristophanes, lyric poets, tragedians, historians and orators depending on the interests and needs of the students. May be repeated for credit, provided the topic is not the same. Prerequisite: 213 or permission of the instructor.

Greek Literature and Religion: Demeter and Dionysus

A study of these important divinities and their place in Greek religion through readings of the Homeric *Hymn to Demeter* and Euripides' *Bacchae*, the two principal literary sources for study of these gods. The *Hymn* is our major source for knowledge of Demeter and the Eleusinian Mysteries, the oldest mystery cult in the Greek world. Euripides' play is a deep and far-ranging meditation on the nature of Dionysus, the most complex and most fascinating of all Greek gods. Our approach will be both literary and historical. {F} {L} Credits: 4

Members of the department

Normally offered each fall

GRK 400 Special Studies

For majors and honors students who have had four advanced courses in Greek. Admission by permission of the department. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

Latin

LAT 100Y Elementary Latin

Fundamentals of grammar, with selected readings from Latin authors in the second semester. This is a full-year course. Enrollment limited to 30. Yearlong courses cannot be divided at midyear with credit for the first semester.

Credits: 5

Rebecca Worsham

Normally offered each academic year

LAT 212 Introduction to Latin Prose and Poetry

Practice and improvement of reading skills through the study of a selection of texts in prose and verse. Systematic review of fundamentals of grammar. Prerequisite: LAT 100y, or the equivalent. {F} {L} Credits: 4

Scott A. Bradbury

Normally offered each fall

LAT 213 Introduction to Virgil's *Aeneid*

Selections from the *Aeneid*, with attention to literary, historical and cultural aspects. Prerequisite: 212 or permission of the instructor. {F} {L} Credits: 4

Nancy J. Shumate

Normally offered each spring

LAT 330 Advanced Readings in Latin Literature I & II

Topics course.

Authors vary from year to year, but they are generally chosen from a list that includes epic and lyric poets, historians, orators, comedians and novelists, depending on the interests and needs of the students. May be repeated for credit, provided the topic is not the same. Prerequisite: two courses at the 200-level or permission of the instructor.

Roman Letters

Selected readings from Roman epistolary literature, including works by Cicero and Pliny. Attention to the development of epistolary theory and style; mechanics of exchange; private vs. public correspondence; and verse adaptations of the letter form. {F} {L} Credits: 4

Members of the department

Normally offered each fall

Roman Satire

A survey of the genre in English translation, with a close reading of four key poems of the imperial satirist Juvenal: 1 (on social decline); 3 (on city life); 10 (on human futility), and 15 (on the strangeness of Egyptians). Topics will include ancient vs. later satire; satire as social commentary and as ironic performance art. {F} {L} Credits: 4

Members of the department

Normally offered each spring

LAT 400 Special Studies

For majors and honors students who have had four advanced courses in Latin.

Admission by permission of the department. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

Classics in Translation

CLS 150 Roots: Greek and Latin Elements in English

What does “hypocrisy” have to do with the ancient Greek theater? And what does “delirium” have to do with Roman agriculture? Sixty percent of all English words are derived from Greek and Latin roots, yet the history and effective use of these words is problematical for many speakers of English. This course combines hands-on study of Greek and Latin elements in English with lectures and selected primary readings that open a window onto ancient thinking about language, government, the emotions, law, medicine and education. The course is graded S/U only. One evening meeting per week. {L} Credits: 2

Members of the department

Normally offered in alternate years

CLS 190 The Trojan War

The Trojan War is the first conflict to be memorialized in Greco-Roman literature—“the war to start all wars.” For Homer and the poets who came after him it raised such questions as: What justifies going to war? What is the cost of combat and the price of glory? How does war affect men, women and children, winners and losers? We look at the “real” Troy of the archaeological record, then focus on imaginary Troy as represented by Homer, Aeschylus, Euripides, Virgil, Ovid and Seneca. WI {A} {L} Credits: 4

Members of the department

Normally offered in alternate years

CLS 217 Greek Art and Archaeology

Same as ARH 217. This course is a contextual examination of the art and architecture of Ancient Greece, from the end of the Bronze Age through the

domination of Greece by Rome (ca. 1100–168 BCE) and handles an array of settlements, cemeteries, and ritual sites. It tracks the development of the Greek city-state and the increasing power of the Greeks in the Mediterranean, culminating in the major diaspora of Greek culture accompanying the campaigns of Alexander the Great and his followers. The course takes a broadly chronological approach, and the question of a unified Greek culture is stressed. Continuing archaeological work is considered. (E) {A} {H} Credits: 4

Members of the department

Normally offered in alternate years

CLS 227 Classical Mythology

The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Focus on creation myths, the structure and function of the Olympian pantheon, the Troy cycle and artistic paradigms of the hero. Some attention to modern retellings and artistic representations of ancient myths. {A} {L} Credits: 4

Scott A. Bradbury

Normally offered in alternate years

CLS 233 Gender and Sexuality in Greco-Roman Culture

The construction of gender, sexuality, and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern world? Attention to the status of women; the role of social class; the ways in which genre and convention shaped representation; the relationship between representation and reality. {H} {L} Credits: 4

Members of the department

Normally offered in alternate years

CLS 237 Artifacts of Daily Life in the Ancient Mediterranean

This course uses the artifacts of the Van Buren Antiquities Collection as a starting point for investigating the daily life of the Greek and Roman worlds. In particular, students will select and research an object or objects for which to develop an “object biography,” through which the people who produced, used, and re-used these objects might be accessed. Additional attention is given to the place of objects in archaeological practice and narratives. (E)

{H} {S} Credits: 4

Members of the department

Normally offered in alternate years

CLS 260 Transformations of a Text: Shape-Shifting and the Role of Translation

Whose work are you reading when you encounter a text in translation? How is the author’s voice modulated through the translator’s? What constitutes a “faithful” or a “good” translation? How do the translator’s language and culture, the expectations of the target audience, and the marketplace determine what gets translated and how? We consider different translations of the same text, including rogue translations, adaptations and translations into other forms (opera, musicals, film). Students produce their own translations or adaptations. No prerequisites, but students who have not taken CLT 150 are urged to enroll in that (2-credit, S/U) course concurrently. Credits: 4

Members of the department

Normally offered in alternate years

CLS 400 Special Studies

For majors/minors and advanced students who have had three classics or other courses on the ancient world and two intermediate courses in Greek or Latin.

Admission by permission of the department. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

Cross-Listed and Interdepartmental Courses

CLT 202 Western Classics in Translation, from Homer to Dante

ENG 202 Western Classics in Translation, from Homer to Dante

FYS 147 Power Lunch: The Archaeology of Feasting

Community Engagement and Social Change Concentration

Director: Philip K. Peake ^{†2} (Faculty Co-Director, Jandon Center for Community Engagement)

Advisory Committee

Philip K. Peake, Ph.D. (Psychology) ^{†2}

Elisabeth Brownell Armstrong, Ph.D. (Study of Women and Gender) ^{†1}

Ginetta E. B. Candelario, Ph.D. (Sociology and Latin American Studies)

Denys M. Candy (Director, Jandon Center for Community Engagement)

Samuel M. Intrator, Ph.D. (Education and Child Study) ^{†1}

Ellen Wendy Kaplan, M.F.A. (Theatre)

Lucy W. Mule, Ph.D. (Education and Child Study) ^{†2}

Nnamdi Pole, Ph.D. (Psychology)

Marsha K. Pruett, Ph.D. (School for Social Work)

Lynne M. Yamamoto, M.A. (Art)

The Community Engagement and Social Change (CESC) concentration allows each participating student to connect an interdisciplinary area of interest to practical work in communities. Examples of areas of interest include immigration and citizenship, public health, education, law and policy, community organizing, community narratives, environmental justice, activist science, social movements, and arts and activism.

Through a combination of carefully selected coursework, practical experiences, independent research projects and guided reflection, students (1) expand and deepen their understanding of local, national and global issues that affect communities, and (2) develop the skills, attitudes and knowledge necessary to collaborate mindfully with these communities as citizens and leaders.

The CESC concentration draws on the rich curricular offerings at Smith College and in the Five Colleges, as well as the resources and expertise available through the Jandon Center for Community Engagement, other centers and offices at Smith, and the Smith College School for Social Work. For more information, see the CESC concentration webpage.

Requirements

The CESC concentration is open to any student by application. The application is available online at the JCCE website. Students are strongly encouraged to have taken CCX 120 (required for the Concentration) before they apply.

In addition to the gateway course (CCX 120) and the capstone seminar (CCX 320), CESC concentration students will take four electives, complete two practical experiences, and participate in guided reflection sessions.

Electives

Students take four 4-credit courses that support their area of interest and deepen knowledge in relevant core content, including social justice, systems analysis, diversity, community development and community-based learning/research. Examples of areas of interest for students include immigration and citizenship, public health, education, law and policy, community organizing, community narratives, environmental justice, activist science, social movements, and arts and activism. Course offerings with this content are available in multiple departments at Smith and in the Five Colleges. Electives must be derived from multiple disciplines, and two of the electives must be Community-Based Learning (CBL) courses. For a list of CBL courses, see www.smith.edu/academics/jandon-center/community-learning-research. Electives should be chosen in consultation with the concentration adviser.

Practical Experiences

Students will complete two different practical experiences to fulfill the requirements for the CESC concentration. One experience will consist of at least 100 documented hours of work with an off-campus community organization. The other experience will be at least 200 hours. When possible, experiences of longer duration are strongly encouraged. These may include internships, service-learning, community-based participatory research, and paid or volunteer community service. They may occur at any time in the calendar year: during the academic semester, interterm, spring break or summer. They may be combined with Praxis, off-campus work-study or other stipend programs.

Reflection Sessions

Students will complete at least one semester's worth of reflection sessions, coordinated by the JCCE. These sessions facilitate student learning from practical experiences and should be taken concurrently with or immediately following one of the practical experiences.

Submittal of Concentration Advising Checklist

Upon completion of the CESC concentration, students are required to submit a completed Concentration Advising Checklist form, signed by their adviser, indicating that the student has completed all requirements. Students will not receive credit for the concentration without submitting this form. The checklist and other relevant forms are available on the CESC concentration website (www.smith.edu/academics/community-engagement-and-social-change-concentration). Completed forms are due in the Office of the Registrar no later than the end of the first week of the student's final semester.

Courses

CCX 120 Community-Based Learning: Ethics and Practice

Service learning, civic engagement, community-based research and community service have become familiar terms for describing forms of community-based learning (CBL) in higher education. Theorists and practitioners continue to debate how to bring community issues into the classroom and how best to bring students into the neighborhoods surrounding their colleges and universities. This course considers these issues through exposure to both the literature of community engagement and the experiences of those who practice its different forms. CCX 120 serves as a gateway course for the Community Engagement and Social Change concentration. As such, one of the primary purposes of the course is to give students exposure to the varied opportunities available at the college for engaging with communities. Specifically, the course focuses on volunteer opportunities, course-based engagement and examples of community-based research. Within and across these different approaches, we identify and explore the ethical issues that characterize community partnerships and the best practices that attempt to address these issues. Students also interact with peers, faculty, guest speakers, and community members who provide firsthand perspectives on the local practice of CBL and the critical needs in surrounding communities. S/U only. Credits: 2

Members of the department

Normally offered each spring

Electives (four courses, total 16 credits)

Electives are available in multiple departments at Smith and in the Five Colleges. Electives should be chosen in consultation with the concentration advisor.

CCX 400 Special Studies

Admission by permission of the director of the Community Engagement and Social Change Concentration. Normally, enrollment limited to CESC concentrators only. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

CCX 320 Capstone Seminar for the CESC Concentration

The CCX 320 seminar provides a forum for Community Engagement and Social Change concentration students to develop research projects that synthesize their prior coursework and practical experiences. In a typical capstone project, a small group of students focus on a particular social justice issue, research past and present community-based efforts around the issue, and develop a community action plan in collaboration with an off-campus community partner. Students are provided with readings, discussions, mentoring and other support to complete capstone projects. Enrollment limited to 15; priority is given to seniors and juniors. (E) Credits: 4

Members of the department

Normally offered each spring

Comparative Literature

Professors

Maria Nemcova Banerjee (Comparative Literature) *2

Thalia A. Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature) †1

Janie M. Vanpée, Ph.D. (French Studies and Comparative Literature) †2

Craig R. Davis, Ph.D. (English Language and Literature and Comparative Literature)

Anna Botta, Ph.D. (Italian Studies and Comparative Literature)

Dawn Fulton, Ph.D. (French Studies) †1

Sabina Knight, Ph.D. (Chinese and Comparative Literature)

Associate Professors

Reyes Lázaro, Ph.D. (Spanish and Portuguese)

Katwiwa Mule, Ph.D., Director (Comparative Literature) †2

Justin Daniel Cammy, Ph.D. (Jewish Studies and Comparative Literature) †2

Malcolm Kenneth McNee, Ph.D. (Spanish and Portuguese) †1

Joel P. Westerdale, Ph.D. (German Studies)

Lecturer

Margaret Bruzelius, Ph.D.

Carolyn Shread, Ph.D. (French Studies and Comparative Literature)

A study of literature in two or more languages, one of which may be English. In all comparative literature courses, readings and discussion are in English, but students are encouraged to read works in the original language whenever they are able. Comparative literature courses are open to all first-year students unless otherwise noted. 300-level courses require a previous literature course at the 200-level or above.

The Major

Advisers: Maria Banerjee, Anna Botta, Justin Cammy, Craig Davis, Dawn Fulton, Sabina Knight, Reyes Lázaro, Malcolm McNee, Katwiwa Mule, Thalia Pandiri, Janie Vanpée, Joel Westerdale

Director of Study Abroad: Anna Botta

Requirements: 11 semester courses as follows:

Basis for the major: Any two from among the following courses as an entry to the major:

- Any FYS with a comparative literature focus
- CLT 100 Introduction to Comparative Literature
- CLT 177 Journeys in World Literature
- CLT 202 Homer to Dante
- CLT 203 Cervantes to Tolstoy

Other Requirements:

One additional course with a primary or cross-listing in comparative literature

Three courses in a non-English language literature. For literatures in which Smith offers few or no courses taught in the original language, majors may fulfill this requirement by taking courses in English translation while reading some course texts in the original language.

Three related courses in either:

- An additional literature, which may be in translation, or
- A literary or artistic theme, genre or interdisciplinary topic in CLT or other departments or programs (film studies, philosophy, art, history), chosen with the adviser's approval.

Senior Sequence: Two Seminars

- CLT 300 Foundations of Contemporary Literary Theory
- CLT 340 Problems in Literary Theory

Only one course counting toward the major can be taken for an S/U grade.

Students who graduate with a major in comparative literature should have studied both modern and pre-modern literatures written in more than one genre. They should also have taken courses in literatures from geographically or ethnically distinct cultures from across the globe and from beyond the European/American mainstream.

Honors

Requirements: The same as those for the major, with the addition of a thesis (430), to be written in both semesters of the senior year. Please consult the director of honors or the program website for specific requirements, application procedures and deadlines.

Director: Craig Davis

Introductory Courses

CLT 100 Introduction to Comparative Literature: The Pleasures of Reading
Topics course. May be repeated once with a different topic.

Cannibals, Witches and Virgins

An examination of the rewritings and adaptations of the three iconic figures of Shakespeare's *The Tempest*—Caliban the demi-devil savage other, Sycorax the devil-whore, and Miranda the virgin-goddess—by writers from different geographies, time periods and ideological persuasions. Using texts such as Aimé Césaire's *A Tempest*, Rachel Ingalls' *Mrs. Caliban*, Lemuel Johnson's *Highbly for Caliban*, Gloria Naylor's *Mama Day* and Michelle Cliff's *No Telephone to Heaven*, we seek to understand how postcolonial, feminist and postmodern rewritings of *The Tempest* transpose its language and characters into critiques of colonialism, nationhood, race, gender and difference. {L} Credits: 4

Members of the department

Normally offered each academic year

JUD 110 Introduction to Yiddish Culture

An introduction to Yiddish, the Jewish language of dreamers, scholars, workers, and rebels for almost 1,000 years in Europe and its diaspora. Explores folk tales, short stories, theater, film, and popular culture in historical context. How does Yiddish continue to function today as a site of radical political engagement and cultural disruption? No prerequisites; all readings in translation.

{H} {L} Credits: 4

Justin Daniel Cammy

Expected to be offered in the next 3 years

FYS 140 Literature and Medicine

How do stories heal? What can we learn about medicine from stories, novels, poems, plays and case studies? Comparing narratives from different cultures, students also compose their own stories. The course also introduces broader issues in the medical humanities, such as medical ethics, healthcare disparities and cross-cultural communication. Works (available in translation) from China, Taiwan, France, Russia, and North and Latin America. Enrollment limited to 16 first-year students. **WI {L}** Credits: 4

Members of the department

Expected to be offered in the next 3 years

CLT 150 The Art of Translation: Poetics, Politics, Practice

We hear and read translations all the time: on television news, in radio interviews, in movie subtitles, in international bestsellers. But translations don't shift texts transparently from one language to another. Rather, they revise, censor and rewrite original works, to challenge the past and to speak to new readers. We explore translation in a range of contexts by hearing lectures by experts in the history, theory and practice of translation. Knowledge of a foreign language useful but not required. Graded S/U only. Can be taken concurrently with FRN 295 for 4 credits. **{L}** Credits: 2

Carolyn Shread

Normally offered each spring

FYS 162 Ambition and Adultery: Individualism in the 19th-Century Novel

We use a series of great 19th-century novels to explore a set of questions about the nature of individual freedom, and of the relation of that freedom—transgression, even—to social order and cohesion. The books are paired—two French, two Russian; two that deal with a woman's adultery, and two that focus on a young man's ambition—Balzac, *Père Goriot*; Flaubert, *Madame Bovary*; Dostoevsky, *Crime and Punishment*; Tolstoy, *Anna Karenina* (there are some additional readings in history, criticism and political theory). Enrollment limited to 16 first-year students. **WI** Credits: 4

Michael E. Gorra

Normally offered each academic year

CLT 177 Journeys in World Literature

From the earliest Chinese poetry to the latest Arabic Internet novels, comparative literature makes available new worlds—and “newly visible” old worlds. To become “world-forming,” one must realize one's belonging to a given world or worlds, as well as one's finitude. To rethink the relationship between literature and world, each section of this course focuses on a given genre, movement or theme. Through topics such as “Epic Worlds,” “The Short Story” and “Literature and Medicine,” we consider the creation of worlds through words. May be repeated once with a different topic. Enrollment limit of 20.

Members of the Program in Comparative Literature.

Epic Worlds

A comparison of the first literary works to emerge from oral story-telling traditions among several ancient, medieval and modern peoples to express their highest ideals and sense of collective identity: the Mesopotamian *Gilgamesh*, the Indian *Mahabharata*, the Old Irish *Táin Bó Cúailnge*, the Medieval Welsh *Four Branches of the Mabinogi*, the Finnish *Kalevala* and the Nyanja (Congolese) *Mwindo*. We explore these epics as sites of cultural formation and moral contest, and especially seek to understand their world-views, value systems and trajectory of human history through time as these are revealed in the life-struggles of vividly imagined heroes and heroines. **WI {L}** Credits: 4

Members of the department

Expected to be offered in the next 3 years

FYS 186 Israel: Texts and Contexts

What is the role of the writer in constructing a nation's founding myths and interpreting its present realities? How do literature and film about Zionism and Israel navigate and interpret tensions between sacred and secular; exile and homeland; language and identity; indigenous and colonial; war and peace?

Intended for students with an interest in the relationships between history, politics, and narrative. Enrollment limited to 16 first-year students.

WI Credits: 4

Justin Daniel Cammy

Expected to be offered in the next 3 years

FYS 187 The Temptations of Knowledge

Would you sell your soul for forbidden knowledge? What fate would await you if you did? Since the sixteenth century, the story of Faust, the scholar-magician-charlatan who traded his soul to the Devil, has explored these questions anew, and each retelling provides a window into the struggles and ambitions of its age. Readings from Marlowe, Calderón, Goethe, Alcott, and Thomas Mann; films from Murnau and Sokurov. Enrollment limited to 16 first-year students.

WI {L} Credits: 4

Joel P. Westerdale

Expected to be offered in the next 3 years

CLT 202 Western Classics in Translation, from Homer to Dante

Same as ENG 202. Texts include *The Iliad*; tragedies by Aeschylus, Sophocles and Euripides; Plato's *Symposium*; Virgil's *Aeneid*; Dante's *Divine Comedy*. Lecture and discussion. CLT 202/ENG 202, like CLT 203/ENG 203, is among the courses from which comparative literature majors choose two as the basis of the major. Students interested in comparative literature and/or the foundations of Western literature and wanting a writing-intensive course should take 202 or 203 or both. **WI {L}** Credits: 4

Nancy J. Shumate, Michael T. Thurston

Normally offered each fall

CLT 203 Western Classics in Translation, From Chrétien de Troyes to Tolstoy

Same as ENG 203. Chrétien de Troyes's *Yvain*; Shakespeare's *Antony and Cleopatra*; Cervantes' *Don Quixote*; Lafayette's *The Princesse of Clèves*; Goethe's *Faust*; Tolstoy's *War and Peace*. Lecture and discussion. CLT 203/ENG 203, like CLT 202/ENG 202, is among the courses from which comparative literature majors choose two as the basis of the major. Students interested in comparative literature and/or the foundations of Western literature and wanting a writing-intensive course should take 202 or 203 or both. **WI {L}** Credits: 4

Maria Nemcova Banerjee

Normally offered each spring

Intermediate Courses

CLT 204 Writings and Rewritings

Topics course.

Queering Don Quixote

This course is devoted to a slow reading of *Don Quijote de la Mancha* (1605–15), allegedly the first and most influential modern novel. Our approach to this hilarious masterpiece by Cervantes is through a “queering” focus, i.e., as a text that exposes all sorts of binary oppositions (literary, sexual, social, religious and ethnic), such as: high-low, tradition vs. individual creativity, historical vs. literary truth, man vs. woman, authenticity vs. performance, Moor vs. Christian, humorous vs. tragic. The course also covers the crucial role played by *Don Quixote* in the development of modern and postmodern novelistic concepts (multiple narrators, fictional authors, palimpsest, dialogism) and examples of its worldwide impact. With an optional 1-credit course in Spanish (SPN 356) for those who want to perfect their linguistic and literary skills by reading, translating and commenting selected sections of Miguel de Cervantes' masterpiece and additional secondary literature in Spanish. Instructor Reyes Lázaro.

{L} Credits: 4

Members of the department

Normally offered each fall

CLT 205 20th-Century Literatures of Africa

A study of the major writers and diverse literary traditions of modern Africa with emphasis on the historical, political and cultural contexts of the emergence of writing, reception and consumption. We pay particular attention to several questions: in what contexts did modern African literature emerge? Is the term “African literature” a useful category? How do African writers challenge Western representations of Africa? How do they articulate the crisis of independence and postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Writers include Chinua Achebe, Ngũgĩ wa Thiong’o, Tsitsi Dangarembga, Chimamanda Ngozi Adichie, Nadine Gordimer, Njabulo Ndebele and Ama Ata Aidoo. We also watch and critique films such as *Blood Diamond*, *District 9*, *Tsotsi* and *The Constant Gardener*. {L} Credits: 4
Katwiwa Mule

Normally offered each fall

ENG 207 The Technology of Reading and Writing

Same as HSC 207. An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest is in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; the fundamentally transformative effects of electronic communication. {L} Credits: 4

Douglas Lane Patey

Normally offered in alternate years

CLT 218 Holocaust Literature

Creative responses to the destruction of European Jewry, differentiating between literature written in extremis in ghettos, concentration/extermination camps, or in hiding, and the vast post-war literature about the Holocaust. How to balance competing claims of individual and collective experience, the rights of the imagination and the pressures for historical accuracy. Selections from a variety of artistic genres (diary, reportage, poetry, novel, graphic novel, film, monuments, museums), and critical theories of representation. All readings in translation. {H} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

CLT 220 Colloquium: Imagining Language

This course explores the ways in which philosophers and artists have imagined the links between language and the world. We read mostly pre-20th century theories of language—Plato’s *Cratylus*, St. Augustine’s *On the Teacher*, Locke on language from the *Essay*, Herder and Rousseau on *The Origin of Language*, Freud on jokes—and link them to novels, poems and other artwork by (mostly) 20th-century artists such as Louis Zukofsky, May Swenson, Lewis Carroll, Richard Powers, Xu Bing, Russell Hoban and others who focus on the materiality of language, on words as things. Readings are accompanied by weekly exercises such as rebuses, invented etymologies, alphabet poems, portmanteau words, emoticons and so on. {L} Credits: 4

Margaret Bruzelius

Normally offered each fall

GER 231 Topics in German Cinema

Topics course. Normally offered each spring.

Weimar Film

During the brief period between the fall of the Kaiser and the rise of the Nazis, Germany was a hotbed of artistic and intellectual innovation, giving rise to an internationally celebrated film industry. With an eye to industrial, political, and

cultural forces, this course explores the aesthetic experience of modernity and modernization through formal, narrative, and stylistic analyses of feature films from the “Golden Age” of German cinema. Films by Wiene, Lange, Murnau, Pabst, Ruttman, Sternberg, Sagan and Riefenstahl. Conducted in English.

{A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

CLT 232 Modern Chinese Literature

Same as EAL 232. Can literature inspire personal and social transformation? How have modern Chinese writers pursued freedom, fulfillment, memory and social justice? From short stories and novels to drama and film, we explore class, gender and the cultures of China, Taiwan, Tibet and the Chinese diaspora. Readings are in English translation and no background in China or Chinese is required. Open to students at all levels. {L} Credits: 4

Sabina Knight

Normally offered each spring

CLT 239 Intimacy in Contemporary Chinese Women’s Fiction

Same as EAL 239. How do stories about love, romance and desire (including extramarital affairs, serial relationships and love between women) challenge our assumptions about identity? How do pursuits, successes and failures of intimacy lead to personal and social change? An exploration of major themes through close readings of contemporary fiction by women from China, Taiwan, and Chinese diasporas. Readings are in English translation and no background in China or Chinese is required. {H} {L} Credits: 4

Sabina Knight

Normally offered each fall

EAL 245 Writing, Japan and Otherness

An exploration of representations of “otherness” in Japanese literature and film from the mid-19th century until the present. How was (and is) Japan’s identity as a modern nation configured through representations of other nations and cultures? How are categories of race, gender, nationality, class and sexuality used in the construction of difference? This course pays special attention to the role of “otherness” in the development of national and individual identities. In conjunction with these investigations, we also address the varied ways in which Japan is represented as “other” by writers from China, England, France, Korea and the United States. How do these images of and by Japan converse with each other? All readings are in English translation. Credits: 4

Kimberly Kono

Normally offered each spring

ENG 249 Literatures of the Black Atlantic

Visiting the pulpits, meeting houses and gallows of British North America to the colonial West Indies and docks of Liverpool to the modern day Caribbean, U.S., Canada, U.K. and France, this course analyzes the literatures of the Black Atlantic and the development of black literary and intellectual history from the 18th to the 21st century. Some key theoretical frameworks, which help inform our study of literature emerging from the Black Atlantic, include diaspora, transnationalism, internationalism and cosmopolitanism. Readings range from early African diasporic sermons, dying words, poetry, captivity and slave narratives to newspapers, essays, novels, drama and film. {L} Credits: 4

Andrea Stephanie Stone

Expected to be offered in the next 3 years

CLT 253 Literary Ecology

Literary ecology focuses on bio-social themes in literature—how human beings construct their relationship to their environment through literature and landscape art. We read works by “nature writers,” from the Romantic poets to early ecologists like John Muir and John Burroughs, and by contemporary writers such as John McPhee and Annie Dillard. We also analyze issues of

contemporary eco-criticism and consider an expansion of the current range of canonical texts to include a broader diversity of viewpoints. {L} Credits: 4

Ann Leone

Expected to be offered in the next 3 years

CLT 260 Health and Illness: Literary Explorations

How do languages, social norms and economic contexts shape experiences of health and illness? How do conceptions of selfhood, sexuality, belonging and spirituality inform ideas about well-being, disease, intervention and healing? This cross-cultural literary inquiry into bodily and emotional experiences also explore Western biomedical and traditional Chinese diagnosis and treatment practices. From despair and chronic pain to cancer, aging and death, how do sufferers and their caregivers adapt in the face of infirmity or trauma? Our study also considers how stories and other genres can help develop resilience, compassion and hope. Enrollment limited to 19. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

CLT 264 Dostoevsky

A close reading of all the major literary works by Dostoevsky, with special attention to the philosophical, religious and political issues that inform Dostoevsky's search for a definition of Russia's spiritual and cultural identity. In translation. {L} Credits: 4

Maria Nemcova Banerjee

Normally offered each academic year

CLT 266 Studies in South African Literature and Film

Topics course.

Modern South African Literature and Cinema

A study of South African literature and film with a particular focus on adaptation of literary texts to the screen. We pay particular attention to texts and films in which violence—political, economic, psychical, xenophobic, homophobic etc.—is the main focus. For what purposes do South African filmmakers adapt canonical and contemporary texts, biographies and memoirs to the screen? How do these adaptations help us visualize the relationship between power and violence in apartheid and post-apartheid South Africa? How do race, class, gender, sexuality and ethnicity complicate how we define, conceptualize and critique racial, political and gender-based violence in South Africa? Texts and films may include Njabulo Ndebele's *The Cry of Winnie Mandela*, Alan Paton's *Cry the Beloved Country*, André Brink's *A Dry White Season*, Mahamo's *The Last Grave at Dimbaza*, John Wood's *Biko (Cry Freedom)*, Anne Mare du Preez Bezdrob's *Winnie Mandela: A Life (Winnie)* and Athol Fugard's *Tsotsi*. We also study film classics such as *The Voortrekkers*, *Zulu/Zulu Dawn* and *Sarafina* as well as transcripts and footages of testimonies from the Truth and Reconciliation Commission hearings. (E) {L} Credits: 4

Members of the department

Normally offered each spring

CLT 273 Cosmic Cold War: Russian and Western Science Fiction in Political Context

Same as RES 273. How did the "final frontier" of space become a "front" in the Cold War? As the US and USSR competed in the Space Race, science fiction reflected political discourses in literature, film, visual art, and popular culture. This course explores Russian and Western science fiction in the contexts of twentieth-century geopolitics and artistic modernism (and postmodernism), examining works by Bogdanov, Kubrick, Tarkovsky, Butler, Haraway, Pelevin and others. The survey considers science fiction's utopian content and political function, as well as critical and dystopian modes of the genre. No prerequisites or knowledge of Russian required; first-year students are welcome to enroll. {A} {H} {L} Credits: 4

Thomas Lee Roberts

Expected to be offered in the next 3 years

CLT 277 Jewish Fiction

What is the relationship between the homeless imagination and imagined homecomings, political upheaval and artistic revolution, the particularity of national experience and the universality of the Jew? Focuses on four masters of the 20th century short story and novel: Franz Kafka's enigmatic narratives of modern alienation; Isaac Babel's bloody tales of Revolution; Isaac Bashevis Singer's Yiddish demons and Nobel prize laureate S. Y. Agnon's neo-religious parables of loss and redemption. All readings in translation; open to any student with a love of great literature. {L} Credits: 4

Justin Daniel Cammy

Expected to be offered in the next 3 years

ENG 277 Postcolonial Women Writers

A comparative study of 20th-century women writers in English from Africa, the Caribbean, South Asia and Australia. We read novels, short stories, poetry, plays and autobiography in their historical, cultural and political contexts as well as theoretical essays to address questions such as: How have women writers addressed the dual challenge of contesting sexism and patriarchy from within their indigenous cultures as well as the legacies of western imperialism from without? How have they combined feminism with anti-colonialism? How have they deployed the act of writing as cultural work on multiple counts: addressing multiple audiences; challenging different stereotypes about gender, sexuality, race, ethnicity? What new stories have they told to counter older stories, what silences have they broken? How have they renegotiated the public and the private, or called attention to areas often ignored by their male contemporaries, such as relations among women, familial dynamics, motherhood, bodily desire, or the gendered effects of migration and diaspora? Writers include Anita Desai, Kamala Das, Thrity Umrigar, Deepa Mehta, Ama Ata Aidoo, Bessie Head, Nawal el Saadawi, Jamaica Kincaid, Michelle Cliff, Zadie Smith, Sally Morgan. Prerequisite: a WI course. {L} Credits: 4

Members of the department

Normally offered in alternate years

Critical Theory and Method

CLT 300 Literary Theory and Literary Practice: Conflicts and Consensus

This course presents a variety of practices and positions within the field of literary theory. Approaches include structuralism, poststructuralism, psychoanalysis, Marxism, gender and queer studies, cultural studies and postcolonial studies. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings include Freud, Lacan, Levi-Strauss, Barthes, Derrida, Foucault, Bakhtin, Gramsci, Bhabba, Butler, Said, Ngũgĩ wa Thiong'o, Žižek. The class is of interest to all students who wish to explore a range of approaches and methodologies within the humanities as well to students who plan to go to graduate school in literature programs. Enrollment limited to 25. {L} Credits: 4

Anna Botta

Normally offered each fall

CLT 330 Capstone Seminar in Translation Studies

Same as TSX 330. The capstone seminar brings together a cohort of concentrators to discuss the final translation project that each student undertakes with the guidance of their adviser in the concentration and to situate the project within the framework of larger questions that the work of translation elicits. The seminar readings focus on renowned practitioners' reflections on the difficulties and complexities of translating, the obstacles, discoveries and solutions that the translator encounters. We read a series of essays that engage with the conflicting interpretations and nuances of translations in 14 languages of Ferdinand Oyono's iconic 1956 African novel, *Une vie de boy*.

We compare how these translations transform the original novel and question the concept of original text as it interacts with the culture and the language into which it is translated. Students are responsible for presenting essays that focus on the particular challenges of translation that they have encountered in their individual project. Open to students in the Concentration in Translation Studies and students in comparative literature. Enrollment limit of 12 students. Prerequisite: CLT 150. {L} Credits: 4

Janie M. Vanpée

Normally offered each spring

CLT 340 Problems in Literary Theory

Topics course.

Comparative Literature in the Age of Cosmopolitanisms

The concept of cosmopolitanism has recently gone through a process of democratization. Dismissing the singular “cosmopolitanism” as a form of Eurocentric universalism, critics today study a plurality of cosmopolitanisms, focusing on transnational experiences, both elite and subaltern, Western and non-Western. How can we study comparative literature within this new framework? If the Western canon is no longer setting the standards, what are the new aesthetic values? How can we avoid the pitfalls of both cultural relativism and Orientalism, that is, reading unfamiliar literatures through an exotic lens? Does “World Literature” promote reading in translation at the expense of original languages? Authors may include Appiah, Apter, Casanova, Chakrabarty, Damrosch, Moretti, Nussbaum, Robbins, Said, Coetzee, Maalouf, Pamuk and Zadie Smith. The seminar is required of senior majors. By permission of the instructor. {L} Credits: 4

Members of the department

Normally offered each spring

Advanced Courses

CLT 305 Studies in the Novel

Topics course.

The Philosophical Novel

This course charts the evolution of the theme of reason and its limits in the European novel of the modern era. Beginning with an examination of humanist assumptions about the value of reason in Rabelais, the course focuses on the Central European novel of the 20th century, the age of “terminal paradoxes.” Texts include Dostoevsky’s *Notes from the Underground*, Kafka’s *The Trial*, Musil’s *Man Without Qualities* and Kundera’s *The Joke*, *The Farewell Party* and *The Unbearable Lightness of Being*. {L} Credits: 4

Members of the department

Normally offered each academic year

CLT 342 Seminar: A Double Vision: Heroine/Victim

We examine how the iconic status of woman as moral redeemer and social pathbreaker is shadowed by a darker view of female self and sexuality in some representative works by male authors of the Russian 19th century. The primary texts are Pushkin’s *Eugene Onegin*, Turgenev’s *On The Eve*, Chernyshevsky’s *What Is To Be Done?*, Dostoevsky’s *A Gentle Spirit* and Tolstoy’s *Anna Karenina* and the *Kreutzer Sonata*. These novelistic narratives are supplemented with theoretical essays by Belinsky, J.S. Mill, Schopenhauer and Vladimir Soloviev. {F} {L} Credits: 4

Maria Nemcova Banerjee

Normally offered in alternate years

Special Studies

CLT 400 Special Studies

Readings in the original language (or in certain cases translations) of literary texts read in or closely related to a course taken with a faculty member appointed in comparative literature. Admission by permission of the instructor and the program director. Students are encouraged to contact the instructor during the prior semester, and proposals must be submitted in writing to the director by the end of the first week of classes. Credits: 1–4

Members of the department

Normally offered each academic year

CLT 404 Special Studies

Advanced research, translation work or other scholarly project, normally building on work from a previous course with a faculty member appointed in comparative literature. Offered both semesters, with the permission of the instructor and of the program director. Qualified juniors and seniors should contact the instructor during the prior semester and must submit written proposals to the director by the end of the first week of classes. Credits: 4

Members of the department

Normally offered each academic year

CLT 430D Honors Project

Requirements: The same as those for the major, with the addition of a thesis to be written in both semesters of the senior year. A full draft of the thesis is due the first Friday of March. The final draft is due mid-April, to be followed by an oral presentation and discussion of the thesis. For more detailed requirements, see the CLT website, at the end of the list of courses. Credits: 8

Members of the department

Normally offered each academic year

Computer Science

Professors

Judith B. Cardell, Ph.D.
 Nicholas Read Howe, Ph.D.^{*2}
 Joseph O'Rourke, Ph.D.^{**1}
 Ileana Streinu, Ph.D.
 Dominique F. Thiebaut, Ph.D.

Assistant Professors

R. Jordan Crouser, Ph.D.

The Major

Advisers: Judith Cardell, Nicholas Howe, Joseph O'Rourke, Sara Sheehan, Ileana Streinu, Dominique Thiebaut

Requirements

At least 11 semester courses (44 graded credits) including:

- Introductory
 [Optional] 4 credits chosen from CSC 102, 103, 105, 106, 107, SDS 136, SDS 192, or FYS 164. (If taken, these credits count in lieu of 4.d. below)

Restrictions:

CSC 102 may not count after taking CSC 249

CSC 103 may not count after taking CSC 231

CSC 106 may not count after taking CSC 260

CSC 111, Introduction to Computer Science Through Programming

- Core
 CSC 212, *Programming with Data Structures*
 CSC 231, *Microprocessors and Assembly Language*
 CSC 250, *Theoretical Foundations of Computer Science*
- Mathematics
 MTH 111, *Calculus, or another math course that requires MTH 111; or LOG 100*
 MTH 153, *Discrete Mathematics or another math course that requires MTH 153*
- Intermediate (12 or 16 credits; see course area designations below):
 One CSC or SDS Theory;
 One CSC or SDS Programming;
 One CSC Systems;
 One additional CSC or MTH course at the 200 level or above (waived if student has satisfied 1.a.)
- Seminar (4 credits):
 One CSC 300-level course (not including CSC 324) beyond those satisfying the requirements above

Note: The requirements here have been in force since April 2010, and are a restatement of the requirements as originally written.

| Course | Theory | Programming | Systems |
|----------------------------------|--------|-------------|---------|
| CSC 220 (Adv Prog) | | X | |
| CSC 240 (Graphics) | | X | |
| CSC 249 (Networks) | | | X |
| CSC 252 (Algorithms) | X | | |
| CSC 262 (Operating Systems) | | X | X |
| CSC 260 (Prog Arts) | | X | |
| CSC 270 (Circuits) | | | X |
| CSC 274 (Discrete and Comp Geom) | X | X | |
| CSC 290 (AI) | X | X | |
| CSC 249 (Networks) | | | X |
| CSC 293 (Compilers) | X | X | |

| Course | Theory | Programming | Systems |
|-------------------------------|--------|-------------|---------|
| EGR 320 (Signals and Systems) | | | X |
| CSC 334 (Comp Bio) | X | X | |
| CSC 352 (Parallel Prog) | | X | X |
| CSC 353 (Robotics) | | X | X |
| CSC 354 (Music) | X | X | |
| CSC 364 (Architecture) | | | X |
| CSC 370 (Vision) | X | X | |
| CSC 390 (AI) | X | | |
| SDS 235 (Visual Analytics) | X | X | |
| SDS 292 (Data Science) | X | X | |
| SDS 293 (Machine Learning) | X | X | |

The Minor

1. Theory (six courses)

Advisers: Nick Howe, Joseph O'Rourke, Sara Sheehan, Ileana Streinu

This minor is appropriate for a student with a strong interest in the theoretical aspects of computer science.

Required courses:

- 111 Introduction to Computer Science Through Programming
- 212 Programming With Data Structures
- Two distinct 200- or 300-level courses designated as Theory
- One other 200- or 300-level course
- One CSC 300-level course designated Theory (and not among those satisfying the previous requirements).

2. Programming (six courses)

Advisers: Judith Cardell, Nick Howe, Joseph O'Rourke, Sara Sheehan, Ileana Streinu, Dominique Thiebaut

This minor is appropriate for a student with a strong interest programming and software development.

Required courses:

- 111 Introduction to Computer Science Through Programming
- 212 Programming With Data Structures
- Two distinct 200- or 300-level courses designated as Programming
- One other 200- or 300-level course
- One 300-level course designated Programming (and not among those satisfying the previous requirements).

3. Systems (six courses)

Advisers: Judith Cardell, Dominique Thiebaut

This minor is appropriate for a student with a strong interest in computer systems, computer engineering and computing environments.

Required courses:

- 111 Introduction to Computer Science Through Programming
- 212 Programming With Data Structures

- Two distinct 200- or 300-level courses designated as Systems
- One other 200- or 300-level course
- One CSC 300-level course designated Systems (and not among those satisfying the previous requirements).

4. Computer Science and Language (six courses)

Adviser: Eitan Mendelowitz

The goal of this minor is to provide the student with an understanding of the use of language as a means of communication between human beings and computers.

Required courses:

- 111 Introduction to Computer Science Through Programming
- 212 Programming With Data Structures
- 250 Theoretical Foundations of Computer Science

Two of:

- 280 Topics in Programming Languages
- 290 Introduction to Artificial Intelligence
- 293 Introduction to Translators and Compiler Design
- 294 Computational Linguistics

One of:

- 354 Seminar in Digital Sound and Music Processing
- 390 Seminar in Artificial Intelligence

5. Mathematical Foundations of Computer Science (six courses)

Adviser: Joseph O'Rourke, Ileana Streinu

The goal of this minor is the study of algorithms, from the points of view of both a mathematician and a computer scientist, developing the correspondence between the formal mathematical structures and the abstract data structures of computer science.

Required courses:

- 111 Introduction to Computer Science Through Programming
- 212 Programming With Data Structures
- 250 Theoretical Foundations of Computer Science

One of:

- 252 Algorithms
- 274 Discrete and Computational Geometry
- MTH 254 Combinatorics
- MTH 353 Advanced Topics in Discrete Applied Mathematics

6. Digital Art (six courses equally balanced between Computer Science and Art)

Advisers: Members of the Department

This minor accommodates students who desire both grounding in studio art and the technical expertise to express their art through digital media requiring mastery of the underlying principles of computer science.

Three computer science courses are required. The CSC 102+105 sequence on the Internet and Web design provide the essentials of employing the Internet and the Web for artistic purposes; CSC 111 Introduction to Computer Science through Programming includes a more systematic introduction to computer science, and the basics of programming; and CSC 240 Computer Graphics gives an introduction to the principles and potential of graphics, 3D modeling and animation. (Students with the equivalent of CSC 111 in high school would be required to substitute CSC 212 instead).

Three art courses are required. ARH 101 will provide the grounding necessary to judge art within the context of visual studies. ARS 162 Introduction to Digital Media introduces the student to design via the medium of computers, and either ARS 263 Intermediate Digital Media or ARS 361 Digital Multimedia provides more advanced experience with digital art.

| # | Dept | Number | Title | Credits | Preq |
|---|------|--------|--|---------|--------------------|
| 1 | CSC | 102 | How the Internet Works | 2 | none |
| | CSC | 105 | Interactive Web Documents | 2 | CSC 102 |
| 2 | CSC | 111 | Introduction to Computer Science Through Programming | 4 | none |
| | CSC | 212 | Programming With Data Structures | 4 | CSC 111 |
| 3 | CSC | 240 | Computer Graphics | 4 | CSC 102 or CSC 111 |
| 4 | ARH | 101 | Approaches to Visual Representation | 4 | none |
| 5 | ARS | 162 | Introduction to Digital Media | 4 | none |
| 6 | ARS | 263 | Intermediate Digital Media | 4 | ARS 162 |
| | ARS | 361 | Interactive Digital Media | 4 | ARS 162 |

| School | Number | Title |
|---------------|-------------|------------------------------------|
| Smith | DAN 377 | Expressive Technology and Movement |
| Hampshire | CS 0174 | Computer Animation I |
| Hampshire | CS 0334 | Computer Animation II |
| Mount Holyoke | CS 331 | Graphics |
| UMass | ART 397F | Digital Imaging: Offset Litho |
| UMass | ART 397F | Digital Imaging: Photo Etchg |
| UMass | ART 397L | Digital Imaging: Offset Litho |
| UMass | ART 697F | Digital Imaging: Photo Etchg |
| UMass | EDUC 591A | 3D Animation and Digital Editing |
| UMass | CMPSCI391F | Graphic Communications |
| UMass | CMPSCI 397C | Interactive Multimedia Production |
| UMass | CMPSCI397D | Interactive Web Animation |

On an ad hoc approval basis, substitution for one or more of the required courses would be permitted by various relevant Five College courses, including those in the partial list below.

7. Digital Music

Advisers: Members of the Department

This minor accommodates the increasing number of students who desire both grounding in music theory and composition and the technical expertise to express their music through digital media that requires mastery of the underlying principles of computer science. The minor consists of the equivalent of six courses equally balanced between computer science and music.

Requirements

Three computer science courses::

1. 111 Computer Science I includes a systematic introduction to computer science and programming.
2. 212 Programming With Data Structures includes study of data structures, algorithms, recursion and object-oriented programming.
3. 220 or 250:
 - a. 220 Advanced Programming Techniques focuses on several advanced programming environments, and includes graphical user interfaces (GUIs).
 - b. 250 Foundations of Computer Science concerns the mathematical theory of computing including languages and corresponding automata.

Three music courses:

1. MUS 110 Analysis and Repertory is an introduction to formal analysis and tonal harmony, and a study of familiar pieces in the standard musical repertory. MUS 210 may be substituted for students entering with the equivalent of 110.
2. One of MUS 233 or 312
 - a. MUS 233 Composition covers basic techniques of composition, including melody, simple two-part writing and instrumentation.
 - b. MUS 312 20th-Century Analysis is the study of major developments in 20th-century music. Writing and analytic work, including nontonal harmonic practice, serial composition and other musical techniques. (Prerequisite: MUS 210 or permission of the instructor.)
3. MUS 345 or CSC 354 (cross-listed in the music department)
 - a. MUS 345 Electro-Acoustic Music is an introduction to musique concrète, analog synthesis, digital synthesis and sampling through practical work, assigned reading and listening.
 - b. CSC 354 Seminar on Digital Sound and Music Processing includes areas of sound/music manipulation, such as digital manipulation of sound, formal models of machines and languages used to analyze and generate sound and music, and algorithms and techniques from artificial intelligence for music composition.

These requirements are summarized in the table below.

| # | Dept | Number | Title | Credits | Prerequisites |
|---|------|--------|---|---------|-------------------------------------|
| 1 | CSC | 111 | Computer Science I | 4 | none |
| 2 | CSC | 212 | Programming with Data Structures | 4 | CSC 111 |
| 3 | CSC | 220 | Advanced Programming | 4 | CSC 212 |
| | CSC | 250 | Foundations of Computer Science | 4 | CSC 111, MTH 153 |
| 4 | MUS | 110 | Analysis and Repertory | 5 | see course description |
| 5 | MUS | 233 | Composition | 4 | MUS 110 |
| | MUS | 312 | 20th-Century Analysis | 4 | MUS 210 |
| 6 | MUS | 345 | Electro-Acoustic Music | 4 | MUS 110, MUS 233, Permission |
| | CSC | 354 | Seminar on Digital Sound and Music Processing | 4 | CSC 212, CSC 250 or 231, Permission |

Substitutions

On an ad hoc approval basis, substitution for one or more of the required courses would be permitted by various relevant Five-College courses, including those in the partial list below.

| School | Number | Title |
|---------------|-------------|----------------------------------|
| Amherst | Mus 65 | Electroacoustic Composition |
| Hampshire | HACU-0290-1 | Computer Music |
| Mount Holyoke | Music 102f | Music and Technology |
| UMass | Music 585 | Fundamentals of Electronic Music |
| UMass | Music 586 | MIDI Studio Techniques |

Honors

Director: Ileana Streinu

Please consult the director of honors or the departmental website for specific requirements and application procedures.

Five computer science courses have no prerequisites. These are 102 How The Internet Works, 103 How Computers Work, 106 Introduction to Computing and

the Arts, 111 Introduction to Computer Science Through Programming and FYS 164 Issues in Artificial Intelligence. Students who contemplate a major in computer science should consult with a major adviser early in their college careers.

CSC 102 How the Internet Works

An introduction to the structure, design and operation of the internet, including the electronic and physical structure of networks; packet switching; how email and web browsers work, domain names, mail protocols, encoding and compression, http and HTML, the design of web pages, the operation of search engines, beginning JavaScript; CSS. Both history and societal implications are explored. Prerequisite: basic familiarity with word processing. Enrollment limited to 35. The course meets for the first half or second half of the semester only. {M} Credits: 2

Members of the department

Normally offered each fall

CSC 103 How Computers Work

This introductory course provides students with a broad understanding of computer hardware, software and operating systems. Topics include the history of computers; logic circuits; major hardware components and their design, including processors, memory, disks, and video monitors; programming languages and their role in developing applications; and operating system functions, including file system support and multitasking, multiprogramming and timesharing. Weekly labs give hands-on experience. Enrollment limited to 35. Offered first or second half of the semester. {M} Credits: 2

Dominique F. Thiebaut

Normally offered each fall

CSC 105 Interactive Web Documents

A half-semester introduction to the design and creation of interactive environments on the world wide web. Focus on three areas: (1) Website design, (2) JavaScript, (3) Embedded multimedia objects. Enrollment limited to 35. Prerequisites: CSC 102 or equivalent competency with HTML. {M} Credits: 2

Nicholas Read Howe

Normally offered each spring

CSC 106 Introduction to Computing and the Arts

This introductory course explores computation as an artistic medium, with creative approaches to computer programming as the central theme. Through readings, viewing, group discussion, labs, projects, critiques and guest artist/researcher presentations, we examine a range of computational art practices, while developing a solid foundation in basic computer programming approaches and techniques. Enrollment limited to 15. (E) Credits: 4

Members of the department

Normally offered in alternate years

CSC 111 Introduction to Computer Science Through Programming

Introduction to a block-structured, object-oriented high-level programming language. Covering language syntax and use the language to teach program design, coding, debugging, testing and documentation. Procedural and data abstraction are introduced. Enrollment limited to 48; 24 per lab section. {M} Credits: 5

Joseph O'Rourke, Dominique F. Thiebaut

Normally offered both fall and spring semesters

CSC 205 Modeling in the Sciences

Same as MTH 205. This course integrates the use of mathematics and computers for modeling various phenomena drawn from the natural and social sciences. Scientific topics, organized as case studies, span a wide range of systems at all scales, with special emphasis on the life sciences. Mathematical tools include data analysis, discrete and continuous dynamical systems and discrete geometry. This is a project-based course and provides elementary

training in programming using Mathematica. Prerequisites: MTH 112 or MTH 114. CSC 111 recommended. Enrollment limited to 20. {M} Credits: 4

Ileana Streinu

Normally offered each spring

CSC 212 Programming With Data Structures

Explores elementary data structures (linked lists, stacks, queues, trees, graphs) and algorithms (searching, sorting) in a variety of contexts, including event-driven applications with a graphical user interface. Emphasizes object-oriented programming throughout, using the Java programming language. Prerequisite: CSC 111. Enrollment limited to 35. {M} Credits: 0–5

Nicholas Read Howe

Normally offered both fall and spring semesters

CSC 220 Advanced Programming Techniques

Focuses on several advanced programming environments, with a project for each. Includes object-oriented programming, graphical user interfaces (GUIs), and principles of software engineering. Topics cover the software development cycle, including versioning, code maintenance, cross-platform development, debugging as well as iterative testing and evaluation. Techniques include asynchronous and event-based programming, server-client development, data exchange via JSON. Prerequisite: 212. {M} Credits: 4

R. Jordan Crouser

Normally offered each spring

CSC 231 Microprocessors and Assembly Language

An introduction to the architecture of the Intel Pentium class processor and its assembly language in the Linux environment. Students write programs in assembly and explore the architectural features of the Pentium, including its use of the memory, the data formats used to represent information, the implementation of high-level language constructs, integer and floating-point arithmetic, and how the processor deals with I/O devices and interrupts. Prerequisite: 212 or permission of the instructor. {M} Credits: 4

Dominique F. Thiebaut

Normally offered each fall

CSC 240 Computer Graphics

Covers two-dimensional drawings and transformations, three-dimensional graphics, lighting and colors, game design, perspective, curves and surfaces, ray tracing. Employs Postscript, C++, GameMaker, POV-ray, and radiosity. The course accommodates both CS majors, for whom it is programming intensive, and other students with less technical expertise, by having two tracks of assignments. Prerequisites for CSC major credit: CSC 111 and MTH 111 or permission of the instructor; otherwise, CSC 111 or permission of the instructor. {M} Credits: 4

Members of the department

Normally offered each spring

CSC 249 Computer Networks

This course introduces fundamental concepts in the design and implementation of computer communication networks, their protocols and applications. Topics covered include layered network architecture, physical layer and data link protocols; and transport protocols; routing protocols and applications. Most case studies are drawn from the Internet TCP/IP protocol suite. Prerequisites: CSC 111 and MTH 153. {M} Credits: 4

Judith B. Cardell

Normally offered each spring

CSC 250 Theory of Computation

Automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; linear-bounded automata; computability and Turing machines; nondeterminism and undecidability. Perl

is used to illustrate regular language concepts. Prerequisites: 111 and MTH 153. {M} Credits: 4

R. Jordan Crouser

Normally offered each spring

CSC 252 Algorithms

Covers algorithm design techniques ("divide-and-conquer," dynamic programming, "greedy" algorithms, etc.), analysis techniques (including big-O notation, recurrence relations), useful data structures (including heaps, search trees, adjacency lists), efficient algorithms for a variety of problems, and NP-completeness. Prerequisites: 212, MTH 111, MTH 153. {M} Credits: 4

Ileana Streinu

Normally offered in alternate years

CSC 262 Operating Systems

An introduction to the functions of an operating system and their underlying implementation. Topics include file systems, CPU and memory management, concurrent communicating processes, deadlock, and access and protection issues. Programming projects will implement and explore algorithms related to several of these topics. Prerequisite: 231. Enrollment limit of 40.

{M} Credits: 0–5

Members of the department

Normally offered each fall

CSC 270 Digital Circuits and Computer Systems

This class introduces the operation of logic and sequential circuits. Students explore basic logic gates (AND, OR, NAND, NOR), counters, flip-flops, decoders, microprocessor systems. Students have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 12. {M} Credits: 5

Members of the department

Normally offered in alternate years

CSC 274 Discrete and Computational Geometry

Topics include the core of the field: polygons, convex hulls, triangulations and Voronoi diagrams. Beyond this core, curves and surfaces, and polyhedral and configuration spaces are covered. Throughout, a dual emphasis is maintained on mathematical proofs and efficient algorithms. Students have a choice of concentrating their course work in mathematics or toward computer science. Prerequisite for MTH major credit: MTH 153, MTH 111 recommended.

Prerequisite for CSC major credit: CSC 111. {M} Credits: 4

Members of the department

Normally offered in alternate years

CSC 334 Topics in Computational Biology

Topics course.

Bio-Geometry of Proteins

Computational biology is a rapidly emerging multidisciplinary field that uses techniques from computer science, applied mathematics and statistics to address problems inspired by biology. This seminar exposes students to a variety of topics of current interest in molecular computing and bioinformatics. The focus of the fall 2012 offering of the course was the bio-geometry of proteins. Proteins are the building blocks of life, as well as marvelous objects to study mathematically and computationally. Topics covered include modeling, visualization, structure determination, flexibility, motion, folding and evolution of proteins, using geometric, algorithmic and physical simulation methods. Background in molecular biology is not a prerequisite. Prerequisites: CSC 111, 212, calculus or permission of the instructor for computer science majors, biochemistry majors are encouraged to participate. Credits: 4

Members of the department

Normally offered in alternate years

CSC 352 Parallel and Distributed Computing

Same as SDS 352. The primary objective of this course is to examine the state of the art and practice in parallel and distributed computing, and to expose students to the challenges of developing distributed applications. This course deals with the fundamental principles in building distributed applications using C and C++, and parallel extensions to these languages. Topics include process and synchronization, multithreading, Remote Method Invocation (RMI) and distributed objects. Prerequisites: 212 and 252. {M} Credits: 4

Members of the department

Normally offered in alternate years

CSC 360 Mobile and Locative Computing

By fitting comfortably in our pockets and bags, smartphones are worn on our bodies throughout the day and remain by our pillows at night. These mobile computers are packed with accelerometers, gyroscopes, cameras, microphones and even GPS. They present a unique platform for location and context-aware software. Through readings and projects, this course examines the opportunities and challenges presented by mobile computing. This is a hands-on seminar; projects include the development and deployment of applications on smartphones and other mobile devices. Prerequisite: CSC 212 or permission of the instructor. Closed to first-year students or sophomores. Enrollment limited to 12. {M} Credits: 4

Members of the department

Normally offered in alternate years

CSC 370 Computer Vision and Image Processing

Seminar: Explores the challenge of computer vision through readings of original papers and implementation of classic algorithms. This seminar considers techniques for extracting useful information from digital images, including both the motivation and the mathematical underpinnings. Topics range from low-level techniques for image enhancement and feature detection to higher-level issues such as stereo vision, image retrieval and segmentation of tracking of objects. Prerequisites: CSC 212, MTH 153 {N} Credits: 4

Nicholas Read Howe

Normally offered in alternate years

CSC 390 Unsupervised Machine Learning

This course begins with a brief history of artificial intelligence (AI) and a roadmap of how the material in this course fits into the overall field of AI. During the first few weeks we cover some classical AI material such as rule-based expert systems. Then we move on to a discussion of supervised vs. unsupervised machine learning, focusing on the latter. Unsupervised learning seeks to uncover underlying structure in a dataset or system, without the use of labeled data. We explore unsupervised learning methods from a variety of angles, including theory, implementation, application, existing software and recent literature. Throughout the course we investigate a variety of datasets, with an emphasis on “big data” (i.e., natural language and biological datasets). {M} Credits: 4

Members of the department

Normally offered in alternate years

CSC 400 Special Studies

For majors, by arrangement with a computer science faculty member.

Credits: 1–4

Members of the department

Normally offered each academic year

CSC 430D Honors Project

Credits: 8

Members of the department

Normally offered each academic year

Cross-Listed and Interdepartmental Courses

CSC 324 Computer Science and American Studies

Same as AMS 324. This seminar, taught by a cultural critic and a computer scientist, offers an interdisciplinary examination of the internet society. We examine the influence of cultural values on the design and use of digital technologies and the influence of these digital technologies on social and economic organization, leisure and consumer culture, politics, and the shaping of our identities. Topics include the open-source movement, surveillance and censorship, networks, cybercrime, net neutrality, intellectual property rights, peer-to-peer journalism and social networks (Facebook, texting, YouTube, etc.) Our goal is not simply to describe the digital ecologies that surround us, but to analyze them critically. Permission of the instructors. Enrollment limit of 20 juniors and seniors. Credits: 4

Members of the department

Expected to be offered in the next 3 years

CSC 400 Special Studies

For majors, by arrangement with a computer science faculty member.

Credits: 1–4

Members of the department

Normally offered each academic year

Dance

Professor

Rodger Fleming Blum, M.F.A., *Chair*, Five College Dance Department

Associate Professor

Chris Aiken, M.F.A.

Angie Hauser, M.F.A., *Chair*

Assistant Professors

Lester Tomé, Ph.D., Director of M.F.A. in Dance

Five-College Lecturer in Dance

Marilyn M. Sylla

Musician/Lecturer in Dance Technique and Performance

Michael M. Vargas, B.A.

Lecturers

Onalie M. Arts

Shakia Johnson

Bronwen MacArthur

Daniel E. Trenner, M.Ed.

Five College Faculty

Paul Arslanian, B.A. (Lecturer in Dance, University of Massachusetts)

Jim Coleman, M.F.A., Professor, Mount Holyoke College, *Chair*, Five College Dance Department

Paul Dennis, M.F.A. (Assistant Professor, University of Massachusetts)

Ranjana Devi (Lecturer, University of Massachusetts)

Charles Flachs, M.A. (Professor, Mount Holyoke College)

Rose Flachs (Professor, Mount Holyoke College)

Terese Freedman, B.A. (Professor, Mount Holyoke College)

Deborah Goffe, M.F.A. (Assistant Professor, Hampshire College)

Constance Valis Hill, Ph.D. (Five College Associate Professor, Hampshire College)

Peter Jones (Lecturer/Accompanist, Mount Holyoke College)

Daphne Lowell, M.F.A. (Professor, Hampshire College) **1

Paul Matteson, M.F.A. (Assistant Professor, Amherst College)

Leslie Maietta, M.F.A. Visiting Lecturer in Dance

Thomas L. Vacanti, M.F.A. (Assistant Professor, University of Massachusetts)

Susan K. Waltner, M.S. (Professor Emerita, Smith College)

Erica Wilson-Perkins, M.F.A. (Visiting Lecturer in Dance)

Wendy Woodson, M.A. (Professor, Amherst College)

Teaching Fellows

Nikki Carrara

Michelle Kassmann

Shayla-Vie Jenkins

Sarah Elizabeth Lass

Anna Maynard

Sarah Joy Mercer Seder

The Major: Bachelor of Arts in Contemporary Dance Studies

Advisers: Rodger Blum, Chris Aiken, Angie Hauser and Lester Tomé

The dance major at Smith is offered through the Five College Dance Department and culminates in a Bachelor of Arts degree from Smith College. It gives

students a broad view of dance in preparation for a professional career or further study. Students are exposed to courses in dance history and culture, creative and aesthetic studies, scientific aspects of dance, the language of movement, and dance technique and performance. A dancer's instrument is her body and it must be trained consistently; at least five dance technique courses are required for the bachelor's degree. (Ten are allowed for credit toward the g.p.a.) Students should reach intermediate or advanced level in at least one form. A single level of technique courses may be taken for credit up to three semesters. Advanced technique courses (levels V and VI) require a placement exam. A minimum of 48 credit hours are required for the major. Students may substitute no more than one course from another department to fulfill a dance major requirement. Substitute courses must be approved by the dance department faculty.

History: 171 Studies in Dance History: European and North American Concert Dance (1900s–Today) and 272 Dance and Culture serve as the introduction to the major. At the advanced level is 377 Advanced Studies in History and Aesthetics with rotating topics. These courses examine the dance itself and its cultural context.

Creative and Aesthetic Studies: 151, 252, 353, 209 and 309. This sequence of courses begins with the most basic study of dance composition—space, time, energy—and focuses on tools for finding and developing movement. The second- and third-level courses develop the fundamentals of formal choreography and expand work in the manipulation of spatial design, dynamics, phrasing, rhythm, content and accompaniment. The movement materials that a student explores are not limited to any particular style. This sequence also includes 4-credit repertory courses at the intermediate and advanced levels.

Scientific Aspects of Dance: 241 and 342. These courses are designed to develop the student's personal working process and her philosophy of movement. The student studies selected aspects of human anatomy, physiology, biomechanics and their relationships to various theories of technical study.

Music for Dancers: 287. Sharpens understanding of music fundamentals and makes these applicable to dance.

Major Course of Study: Students in the Bachelor of Arts in contemporary dance are urged to pursue a breadth of study in their technique courses and, in consultation with their advisers, make connections to other art departments.

Requirements

Theory: Must take each of the following:

- 151 Elementary Dance Composition
- 171 Studies in Dance History: European and North American Concert Dance (1900s–Today)
- 241 Scientific Foundations of Dance
- 252 Intermediate Dance Composition
- 272 Dance and Culture
- 287 Analysis of Music From a Dancer's Perspective
- 200 Dance Production
- 201 Dance Production
- 399 Senior Seminar in Dance (Choreography or Research)

Five dance technique courses are required for the bachelor's degree (Ten are allowed for credit toward the g.p.a.) Dance majors must take at least two courses

in one dance technique and reach intermediate level in it, and take at least one course in a different technique form. A single level of technique courses may be taken for credit up to three semesters. Advanced technique courses (levels V and VI) require a placement exam.

Advanced Theory: Choose at least two of the following:

- 305 Advanced Repertory (taken twice)
- 309 Advanced Repertory
- 377 Advanced Studies
- 400 Special Studies Senior Thesis

Honors

DAN 430D Honors Project

Credits: 8

DAN 431 Honors Project

Credits: 8

Please consult the director of honors or the departmental website for specific requirements and application procedures.

The Minor in Contemporary Dance Studies

Advisers: Rodger Blum, Chris Aiken, Angie Hauser and Lester Tomé
A minimum of 27 credit hours are required for the minor.

Requirements

- DAN 151 Elementary Dance Composition
- DAN 171 Studies in Dance History: European and North American Concert Dance (1900s–Today)
- DAN 241 Scientific Foundations of Dance
- DAN 252 Intermediate Dance Composition
- DAN 272 Dance and Culture
- DAN 287 Analysis of Music from a Dancer's Perspective
- DAN 200 Dance Production

Five College Courses

Students should consult the Five College Dance Department course schedule (specifying times, locations and new course updates) online at www.fivecolleges.edu/dance/schedule.html.

Graduate: Master of Fine Arts Program

Director: Lester Tomé

71–75 total credits.

12–14 credits: First-Year Technique (six total classes or five classes and one undergraduate theory course)

12–14 credits: Second-Year Technique (six total classes or five classes and one undergraduate theory course).

Additional information can be found in the Graduate and Special Programs section and at the following link: www.smith.edu/dance/masters.php

The Five College Dance Department combines the programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts. The faculty operates as a consortium, coordinating curricula, performances and services. The Five College Dance Department supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques. Course offerings are coordinated among the campuses to facilitate registration, interchange and student travel; students may take a dance course on any of the five campuses and receive credit at the home institution.

Students should consult the Five College Dance Department Course Schedule (specifying times, locations and new course updates) online at www.fivecolleges.edu/dance/courses.

A. Theory Courses

All dance theory courses: L {A} 4 credits

Preregistration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors, juniors and Five College Dance Department majors. “P” indicates that permission of the instructor is required. “L” indicates that enrollment is limited.

DAN 151 Elementary Dance Composition

Introductory study of elements of dance composition, including phrasing, space, energy, motion, rhythm, musical forms, character development and personal imagery. Limited enrollment. {A} Credits: 4

Katie Martin

Normally offered each spring

DAN 171 Studies in Dance History: Concert Dance in the US and Europe (1900s–Today)

The course offers an overarching historical survey of multiple idioms in dance, focusing on the traditions of ballet, modern dance and jazz. The study of major artists, dance works, trends and events from the past illuminates the dance lineages, sociocultural contexts and cross-pollinations between genres that have led to contemporary practices in European and North American concert dance. The acquisition of skills in historical research and writing constitutes a main goal of the course. Particular attention is paid to the location, evaluation and interpretation of primary sources in dance. Also, the course introduces discussions on the nature of history as a discipline and mode of inquiry. Limited enrollment. {A} {H} Credits: 4

Lester Tomé

Normally offered each academic year

DAN 207 Intermediate Repertory

This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted and finally presented in performance. May be taken three times for credit. {A} Credits: 2

Chris Aiken, Rodger Fleming Blum

Normally offered in alternate years

DAN 241 Scientific Foundations of Dance

An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. These concepts are discussed and explored

experientially in relationship to the movement vocabularies of various dance styles. Enrollment limited to 20. Offered in the Five College Department of Dance {A} Credits: 4

Members of the department

Normally offered in alternate years

DAN 252 Intermediate Dance Composition

Course work emphasizes organizing and designing movement creatively and meaningfully in a variety of forms (solo, duet and group), and using various devices and approaches for example, motif and development, theme and variation, text and spoken language, collage and structured improvisation. Prerequisite: 151. L. {A} Credits: 4

Chris Aiken

Normally offered each fall

DAN 267 Dance in the Community

During the first part of the semester, students in the Dancing in the Community course collaborate to create an interactive lecture demonstration of dances based on their interests and backgrounds. The program will be adapted for audiences of all ages and abilities. The second half of the semester, students will travel to various venues in the Pioneer Valley to perform. Performances will be held during the Tuesday/Thursday class period. A strong background in dance is not required but students must be interested in movement and willing to perform. Enrollment limited to 12. {A} Credits: 4

Marilyn M. Sylla

Normally offered each academic year

DAN 272 Dance and Culture

Through a survey of world dance traditions from both artistic and anthropological perspectives, this course introduces students to dance as a universal human behavior and to the many dimensions of its cultural practice—social, religious, political and aesthetic. Course materials provide students with a foundation for the interdisciplinary study of dance in society and the tools necessary for analyzing cross-cultural issues in dance; they include readings, video and film viewing, research projects and dancing. {A} Credits: 4

Lester Tomé

Normally offered each spring

DAN 305 Advanced Repertory

This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted, and finally presented in performance. Audition required. May be taken twice for credit. Prerequisite: Permission of the instructor. {A} Credits: 2

Angie Hauser, Beryl Adele Miller

Normally offered in alternate years

DAN 287 Analysis of Music from a Dancer's Perspective

This course provides an overview of essential issues in music and sound as they relate to dancers and choreographers. Particular attention is paid to rhythm in all its guises, music terminology and categories, personal versus cultural meaning in music and sound, and strategies for finding and making music. There is a strong emphasis on listening, formulation of clear statements about music, ethical questions regarding collaborating and communicating with musicians, and the differences between working with recorded and live music. The goal is to develop an open-minded and detailed intelligence about the various relationships between dance and music. Prerequisite: one year of dance technique (recommended for sophomore year or later). Enrollment limited to 15.

Credits: 4

Michael M. Vargas

Normally offered in alternate years

DAN 309 Advanced Repertory

This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted and finally presented in performance. In its four-credit version, this course also requires additional readings and research into broader issues of historical context, genre and technical style. Course work may be developed through existing repertory or through the creation of new work(s). May be taken twice for credit. Prerequisite: advanced technique or permission of the instructor. {A} Credits: 4

Members of the department

Normally offered in alternate years

DAN 377 Advanced Studies in History and Aesthetics

This course explores a specific idea, concept, period, person or event important in the history and/or aesthetics of dance. Topics vary depending on the instructor's research and expertise. Enrollment limited to 20.

Salsa in Theory and Practice

This course is an in-depth exploration of salsa from theoretical and practical perspectives. Dance lessons familiarize the students with beginner to intermediate level salsa steps, targeting skills in bodily coordination, musicality, expressivity and improvisation, as well as in memorization of choreography and communication between partners. The learning of the dance is framed within and analysis of literature on salsa cutting across dance history, anthropology, musicology and cultural studies. Readings, documentaries, class discussions and research assignments situate salsa as an expression of Latino and Latin American cultures, but also as a global product through which dancers and musicians from Cuba to Japan perform notions of gender, ethnicity and nationality. No previous dance experience required. {A} Credits: 4

Members of the department

Normally offered each academic year

DAN 399 Senior Seminar

Senior seminar is a capstone course that integrates dance studies through an individual research or creative project and to articulate critical analysis and feedback for peers. Required for senior dance majors and open by permission to other seniors with a serious interest in dance. {A} Credits: 4

Angie Hauser

Normally offered each spring

DAN 400 Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. May be substituted for DAN 399 with permission of the department. May be taken twice for credit. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

B. Production Courses

DAN 200 Dance Production

A laboratory course based on the preparation and performance of department productions. Students may elect to fulfill course requirements from a wide array of production related responsibilities, including stage crew. It may not be used for performance or choreography. May be taken four times for credit, with a maximum of two credits per semester.

{A} Credits: 1

Rodger Fleming Blum, Sarah Joy Mercer Seder

Normally offered both fall and spring semesters

DAN 201 Dance Production

Same description as above (DAN 200). May be taken four times for credit, with maximum of two credits per semester. {A} Credits: 1
Rodger Fleming Blum, Sarah Joy Mercer Seder
 Normally offered both fall and spring semesters

C. Technique Courses

Technique Course Registration Policies

Registration is mandatory: auditing is not allowed. Students may register for the same technique course up to three times for credit. Nonmajors are allowed 12 credits of technique (six courses) for credit. After 12 credits, courses appear on transcripts, but grades are not averaged into your g.p.a. Students must continue to register for all technique courses. Dance majors are allowed 20 credits of technique (10 courses) for credit. After 20 credits, courses appear on transcripts, but grades do not average into your g.p.a. Students must continue to register for all technique courses. If a student wishes to receive credit for technique courses beyond the limit, she should speak to a faculty member about designing a special studies course. For a complete list of studio courses offered on the other four campuses, please consult the Five College Dance Department course schedule available online at www.fivecolleges.edu/sites/dance

Technique courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to seniors, juniors and Five College Dance Department majors. Normally, students must take these two-credit courses in addition to a full course load. Technique courses also require outside reading, video and film viewings, and/or concert attendance. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement exams for advanced levels are held the first weeks of classes.

DAN 119 Beginning Contact Improvisation

A duet form of movement improvisation. The technique focuses on work with gravity, weight support, balance, inner sensation and touch, to develop spontaneous fluidity of movement in relation to a partner. Enrollment limited to 10. May be repeated once for credit. {8} {A} Credits: 2
Chris Aiken

Normally offered both fall and spring semesters

DAN 137 Tap I

Introduction to the basic tap dance steps with general concepts of dance technique. Performance of traditional tap step patterns and short combinations. Enrollment limited to 15. {8} {A} Credits: 2
Members of the department
 Normally offered each academic year

DAN 219 Intermediate Contact Improvisation

A duet form of movement improvisation. The technique focuses on work with gravity, weight support, balance, inner sensation and touch, to develop spontaneous fluidity of movement in relation to a partner. Prerequisite: at least one previous dance technique course or permission of the instructor. Enrollment limited to 10. (E) {8} {A} Credits: 2
Chris Aiken
 Normally offered each academic year

Contemporary: Introductory through advanced study of contemporary dance techniques. Central topics include refining kinesthetic perception, developing efficient alignment, increasing strength and flexibility, broadening the range of movement qualities, exploring new vocabularies and phrasing styles, and encouraging individual investigation and embodiment of movement material.

DAN 113 Contemporary Dance I

Limited enrollment.

Introduction to Modern Dance

{8} {A} Credits: 2

Members of the department

Normally offered both fall and spring semesters

Fundamentals

{8} {A} Credits: 2

Members of the department

Normally offered both fall and spring semesters

DAN 114 Contemporary Dance II

For students who have taken Contemporary Dance I or the equivalent.

L. {8} {A} Credits: 2

Shayla-Vie Jenkins, Sarah Elizabeth Lass

Normally offered each spring

DAN 215 Contemporary Dance III

Prerequisite: 113 and a minimum of one year of Contemporary Dance study.

L. {8} {A} Credits: 2

Shayla-Vie Jenkins

Normally offered each academic year

DAN 216 Contemporary IV

Prerequisite: 215. L. {8} {A} Credits: 2

Members of the department

Normally offered each academic year

DAN 300 Study in Dance Technique and Performance

These one-credit topics are designed to give students a weekly study of a specific dance technique to augment their on-going training. Students registered for a topic in this course must have completed or be concurrently registered for a related two-credit technique class and are required to be at the high intermediate or advanced level in that technique. Dance faculty should be consulted concerning questions about level placement. The independent investigation section of this course requires permission of the department chair for registration and the mentorship of a member of the Dance faculty. As with regular technique courses, students may repeat any Study in Dance Technique and Performance course topic two times for credit. 1 credit per topic.

Tango I

Argentine Tango is the sensual and elegant social dance of the city of Buenos Aires, which is experiencing a worldwide revival. Class includes the movements, the steps, the history and anecdotes about the culture of Tango. We cover traditional and modern forms. All dancers learn lead and follow, so you do not need a partner. Wear leather-soled shoes or bring socks. Enrollment limited. {8} Credits: 1

Members of the department

Normally offered each fall

Hip Hop Culture and Movement

Hip Hop is a cultural movement with historical roots and unique dance movements. Throughout the semester, we will learn the history, culture and its influence on today's Hip Hop scene. Students will understand how and why Hip Hop started and explore how different styles developed. Students will learn the precise origins of the cultural force known as Hip Hop. We will develop an understanding of the roots and how the culture is continuously evolving. Throughout the semester, dancers will learn intricate and challenging hip-hop movements that infuse poppin', lockin', house and breakin' dance techniques. With class participation and practice, students will progress within the technique of the movement. {8} Credits: 1

Members of the department

Normally offered each academic year

The Gyrotonic Method Applied to Dance Technique

The GYROTONIC Expansion System® was created by a professional dancer, Julio Horvath, as a way for him to heal and regain strength and agility after suffering from a series of debilitating injuries. This course is an introduction to the GYROTONIC® method (meaning circular toning). It is designed for dancers of all levels and will focus specifically on applying this movement system to dance technique. Students will learn exercises designed to simultaneously lengthen and strengthen muscles, support joint stability and mobility, stimulate circulation, build core strength through breath support, enhance coordination, and promote a practice of mindful movement. The course will meet in group sessions as well as private sessions to address the specific concerns of each student. {8} Credits: 1

Members of the department

Normally offered each academic year

DAN 317 Contemporary Dance V

By audition/permission only. Prerequisite: 216. L and P. {A} Credits: 2

Members of the department

Normally offered each academic year

DAN 318 Contemporary Dance VI

Audition required. Prerequisite: 317. L and P. {A} Credits: 2

Bronwen MacArthur

Normally offered each academic year

Ballet: Introductory through advanced study of the principles and vocabularies of classical ballet. Class is composed of three sections: Barre, Center and Allegro. Emphasis is placed on correct body alignment, development of whole body movement, musicality and embodiment of performance style. Pointe work is included in class and rehearsals at the instructor's discretion.

DAN 120 Ballet I

Limited enrollment. Offered both semesters each year at Smith and in the Five Colleges. {8} {A} Credits: 2

Sarah Elizabeth Lass

Normally offered both fall and spring semesters

DAN 121 Ballet II

For students who have taken Ballet I or the equivalent. Limited enrollment.

{8} {A} Credits: 2

Sarah Joy Mercer Seder

Normally offered both fall and spring semesters

DAN 222 Ballet III

Prerequisite: 121 or permission of the instructor. Limited enrollment.

{8} {A} Credits: 2

Kelly Amanda Silliman

Normally offered each academic year

DAN 223 Ballet IV

Limited enrollment. {A} Credits: 2

Onalie M. Arts

Normally offered each academic year

DAN 324 Ballet V

By audition/permission only. Limited enrollment. {8} {A} Credits: 2

Rodger Fleming Blum

Normally offered each academic year

DAN 325 Ballet VI

By audition/permission only. Limited enrollment. {A} Credits: 2

Rodger Fleming Blum

Normally offered each academic year

Jazz: Introductory through advanced jazz dance technique, including the study of body isolations, movement analysis, syncopation and specific jazz dance traditions. Emphasis is placed on enhancing musical and rhythmic phrasing, efficient alignment, performance clarity in complex movement combinations and the refinement of performance style.

DAN 130 Jazz I

Combined enrollment 130 limited to 30. {A} Credits: 2

Members of the department

Normally offered each academic year

DAN 131 Jazz II

For students who have taken Jazz I or the equivalent. Limited to 30.

{A} Credits: 2

Members of the department

Expected to be offered in the next 3 years

DAN 232 Jazz III

Further examination of jazz dance principles. Limited enrollment. {A} Credits: 2

Members of the department

Expected to be offered in the next 3 years

Cultural Dance Forms I and II: Cultural Dance Forms presents differing dance traditions from specific geographical regions or distinct movement forms based on the fusion of two or more cultural histories. The forms include social, concert, theatrical and ritual dance and are framed in the cultural context of the identified dance form. These courses vary in levels of technique—beginning and intermediate (I), and intermediate and advanced (II)—and focus accordingly on movement fundamentals, integration of song and movement, basic through complex rhythms, perfection of style and ensemble and solo performance when applicable.

DAN 142 West African Dance I

Combined enrollment 142/242. This course introduces African dance, music and song as a traditional mode of expression in various African countries.

It emphasizes appreciation and respect for African culture and its profound influence on American culture and art. Enrollment limited to 30.

{8} {A} Credits: 2

Marilyn M. Sylla

Normally offered both fall and spring semesters

DAN 149 Salsa Dance I

This course introduces the students to the New York mambo style of salsa (beginner-level). It also covers elements of the Cuban style of salsa, representative of an Afro-Caribbean dance aesthetic. Students master different variations of the salsa basic step, as well as turns, connecting steps and arm work. They learn how to dance in couples and also in larger groups known as *ruedas* (wheels). Toward the end of the semester, students are able to use their salsa vocabulary as basis for improvising and choreographing salsa combinations. We approach salsa as a social dance form expressive of Caribbean culture and Latino culture in the United States. Most of the work takes place in the studio but, in addition to learning the dance, students read selected articles and watch documentaries about the dance genre. Class discussions and brief writing assignments serve as an opportunity to reflect on salsa's history and culture. {8} {A} Credits: 2

Members of the department

Expected to be offered in the next 3 years

DAN 242 West African II

Combined enrollment 142/242. This course is an exploration of the various dance styles, forms and symbols attributed to the classical societies of Western Africa. The course focuses on those dances whose origins are (historically) found in the Old Mali Empire, (i.e., Mali, Senegal, the Gambia, Guinea) as well as Nigeria and Ghana. It specifically examines the dance styles of the Serer,

Lebou, Djiolla, Bambara, Wolof, Sauce, Malinke, Manding, Yoruba and Twi peoples of these regions. Enrollment limited to 12. {8} {A} Credits: 2

Marilyn M. Sylla

Normally offered both fall and spring semesters

DAN 291 Yoga for Dancers

Rather than working from a singular movement approach, emphasis in this course is placed on understanding the dynamic relationship of both dance and yoga from multiple perspectives. We explore how these two practices reflect, inform and enhance each other through their anatomical/energetic organization and alignment strategies, movement logic and sequencing, and embodied awareness in motion and stillness. Investigating a variety of yogic structuring principles that address the technical, restorative and performance-related issues of the dancer, we work to refine standing, sitting, reclining and arm-supported postures, and then incorporate this information into the creation and performance of dancing phrases. (E) {8} {A} Credits: 2

Whitney Rose Wilson

Normally offered each academic year

M.F.A. Graduate Courses

DAN 500 Graduate Seminar: Topics in Dance Theory

MFA students take this seminar four times as part of their coursework. Current topics include:

Topic: Dance, Video and the Camera

Credits: 3

Members of the department

Topic: Seminar in Music and Sound

Credits: 3

Members of the department

Topic: Contemporary Trends in Dance

Credits: 3

Members of the department

Topic: The Pedagogy of Dance Technique

Credits: 3

Members of the department

DAN 505 First-Year Performance

First-year MFA students enroll in this course to fulfill the graduate performance requirement. Enrollment in DAN 505 takes place in the same semester as the performance. The requirement is met by participating in the choreography of a Five College Dance Department faculty member (including guest artists) or an MFA thesis. Students must attend the respective auditions. {8} Credits: 2

Lester Tomé

Normally offered both fall and spring semesters

DAN 507 Production and Management

First-year MFA students enroll in this course to fulfill the graduate dance production requirement (usually stage managing a dance concert). Enrollment in DAN 507 takes place in the semester when the student completes the dance production assignment, as scheduled by the faculty. Credits: 2

Lester Tomé

Normally offered both fall and spring semesters

DAN 515 Creative Process and Choreography I

First-year MFA students enroll in this course to accrue independent study credit for their grad event choreography, but only in the semester when their grad event piece is not created within a choreography course (DAN 521 or DAN 553). (E) Credits: 3

Lester Tomé

Normally offered in alternate years

DAN 521 Choreography as a Creative Process

Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in choreography. Prerequisite: two semesters of choreography. Credits: 5

Angie Hauser

Normally offered in alternate years

DAN 540 History and Literature of Dance

Emphasis includes in-class discussion and study of dance history and dance research, current research methods in dance, the use of primary and secondary source material. Students complete a dance history research paper on a topic of their choice. Prerequisite: two semesters of dance history. Credits: 4

Members of the department

Normally offered in alternate years

DAN 553 Choreography by Design

This class examines and engages the choreographic process through a study of the interaction of expressive movement with concrete and abstract design ideas. Choreographic ideas developed in this class are based on the premise that design elements can be used as source materials for choreographic intent. In addition to studies and projects, weekly writings are assigned. Prerequisites: two semesters of choreography (or equivalent), familiarity with basic music theory, coursework in theatrical production (or equivalent). Credits: 5

Members of the department

Normally offered in alternate years

DAN 560 Scientific Principles in the Teaching of Dance

This course is designed to assist graduate students as they teach dance technique. The principles of anatomy, injury prevention and rehabilitation, and nutrition are examined in relation to fundamentals of dance pedagogy; expressive dance aesthetics are examined formally within a context of current body science. Through analysis of body alignment, safe and efficient movement patterns, and proper nutritional needs, students learn methods that increase efficiency, clarity, strength and coordination and that ultimately achieve desired aesthetic goals. Class work includes lectures, experiential application, and computer analyses to reinforce a rigorous understanding of the scientific principles and body mechanics that are observed within dance performance as well as in excellent teaching of dance. Prerequisite: DAN 241 or the equivalent. Credits: 4

Chris Aiken

Normally offered in alternate years

DAN 590 Second-Year Thesis: Process and Design

MFA students enroll in this course to obtain credit for the creative process of the thesis in the Fall semester of their second year in the program. Directions for the thesis are detailed in the MFA Handbook. Credits: 4

Members of the department

Normally offered each fall

DAN 591 Second-Year Thesis: Production and Analysis

Second-year MFA students enroll in this course in the Spring semester to obtain credit for the public presentation of the thesis choreography, the ensuing paper and the oral examination. Directions for the thesis are detailed in the MFA Handbook. (E) Credits: 4

Members of the department

Normally offered each spring

DAN 570 Second-Year Summer Research

MFA students enroll in this course to conduct independent research for the thesis in the summer between their first year and second year in the program. Summer research indications are detailed in the MFA Handbook. (E) Credits: 2

Lester Tomé

Offered every summer

East Asian Languages and Literatures

Professors

Maki Hirano Hubbard, Ph.D.

Associate Professors

Kimberly Kono, Ph.D.

Sujane Wu, Ph.D., *Chair* **2

Assistant Professor

Jessica D. Moyer, Ph.D.

Senior Lecturers

Yuri Kumagai, Ed.D. **2

Atsuko Takahashi, M.S. Ed. **1

Lecturers

Yalin Chen, M.A.

Suk Massey, C.A.G.S.

Joannah Peterson, Ph.D.

Lu Yu, M.A.

Ling Zhao, M.A.

Participating Faculty

Sabina Knight, Ph.D. (Professor,
Comparative Literature)

Teaching Associate

Shinji Kawamitsu, M.A.

Teaching Assistants

Yuko Takahashi

The Department of East Asian languages and literatures offers a major in East Asian languages and cultures with concentrations in China or Japan, and a minor in East Asian languages and literatures with concentrations in China, Japan or Korea. Students planning on studying abroad should consult the department concerning the list of courses to be credited toward the major or minor and must seek final approval for the courses upon their return.

The Major in East Asian Languages and Cultures

Prerequisites: The first year of Chinese (CHI 110 and 111) or Japanese (JPN 110 and 111) is a prerequisite for admission to the major. A language placement test is required prior to registration for students who have previously studied the language.

Advisers: Members of the department

Requirements: Students are expected to concentrate in China or Japan and take a total of 11 courses (46 credits), distributed as follows:

1. Second-year language courses (10 credits): JPN 220 and 221 or CHI 220 and 221 (2 courses).
2. Third-year language courses (8 credits): JPN 301 and 302 or CHI 301 and 302 (2 courses). In consultation with her adviser, a student whose proficiency places her beyond the third year must substitute advanced language or literature courses for this requirement.
3. At least three EAL-prefix courses (12 credits) in the literature or culture of the student's concentration, including a departmental seminar. Students concentrating on China are strongly encouraged to take both EAL 231 and 232, but they must take at least one of the two. Students focusing on Japan are strongly encouraged to take both EAL 241 and 242, but they must take at least one of the two.
4. At least one EAL-prefix course (4 credits) focusing principally on the literature of another East Asian country.
5. Three additional courses (12 credits), which may be chosen from other advanced language or literature courses in the department or, at the recommendation of the adviser, from related courses in other departments.

Of the 11 required courses, no more than five shall normally be taken in other institutions, such as through the Five Colleges, study abroad programs or summer programs. Students should consult their advisers prior to taking such courses. S/U grading options are not allowed for courses counting toward the major. Students with native fluency of a language are encouraged to take another East Asian language.

Advanced Language Courses

- CHI 310 Readings in Classical Chinese Prose and Poetry
- CHI 350 Advanced Readings in Chinese: Modern Literary Texts
- CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts
- JPN 350 Contemporary Texts
- JPN 351 Contemporary Texts II

Courses Taught in English

- 131 Writing and Power in China
- 231 The Culture of the Lyric in Traditional China
- 232 Modern Chinese Literature
- 233 Chinese Travel Writing
- 234 Self and Society in Chinese Fiction and Drama
- 235 Class, Gender, and Material Culture in Late Imperial China
- 237 Chinese Poetry and the Other Arts
- 238 Literature From Taiwan
- 239 Intimacy in Contemporary Chinese Women's Fiction
- 240 Japanese Language and Culture
- 241 Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks and Urban Rakes
- 242 Modern Japanese Literature
- 243 Japanese Poetry in Cultural Context
- 244 Japanese Women's Writing
- 245 Writing, Japan and Otherness
- 246 Modern Japanese Poetry
- 247 Gender and Sexuality in Japanese Literature, Film, Anime and Manga
- 249 Natural and Unnatural Disasters in Modern Japanese Literature and Film
- 250 Cinema in South Korea: Popular Imagination of Modern History
- 271 Crafting the Self in Japan
- 272 Colloquium: Literature, Art and Culture in Edo Japan
- 281 Colloquium: Revising the Past in Chinese Literature and Film
- 291 Writing Empire: Images of Colonial "Japan"
- 292 Topics in Japanese Popular Culture
- 360 Seminar: Topics in East Asian Languages and Literatures
- 400 Special Studies
- FYS 150 Writing and Power in China

Honors

Director: Sujane Wu

EAL 430D Honors Project

Credits: 4–8

Normally offered each fall

EAL 431 Honors Project

Credits: 8

Normally offered each fall

Please consult the director of honors for specific requirements and application procedures.

The Minor in East Asian Languages and Literatures

Advisers: Members of the department

Course requirements are designed so that a student concentrates on one of the East Asian languages but has the option of being exposed to the other courses in the department.

Prerequisites: The first year of Chinese (CHI 110 and 111), Japanese (JPN 110 and 111) or Korean (KOR 101 and 102) is a prerequisite for admission to the minor.

Requirements: A total of six courses in the following distribution, no more than three of which shall be taken in other institutions. Students should consult the department prior to taking courses in other institutions. The S/U grading option is allowed for only one course counting toward the minor.

1. Chinese II (CHI 220 and 221) (10 credits), Japanese II (JPN 220 and 221) (10 credits) or Korean II (KOR 201 and 202) (8 credits).
2. Four courses, at least two of which must be EAL-prefix courses, chosen from the following:

- | | |
|-----|--|
| 101 | Introduction to Language and Culture in East Asia |
| 131 | Writing and Power in China |
| 231 | The Culture of the Lyric in Traditional China |
| 232 | Modern Chinese Literature |
| 233 | Chinese Travel Writing |
| 234 | Self and Society in Chinese Fiction and Drama |
| 235 | Class, Gender, and Material Culture in Late Imperial China |
| 236 | Modernity: East and West |
| 237 | Chinese Poetry and the Other Arts |
| 238 | Literature From Taiwan |
| 239 | Contemporary Chinese Women's Fiction |
| 240 | Japanese Language and Culture |
| 241 | Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks and Urban Rakes |
| 242 | Modern Japanese Literature |
| 243 | Japanese Poetry in Cultural Context |
| 244 | Japanese Women's Writing |
| 245 | Writing, Japan and Otherness |
| 246 | Modern Japanese Poetry |
| 247 | Gender and Sexuality in Japanese Literature, Film, Anime and Manga |
| 249 | Natural and Unnatural Disasters in Modern Japanese Literature and Film |
| 250 | Cinema in South Korea: Popular Imagination of Modern History |
| 261 | Major Themes in Literature: East–West Perspectives |
| 271 | Crafting the Self in Japan |
| 272 | Colloquium: Literature, Art and Culture in Edo Japan |
| 281 | Colloquium: Revising the Past in Chinese Literature and Film |
| 291 | Writing Empire: Images of Colonial Japan |
| 292 | Topics in Japanese Popular Culture |

- | | |
|---------|---|
| 360 | Seminar: Topics in East Asian Languages and Literatures |
| 400 | Special Studies |
| FYS 150 | Writing and Power in China |
| CHI 301 | Chinese III |
| CHI 302 | Chinese III |
| CHI 310 | Readings in Classical Chinese Prose and Poetry |
| CHI 350 | Advanced Readings in Chinese: Modern Literary Texts |
| CHI 351 | Advanced Readings in Chinese: Modern and Contemporary Texts |
| JPN 301 | Japanese III |
| JPN 302 | Japanese III |
| JPN 350 | Contemporary Texts |
| JPN 351 | Contemporary Texts II |
| KOR 301 | Korean III |
| KOR 302 | Korean III |

Courses in English

FYS 150 Writing and Power in China

This course examines the many ways in which writing has been used to gain, maintain and overturn power throughout Chinese history, from the prognosticating power of oracle bone script to the activist potential of social media. We examine writing as a tactic of agency, a force for social change, and an instrument of state power; analyze the changing role of literature; and consider the physical forms of writing and the millennia-long history of contemporary issues like censorship and writing reform. Finally, students work to make their own writing as powerful as possible. No knowledge of Chinese required. Enrollment limited to 16 first-year students. **WI** Credits: 4

Jessica D. Moyer

Expected to be offered in the next 3 years

EAL 101 Introduction to Language and Culture in East Asia

Topics course.

Writing and Cultural Identity

An exploration of the connections among the Chinese, Japanese and Korean languages and their respective cultures. Topics may include writing and cultural identity; language, technology and popular culture; gender, language and the literary arts. The topic of this semester is the written script of these languages, including the aesthetics of writing (e.g., calligraphy), technology and communication, and the politics of written language forms. The course introduces the distinct characteristics of each of these languages, and traces interactions among their writing systems in history and today's world. We also discuss how the written language influences cultural and national identity. Credits: 4

Members of the department

Expected to be offered in the next 3 years

EAL 231 The Culture of the Lyric in Traditional China

China grounds its literary tradition in lyric poetry. One enduring definition of lyric, or *shi*, in the Chinese tradition is the natural, direct expression and reflection of one's inner spirit as a result of a unique encounter with the world. This course is an introduction to masterworks of the Chinese lyric tradition from its oral beginnings through the Qing dynasty. Through close, careful readings of folk songs, poems, prose, and excerpts from the novel *Dream of the Red Chamber*, students inquire into how the spiritual, philosophical and political concerns dominating the poets' milieu shaped the lyric language through the ages. All readings are in English translation; no knowledge of Chinese required. **{L}** Credits: 4

Sujane Wu

Normally offered each fall

EAL 232 Modern Chinese Literature

Same as CLT 232. Can literature inspire personal and social transformation? How have modern Chinese writers pursued freedom, fulfillment, memory and social justice? From short stories and novels to drama and film, we'll explore class, gender and the cultures of China, Taiwan, Tibet and the Chinese diaspora. Readings are in English translation and no background in China or Chinese is required. Open to students at all levels. {L} Credits: 4

Sabina Knight

Normally offered each spring

EAL 233 Chinese Travel Writing

Who travels in China and for what reasons? What does a traveler write about—the scenery of a particular location or the experience of a journey itself; the homesickness or the joy of traveling; the philosophical and spiritual insights or the political implications? Much of Chinese literature is composed from the perspective of one who is, or has been, on the road: whether as exile, pilgrim, soldier, pleasure traveler, or even shaman. Through close reading of selected poems, diary entries, essays, and fictional writings, and visual images selected from across the centuries, we explore how various writers define such notions as “place” and “home.” All readings are in English translation. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

EAL 234 Self and Society in Chinese Fiction and Drama

This survey of traditional Chinese fiction and drama from roughly 800–1900 reading classical tales of the strange, vernacular stories, novels, *zaju* and *chuanqi* drama alongside official narratives such as histories and biographies, as well as popular genres like ballads, *baojuan* (precious scrolls) and *tanci* (plucking songs). We consider the ways individuals, family, community and government appear in literature, along with the conflicting loyalties presented by romance, family and the state. All readings are in English translation; no previous knowledge of Chinese required. {L} Credits: 4

Jessica D. Moyer

Normally offered each spring

EAL 235 Class, Gender and Material Culture in Late Imperial China

This class examines the continuum between subject and object in Chinese fiction, drama, and poetry from the 16th through the 18th centuries, discussing how individuals participate as agents and objects of circulation; how objects structure identity and articulate relationships; the body as object; and the materiality of writing, illustration, and the stage. We analyze historical constructions of class and gender and reflect on how individuals constructed social identities vis-à-vis objects and consumption. All readings in English translation. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

EAL 237 Chinese Poetry and the Other Arts

Poetry, painting, calligraphy and other visual and plastic arts are ways of expressing oneself and forms of communication. In this course, we explore the relationships between words and images and the issues such as how poetry and other arts are inextricably linked; What makes a painting silent poem? and a poem a lyrical painting? and how do poetry and painting inspire one another? How do they respond to one another? All readings are in English translation. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

EAL 239 Intimacy in Contemporary Chinese Women's Fiction

Same as CLT 239. How do stories about love, romance and desire (including extramarital affairs, serial relationships and love between women) challenge our assumptions about identity? How do pursuits, successes and failures of intimacy lead to personal and social change? An exploration of major themes through close readings of contemporary fiction by women from China, Taiwan,

Tibet and Chinese diasporas. Readings are in English translation and no background in China or Chinese is required. {H} {L} Credits: 4

Sabina Knight

Normally offered each fall

EAL 240 Japanese Language and Culture

This course introduces the historical, social and ideological background of “standard Japanese” and the Japanese writing system. We look at basic structural characteristics of the language and interpersonal relations reflected in the language, such as politeness and gender. We also address fluidity and diversity of linguistic and cultural practices in contemporary Japan. This course is suitable for students with little knowledge about the language as well as those in Japanese language courses. All readings are in English translation. Enrollment limited to 30. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

EAL 241 Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks and Urban Rakes

A study of Japanese literature and its cultural roots from the eighth to the 19th century. The course focuses on enduring works of the Japanese literary tradition, along with the social and cultural conditions that gave birth to the literature. All readings are in English translation. {L} Credits: 4

Joannah Peterson

Normally offered each fall

EAL 242 Modern Japanese Literature

A survey of Japanese literature from the late 19th century to the present. Over the last century and a half, Japan has undergone tremendous change: rapid industrialization, imperial and colonial expansion, occupation following its defeat in the Pacific War, and emergence as a global economic power. The literature of modern Japan reflects the complex aesthetic, cultural and political effects of such changes. Through our discussions of these texts, we also address theoretical questions about such concepts as identity, gender, race, sexuality, nation, class, colonialism, modernism and translation. All readings are in English translation. {L} Credits: 4

Kimberly Kono

Normally offered each fall

EAL 244 Japanese Women's Writing

This course focuses on the writings of Japanese women from the 10th century until the present. We examine the foundations of Japan's literary tradition represented by such early works as Murasaki Shikibu's *Tale of Genji* and Sei Shonagon's *Pillow Book*. We then move to the late 19th century to consider the first modern examples of Japanese women's writing. How does the existence of a “feminine literary tradition” in pre-modern Japan influence the writing of women during the modern period? How do these texts reflect, resist and reconfigure conventional representations of gender? We explore the possibilities and limits of the articulation of feminine and feminist subjectivities, as well as investigate the production of such categories as “race,” class and sexuality in relation to gender and to each other. Taught in English, with no knowledge of Japanese required. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

EAL 245 Writing, Japan and Otherness

An exploration of representations of “otherness” in Japanese literature and film from the mid-19th century until the present. How was (and is) Japan's identity as a modern nation configured through representations of other nations and cultures? How are categories of race, gender, nationality, class and sexuality used in the construction of difference? This course pays special attention to the role of “otherness” in the development of national and individual identities. In conjunction with these investigations, we also address the varied ways in which

Japan is represented as “other” by writers from China, England, France, Korea and the United States. How do these images of and by Japan converse with each other? All readings are in English translation. Credits: 4

Kimberly Kono

Normally offered each spring

EAL 250 Cinema in South Korea: Popular Imagination of Modern History

This course introduces the main issues, aesthetic characteristics, and representative film directors of South Korea cinema. From its first productions during the colonial period to contemporary mainstream hits, South Korean cinema has been a contested sphere of the popular imagination regarding gender issues, modern Korean history, and political change. Through an exploration of major films, students interrogate key problematic subjects in South Korea such as gender politics, the discourse of modernity, the representation of film and political trauma, and the practices of film culture and the film industry. {H} {L} Credits: 4

Hyun Hee Park

Normally offered each fall

EAL 271 Crafting the Self in Japan

This course considers the dynamics, aims and expectations in the act of self-writing. We explore the tradition of writing the self in Japanese literature. Starting with an examination of the poetic diaries of Heian courtiers and moving to work from the medieval period, we then explore the influence of these traditions upon Japanese writing throughout the 20th century and the emergence of the I-novel. What are the motivations behind recording one's life experience? What are the conventions of self-writing? What is the role of memory and notions of the “truth” in self-writing? Credits: 4

Members of the department

Expected to be offered in the next 3 years

EAL 281 Colloquium: Revising the Past in Chinese Literature and Film

This colloquium explores how China and Taiwan recollects, reflects and reinterprets its past, and how Chinese history and its literary and cultural traditions are represented in a new light on the world stage through film and literature. We also examine closely how tradition and the past are integrated and transformed into modern Chinese society and life. Topics include literary texts and films about Confucius and the First Emperor of China; the Chinese concept of hero; the representation of Mulan; heroine Qiu Jin; and most recent Taiwan films. All readings are in English Translation. Enrollment limited to 20.

{L} Credits: 4

Sujane Wu

Normally offered each spring

EAL 291 Writing Empire: Images of Colonial Japan

This course explores the development of Japanese and colonial identities in literature produced in and about Japan's colonies during the first half of the 20th century. We read literary works written during and about the Japanese empire by Chinese, Japanese, Korean, Okinawan and Taiwanese writers. By bringing together different voices from inside and outside of Japan's empire, students gain a deeper understanding of the complexities of colonial hegemony and identity. Taught in English: no knowledge of Chinese, Japanese or Korean required. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

EAL 292 Topics in Japanese Popular Culture

This course examines different examples of Japanese popular culture such as anime, manga, film, popular music, television dramas, and popular fiction. Through readings, viewings, critical analysis and discussion, students analyze the texts within their specific cultural and historical contexts and gain a deeper understanding of Japanese society and culture. Students learn different theoretical frameworks for analyzing a variety of popular culture media.

Students also develop a critical awareness of the influence of popular culture on national, regional and global levels. Enrollment limit 20.

The Shōjo (Girl) in Japanese Popular Culture

This course examines representations of the figure of the Shōjo (girl) in Japanese popular culture from the mid-1900s to the present. Assigned texts will include zuihitsu

Members of the department

Normally offered each fall

Apocalyptic Narratives in Japanese Popular Culture

This course will examine apocalyptic narratives in Japanese popular culture from the medieval period to the present. Assigned texts will include zuihitsu (essays), fiction, anime, manga, and film. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

EAL 360 Seminar: Topics in East Asian Languages and Literatures

Topics course

Section 01: Honglou Meng: The Dream of the Red Chamber

This seminar is to explore the cultures of traditional China through a 120-chapter novel known variously as *The Dream of the Red Chamber* (*Honglou meng* in Chinese). In modern times, the novel has also been frequently transformed into TV drama series, movies, plays, operas, and dance performances. In this seminar, we will study in depth the novel's representations of both popular and high culture, from traditional society, arts, and poetry to garden, clothing, food, and other everyday customs. We will examine the diverse themes and issues displayed in the novel, such as fate and human will, the interplay of illusion (dream) and reality, love and enlightenment. Prerequisite: permission of the instructor. {L} Credits: 4

Members of the department

Normally offered each spring

Section 02: The Tale of Genji and The Genji Scrolls

This course focuses on the most revered work in the classical Japanese canon, *The Tale of Genji* (ca. 1010), written by Murasaki Shikibu, a lady-in-waiting who served at the imperial court. Its importance in world literature is due in part to its sophisticated prose and rich psychological portraits, for which it has been lauded as “the world's first novel.” In addition to close reading of the tale in translation, we examine such topics as narrative perspective, gendered authorship and readership, sources of intertextuality, the poetics of voyeurism, and representations of gender from diverse critical perspectives. Attention is also given to the text's special relationship to visual culture, focusing on readers' reception and visual representation of the tale in the 12th-century *Genji Scrolls*. All readings are in English translation. {L} Credits: 4

Members of the department

Normally offered each spring

EAL 400 Special Studies

For students engaged in independent projects or research in connection with Japanese, Chinese or Korean language and literature.

Credits: 2–4

Members of the department

Normally offered each academic year

EAL 431 Honors Project

Credits: 8

Members of the department

Normally offered each fall

EAL 430D Honors Project

Credits: 4–8

Members of the department

Normally offered each fall

East Asian Language Courses

A language placement test is required prior to registration for students who have previously studied the language. With the instructor's permission, advanced language courses (CHI 350, CHI 351, JPN 350, JPN 351) may be repeated when the content changes.

A grade of C or higher in the preceding level is required to enter a second-level East Asian language course.

Chinese Language

CHI 110 Chinese I (Intensive)

An intensive introduction to spoken Mandarin and modern written Chinese, presenting basic elements of grammar, sentence structures and active mastery of the most commonly used Chinese characters. Emphasis on development of oral/aural proficiency, pronunciation, and the acquisition of skills in reading and writing Chinese characters. Credits: 5

Yalin Chen, Jessica D. Moyer

Normally offered each fall

CHI 111 Chinese I (Intensive)

A continuation of 110. Prerequisite: CHI 110 or permission of the instructor. {F} Credits: 5

Yalin Chen, Lu Yu

Normally offered each spring

CHI 220 Chinese II (Intensive)

Continued emphasis on the development of oral proficiency and functional literacy in modern Mandarin. Conversation and narrative practice, reading exercises, short composition assignments, and work with audio-visual materials. Prerequisite: 111 or permission of the instructor. {F} Credits: 5

Ling Zhao

Normally offered each fall

CHI 221 Chinese II (Intensive)

A continuation of 220. Prerequisite: CHI 220 or permission of the instructor. {F} Credits: 5

Ling Zhao

Normally offered each spring

CHI 301 Chinese III

Building on the skills and vocabulary acquired in Chinese II, students learn to read simple essays on topics of common interest and develop the ability to understand, summarize and discuss social issues in contemporary China. Readings are supplemented by audio-visual materials. Prerequisite: CHI 221 or permission of the instructor. {F} Credits: 4

Lu Yu

Normally offered each fall

CHI 302 Chinese III

Introduction to the use of authentic written and visual documents commonly encountered in China today, with an emphasis on television news broadcasts and newspaper articles. Exercises in composition as well as oral presentations complement daily practice in reading and listening comprehension. Prerequisite: 301 or permission of the instructor. {F} Credits: 4

Lu Yu

Normally offered each spring

CHI 310 Reading in Classical Chinese Prose and Poetry

This course introduces students to Classical Chinese or *wenyan*, the language of China's ancient and medieval literature and of the foundational texts of Confucianism, Daoism and Chan (Zen) Buddhism. Classical Chinese served as a lingua franca throughout the pre-modern Asian world, so that the study

of *wenyan* enhances understanding of the Japanese and Korean classics. It also improves students' capacity to read modern Chinese literature, newspaper articles and academic writing. In this course, students encounter some of China's most beautiful and influential texts, including the *Analects* and Mencius, the *Daodejing*, Tang poems and the *Gateless Gate*. Prerequisites: CHI 220, JPN 301, KOR 301 or permission of the instructor. {F} Credits: 4

Members of the department

Expected to be offered in the next 3 years

CHI 350 Advanced Readings in Chinese: Modern Literary Texts

Development of advanced proficiency in four skills through the study and discussion of selected modern Chinese literary and cinematic texts. Students explore literary expression in original works of fiction, including short stories, essays, novellas and excerpts of novels as well as screenplays. Prerequisite: CHI 302 or permission of the instructor. With the instructor's permission, advanced language courses may be repeated when the content changes. {F} Credits: 4

Ling Zhao

Normally offered each fall

CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts

Topics course.

This course mainly focuses on readings of cultural, political and social import. Through the in-depth study and discussion of modern and contemporary texts and essays drawn from a variety of sources, students develop advanced reading, writing and discussion skills in Chinese and increase their understanding of modern and contemporary China. Prerequisite: 302 or permission of the instructor. With the instructor's permission, advanced language courses may be repeated when the content changes. {F} Credits: 4

Ling Zhao

Normally offered each spring

Japanese Language

JPN 110 Japanese I (Intensive)

An introduction to spoken and written Japanese. Emphasis on the development of basic oral proficiency, along with reading and writing skills. Students acquire knowledge of basic grammatical patterns, strategies in daily communication, hiragana, katakana and about 90 Kanji. Designed for students with no background in Japanese. Credits: 5

Shinji Kawamitsu, Atsuko Takahashi

Normally offered each fall

JPN 111 Japanese I (Intensive)

A continuation of 110. Development of utilization of grammar and fluency in conversational communication. About 150 more kanji are introduced for reading and writing. Prerequisite: JPN 110 or permission of the instructor. {F} Credits: 5

Shinji Kawamitsu, Yuko Takahashi

Normally offered each spring

JPN 220 Japanese II (Intensive)

Course focuses on further development of oral proficiency, along with reading and writing skills. Students attain intermediate proficiency while deepening their understanding of the social and cultural context of the language. Prerequisite: 111 or permission of the instructor. {F} Credits: 5

Yuri Kumagai

Normally offered each fall

JPN 221 Japanese II (Intensive)

A continuation of 220. Prerequisite: JPN 220 or permission of the instructor. {F} Credits: 5

Yuri Kumagai

Normally offered each spring

JPN 301 Japanese III

Development of high intermediate proficiency in speech and reading through study of varied prose pieces and audio-visual materials. Prerequisite: 221 or permission of the instructor. {F} Credits: 4

Yuri Kumagai

Normally offered each fall

JPN 302 Japanese III

A continuation of 301. Prerequisite: 301 or permission of the instructor. {F} Credits: 4

Yuri Kumagai

Normally offered each spring

JPN 350 Contemporary Texts I

This course focuses on contemporary texts from different genres including newspaper and magazine articles, fiction, and short essays, from print and electronic media. This course further develops advanced reading, writing and discussion skills in Japanese and enhances students' understanding of various aspects of contemporary Japanese society. Students work on group and individual projects such as translation of a text from Japanese to English. Prerequisite: JPN 302 or permission of the instructor. With the instructor's permission, advanced language courses may be repeated when the content changes. {F} Credits: 4

Atsuko Takahashi

Normally offered each fall

JPN 351 Contemporary Texts II

Continued study of selected contemporary texts including fiction and short essays from print and electronic media. This course further develops advanced reading, writing and discussion skills in Japanese and enhances students' understanding of various aspects of contemporary Japanese society. Prerequisite: JPN 302 or permission of the instructor. With the instructor's permission, advanced language courses may be repeated when the content changes. {F} Credits: 4

Kimberly Kono

Normally offered each spring

Korean Language**KOR 101 Korean I**

Beginning Korean I is the first half of a two-semester introductory course in spoken and written Korean for students who do not have any previous knowledge of Korean. This course improves students' communicative competence in daily life, focusing on the four language skills: speaking, listening, reading and writing. Some of the activities include oral dialogue journals (ODJ), expanding knowledge of vocabulary, conversation in authentic contexts, in-depth study of grammar, listening comprehension, pronunciation practice, mini-presentations, Korean film reviews and Korean film making. Credits: 4

Suk Massey

Normally offered each fall

KOR 102 Korean I

Beginning Korean II is the second half of a two-semester introductory course in spoken and written Korean for students who have some previous knowledge of Korean. This course improves students' communicative competence in daily life, focusing on the four language skills: speaking, listening, reading and writing. Some of the activities include vocabulary-building exercises, conversation in authentic contexts, in-depth study of grammar, listening comprehension and pronunciation practice, mini-presentations, Korean film reviews and Korean film making. Prerequisite: KOR 101 or permission of the instructor. {F} Credits: 4

Suk Massey

Normally offered each spring

KOR 201 Korean II

Intermediate Korean I is the first half of a two-semester intermediate course in spoken and written Korean for students who already have a basic knowledge of Korean. This course reinforces and increases students' facility with Korean in the four language areas: speaking, listening, reading and writing. Students are encouraged to expand their knowledge and take confidence-inspiring risks through such activities as expanding knowledge of vocabulary, role play in authentic contexts, in-depth study of grammar, students mini-presentations, various types of writing, Korean film reviews, skits and Korean film making. Prerequisite: KOR 102 or permission of the instructor.

{F} Credits: 4

Members of the department

Normally offered each fall

KOR 202 Korean II

Intermediate Korean II is the second part of a one-year intensive course for students who have already completed the intermediate-level Korean course, Intermediate Korean I, or who have the equivalent language competence in Korean. Designed for students seeking to become bilingual (or multilingual), this course provides numerous and varied opportunities to develop and practice speaking, listening, reading and writing skills. Activities include expanding vocabulary, conversing in authentic contexts (conversation cafe), studying grammar intensively, reading stories and news articles, reviewing Korean films and Korean film making. Prerequisite: KOR 201 or permission of the instructor.

{F} Credits: 4

Hyun Hee Park

Normally offered each spring

KOR 301 Korean III

This course helps students become proficient in reading, writing and speaking at an advanced level of Korean. This course is particularly appropriate for Korean heritage language learners, that is, those who have some listening and speaking proficiency but lack solid reading and writing skills in Korean. In addition, this course would fortify and greatly expand the skills of those who have studied Korean through the intermediate level or who have equivalent language competence in Korean. Class activities include (1) reading of Korean literature and current news sources; (2) writing assignments such as Korean-film responses, journal entries and letters; (3) expanding vocabulary knowledge; (4) practicing translation skills; (5) understanding Korean idioms; (6) learning basic Chinese characters. Prerequisite: KOR 202 or permission of the instructor.

{F} Credits: 4

Members of the department

Normally offered each fall

KOR 302 Korean III

Advanced Korean 302 is the second part of a one-year intensive course for students who have already completed the advanced-level Korean course, Korean 301, or who have the equivalent language competence in Korean. Designed for students seeking to become bilingual (or multilingual), this course provides numerous and varied opportunities to develop and practice speaking, listening, reading and writing skills. Activities include expanding vocabulary, learning basic Chinese characters, conversing in authentic contexts, studying grammar intensively, reading stories and news articles, reviewing Korean soap operas and debating contemporary social issues.

{F} Credits: 4

Members of the department

Normally offered each spring

Cross-Listed Courses

CLT 260 Health and Illness: Literary Explorations

How do languages, social norms and economic contexts shape experiences of health and illness? How do conceptions of selfhood, sexuality, belonging and spirituality inform ideas about well-being, disease, intervention and healing? This cross-cultural literary inquiry into bodily and emotional experiences also explore Western biomedical and traditional Chinese diagnosis and treatment practices. From despair and chronic pain to cancer, aging and death, how do sufferers and their caregivers adapt in the face of infirmity or trauma? Our study also considers how stories and other genres can help develop resilience, compassion and hope. Enrollment limited to 19. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

East Asian Studies

East Asian Studies Advisory Committee

Marnie S. Anderson, Ph.D., Associate Professor of History, *Director* **2

Ernest Benz, Ph.D., Associate Professor of History †1

Suzanne K. Gottschang, Ph.D., Associate Professor of Anthropology and of East Asian Studies

Kimberly Kono, Ph.D., Associate Professor of East Asian Languages and Literatures

Jessica D. Moyer, Ph.D., Assistant Professor of East Asian Languages and Literatures

Sujane Wu, Ph.D., Associate Professor of East Asian Languages and Literatures **2

Dennis Yasutomo, Ph.D., Esther Cloudman Dunn Professor of Government †1

Participating Faculty

Daniel K. Gardner, Ph.D., D.W. Morrow Professor of History †1

Jamie Hubbard, Ph.D., Professor of Religion, Yehan Numata Professor of Buddhist Studies, and Jill Ker Conway Chair in Religion and East Asian Studies

Maki Hirano Hubbard, Ph.D., Professor of East Asian Languages and Literatures

Sabina Knight, Ph.D., Professor of Comparative Literature

Margaret Sarkissian, Ph.D., Professor of Music

The Major

Advisers: Marnie Anderson, Ernest Benz, Kimberly Kono, Suzanne Gottschang, Jessica Moyer, Sujane Wu, Dennis Yasutomo

The major in East Asian studies reflects the emergence of East Asia politically, economically, and culturally onto the world scene, especially during the last century, and anticipates the continued importance of the region in the future. It also offers students an opportunity to develop a coherent and comprehensive understanding of the great civilizations of the Asia Pacific region.

The program in East Asian studies is an interdisciplinary major that combines language study with courses in anthropology, history, religion, art and government. Majors graduate from the program with a firm grasp on the culture and history of the region, as well as a command of at least one language. Thus, the program prepares students for post-graduate endeavors ranging from graduate school to careers in the public and private sectors dealing with East Asia.

Requirements for the Major

I. Basis Courses

An East Asian language: The second year of an East Asian language, which can be fulfilled by CHI 220 and 221, JPN 220 and 221, or KOR 201 and 202, or any higher-level courses. Extensive language study is encouraged, but only two courses at the second-year level or higher will count toward the major. Normally, language courses will be taken at Smith or within the Five Colleges. Students with native or near-native fluency in an East Asian language must take a second East Asian language. Native and near-native fluency is defined as competence in the language above the fourth-year level.

II. Survey Courses

- One survey course on the premodern civilization of an East Asian country: HST 211, HST 212, HST 220, HST 221, HST 222, or HST 223
- EAS 100 Modern East Asia (normally by the second year).

III. Electives

- Six elective courses, which shall normally be determined in consultation with the adviser from the list of approved courses. Four of the elective courses shall constitute an area of concentration, which can be an emphasis on the civilization of one country (China, Japan or Korea) or a thematic concentration (comparative modernization, religious traditions, women and gender, political economy, thought and art). Other concentrations may be formulated in consultation with an adviser.
- Electives must include courses in both the humanities and the social sciences.
- Electives must include courses on more than one East Asian country.
- One of the elective courses must be a Smith seminar on East Asia.
- One elective may be a non-seminar course, approved by the adviser, offering a broader comparative framework for East Asian Studies.
- At least half of the course credits toward the major must be taken at Smith.
- No more than two 100-level courses shall count as electives.
- No course taken for a satisfactory/unsatisfactory grade counts toward the major.
- Students with double majors may count a maximum of three courses toward both majors.

Please consult the director of honors, Suzanne Gottschang, or the departmental website for specific requirements and application procedures.

- Study abroad programs are encouraged at college-approved institutions in East Asia. EAS recommends the Associated Kyoto Program for Japan, ACC for China, and Ewha Womans University for Korea, among others (please consult EAS website for most current list of EAS recommended programs). Courses taken at study abroad programs, as well as courses taken away from Smith at other institutions, may count toward the major under the following conditions: The courses are reviewed and approved by the East Asian Studies Advisory Committee upon completion.
- The courses must not total more than half of the credits counted toward the major.

Study Abroad Adviser: Suzanne Gottschang

The Minor

The interdepartmental minor in East Asian studies is a program of study designed to provide a coherent understanding of and basic competence in the civilizations and societies of China, Japan and Korea. It may be undertaken to broaden the scope of any major; to acquire, for comparative purposes, an Asian perspective within any of the humanistic and social-scientific disciplines; or as the basis of future graduate work or careers related to East Asia.

Requirements: The minor consists of a total of six courses, no more than three of which shall be taken at other institutions. Courses taken away from Smith require the approval of the East Asian Studies Advisory Committee.

1. EAS 100 Modern East Asia (normally by the second year)
2. Five elective courses, which shall be determined in consultation with the adviser.
 - One year of an East Asian language is strongly encouraged and may constitute two elective courses. (One semester of a language may not be counted as an elective.)

- No course taken for a satisfactory/unsatisfactory grade counts toward the minor.

Advisers: Marnie Anderson, Ernest Benz, Kimberly Kono, Suzanne Gottschang, Jessica Moyer, Sujane Wu, Dennis Yasutomo.

Courses

EAS 100 Modern East Asia

This introductory course looks comparatively at the histories of China, Japan and Korea from the late 18th century to the present. It examines the struggles of these countries to preserve or regain their independence and establish national identities in a rapidly emerging and often violent modern world order. Although each of these countries has its own distinctive identity, their overlapping histories (and dilemmas) give the region a coherent identity. We also look at how individuals respond to and are shaped by larger historical movements.

{H} Credits: 4

Marnie S. Anderson

Normally offered each fall

EAS 210 Colloquium: Culture and Diplomacy in Asia

The course explores the influence of Asian cultures on the diplomacy and negotiating styles of East and Southeast Asian countries. Specific countries include Japan, China, North Korea and the Association of Southeast Asian Nations. Case studies are based on current and on-going regional and global issues. Enrollment limited to 20. {S} Credits: 4

Dennis Yasutomo

Normally offered each spring

EAS 223 In Sickness and in Health: Biopolitics, Public Health, and Medicine in East Asia

Same as ANT 223. What happens when states focus on their citizen's potential productivity and discipline to serve the interests of the nation? Biopolitics or the regulation and optimization of populations relies on biomedicine, science, statistics, laws, and policies to ensure the health and future of the nation. Using an anthropological lens the course examines how trajectories of East Asian history, politics, and science intersect with health in our globally connected futures. From SARS, AIDS, and Avian Flu, the dynamics of public health and medicine in East Asia offer an opportunity to develop insights into the relations between states, populations, and citizens. {S} Credits: 4

Suzanne K. Gottschang

Expected to be offered in the next 3 years

EAS 228 Government and Politics of Japan

Same as GOV 228. An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups, and electoral and factional politics. {S} Credits: 4

Dennis Yasutomo

Normally offered each fall

EAS 375 Seminar: Dimensions in East Asia-United States Relations

Twenty-first century East Asia is in flux with Japan's international normalization, South Korea's rocky democratization, North Korea's nuclear assertiveness, and China's steady rise. Now comes the Donald Trump administration, with questions about a "clash of civilizations" reflected in weakened alliances, a nuclear Japan and South Korea, a North Korean rapprochement or conflict, a trade war or even a real war in China. So how can we best contextualize and conceptualize current developments in East Asia from non-U.S.-centric Asian perspectives using interdisciplinary historical,

socio-cultural, economic, political and security frameworks? Permission of the instructor required. {S} Credits: 4

Dennis Yasutomo

Normally offered each spring

EAS 404 Special Studies

Credits: 4

Members of the department

Normally offered each academic year

EAS 408D Special Studies

This is a full-year course.

Credits: 8

Members of the department

Normally offered each academic year

EAS 430D Honors Project

Special requirements.

Credits: 8

Members of the department

Normally offered each academic year

Approved Cross-Listed Courses in the Humanities

ARH 200 China in Expansion

Yanlong Guo

Normally offered in alternate years

ARH 280 Art Historical Studies

Playing with Ink and Brush (900 CE to Present): A Material, Cultural and Political History of East Asian Art

Members of the department

Expected to be offered in the next 3 years

Manga in A Thousand Years: Critical Approaches to Manga and Anime

Members of the department

Normally offered in alternate years

CLT 232 Modern Chinese Literature

Sabina Knight

Normally offered each spring

CLT 239 Intimacy in Contemporary Chinese Women's Fiction

Sabina Knight

Normally offered each fall

EAL 231 The Culture of the Lyric in Traditional China

Sujane Wu

Normally offered each fall

EAL 232 Modern Chinese Literature

Sabina Knight

Normally offered each spring

EAL 234 Self and Society in Chinese Fiction and Drama

Jessica D. Moyer

Normally offered each spring

EAL 235 Class, Gender and Material Culture in Late Imperial China

Members of the department

Expected to be offered in the next 3 years

EAL 237 Chinese Poetry and the Other Arts*Members of the department*

Expected to be offered in the next 3 years

EAL 239 Intimacy in Contemporary Chinese Women's Fiction*Sabina Knight*

Normally offered each fall

EAL 240 Japanese Language and Culture*Members of the department*

Expected to be offered in the next 3 years

EAL 241 Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks and Urban Rakes*Joannah Peterson*

Normally offered each fall

EAL 242 Modern Japanese Literature*Kimberly Kono*

Normally offered each fall

EAL 250 Cinema in South Korea: Popular Imagination of Modern History*Hyun Hee Park*

Normally offered each fall

EAL 272 Colloquium: Literature, Art and Culture in Edo Japan*Members of the department*

Normally offered each spring

EAL 292 Topics in Japanese Popular Culture*Apocalyptic Narratives in Japanese Popular Culture**Members of the department*

Expected to be offered in the next 3 years

*The Sh jo (Girl) in Japanese Popular Culture**Members of the department*

Normally offered each fall

EAL 360 Seminar: Topics in East Asian Languages and Literatures*Section 02: The Tale of Genji and The Genji Scrolls**Members of the department*

Normally offered each spring

*Section 01: Honglou Meng: The Dream of the Red Chamber**Members of the department*

Normally offered each spring

*Revising the Past in Chinese Literature and Film**Members of the department*

Expected to be offered in the next 3 years

FYS 150 Writing and Power in China*Jessica D. Moyer*

Expected to be offered in the next 3 years

FYS 183 Geisha, Wise Mothers, and Working Women*Marnie S. Anderson*

Expected to be offered in the next 3 years

MUS 220 Topics in World Music*The Music of Japan**Members of the department*

Normally offered in alternate years

REL 161 Introduction to Buddhist Thought*Jamie Hubbard*

Normally offered each academic year

REL 360 Seminar: Problems in Buddhist Thought*Enlightenment**Members of the department*

Expected to be offered in the next 3 years

Approved Cross-Listed Courses in the Social Sciences

ANT 252 The City and the Countryside in China*Suzanne K. Gottschang*

Normally offered in alternate years

ANT 253 Introduction to East Asian Societies and Cultures*Members of the department*

Expected to be offered in the next 3 years

ANT 342 Seminar: Topics in Anthropology*Traditional Chinese Medicine: Transformations and Transitions in China, Japan and the U.S.**Members of the department*

Normally offered in alternate years

ECO 219 The Chinese Economy*Yuanyuan Liu*

Normally offered each academic year

GOV 228 Government and Politics of Japan*Dennis Yasutomo*

Normally offered each fall

GOV 230 Chinese Politics*Members of the department*

Expected to be offered in the next 3 years

GOV 235 Government and Politics in East Asia*Members of the department*

Expected to be offered in the next 3 years

GOV 251 Foreign Policy of Japan*Dennis Yasutomo*

Normally offered each spring

GOV 327 East Asian Politics Seminar*Members of the department*

Expected to be offered in the next 3 years

GOV 348 Seminar in International Politics*Conflict and Cooperation in Asia**Members of the department*

Normally offered each fall

HST 211 (L) The Emergence of China*Members of the department*

Normally offered each fall

HST 212 (L) China in Transformation, A.D. 750–1900*Members of the department*

Normally offered each spring

HST 213 History of Modern China*Members of the department*

Normally offered each academic year

HST 214 (C) Aspects of Chinese History*Learning to be Chinese: Education and Popular Culture in Chinese History**Members of the department*

Expected to be offered in the next 3 years

*The World of Thought in China**Members of the department*

Normally offered each academic year

HST 217 (L) World War Two in East Asia: History and Memory*Members of the department*

Normally offered in alternate years

HST 220 (C) Japan to 1600*Members of the department*

Expected to be offered in the next 3 years

HST 221 (L) Samurai to Sony: The Rise of Modern Japan*Members of the department*

Expected to be offered in the next 3 years

HST 222 (C) Aspects of Japanese History*The Place of Protest in Early Modern and Modern Japan**Members of the department*

Expected to be offered in the next 3 years

HST 313 Seminar: Problems in East Asian History*Writing Gender Histories of East Asia**Members of the department*

Normally offered in alternate years

Economics

Professors

Randall K. Bartlett, Ph.D. ^{**1, *2}
 Deborah Haas-Wilson, Ph.D.
 Roger T. Kaufman, Ph.D.
 Mahnaz Mahdavi, Ph.D. ^{**2}
 James Daniel Miller, Ph.D., J.D. ^{*1}
 Roisin Ellen O'Sullivan, Ph.D.
 Charles P. Staelin, Ph.D.
 Elizabeth Savoca, Ph.D. ^{**1}
 Andrew S. Zimbalist, Ph.D., *Chair*

Assistant Professors

Simon Halliday, Ph.D.
 Maggie Liu, Ph.D.
 Susan Stratton Sayre, Ph.D.
 Vis Taraz, Ph.D.
 Mariyana Zapryanova, Ph.D.

Lecturers

Arthur Schiller Casimir, Ph.D.
 Lenore Palladino, Ph.D.

The Major

Advisers: Randall Bartlett, Deborah Haas-Wilson, Simon Halliday, Roger Kaufman, Maggie Liu, Mahnaz Mahdavi, James Miller, Roisin O'Sullivan, Elizabeth Savoca, Susan Stratton Sayre, Charles Staelin, Vis Taraz, Mariyana Zapryanova, and Andrew Zimbalist

Adviser for Study Abroad: Mahnaz Mahdavi

Basis for the major: 150 and 153.

Requirements: The five courses in the core—150 and 153 or their equivalent, 220, 250 and 253—plus five other courses in economics. Of these latter five, one must be a 300-level course (or honors thesis) taken at Smith (or with prior permission at one of the other colleges in the Five College system) that includes an economics research paper and an oral presentation. 220 may be replaced in the core with either MTH 220 or MTH 291. In the case of MTH 220, the students will be required to take six rather than five economics courses beyond the core. Students who have already taken any of GOV 190, SOC 201, SDS/MTH 201, PSY 201 or MTH 220 may not receive college or major credit for 220. MTH 111 or its equivalent is a prerequisite for 250 and 253.

Students who pass the department's placement examination in microeconomics or macroeconomics, or who pass the AP examination in microeconomics or macroeconomics with a score of 4 or 5, or who have the appropriate grades in A-level or IB courses in economics, may count this as the equivalent of 150, 153 or both. Course credit toward the major will be granted as long as the overall number of economics credits recorded on the transcript is at least 36. Students with AP, A-level or IB credit are urged to take the placement exams to ensure correct placement.

With prior permission of the instructor, economics credit will be given for public policy and for environmental science and policy courses, when taught by a member of the economics department. Economics credit will not be given for ACC 223.

The S/U grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of 150 and 153.

Majors may spend their junior year abroad if they meet the college's requirements. Only 4 semester course credits (and no more than 2 in any one semester) taken by a Smith student outside the five colleges may be counted toward the courses required for the major. This includes courses taken during study abroad or study away, and courses taken in summer school or during a leave of absence from the college. Any course taken for economics credit outside the Five Colleges should normally have prior approval by the major adviser or the department's adviser for study abroad. Economics courses and appropriate

statistics courses taken by transfer students before their matriculation to Smith and approved by the department and the college will be counted toward the major as if they had been taken at Smith.

Majors may also participate in the Jean Picker Semester-in-Washington Program, administered by the Department of Government and described under the government major.

The Minor

Advisers: Same as for the major.

Requirements: Six courses in economics, consisting of 150, 153, 220, and three other courses in economics or 150, 153, a statistics course taken outside of the department, and four other courses in economics. Crediting procedures are the same as for the major.

Honors

Director: Susan Sayre.

Please consult the director of honors and the departmental website at www.smith.edu/economics/honors.php for specific requirements and application procedures.

A. General Courses

ECO 125 Game Theory

An examination of how rational people cooperate and compete. Game theory explores situations in which everyone's actions affect everyone else, and everyone knows this and takes it into account when determining their own actions. Business, military and dating strategies are examined. No economics prerequisite. Prerequisite: at least one semester of high school or college calculus. {S} Credits: 4

James Daniel Miller

Normally offered each spring

ECO 127 The Magic of the Marketplace

An introduction to capitalism. Markets have made the average American richer than any medieval king. Take this course to find out why. Other topics covered include innovation, discrimination, prostitution, environmental economics, international trade, affirmative action, business competition, price gouging, illegal drugs, Internet piracy, baby auctions, inequality and IQ, the stock market, the minimum wage, an economic love story, the economics of government, and why Africa is poor. This course is less mathematical than Economics 150. Open only to junior and senior non-economics majors or minors. A student may not receive credit for both ECO 127 and ECO 150 (or its equivalent), nor for both ECO 127 and ECO 123. (E) {S} Credits: 4

Members of the department

Normally offered in alternate years

ECO 150 Introductory Microeconomics

How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what is produced and decide who gets the goods? We consider important economic issues including

preserving the environment, free trade, taxation, (de)regulation and poverty. {QS} {S} Credits: 4

Deborah Haas-Wilson, Roger T. Kaufman, Yuanyuan Liu, Charles P. Staelin, Mariyana Zapryanova

Normally offered both fall and spring semesters

ECO 153 Introductory Macroeconomics

An examination of current macroeconomic policy issues, including the short and long-run effects of budget deficits, the determinants of economic growth, causes and effects of inflation, and the effects of high trade deficits. The course focuses on what, if any, government (monetary and fiscal) policies should be pursued in order to achieve low inflation, full employment, high economic growth and rising real wages. {S} Credits: 4

Randall K. Bartlett, Mahnaz Mahdavi, Lenore Palladino, Elizabeth Savoca

Normally offered both fall and spring semesters

ECO 220 Introduction to Statistics and Econometrics

Summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of statistical software and micro computers to analyze labor market and other economic data. Prerequisite: ECO 150 or ECO 153. Students are not given credit for both ECO 220 and any of the following courses: GOV 190, SOC 201, MTH 201, PSY 201 MTH 220. Course limited to 55 students. {M} {QS} {S} Credits: 0–5

Simon Halliday, Mariyana Zapryanova

Normally offered both fall and spring semesters

B. Economic Theory

ECO 240 Econometrics

Applied regression analysis. The specification and estimation of economic models, hypothesis testing, statistical significance, interpretation of results, policy implications. Emphasis on practical applications and cross-section data analysis. Prerequisites: ECO 150, ECO 153, MTH 111 and either ECO 220, MTH 220 or MTH 291. {M} {S} Credits: 4

Elizabeth Savoca

Normally offered each academic year

ECO 250 Intermediate Microeconomics

Focuses on the economic analysis of resource allocation in a market economy and on the economic impact of various government interventions, such as minimum wage laws, national health insurance and environmental regulations. Covers the theories of consumer choice and decision making by the firm. Examines the welfare implications of a market economy, and of federal and state policies which influence market choices. Prerequisites: ECO 150 and MTH 111 or its equivalent. Enrollment limited to 55 students. {S} Credits: 4

Deborah Haas-Wilson, Susan Stratton Sayre

Normally offered both fall and spring semesters

ECO 253 Intermediate Macroeconomics

Builds a cohesive theoretical framework within which to analyze the workings of the macroeconomy. Current issues relating to key macroeconomic variables such as output, inflation and unemployment are examined within this framework. The role of government policy, both in the short run and the long run, is also assessed. Prerequisites: ECO 153 and MTH 111 or its equivalent. Enrollment limited to 55 students.

{S} Credits: 4

Roger T. Kaufman, Roisin Ellen O'Sullivan

Normally offered both fall and spring semesters

ECO 254 Behavioral Economics

An examination of the combination of economists' models and psychologists' understanding of human behavior. This combination fosters new understanding of consumers' and firms' decision-making. Topics include decisions motivated by issues of fairness or revenge (rather than self-interest); decisions based on the discounting of future happiness; decisions based on individuals' incorrect beliefs about themselves (such as underestimating the power of bad habits or cravings). This new understanding has implications for economic, political, legal and ethical issues. Prerequisites: ECO 220 and ECO 250. (E)

Credits: 4

Simon Halliday

Normally offered in alternate years

ECO 256 Topics in Applied Microeconomic Theory

This course prepares students to understand and construct mathematical models for applied microeconomic analysis. The course covers both mathematical techniques and their economic applications. Emphasis particularly on the use of constrained optimization and comparative statics to undertake positive and normative analysis of selected government policies. Prerequisites: MTH 111, 112, 211, 212 and ECO 250 or permission of instructor. {M} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ECO 271 The Economics of Climate Change

Climate change has been recognized as "the major, overriding environmental issue of our time, and the single greatest challenge facing environmental regulators" by the United Nations Secretary General. In this class we use the tools of economics to analyze and understand the many challenges of climate change. Topics covered include climate damages, market failure and externalities, emissions standards and taxes, cap and trade, discounting, risk and uncertainty, mitigation and integrated assessment models, adaptation, development, and gender. Prerequisites: ECO 220 and ECO 250. (E)

{S} Credits: 4

Vis Taraz

Normally offered in alternate years

ECO 272 Law and Economics

An economic analysis of legal rules and cases. Topics include property law, contract law, accident law, criminal law, the Coase theorem and the economics of litigation. Prerequisite: ECO 250. {S} Credits: 4

Charles P. Staelin

Normally offered in alternate years

ECO 362 Seminar: Population Economics

Topics course.

The Economics of Aging

Many countries today face rapidly aging populations. The economic consequences will pose enormous challenges to policymakers. What are the implications of an aging population for the sustainability of pension funds and health care systems? for labor force growth and productivity growth? for savings and asset markets? for the demand for public and private goods? What policy options have economists offered to deal with these issues? In this seminar we study these questions and more from both microeconomic and macroeconomic perspectives. Prerequisites: ECO 250, ECO 253 and ECO 220. Enrollment limited to 15. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ECO 363 Seminar: Inequality

The causes and consequences of income and wealth inequality. Social class and social mobility in the U.S. The role of IQ and education. The distributional impact of technical change and globalization. Is there a "trade-off" between

equality and economic growth? The benefits of competition and cooperation. Behavioral and experimental economics: selfishness, altruism and reciprocity. Fairness and the dogma of economic rationality. Does having more stuff make us happier? Prerequisites: ECO 220 and 250. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

C. The American Economy

PPL 220 Public Policy Analysis

Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose purpose is to “improve” policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools. {S} Credits: 4

Members of the department

Normally offered in alternate years

ECO 224 Environmental Economics

The economic causes of environmental degradation and the role that markets can play in both causing and solving pollution and resource allocation problems. Topics include resource allocation and sustainability, cost-benefit analysis, pollution standards, taxes, and permits, public goods and common property resources. Prerequisite: ECO 150. {S} Credits: 4

Susan Stratton Sayre

Normally offered each academic year

ECO 230 Urban Economics

Economic analysis of the spatial structure of cities—why they are where they are and look like they do. How changes in technology and policy reshape cities over time. Selected urban problems and policies to address them include housing, transportation, concentrations of poverty, financing local government. Prerequisite: ECO 150. {S} Credits: 4

Arthur Schiller Casimir

Normally offered each academic year

ECO 234 Partisan Economic Issues

An analysis of selected microeconomic and macroeconomic issues about which our two political parties disagree. Specific issues include health care; Social Security and other entitlement programs; taxes, government spending and budget deficits; immigration; and the role of government in the economy. Prerequisites: ECO 150, ECO 153 and ECO 220 or its equivalent. Credits: 4

Members of the department

Normally offered in alternate years

PPL 250 Race and Public Policy in the United States

Explanation of current policy issues regarding race. Topics include voting rights, compensation, public and private education, bilingual education and affirmative action in employment. Recommended background: PPL 220 or a course in American government. {S} Credits: 4

Randall K. Bartlett

Normally offered in alternate years

ECO 260 Public Economics

This course surveys the field of Public Economics (also known as Public Finance), which explores the reasons for government intervention in the economy, the extent of that intervention, and the response of private agents to the government's actions. The central goal of the course is to use microeconomic theoretical tools to explore and understand government intervention in the market and to analyze government expenditure programs and tax policy. Relevant topics include but are not limited to welfare reform,

income inequality, education, health care, social security and tax reform.

Prerequisite: ECO 250. Recommended: ECO 220. {S} Credits: 4

Mariyana Zapryanova

Normally offered in alternate years

ECO 263 Labor Economics

This course applies economic principles and elementary statistics to the study of labor markets. Topics include labor force participation, unemployment, immigration, wage determination, income distribution and labor market discrimination. Students examine the rationale for and consequences of many economic policies such as a statutory minimum wage, unemployment compensation, child care policies and public pension programs. The class investigates these issues through readings of recent economic research and by analyzing labor market data. Prerequisites: ECO 153, 220 and 250. Credits: 4

Members of the department

Expected to be offered in the next 3 years

ECO 264 Partisan Economic Issues

An analysis of selected microeconomic and macroeconomic issues about which our two political parties disagree. Specific issues will include health care; Social Security and other entitlement programs; taxes, government spending, and budget deficits; immigration, and the role of government in the economy.

Prerequisites: ECO 250, ECO 253, and ECO 220 or its equivalent. Credits: 4

Members of the department

Expected to be offered in the next 3 years

ECO 265 Economics of Corporate Finance

An investigation of the economic foundations for investment, financing and related decisions in the business corporation. Basic concerns and responsibilities of the financial manager, and the methods of analysis employed by them are emphasized. This course offers a balanced discussion of practical as well as theoretical developments in the field of financial economics. Prerequisites: ECO 250, ECO 220 and MTH 111. {S} Credits: 4

Mahnaz Mahdavi

Normally offered each fall

ECO 275 Money and Banking

An investigation of the role of financial instruments and institutions in the economy. Major topics include the determination of interest rates, the characteristics of bonds and stocks, the structure and regulation of the banking industry, the functions of a modern central bank and the formulation and implementation of monetary policy. Prerequisite: ECO 253 or permission of the instructor. {S} Credits: 4

Roisin Ellen O'Sullivan

Normally offered in alternate years

ECO 314 Seminar: Industrial Organization and Antitrust Policy

An examination of the latest theories and empirical evidence about the organization of firms and industries. Topics include mergers, advertising, strategic behaviors such as predatory pricing, vertical restrictions such as resale price maintenance or exclusive dealing, and antitrust laws and policies.

Prerequisite: ECO 250. {S} Credits: 4

Members of the department

Normally offered each academic year

ECO 324 Seminar

Topics course.

Economics of the Environment and Natural Resources

How do we expect competitive markets to allocate natural resources? Will market systems result in excess pollution? Can we improve market outcomes in relation to the environment and natural resources? If so, what are the relative strengths and weaknesses of different approaches? This course examines these

issues through discussion of the economic theories of externalities, common property and public goods and their implications for the allocation of resources. We explore these questions by analyzing specific policy issues and debates related to the environment and resource use including: climate change, pollution, biodiversity, energy, sustainability, land use and fishing rights. Through this exploration, we touch upon a number of other theories and techniques including dynamic optimization and intertemporal choice, price vs. quantity regulation, nonmarket valuation, cost-benefit analysis and the use of incentive-based regulation. Prerequisites: ECO 250 and ECO 220 or permission of the instructor. {S} Credits: 4

Members of the department

Normally offered in alternate years

ECO 331 Seminar: The Economics of Sports

This seminar explores the similarities and differences between professional and college sports. The economic factors that condition the evolution and operation of college sports is examined in detail, as is the relationship between gender equity (as prescribed by Title IX) and overall intercollegiate athletic programs. Topics include history of college sports; the role of the NCAA; efforts at reform; cross subsidization among sports; academic entrance and progress toward degree requirements; racial equity; coach compensation; pay for play; antitrust and tax treatment; commercialization; financial outcomes; progress toward gender equity; efforts to impede gender equity among others. Prerequisites: ECO 250 and ECO 220. {S} Credits: 4

Andrew S. Zimbalist

Normally offered each spring

ECO 341 Economics of Health Care

An examination of current economic and public policy issues in health care. Topics include markets for health insurance, physician services, and hospital services; public policies to enhance health care quality and access; the economics of the pharmaceutical industry; and alternatives for reforming the U.S. health care system. Prerequisites: ECO 250 and 220 or permission of the instructor. {S} Credits: 4

Deborah Haas-Wilson

Expected to be offered in the next 3 years

ECO 351 Seminar: The Economics of Higher Education

An exploration of several of the following topics in the economics of higher education: the economic returns to a college education; the additional economic returns to attending an elite college; the determinants of college admissions; the role of SAT scores in determining performance in college; the construction and effects of the *U.S. News* rankings of colleges; peer effects in colleges; and the current (and future) crisis in funding higher education. The course emphasizes empirically testing economic hypotheses using several databases. Prerequisites: ECO 250 and ECO 220. {S} Credits: 4

Roger T. Kaufman

Normally offered in alternate years

ECO 364 Seminar: The Economics of Future Technology

Brain implants, embryo selection, self-driving cars, nanotechnology, robot nurses, virtual teachers, cognitive enhancing drugs and artificial general intelligences are among the technologies that might have a large impact on our economy over the next few decades. This seminar uses the tools of microeconomics to explore the potential effects of these and other possible technologies and to explain how economic incentives shape the types of technologies businesses develop. Prerequisite: ECO 250. {S} Credits: 4

James Daniel Miller

Expected to be offered in the next 3 years

D. International and Comparative Economics

ECO 211 Economic Development

An overview of economic development theory and practice since the 1950s. Why have global economic inequalities widened? What economic policies have been implemented in the developing countries of Asia, Latin America, Africa and the Middle East in search of economic development, what theories underlie these policies, and what have been the consequences for economic welfare in these regions? Topics include trade policy (protectionism versus free trade), financial policy, industrial development strategies, formal and informal sector employment, women in development, international financial issues (lending, balance of payments deficits, the debt and financial crises), structural adjustment policies and the increasing globalization of production and finance. Prerequisites: ECO 150 and ECO 153. {S} Credits: 4

Vis Taraz

Normally offered each academic year

ECO 219 The Chinese Economy

This course offers an analysis of the recent development of the Chinese economy, its rapid transformation in the post-Mao period, and the implications of this transformation for the welfare of Chinese households. Topics to be discussed include economic reform, trade liberalization, demography, inequality, health and environmental challenges. Fundamental topics in principles of economics will be covered in an intuitive way through topics pertaining to China. Course performance will be assessed through participation, in-class quizzes, literature critiques, and a final paper plus presentation. Prerequisite: ECO 150 and ECO 153. {S} Credits: 4

Yuanyuan Liu

Normally offered each academic year

ECO 226 Economics of European Integration

Why would countries give up their own currencies to adopt a common new one? Why can citizens of Belgium simply move to France without any special formalities? This course investigates such questions by analyzing the ongoing integration of European countries from an economic perspective. While the major focus is on the economics of integration, account is taken of the historical, political and cultural context in which this process occurred. Major topics include the origins, institutions and policies of the European Union, the integration of markets for labor, capital and goods and monetary integration. Prerequisites: ECO 150 and 153. Enrollment limit of 36. {S} Credits: 4

Roisin Ellen O'Sullivan

Normally offered in alternate years

ECO 295 International Trade and Commercial Policy

An examination of the trading relationships among countries and of the flows of factors of production throughout the world economy. Beginning with the theories of international trade, this course moves on to examine various policy issues in the international economy, including commercial policy, protectionism and the distribution of the gains from trade, multilateral trade negotiations, preferential trade agreements, the impact of transnational firms and globalization, immigration, and trade and economic development. Prerequisite: ECO 250. {S} Credits: 4

Charles P. Staelin

Normally offered each academic year

ECO 296 International Finance

An examination of international monetary theory and institutions and their relevance to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments; macroeconomic and exchange-rate policy for internal and external balance; international

movements of capital; and the history of the international monetary system: its past crises and current prospects; issues of currency union and optimal currency area; and emerging markets. Prerequisite: ECO 253. {S} Credits: 4

Mahnaz Mahdavi

Normally offered each spring

ECO 311 Seminar: Topics in Economic Development

Topics course.

The Political Economy of Development in Africa

Since postcolonial times, Africa has seen both hope and despair for its development. This seminar explores the roles of many factors in the development of African states and the uplifting from poverty of individual Africans. In particular, we look at infrastructure and investment; health and education; trade; finance and markets; the choice of policy; and the effects of institutions, governance and politics. We also try to make sense of the differences and the similarities among the various paths to development in Africa. Prerequisites: ECO 250 and ECO 253; Recommended: ECO 211 or ECO 213. {S} Credits: 4

Members of the department

Normally offered in alternate years

The Economic Development of India

This seminar applies and extends microeconomic theory to analyze selected topics related to the India's economic development. Throughout the course an emphasis is placed on empirically testing economic hypotheses using data from India. In particular, the following topics are explored, with reference to India's growth and development: education, health, demographics, caste and gender, institutions, credit, insurance, infrastructure, water and climate change. Topics and assignments may be changed in response to the class's particular interests. {S} Credits: 4

Members of the department

Normally offered in alternate years

ECO 314 Seminar: Industrial Organization and Antitrust Policy

An examination of the latest theories and empirical evidence about the organization of firms and industries. Topics include mergers, advertising, strategic behaviors such as predatory pricing, vertical restrictions such as resale price maintenance or exclusive dealing, and antitrust laws and policies. Prerequisite: ECO 250. {S} Credits: 4

Members of the department

Normally offered each academic year

ECO 319 Seminar: Economics of Migration

Who migrates? Why do they move? Where do they leave from and move to? What are the economic impacts? This course offers an overview of historical and current migration patterns, and examines the main theories and empirics behind the economics of migration—its causes and consequences. The course concludes with a discussion of the policy implications, drawing examples from internal migration reform in China and current immigration policy debates in the U.S. Prerequisite: ECO 250, 253 and 220. {M} {S} Credits: 4

Yuanyuan Liu

Expected to be offered in the next 3 years

ECO 375 Seminar: The Theory and Practice of Central Banking

What role do central banks play in the management of short-run economic fluctuations? What has driven the recent global trend towards more powerful and independent central-banking institutions? This course explores the theoretical foundations that link central bank policy to real economic activity. Building on this theoretical background, the monetary policy frameworks and operating procedures of key central banks are then examined. Much of the analysis focuses on the current practices of the U.S. Federal Reserve and the European Central Bank, with a view to identifying the relative strengths and weaknesses of the two institutions. Prerequisite: ECO 220, ECO 253 and a course in either international finance or money and banking such as ECO 275 or ECO

296. {S} Credits: 4

Members of the department

Normally offered in alternate years

ECO 395 Seminar: Topics in International Trade

The globalization of the world economy has contributed to both boom and crisis. This seminar explores selected topics relating to the increased openness of national borders to the flow of goods and services, labor and real capital. For 2017, the seminar will pay special attention to the impact of globalization on income inequality and national identity. In particular, we will examine whether international trade, immigration and emigration play a significant role in the growth of income inequality, both within and among nations, over the past several decades and, if they do, what, if anything, might be done to attenuate or reverse these trends? Prerequisites: ECO 250, and one 200-level course in international economics or the equivalent. {S} Credits: 4

Charles P. Staelin

Normally offered in alternate years

ECO 396 Seminar: International Financial Markets

This seminar focuses on four aspects of international financial markets: (1) International Portfolio Diversification with an emphasis on the role of the emerging economies; (2) Global Financial Crises and their impact on the economy; (3) Global Economic Imbalances provides an analysis of comparison of saver economies such as China, Germany and Japan with that of the borrowing economies such as the United States; (4) The Foreign Exchange Market focuses on currency crises and international disputes about China's exchange rate policy. In studying each topic, both theoretical frameworks and empirical analyses are considered. Prerequisites: ECO 265 and ECO 296; Recommended: ECO 240. {S} Credits: 4

Mahnaz Mahdavi

Normally offered in alternate years

E. Special Studies

Admission to Special Studies is by permission of the department, normally for majors who have had at least four semester courses in economics above the introductory level. Students contemplating a Special Studies should read the guidelines for Special Studies on the department's web page at www.smith.edu/economics.

ECO 400 Special Studies

Credits: 1

ECO 404 Special Studies

Credits: 4

ECO 408D Special Studies

Credits: 8

F. Honors

Please consult the director of honors and the departmental website for specific requirements and application procedures at www.smith.edu/economics/honors.php.

ECO 430 Honors Project

Honors project Credits: 4

Members of the department

Normally offered each academic year

ECO 430D Honors Project

Credits: 8

Members of the department

Normally offered each academic year

Education and Child Study

Professors

Alan N. Rudnitsky, Ph.D. ^{†1}
 Rosetta Marantz Cohen, Ed.D.
 Susan M. Etheredge, Ed.D.
 Samuel M. Intrator, Ph.D. ^{†1}

Associate Professor

Lucy W. Mule, Ph.D., Chair ^{†2}

Assistant Professor

Shannon Audley, Ph.D.

Lecturers

Janice C. Gatty, Ed.D.
 Carol Berner, M.S.Ed.
 Renata Pienkawa, M.A.

Coordinator of Teacher Education

Gina B. Wyman, Ed.M.

Faculty Director of the Smith College Campus School

Samuel M. Intrator, Ph.D. ^{†1}

Advisory Committee

Gwen Agna, M.Ed.
 Sal J. Canata, III, M.Ed.
 Beth N. Choquette, C.A.G.S.
 Bryan N. Lombardi, M.S.W.
 Sarah J.B. Madden, M.Ed.
 Lesley D. Wilson, M.A.

must be approved by a department vote. Students interested in pursuing a minor should contact a faculty member in the department as soon as possible.

Honors

Director: Shannon Audley

Please consult the director of honors or the departmental website for specific requirements and application procedures. It is important to begin this process junior year.

Graduate

Adviser: Members of the department

Requirements for graduate degrees can be found in the Graduate and Special Programs section and at www.smith.edu/education/mat.php.

The Major

Requirements: 10 semester courses selected in consultation with the major adviser; these will usually consist of:

- two courses in historical and philosophical foundations and or one course in sociological and cultural foundations
- two courses in learners and the learning process
- one course in curriculum and instruction
- EDC 345d (yearlong course)
- two additional courses, one of which must be an advanced course
- Senior colloquium EDC 340, taken during the senior year
- At least one course at the advanced level

Additional courses are selected to best match the student's goals and interests.

Licensure requirements: additional and defined by the state

Courses taken S/U will not count toward the major or minor in education and child study. Students may major without preparing to teach by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

Advisers: Members of the department

Adviser for Study Abroad: Susan Etheredge

Teacher/Lecturers-Elementary Program

Tiphareth Ananda, Ed.M.
 Margot R. Bittel, M.S.Ed.
 Emily A. Endris, M.Ed.
 Joseph M. Golossi, M.A.
 Janice Henderson, Ed.M.
 Emily A. Lees, M.S.
 Martha Christenson Lees, Ed.D.

Paul Matylas, Ed.M.
 Roberta E. Murphy, M.Ed.
 Marlene Musante, Ed.M.
 Amanda C. Newton, M.Ed.
 Emma B. Pascarella, Ed.M.
 Lara Ramsey, Ed.D.
 Janice Marie Szymaszek, Ed.M.

Requirements for Programs Leading to Educator Licensure

Smith College offers programs of study in which students may obtain a license enabling them to become public school teachers. Programs of study include the following fields and levels:

Elementary 1–6 Baccalaureate and Postbaccalaureate
 Biology 8–12 Baccalaureate and Postbaccalaureate
 English 8–12 Baccalaureate and Postbaccalaureate
 History 8–12 Baccalaureate
 Mathematics 8–12 Baccalaureate
 Middle School Humanities 5–8 Baccalaureate
 Middle School Math/Science 5–8 Baccalaureate
 Physics 8–12 Baccalaureate
 Variety of Fields 5–8 Postbaccalaureate (includes Biology, Chemistry, Earth Science, English, General Science, History, Mathematics, Middle School Humanities, Middle School Math/Science, Physics, Political Science)
 Variety of Fields 8–12 Postbaccalaureate (includes Biology, Chemistry, Earth Science, English, History, Mathematics, Physics, Political Science)
 Visual Arts PK–8 Postbaccalaureate

All students seeking educator licensure must have a major in the liberal arts and sciences. Students must also meet specific requirements, including subject matter appropriate for the teaching field and level, knowledge of teaching, pre-practicum fieldwork and a practicum experience. Students who are anticipating licensure at the elementary level should take nine credits of math. All students seeking educator licensure must take and pass the Massachusetts Tests for Educator Licensure (MTEL).

Students interested in obtaining educator licensure and in preparing to teach should contact a member of the Department of Education and Child Study as early in their Smith career as possible. Students can obtain a copy of the program requirements for all fields and levels of licensure at the department office in Morgan Hall.

Students who, irrespective of major, desire to comply with the varying requirements of different states for licensure to teach in public schools are urged to consult the department as early as possible during their college career.

The Minor

The education and child study minor requires six courses. Minors are student initiated and decided with counsel from a departmental adviser. All minors

EDC 340 Historical and Philosophical Perspectives and the Educative Process

A colloquium integrating foundations, the learning process and curriculum. Open only to Smith senior majors. {S} Credits: 4

Susan M. Eltheredge

Normally offered each spring

Historical and Philosophical Foundations

EDC 110 Introduction to American Education

This course is an introduction to educational foundations. It is designed to introduce students to the basic structure, function and history of American education, and to give them perspective on important contemporary issues in the field. Includes directed observation in school settings. Not open to students who have had two or more courses in the department. Enrollment limited to 35. Credits: 4

Lucy W. Mule

Normally offered each fall

EDC 222 Philosophy of Education

The Western conception of the educated person. A close examination of the works of Rousseau, Montessori, Dewey, Whitehead and other modern philosophers of education. Credits: 4

Members of the department

Normally offered in alternate years

EDC 342 Growing Up American: Adolescents and Their Educational Institutions

The institutional educational contexts through which adolescents move can powerfully influence their growth and development. Using a cross-disciplinary approach, this course examines those educational institutions central to adolescent life: schools, classrooms, school extracurriculars, arts-based organizations, athletic programs, community youth organizations, faith-based organizations and cyber-communities. We investigate what theoretical and socio-cultural perspectives shape these educational institutions and how these institutions serve or fail the diverse needs of American youth. This course includes a service learning commitment and several evening movie slots. Enrollment limited to 35. Credits: 4

Samuel M. Intrator

Normally offered each spring

EDC 552 Perspectives on American Education

Required of all candidates for the M.A., and the M.A.T. degrees. Credits: 4

Rosetta Marantz Cohen

Normally offered each spring

EDC 572 The Deaf Child: 0–5 Years

The effects of deafness on the development of children and their families during the first five years of life. Topics such as auditory, cognitive, language, speech, social and emotional development in deaf infants and young children are discussed. Parent counseling issues such as emotional reactions to deafness, interpretation of test results and making educational choices are also presented. Credits: 4

Janice C. Gatty

Normally offered each spring

MUX 119 Museums in Society

Museums are multi-layered institutions with complex histories. Their role in society reflects contemporary perspectives on the ways knowledge is produced, categorized, and communicated. This half-semester course introduces students to key topics reflecting the history of collecting institutions, their evolving public mission, and critical issues central to their work today. {H} Credits: 1

Margaret Lind Newey

Normally offered each fall

SOC 317 Seminar: Inequality in Higher Education

This course applies a sociological lens to understanding inequality in American higher education. We examine how the conflicting purposes of higher education have led to a highly stratified system of colleges and universities. We also address the question of how students' social class, race, ethnicity and gender affect their chances of successfully navigating this stratified system of higher education. Finally, we examine selected public policies aimed at minimizing inequality in students' access to and success in college. Prerequisites: SOC 101 and permission of the instructor. Enrollment limited to 12. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Sociological and Cultural Foundations

EDC 200 Education in the City

This course explores how the challenges facing schools in America's cities are entwined with social, economic and political conditions present within the urban environment. Our essential question: How have urban educators and policy makers attempted to provide a quality educational experience for youth when issues associated with their social environment often present significant obstacles to teaching and learning? Using relevant social theory to guide our analyses, we investigate school reform efforts at the macro-level by looking at policy-driven initiatives such as high stakes testing, vouchers and privatization, and at the local level by exploring the work of teachers, parents, youth workers and reformers. Fieldwork opportunities are available for students. Enrollment limited to 35. Credits: 4

Samuel M. Intrator

Normally offered each fall

EDC 232 The American Middle School and High School

A study of the American secondary and middle school as a changing social institution. Provides an analysis of the history and sociology of this institution, modern school reform, curriculum development and contemporary problems of secondary education. Directed classroom observation. Not open to first-year students. Enrollment limited to 35. {S} Credits: 4

Carol Berner

Normally offered each fall

EDC 237 Comparative Education

In this course, students are introduced to the field of comparative and international education. Students survey general features of educational systems and examine key contemporary issues affecting educational policies, practices, and reforms in select countries. They also explore a variety of theoretical approaches and research methods for understanding educational issues. Issues examined in this course include culture; educational access, quality, and equity; teacher professionalism; educational reform; and globalization. Enrollment limited to 35. {S} Credits: 4

Lucy W. Mule

Normally offered each spring

EDC 239 Counseling Theory and Education

This course introduces various theories of counseling and their applications to children, adolescents and families. Behaviors that signal a need for attention and counseling are discussed. Students gain knowledge about themselves as individuals and learners, and learn how to listen actively to others. Enrollment limited to 55. {S} Credits: 4

Janice C. Gatty

Normally offered each fall

EDC 311 Rethinking Equity and Teaching for English Language Learners

Students who speak languages other than English are a growing presence in U.S. schools. These students need assistance in learning academic content in English as well as in developing proficiency in English. This course is designed to provide an understanding of the instructional needs and challenges of students who are learning English in the United States. This course explores a variety of theories, issues, procedures, methods and approaches for use in bilingual, English as a second language, and other learning environments. It also provides an overview of the historic and current trends and social issues affecting the education of English language learners. Enrollment limited to 35. Priority given to students either enrolled in or planning to enroll in the student teaching program. Credits: 4

Renata Pienkawa

Normally offered each spring

EDC 331 The Stories Children Tell

This course will focus on examining children's social and moral development through the use of narrative methodology. We will examine how the uses of cultural tools such as narratives and social media allow us investigate how contexts, such as schools and youth organizations, influence children's understanding of and response to (in)justice. In particular, we will focus on the role of teachers and peers as agents of socialization by examining children's stories about their experiences in classrooms. Enrollment limit of 15. (E) Credits: 4

Members of the department

Normally offered in alternate years

EDC 341 The Child in Modern Society

What does it mean to be a successful child or have a successful childhood in modern society today? This interdisciplinary course helps students develop a theoretically, historically and culturally informed perspective on childhood and child development and use this knowledge to think about and address the dilemmas that confront children and families in modern societies. Students examine how the experience of childhood is shaped by the interplay of family, schooling and wider culture by drawing on directed field observations and experiences. Prerequisite: 235 or permission of the instructor. {S} Credits: 4

Members of the department

Normally offered in alternate years

EDC 343 Multicultural Education

This course examines the multicultural approach in education, its roots in social protest movements and its role in educational reform. The course aims to develop an understanding of the key concepts, developments and controversies in the field of multicultural education; cultivate sensitivity to the experiences of diverse people in American society; explore alternative approaches for working with diverse students and their families; and develop a sound philosophical and pedagogical rationale for a multicultural education. This course has a community-based learning requirement. Enrollment limited to 35. {S} Credits: 4

Lucy W. Mule

Normally offered each fall

Learners and the Learning Process

EDC 235 Child and Adolescent Growth and Development

This course is a study of the theories of growth and development of children, from prenatal development through adolescence; looks at basic considerations of theoretical application to the educative process and child study. Involves directed observations in a variety of child-care and educational settings.

Enrollment limited to 55. {S} Credits: 4

Shannon Audley

Normally offered both fall and spring semesters

EDC 238 Introduction to the Learning Sciences

This course combines perspectives on cognition and learning to examine the teaching-learning process in educational settings. In addition to cognitive factors, the course incorporates contextual factors, such as classroom structure, teacher belief systems, peer relationships and educational policy. Consideration of the teaching-learning process highlights subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning. Priority given to majors, minors, first-year students and sophomores. Enrollment limited to 55. {N} {S} Credits: 4

Members of the department

Normally offered each fall

EDC 240 How Do We Know What Students Are Learning

This course serves as an introduction to the theories, strategies and techniques that form the bases for assessing learning in classrooms. The focus is on the assumptions, strengths and weaknesses associated with various approaches. Students encounter a variety of instruments and methods used for collecting educational data, including classroom tests, norm-referenced and criterion-referenced standardized achievement tests, portfolios, attitude and self-report scales, observational systems and interview protocols. Students also develop authentic assessment tools as they work through evaluation problems associated with particular curriculum programs and instructional techniques. Enrollment limited to 20. {S} Credits: 4

Members of the department

Normally offered each spring

EDC 548 Student Diversity and Classroom Teaching

An examination of diversity in learning and background variables, and their consideration in promoting educational equity. Also, a look at special needs as factors in classroom teaching and student learning. Research and pre-practicum required. {S} Credits: 4

Janet E. Hicks

Normally offered each fall

EDC 554 Knowing, Thinking and the Design of Learning Environments

This course examines current theoretical perspectives about learning and teaching that are emerging from the learning sciences. Central to these theories are ideas about how people learn, both independently and in groups, in ways that facilitate critical thinking and the development of meaningful knowledge. Theories are applied to the design of curriculum, instruction and assessment. Open to seniors by permission of the instructor. Credits: 4

Shannon Audley

Normally offered each fall

Curriculum and Instruction

EDC 206 Statistical Literacy in Educational Research and Policy

Same as MTH 206. Education is increasingly data driven—data is used to evaluate classroom pedagogy, student achievement, teacher efficacy and school failure. It is important for educators then, to be able to interpret complex data and make research-based decisions. This course fosters student's ability to critically interpret education-related data by concentrating on the application of critical thinking skills to arguments involving statistics in education. The student emerges as a knowledgeable consumer of statistics rather than a producer of statistical calculations. Course activities focus on the interpretation, evaluation and communication of statistics in educational research literature, standardized tests, and real-world situations. Prerequisites: MTH 107, MTH 201 or equivalent. (E) {M} Credits: 4

Shannon Audley

Normally offered in alternate years

EDC 231 Foundations and Issues of Early Childhood Education

This course explores and examines the basic principles and curricular and instructional practices in early childhood education. Students begin this examination by taking a close look at the young child through readings and discussion, classroom observations and field-based experiences in an early childhood setting. The course also traces the historical and intellectual roots of early childhood education. This leads students to consider, compare and contrast a variety of programs and models in early childhood education. {S} Credits: 4

Susan M. Eltheredge

Normally offered each spring

HST 289 (C) Aspects of Women's History

Topics course.

Women and Higher Education: Smith College in Historical Context

What did a college education mean to the first generations of Smithies? How did students' experiences vary according to their race, religion and class? How did college alter their ideas about what it meant to be a woman (in terms of work, sports, dress, politics, sexuality and social life)? This course explores the history of Smith College in a broader American and European context, with a focus on the changing identity and experiences of the first three generations of Smith students, from 1875 to 1930. Sources include students' letters, diaries and scrapbooks from the College Archives. Fulfills requirements for the archives concentration and women's education concentration. Enrollment limited to 18. Credits: 4

Members of the department

Expected to be offered in the next 3 years

EDC 336 Seminar in American Education

Topics course.

Dewey and His World

This course will consider the work of John Dewey and the Pragmatists, and will use their intellectual perspective as a lens through which to consider changing ideas in poetry and art, social reform, and education. The goal of the course is to consider a key moment in American intellectual history when attitudes about culture, religion, and meaning itself were in a state of profound transition. Credits: 4

Members of the department

Expected to be offered in the next 3 years

EDC 338 Children Learning to Read

This course examines teaching and learning issues related to the reading process in the elementary classroom. Students develop a theoretical knowledge

base for the teaching of reading to guide their instructional decisions and practices in the classroom setting. Understanding what constitutes a balanced reading program for all children is a goal of the course. Students spend an additional hour each week engaged in classroom observations, study-group discussions, and field-based experiences. Prerequisite: 238. Open to seniors and graduate students only, with permission. {S} Credits: 4

Susan M. Eltheredge

Normally offered each fall

EDC 345D Elementary Curriculum and Methods

A study of the elementary school curriculum, and the application of the principles of teaching in the elementary school. Two class hours and a practicum involving directed classroom teaching. Prerequisite: three courses in the department taken previously, including 235 and 238; grade of B- or better in education courses. Admission by permission of the department. {S} Credits: 6

Carol Berner, Gina B. Wyman

Normally offered both fall and spring semesters

EDC 346 Clinical Internship in Teaching

Fulltime practicum in middle and high schools. Open to seniors only and to those students who completed the prerequisite courses (238, 232, 342 and 347). Admission by permission of the department. Preregistration meeting scheduled in April. {S} Credits: 8

Carol Berner

Normally offered each spring

EDC 347 Individual Differences Among Learners

Examination of individual differences and their consideration in the teaching-learning process. Research and prepracticum required. Prerequisites: EDC 238. {S} Credits: 4

Janet E. Hicks

Normally offered each fall

EDC 352 Methods of Instruction

Examining subject matter from the standpoint of pedagogical content knowledge. The course includes methods of planning, teaching and assessment appropriate to the grade level and subject-matter area. Content frameworks and standards serve as the organizing themes for the course. Designed as a companion seminar for students doing a full-time practicum at the middle or high school level. Admission by permission of the department. Preregistration meeting scheduled in April. Credits: 4

Carol Berner

Normally offered each spring

EDC 390 The Teaching of Science, Engineering and Technology

Breakthroughs in science, technology and engineering are occurring at an astounding rate. This course focuses on providing you with the skills and knowledge needed to bring this excitement into the classroom. We explore theories on student learning and curriculum design, investigate teaching strategies through hands-on activities, and discuss current issues. Although the focus of the course is to prepare middle and secondary school teachers, other participants are welcome: the ideas we examine will help develop communication and learning skills that can prepare you for a variety of careers. Not open to first-year students. Enrollment limited to 20. {S} Credits: 4

Glenn William Ellis

Normally offered each spring

HST 390 Seminar: Teaching History

A consideration of how the study of history, broadly conceived, gets translated into curriculum for middle and secondary schools. Addressing a range of topics in American history, students develop lesson and unit plans using primary and secondary resources, films, videos and internet materials. Discussions focus on

both the historical content and the pedagogy used to teach it. Open to upper-level undergraduates and graduate students. Does not count for seminar credit in the history major. {H} Credits: 4

Peter T. Gunn

Normally offered each fall

ENG 399 Teaching Literature

Discussion of poetry, short stories, short novels, essays and drama with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. For upper-level undergraduates and graduate students who have an interest in teaching. Enrollment limited to 15. {L} Credits: 4

Samuel Scheer

Normally offered each fall

EDC 511 Rethinking Equity and Teaching for English Language Learners

The focus of this course is to prepare teachers to shelter their English language instruction by increasing their knowledge of student variation and cultural considerations, second language acquisition theory, English language arts/literacy, English language development standards and assessments, and effective practices in English language learner (ELL) instruction. Participants learn to tailor their instruction for ELLs by including rigorous academic language and vocabulary development, readings of complex grade-level informational and literary texts, and discussion and writing in response to texts, and also by developing content standards for various academic disciplines. Credits: 3

Members of the department

Normally offered each summer

EDC 559 Clinical Internship in Teaching

Offered both semesters each year for students pursuing educator licensure at the elementary level. Offered spring semester 2018 for students pursuing educator licensure at the middle and secondary school levels. Credits: 4

Carol Berner, Gina B. Wyman

Normally offered each academic year

EDC 400 Special Studies

Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

EDC 432D Honors Project

Credits: 6

Members of the department

Normally offered both fall and spring semesters

EDC 580 Advanced Studies

Open to seniors by permission of the department. Credits: 4

Members of the department

Normally offered both fall and spring semesters

Engineering

Director, Picker Engineering Program

Andrew John Guswa, Ph.D.

Professors

Judith B. Cardell, Ph.D.

Glenn William Ellis, Ph.D. ^{*2}

Borjana Mikic, Ph.D.

Susan Elizabeth Voss, Ph.D. ^{*1}

Associate Professors

Denise Annette McKahn, Ph.D. ^{**1}

Paul B. Voss, Ph.D.

Assistant Professors

Kristen Dorsey, Ph.D. ^{*2}

Niveen S. Ismail, Ph.D. ^{**2}

Sarah Jean Moore, Ph.D.

Professor of the Practice

Paramjeet Pati, Ph.D.

Director of the Design Clinic and Senior Lecturer

Susannah V. Howe, Ph.D.

Technical Depth

To adequately address the challenges facing society in the 21st century, there is a critical need for broadly educated engineers who can demonstrate adaptability to rapidly changing technologies and to increasingly complex multinational markets. Engineers must have the understanding needed to address the cultural, political, and economic realities of our times, along with the technical depth to appropriately frame complex problems using ethical reasoning. The preparation for such a path is argued to be effectively achieved in a liberal arts setting.

At Smith, the engineering degrees offered are based on rigorous plans of study integrated with the liberal arts and sciences. There are two possible paths for the study of engineering at Smith College. The first is the ABET-accredited bachelor of science (S.B.) in engineering science, and the second is the bachelor of arts (A.B.) in engineering arts. More detailed information about both degree options can be found below.

The Picker Engineering Program's educational objectives are to produce graduates who, within a few years of graduation, will:

1. incorporate their knowledge and understanding of the natural sciences, humanities, and social sciences in the application of their engineering education;
2. apply their engineering education in service to humanity;
3. enter the engineering profession or graduate school if they choose one of those pathways;
4. consider the impact of their professional actions on society;
5. demonstrate leadership in their personal and professional endeavors; and
6. have advanced their professional development by acquiring new skills and knowledge.

Prior to graduation, all students majoring in engineering science are strongly encouraged to take the Fundamentals of Engineering Exam (the FE), administered by the National Council of Examiners for Engineering and Surveying.

The Majors

Engineering Arts, Bachelor of Arts

Advisers: Members of the Picker Engineering Program

The Purpose of the Major. The bachelor of arts in engineering arts is offered for those students who recognize the increasing importance of engineering and

design in today's world, who want to better understand the engineer's role in service to humanity, and who do not intend to pursue professional practice as engineers. The bachelor of arts is not an ABET-accredited degree.

The Importance of the Liberal Arts. The possibilities of coupling the bachelor of arts in engineering arts with other disciplines are boundless. The bachelor of arts coupled with a focused set of studies in the liberal arts is a particularly well-suited course of study for preparing students to address the complexities of the world in which we live.

Requirements for the Major in Engineering Arts

Math / Basic Science

- MTH 111
- MTH 112
- MTH 212
- PHY 210
- PHY 117
- CHM 111

Required Engineering Courses

EGR 100, 110, 220, 270, and 290

Engineering Technical Depth

In consultation with their adviser, students choose two 300-level or higher engineering courses. Course substitutions require approval of the student's adviser and assistant director or director of the engineering department.

Liberal Arts Breadth

As with all BA degrees at Smith, the Engineering Arts degree requires 64 credits outside of the major.

The major requires a total of 13 courses (or the equivalent).

Engineering Science, Bachelor of Science

Advisers: Members of the Picker Engineering Program

Smith offers an undergraduate curriculum leading to an ABET-accredited degree in engineering science, the broad study of the foundational scientific and engineering principles that govern the practice of all engineering disciplines. The bachelor of science degree program is accredited by the Engineering Accreditation Commission of ABET, www.abet.org. The American Society for Engineering Education, identifying the critical need for broadly educated engineers, points out that the design of an engineering curriculum should "recognize the pitfalls of overspecialization in the face of an increasing demand for graduates who can demonstrate adaptability to rapidly changing technologies and to increasingly complex multinational markets." An integral component of the program is the continuous emphasis on the use of engineering science principles in design. This culminates in a final capstone design project that incorporates broad-based societal aspects. Students are encouraged to pursue a corporate and/or research internship to complement their classroom instruction. Engineers must be able to communicate effectively and work in team settings. Smith's highly-regarded writing intensive first-year curriculum ensures that engineering students begin their engineering curriculum with appropriate communication skills that will be refined during the remainder of their studies. Every engineering course offered at Smith incorporates elements of teamwork and oral/written communication.

Math / Basic Science

- 8 credits from: MTH 111, MTH 112, MTH 211, MTH 222
- MTH 212
- MTH / SDS 220
- PHY 210
- PHY 117
- CHM 111 or CHM 118
- 5 credits (must be lab-based) from: PHY 118, CHM 222, BIO 130/131, BIO 132/133.

Computer Science

CSC 111

Required Engineering Courses

100, 110, 220, 270, 290, 374 and 410D.

Capstone Design

In their senior year, every student is required to participate in a year-long capstone design project that draws on their fundamental engineering coursework, as well as broad-based societal considerations relevant to the particular project. Students may choose one of the following: 421D, 422D, or 431D.

Engineering Technical Depth

In consultation with their adviser, students choose five additional EGR courses to develop technical depth in an area of interest. At least four out of the five courses must be at the 300-level or higher. Special studies and honors credits can be counted toward this category only by petitioning the department.

It is strongly recommended that students complete all math, science, and 100- and 200-level EGR core requirements by the end of the first semester junior year.

Liberal Arts Breadth

- Students are required to demonstrate breadth in their curriculum by completing one of the following: Fulfilling the Latin Honors distribution requirements;
- Fulfilling the requirements for another major or minor within Division I (humanities) or Division II (social sciences and history); or
- Submitting a cogent proposal describing an alternative approach including all courses the student will take to acquire curricular breadth, for consideration and approval by the engineering faculty.

Book of Evidence Requirement

Bachelor of science in engineering science majors must complete a book of evidence with a minimum of 28 approved artifacts. These artifacts serve as evidence of the performance indicators that are linked to the program's ABET student outcomes and mapped to the curriculum.

The Engineering Minor

Some students may wish to minor in engineering to complement their major and supplement their education. Major advisers also serve as advisers for the minor. The requirements for the minor in engineering comprise a total of five courses. These courses must include:

- EGR 100
- PHY 117
- One course from EGR 110, 220, 270, 290, PHY 210, MTH 211, MTH 212, MTH 219, MTH 220, MTH 222
- One course from EGR 110, 220, 270, 290, 320, 326, 363, 374, 375
- One course from EGR 312, 315, 320, 325, 326, 328, 330, 333, 340, 346, 350, 351, 363, 372, 373, 374, 375, 377, 388, 389, and other 300-level courses as they are added.

Note: Some of the courses listed above have math prerequisites.

Princeton—Smith Exchange

An exchange program between Princeton University and Smith College permits students from Smith's Picker Engineering Program to study at Princeton and engineering students from Princeton to study at Smith. Both programs share the goal of producing leaders for the 21st century, as well as the belief that successful engineers can identify the needs of society and direct their talents toward meeting them. Students typically exchange in the spring semester of their junior year.

Prior to applying for admission to the program, a student will discuss the course and research opportunities with their academic adviser. Applications must be submitted to the engineering program during the sophomore year on the same schedule as applications for junior year abroad.

Adviser to the Princeton—Smith Exchange: Martin J. Green

Honors

Director: Susannah Howe

There are three distinct pathways to honors within engineering. A student may earn honors through only one of these pathways.

EGR 430D Honors Project

Credits: 8

Normally offered each academic year

EGR 431D Honors Capstone Design with Faculty

Credits: 0–8

Normally offered each academic year

EGR 432 Honors Design Clinic

Credits: 1

Normally offered each academic year

Both 430D and 431D are completed as independent work with a faculty member for a total of 8 credits. The third pathway is in conjunction with the 6-credit design clinic 422D.

Students in 422D who meet department requirements may seek honors through 422D. These students take a 1-credit Special Studies course during the fall semester; submit a thesis proposal to the engineering department by December 1; and, if approved, are enrolled in 432 for the spring semester, concurrent with 422D.

Additional information can be found online.

Introductory Courses

EGR 100 Engineering for Everyone

EGR 100 serves as an accessible course for all students, regardless of background or intent to major in engineering. Engineering majors are required to take this course for the major. Those students considering majoring in engineering are strongly encouraged to take EGR 100 during their first year. Students develop a sound understanding of the engineering design process, including problem definition, background research, identification of design criteria, development of metrics and methods for evaluating alternative designs, prototype development, and proof of concept testing. Working in teams, students present their ideas through oral and written reports. Reading assignments and in-class discussions challenge students to critically analyze contemporary issues related to the

interaction of technology and society. Organized around different themes, multiple sections. Enrollment limit of 20. {N} Credits: 4

Kristen Dorsey, Andrew John Guswa, Paramjeet Pati, Susan Elizabeth Voss
Normally offered both fall and spring semesters

EGR 110 Fundamental Engineering Principles

The design and analysis of engineered or natural systems and processes relies on a command of fundamental scientific and engineering principles. This course provides an introduction to these fundamental underpinnings through a study of the conservation of mass, energy and charge in both steady and transient conditions with non-reactive systems. Specific topics covered include a review of process variables and their relationships, open and closed systems, differential and integral balances, and basic thermodynamics. Corequisite: MTH 112.

Enrollment limit of 20. {N} Credits: 4

Michael I. Kinsinger, Sarah Jean Moore

Normally offered both fall and spring semesters

Core Courses

All Engineering core courses are restricted by permission of the program. All of these courses are required for the major in Engineering Science (EGR). All but fluid mechanics are required for the major in Engineering Arts (EGN).

EGR 220 Engineering Circuit Theory

Analog and digital circuits are the building blocks of computers, medical technologies, and all things electrical. This course introduces both the fundamental principles necessary to understand how circuits work and mathematical tools that have widespread applications in areas throughout engineering and science. Topics include, Kirchhoff's laws, Thévenin and Norton equivalents, superposition, responses of first-order and second-order networks, time-domain and frequency-domain analyses, and frequency-selective networks. Required laboratory taken once a week. Corequisites: PHY 210, Engineering requires Calculus III. Enrollment limit of 20. {N} Credits: 5

Judith B. Cardell, Kristen Dorsey

Normally offered both fall and spring semesters

EGR 270 Engineering Mechanics

This is the first course in a two-semester sequence designed to introduce students to fundamental theoretical principles and analysis of mechanics of continuous media, including solids and fluids. Concepts and topics to be covered in this course include conservation laws, static and dynamic behavior of rigid bodies, analysis of machines and frames, internal forces, centroids, moment of inertia, vibrations and an introduction to stress and strain. Prerequisites: PHY 117 and MTH 112 (or the equivalent). Required laboratory taken once a week.

Enrollment limit of 20. {N} Credits: 5

Glenn William Ellis, Michael I. Kinsinger, Borjana Mikic

Normally offered both fall and spring semesters

EGR 290 Engineering Thermodynamics

Modern civilization relies profoundly on efficient production, management and consumption of energy. Thermodynamics is the science of energy transformations involving work, heat and the properties of matter. Engineers rely on thermodynamics to assess the feasibility of their designs in a wide variety of fields including chemical processing, pollution control and abatement, power generation, materials science, engine design, construction, refrigeration and microchip processing. Course topics include first and second laws of thermodynamics, power cycles; combustion and refrigeration; phase equilibria; ideal and nonideal mixtures, conductive, convective and radiative heat transfer. Prerequisite EGR 110, CHM 111 or 118; corequisite MTH 212. Enrollment limit of 20. {N} Credits: 4

Niveen S. Ismail

Normally offered both fall and spring semesters

EGR 374 Fluid Mechanics

This is the second course in a two-semester sequence designed to introduce students to fundamental theoretical principles and analysis of mechanics of continuous media, including solids and fluids. Concepts and topics to be covered in this course include intensive and extensive thermophysical properties of fluids; control-volume and differential expressions for conservation of mass, momentum and energy; dimensional analysis; and an introduction to additional topics such as aerodynamics, open-channel flow, and the use of fluid mechanics in the design process. Required concurrent laboratory. Prerequisites: EGR 270 and MTH 212. Enrollment limit of 20. {N} Credits: 0–5

Paramjeet Pati, Paul B. Voss

Normally offered both fall and spring semesters

Technical Depth Courses

Engineering majors (EGR and EGN) receive priority registration in these courses.

EGR 312 Seminar: Atmospheric Processes

The atmosphere is among the most critically important parts of our environment. Atmospheric processes control our weather and climate, provide the nutrients for nearly all life on earth, and determine the quality of the air we breathe. This seminar explores key topics including atmospheric circulation, global warming, stratospheric ozone depletion and urban air pollution. How does ground-level ozone form and why is it harmful to people and agriculture? What are high-pressure systems and why are they associated with fair weather? How do clouds form and what impact do they have on our climate? What instruments are being used to measure the properties of the atmosphere and how do these instruments work? This course is recommended for anyone with a solid grounding in math and science and will be of interest to all students who want a better understanding of the environment. Prerequisites: CHM 111, EGR 110, and EGR 374 (corequisite) or permission of the instructor. Enrollment limit of 12. {N} Credits: 4

Paul B. Voss

Normally offered in alternate years

EGR 314 Seminar: Contaminants in Aquatic Systems

Chemical and microbiological contamination of freshwater is a growing concern around the world. Understanding how these contaminants behave in the environment is essential when considering ecosystem implications and engineering approaches towards remediation. Topics covered include water chemistry, water policy and regulation, and chemical contaminant partitioning. We explore how contaminants enter the ecosystem, the fate of these contaminants due to environmental action and the potential for remediation to help restore freshwater health using a course based research approach. In addition, current and historical water quality events are reviewed as case studies. Through the research-based course project, students have an opportunity to explore a chosen topic of interest related to water quality and/or aquatic chemical or microbiological contamination. Prerequisites: CHM 111 and EGR 374. Enrollment limit of 12. {N} Credits: 4

Niveen S. Ismail

Normally offered each academic year

EGR 315 Seminar: Ecohydrology

This seminar focuses on the measurement and modeling of hydrologic processes and their interplay with ecosystems. Material includes the statistical and mathematical representation of infiltration, evapotranspiration, plant uptake and runoff over a range of scales (plot to watershed). The course addresses characterization of the temporal and spatial variability of environmental parameters and representation of the processes. The course includes a laboratory component and introduces students to the Pioneer Valley, the cloud forests of

Costa Rica, African savannas and the Florida Everglades. Prerequisites: MTH 112 and MTH 220. Enrollment limit of 12. Credits: 4

Andrew John Guswa

Normally offered each academic year

EGR 320 Signals and Systems

The concepts of linear system theory (e.g., signals and systems) are fundamental to all areas of engineering, including the transmission of radio signals, signal processing techniques (e.g., medical imaging, speech recognition, etc.) and the design of feedback systems (e.g., in automobiles, power plants, etc.).

This course introduces the basic concepts of linear system theory, including convolution, continuous and discrete time Fourier analysis, Laplace and Z transforms, sampling, stability, feedback, control and modulation. Examples are utilized from electrical, mechanical, biomedical, environmental and chemical engineering. The course includes several short laboratory experiences to help understand the relevant concepts. Prerequisites: EGR 220 and PHY 210. Enrollment limit of 20. {M} Credits: 4

Susan Elizabeth Voss

Normally offered each academic year

EGR 322 Seminar: Acoustics

Acoustics describes sound transmission through solids and fluids; the focus here is on sound transmission through air. This seminar provides an overview of the fundamentals of acoustics, including derivation of the acoustic wave equation, the study of sound wave propagation (plane and spherical waves), the study of sound transmission through pipes, waveguides, and resonators impedance analogies, an overview of the acoustics related to the human auditory system and an introduction to room acoustics. The course includes several short hands-on experiments to help understand the relevant concepts. Prerequisite EGR 220 or permission of the instructor. Enrollment limit of 12. {M} {N} Credits: 4

Members of the department

Normally offered in alternate years

EGR 323 Seminar: Introduction to Microelectromechanical Systems (MEMS)

Miniature and micro-scale electromechanical systems (MEMS) have applications ranging from navigation systems in your phone to disease diagnosis at your doctor's office. This course asks and answers questions related to MEMS fabrication, design and modeling. Application including inertial sensors, biological and chemical sensors, microfluidics and wearable devices are discussed. Students complete a final project by applying a MEMS sensor to an application of their choice. Prerequisites: EGR 220/220L: Circuit Theory and EGR 270: Engineering Mechanics. Enrollment limit of 12. {N} Credits: 4

Members of the department

Normally offered in alternate years

EGR 325 Seminar: Electric Power Systems

Wind and solar energy? Power generation from coal and nuclear fuel? What are our options for maintaining the high standard of living we expect, and also for electrifying developing regions? How can we make our energy use less damaging to our environment? This seminar introduces students to the field of electric power, from fuel sources, energy conversion technologies (renewable, hydro, nuclear and fossil), electricity transmission and ultimate end-use. Topics include analysis and simulation of power systems, discussions of emerging smart grid technologies, as well as policy, environmental and societal aspects of energy use. A short project allows students to select and explore individual technologies or a small power system in more depth. Prerequisite EGR 220. Enrollment limit of 12. {N} Credits: 4

Judith B. Cardell

Normally offered in alternate years

EGR 326 Dynamic Systems and Introduction to Control Theory

Dynamic systems are systems that evolve with time. They occur all around us, throughout nature and the built environment. Understanding dynamic systems leads to the ability to control them, so they behave according to the engineer's design. This course introduces students to both linear dynamic system and modern control theories, so that students will be able to design and control simple dynamic systems. Through design projects, students gain practical experience in designing a simple controller for a dynamic system. Prerequisites: EGR 220; CSC 111; basic linear algebra from courses such as PHY 210 or MTH 211. Enrollment limit of 20. {N} Credits: 4

Members of the department

Normally offered in alternate years

EGR 340 Seminar: Geotechnical Engineering

What is quicksand and can you really drown in it? Why is Venice sinking? In this seminar students are introduced to the engineering behavior of soil within the context of a variety of real-world applications that include constructing dams, roads and buildings; protecting structures from earthquake and settlement damage; and preventing groundwater contamination. Topics covered include soil classification, permeability and seepage, volume changes, effective stress, strength and compaction. We use a variety of approaches to learning including discussion, hands-on activities, labs, projects, field trips and in-depth explorations of topics chosen by the students. Prerequisite: EGR 270 or GEO 241 or permission of the instructor. Enrollment limit of 12. {N} Credits: 4

Glenn William Ellis

Normally offered each academic year

EGR 346 Hydrosystems Engineering

Through systems analysis and design projects, this course introduces students to the field of water resources engineering. Topics include data collection and analysis, decision-making under uncertainty, the hydrologic cycle, hydropower, irrigation, flood control, water supply, engineering economics, and water law. Prerequisites: EGR 374 or permission of the instructor. Enrollment limit of 20. Credits: 4

Members of the department

Expected to be offered in the next 3 years

EGR 350 Seminar: Engineering and Cancer

The understanding, diagnosis and treatment of human disease all increasingly rely on contributions from engineering. In this course, we study some of the ways in which engineering is contributing to the study and clinical management of cancer. Students gain an understanding of the molecular, cellular and genetic basis of cancer, and use that perspective to consider ways that engineering approaches have been and can be used to study and treat cancer. Prerequisites: EGR 220 or 270 or 290, BIO 132 or permission of instructor. Enrollment limit of 12. {N} Credits: 4

Sarah Jean Moore

Normally offered in alternate years

EGR 351 Seminar: Introduction to Biomedical Engineering

There are countless challenges in medicine that engineering can help to address, from the molecular scale to the level of the entire human body. This course introduces students to engineering problem solving approaches to explore important biomedical questions. We integrate our learning of underlying biological systems with developing engineering thinking to examine those systems. We use mathematical tools to interpret and model the behavior of various biological phenomena. Upon completion of this course, students are able to identify open medical needs and propose ways in which engineering can contribute to understanding and meeting those needs. Prerequisites: PHY 210 or permission of instructor. Enrollment limit of 12. Credits: 4

Sarah Jean Moore

Normally offered in alternate years

EGR 360 Seminar: Advanced Thermodynamics

Significant challenges underlie our ability to effectively harness, convert and distribute energy. This course builds on a fundamental knowledge of thermodynamics to understand the operating principles behind, and characterize the limits of, energy generation and conversion technologies. Methods of power generation are examined, including combustion engines, nuclear reactors and hydrogen fuel cells. Topics covered in this course include: exergy, advanced cycle analysis, ideal gas mixtures, thermodynamic relations and energy analysis of reacting systems. Prerequisites: CHM 111, EGR 290 and MTH 212. Enrollment limit of 12.

{N} Credits: 4

Members of the department

Normally offered in alternate years

EGR 363 Mass and Heat Transfer

This upper-level course introduces the processes and accompanying mathematical representations that govern the transport of heat and mass, including advection, dispersion, adsorption, conduction, convection and radiation. Applications include environmental transport and mixing, cooling and heat exchange, and separation processes. Prerequisites: EGR 110 (formerly 260), EGR 290, and EGR 374, or permission of instructor. Enrollment limit of 20. {N} Credits: 4

Members of the department

Normally offered in alternate years

EGR 375 Strength of Materials

This course introduces students to the fundamentals of mechanics of materials from a static failure analysis framework. Structural behavior is analyzed, along with the material and geometric contributions to this behavior. Lecture topics are complemented with hands-on project work designed to help students make connections between the theoretical and experimental behavior of materials. Prerequisite: EGR 270. {N} Credits: 4

Borjana Mikic

Normally offered each academic year

EGR 377 Seminar: Aerial Vehicle Design

Remotely piloted and autonomous aircraft are increasingly being used in scientific research, agriculture, disaster mitigation and national defense. These small and efficient aircraft offer major environmental benefits while, at the same time, raise complex ethical and policy issues. This seminar introduces the rapidly growing field of aerial vehicle design and low-Reynolds number aerodynamics through a major project in which students design, fabricate and test a remotely piloted aircraft. Prerequisites: EGR 374, CSC 111, and either EGR 220 or CSC 270. Enrollment limit of 12. Credits: 4

Paul B. Voss

Normally offered in alternate years

EGR 388 Seminar: Photovoltaic and Fuel Cell System Design

This seminar applies fundamental principles of thermodynamics, electrochemistry and semi-conductor physics to the design, modeling and analysis of renewable energy power systems. Concepts covered in this course include extraterrestrial radiation, solar geometry, atmospheric effects, polarization curve characteristics, system components and configurations, stand-alone and hybrid system design and load interactions. This course applies these theoretical concepts in a laboratory setting involving the design and testing of fuel cell and photovoltaic systems. Prerequisites: EGR 220, CHM 111, EGR 290 (corequisite). Enrollment limit of 12. {N} Credits: 4

Denise Annette McKahn

Normally offered each academic year

EGR 389 Seminar: Techniques for Modeling Engineering Processes

The goal of this seminar is to introduce students to several approaches used to model, understand, simulate and forecast engineering processes. One

approach covered is the use of artificial neural networks—a branch of artificial intelligence (AI) with connections to the brain. Other approaches covered are based upon probability and statistics and include auto-regressive moving average (ARIMA) processes. Although students learn about the theory behind these approaches, the emphasis of the course is on their application to model processes throughout the field of engineering. Some examples include earthquake ground motion, financial markets, water treatment and electrical systems. Acknowledging the interdisciplinary nature of AI, students also investigate the possibilities of machine consciousness. Enrollment limit of 12. {N} Credits: 4

Members of the department

Normally offered each academic year

EGR 390 Advanced Topics in Engineering

Advanced Topics in Engineering is designed as a technical depth course for engineering majors. Course topics can adapt to new technologies and opportunities and build on the engineering fundamentals developed through 100- and 200-level coursework. Permission of the instructor required. Not open to first-years and sophomores. {N} Credits: 4

Members of the department

Normally offered each academic year

Honors, Capstone Design, & Special Studies

EGR 400 Special Studies

Credits: 1–4

Members of the department

Normally offered each academic year

EGR 410D Engineering Design and Professional Practice

This two-semester course focuses on the engineering design process and associated professional skills required for careers in engineering. Topics include the engineering design process, project definition, design requirements, project management, concept generation, concept selection, engineering economics, design for sustainability, design for safety and risk reduction, design case studies, teamwork, effective presentations, professional ethics, networking, negotiation and intellectual property. This course is required of all senior engineering students pursuing the S.B. in engineering science and must be taken in conjunction with EGR 421D, EGR 422D, or EGR 431D. Credits: 1

Members of the department

Normally offered each academic year

EGR 421D Capstone Design with Faculty

This two-semester course leverages students' previous coursework to address an engineering design problem. Students work on a design project sponsored by an individual member of the engineering faculty. Regular design meetings, progress reports, interim and final reports, and presentations are required. Prerequisites: Senior standing in engineering, EGR 220, 270, 290, 374 and at least one additional 300-level engineering course, plus a clear demonstration of intent and a faculty sponsor. Corequisite EGR 410D. Credits: 0–6

Members of the department

Normally offered each academic year

EGR 422D Design Clinic

This two-semester course leverages students' previous coursework to address an engineering design problem. Students collaborate in teams on real-world projects sponsored by industry and government. Regular team design meetings, weekly progress reports, interim and final reports, and multiple presentations are required. Prerequisites: Senior standing in engineering, EGR 220, 270, 290,

374 and at least one additional 300-level engineering course, or permission of instructor. This course requires an ability to work on open-ended problems in a team setting. Corequisite EGR 410D. Enrollment limit of 36. Credits: 3

Members of the department

Normally offered each academic year

EGR 430D Honors Project

Independent work in any area of engineering with a faculty member for a total of 8 credits. This pathway is separate from the capstone design experience required for the B.S. degree. Requires permission of the department.

Credits: 8

Members of the department

Normally offered each academic year

EGR 431D Honors Capstone Design with Faculty

Independent work in engineering design with a faculty member for a total of 8 credits. This pathway counts toward the capstone design experience required for the B.S. degree and must be taken concurrently with EGR 410D (2 additional credits). Honors extension for EGR 421D. Corequisite EGR 410D. Requires permission of the department. Credits: 0–8

Members of the department

Normally offered each academic year

EGR 432D Capstone Design with Industry with Honors

Honors version of EGR 422D. Co-requisite: EGR 410D. Credits: 1

Members of the department

Normally offered each academic year

English Language and Literature

Professors

Dean Flower, Ph.D.
 William Allan Oram, Ph.D. ^{*1}
 Douglas Lane Patey, Ph.D.
 Michael E. Gorra, Ph.D.
 Richard H. Millington, Ph.D.
 Craig R. Davis, Ph.D.
 Nancy Mason Bradbury, Ph.D. ^{**1, *2}
 Naomi J. Miller, Ph.D.
 Cornelia D.J. Pearsall, Ph.D. ^{*1}
 Michael T. Thurston, Ph.D., *Chair*
 Gillian Murray Kendall, Ph.D. ^{†1}
 Ambreen Hai, Ph.D. ^{†2}
 Floyd D. Cheung, Ph.D.
 Ruth Ozeki, B.A.

Sophia Smith Professor of English Language and Literature

Katherine Rowe, Ph.D.

Elizabeth Drew Professor

Russell G. Rymer

Grace Hazard Conkling Writer-in-Residence

Arda Collins, Ph.D.

Joan Leiman Jacobson Visiting Non-fiction Writer

Susan Faludi

Lucille Geier Lakes Writer-in-Residence

Amy Ellis-Nutt, Ph.D.

Associate Professors

Andrea Stephanie Stone, Ph.D.

Assistant Professor

Lily Gurton-Wachter, Ph.D.

Adjunct Professor

William Henry Hagen, Ph.D.

Lecturers

Julio Alves, Ph.D.
 Patrick Donnelly, M.F.A.
 Sara A. Eddy, Ph.D.
 Laura Sachiko Fugikawa, Ph.D.
 Maya Smith Janson, M.F.A.
 Andrew S. Leland, B.A.
 Naila F. Moreira, Ph.D.
 Ethan Myers, M.A.
 Pamela Petro, M.F.A.
 Roger Pinches, M.F.A.
 Peter Sapira, M.F.A.
 Samuel Scheer, M.Phil.
 Pamela K. Thompson, M.F.A.
 Ellen Dore Watson, M.F.A.

The Major

Advisers: Members of the department

Major Requirements

The English major requires at least ten semester courses. The following requirements aim to provide majors with a broad understanding of literatures in English, acquaint them with the key questions and intellectual strategies that shape the discipline of literary study, and offer them the opportunity to work independently at an advanced level.

I. Major in English with a Literary Emphasis

1. Majors take two gateway courses: English 199 (Methods of Literary Study) provides foundational methodological training in interpretation; English 200 (The English Literary Tradition I) offers an historical survey of English literature from its origins through the 18th century.
2. Because their writing has been so crucial to the history of literary study and so generative for later writers, we require at least one course wholly devoted to works by Chaucer, Shakespeare or Milton.
3. Because the spread of the British Empire has made English a global language with a rich array of divergent postcolonial literary traditions, and because multiple racial formations in North America have generated different ethnic American and diasporic literatures, we require at least one course at the 200-level (or above) with a focus on the global/racial as a central category of analysis.
4. To encourage our students to move toward independence and sophistication as they pursue their studies, we require, as capstone experiences, one 300-level seminar in literature and one of the following: a four-credit special studies course, a second seminar, an honors thesis, a long-term Kahn Institute project, or a relevant four-credit concentration capstone course.
5. At least four additional courses, one of which may be in creative writing.

II. Major in English with a Creative Writing Emphasis

1. Two gateway courses: English 199 (Methods of Literary Study) and English 200 (The English Literary Tradition I).
2. At least one course wholly devoted to works by Chaucer, Shakespeare, or Milton.
3. At least one course at the 200-level or above with a focus on the global/racial as a central category of analysis.
4. At least three writing workshops, two of which must be at the advanced level.
5. As capstone experiences, one 300-level seminar in literature and one of the following: an additional advanced writing workshop, a 4-credit special studies, a relevant concentration capstone, or a thesis in creative writing, to be completed in the senior year.
6. At least one additional course in literature.

The purpose of the English major is to develop a critical and historical understanding of the English language and of the literary traditions it has shaped in Britain, in the Americas and throughout the world. During their study of literature at Smith, English majors are also encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art, film and theatre. Fuller descriptions of each term's courses, faculty profiles, and other important information for majors and those interested in literary study can be found on the department's web page, accessible via the Smith College home page.

Most students begin their study of literature at Smith with English 120 or a first-year seminar before proceeding to one of the courses—199 or 200—that serves as a gateway for the major. First-year students who have an English Literature and Composition AP score of 4 or 5, or a score of 710 on the Critical Reading portion of the SAT, may enter one of the gateway courses in the fall semester. Those first-year students who have taken a gateway course in the fall may, after consultation with the instructor, elect a 200-level class beyond the gateway in the spring.

The Minor

The minor in English consists of six courses to be distributed as follows: two gateway courses (ENG 199, 200); three additional English courses (no more than two of which can be writing workshops) chosen in consultation with the minor adviser; one seminar. Only one elective course may be at the 100 level (ENG 120 or a FYS in literature). No course counting toward the minor may be taken for an S/U grade.

We also ask students to develop a deliberative plan for their major in consultation with their advisers, to be revised and updated every semester. Students may if they wish design a special focus within the major by choosing three courses related by genre (such as poetry, fiction, drama), historical period, methodological approach or any other category of interest.

Courses that fulfill requirement number 2 above include but are not limited to ENG 250, 256, 257, 260; courses that fulfill requirement number 3 include but are not limited to ENG 222, 229, 230, 236, 239, 241, 246, 248, 249, 267, 277, 278, 282, 309, 312, 319, 334, 387, 391, AFR 209, 360, AMS 230, CLT 205, 266.

One course in film, a foreign or comparative literature, or dramatic literature offered through the theatre department may count toward the major; courses in any of these categories that are cross-listed in English do not count against this limit. While only one course in creative writing may count toward the ten required courses for the literature emphasis, we encourage majors with interests in creative writing to choose additional courses in this area. Only one elective first-level course (e.g., ENG 120, ENG 135) or one FYS taught by a member of the English Department may count toward the major. ENG 118 does not count. No course counting toward the major may be taken for an S/U grade. We strongly recommend that all students take at least one historical sequence: ENG 200, 201; ENG 202, 203; or ENG 231, 233, 235.

Note on major requirements:

Because they entered under an earlier set of requirements, students in the classes of 2017 and 2018 may also fulfill requirement number 1 with ENG 201 or 231, and they may also fulfill requirement number 3 with a course that focuses explicitly on gender and sexuality or literary theory. Students in these three classes may complete the major in 10 courses; they may fulfill requirements 2 and 4 as specified above. Beginning with the class of 2019, only the requirements above will be in effect.

Students interested in graduate school in English literature would be well advised to take a course in literary theory and should be aware that most doctoral programs in English require a reading knowledge of two foreign languages. Students interested in high school teaching would be well advised to take both the English (200, 201) and the American (231, 233) literature surveys and a course in literature in English outside Britain and America. Those considering an MFA program in creative writing would be well advised to take literature courses in their chosen form or forms and to consult with their advisers about building a portfolio of selected writings.

Honors

Director:

Naomi Miller (2017–18)

ENG 430D Honors Project

Credits: 4

Applicants to honors must have an average of B+ or above in the courses they count toward the major, and an average of B or above in all other courses. During the senior year they will present a thesis, of which the first complete formal draft will be due on the first day of the second semester. After the readers of the thesis have provided students with their evaluations of this draft, the student will have time to revise her work in response to their suggestions. The final completed version of the thesis will be due after spring vacation, to be followed during April by the student's oral presentation and discussion of her work. Students in honors will normally be given priority in seminars.

Graduate

ENG 580 Graduate Special Studies

Independent study for graduate students. Admission by permission of the chair. Credits: 4

ENG 580D Graduate Special Studies

This is a yearlong course. Credits: 8

To assist students in selecting appropriate courses, the department's offerings are arranged in levels I–V, as indicated and explained below.

Level I

Courses numbered 100–170: Introductory Courses, open to all students. In English 118 and 120, incoming students have priority in the fall semester, and other students are welcome as space permits.

First-Level Courses in Writing

ENG 118 may be repeated, but only with a different instructor and with the permission of the director.

ENG 110 Writers on Writing: An Introduction to the Craft and Business of Writing Narratives

In a series of seven lectures, writers—creative nonfiction authors, playwrights, novelists, screenwriters, documentarians and short story writers—provide an overview of the practice of creating narratives from specific disciplinary perspectives. Editors, publishers, agents and producers reflect on the publication and production process. Speakers discuss researching, revising, publishing and producing texts and read from their work to provide examples. They also explore questions of style, voice and genre. S/U only. Only meets during the first half of the semester (Jan. 30–Mar. 13). {A} Credits: 1

Julio Alves

Expected to be offered in the next 3 years

ENG 118 Colloquia in Writing

In sections limited to 15 students each, this course primarily provides systematic instruction and practice in reading and writing academic prose, with emphasis on argumentation. The course also provides instruction and practice in conducting research and in public speaking. Bilingual students and nonnative speakers are encouraged to register for sections taught by Ethan Myers and Morgan Sheehan-Bubla. Priority is given to incoming students in the fall-semester sections. Course may be repeated for credit with another instructor. WI Credits: 4

Sara A. Eddy, Naila F. Moreira, Peter Sapira

Hope and Fear: The Power of Persuasion

We are immersed in a culture of persuasion: advertisers make claims, politicians' promises. Yet, despite what we believe about how we make decisions, successful persuasion is often based more on emotion than logical evidence. We examine the rhetoric of persuasion from the ancient Romans to the intentionally addictive nature of social media in order to separate the hype from the content and to develop our own, authentic persuasive styles. (E) WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

Youth Activism, New Media and Social Change

Reading and writing analytical essays about the topic of global youth activism, new media technologies and social change. Topics include analysis of international youth activist movements in diverse social and political contexts and the ways in which the use of new media technologies has impacted a multitude of social change efforts. WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

On the Road

When we leave the places we call home, we become travelers. How much of ourselves do we take with us? How much do we leave behind? These questions confront the adventurer and the immigrant, the philosopher and the rogue. Readings focus on various forms of travel and their effects on the traveler as well as on the new lands she inhabits. (E) WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

All the World's a Stage

We live in a world where everybody seems to be performing. We see this in the political arena and on reality TV shows. We see it on websites like YouTube and on social media platforms like Facebook and Twitter. In this class, we look at how our lives have grown more performative in the advent of new concepts like “reality,” “sincerity,” “self” and “friend,” and what that means for us as individuals and as a society. Enrollment limited to 15. **WI Credits: 4**

Members of the department

Expected to be offered in the next 3 years

Water: Science and Politics

The management of global water resources presents a major challenge for the 21st century. Water defines the boundaries of the livable world. It's crucial for drinking, energy, travel, irrigation and food. But water can also transmit disease, flood homes and spread contamination. Students in this course hone their science-writing skills while exploring contemporary problems related to water. They focus on presenting scientific data, reasoning and controversies in accurate but lively language, while learning and writing about the politics surrounding water use. Sources include scientific research papers, government reports, newspaper articles, and op-ed pieces. May be repeated once for credit with a different instructor. Enrollment limited to 15. **(E) WI Credits: 4**

Members of the department

Expected to be offered in the next 3 years

No, Seriously... What's so Funny? Writing About Humor

Nietzsche called maturity the rediscovered seriousness of a child at play. What is the meaning of comedy, in light of this “seriousness of the child at play?” Why do we laugh, at what and in what way? How do we distinguish silly comedy from serious comedy? This course examines such questions on comic platforms including film, music, videos, short stories and cartoons. We explore the “structure” of the comic moment as viewer or listener encounters surprise, transgression or enchantment, especially in 20th-century comedy, and the affectivity of the comic encounter from pure “clowning” to savage social commentary. Enrollment limited to 15. **WI Credits: 4**

Members of the department

Normally offered both fall and spring semesters

Consumer Culture

Reading and writing analytical essays about the pervasive effects of consumerism in American culture. Topics include analysis of advertisements, consideration of the impoverished in a consumer society, the use of advertising in schools, the marketing of fast food in American culture and the meaning of consumer goods in our daily lives. Enrollment limited to 15. **WI Credits: 4**

Members of the department

Normally offered both fall and spring semesters

Worth a Thousand Words

This course explores and analyzes the popular saying, “a picture is worth a thousand words.” The saying is generally interpreted to suggest that a complex idea can be expressed in just one picture. But it also raises questions about the complex meanings of pictures and the complex process of interpreting them. We analyze images and discuss essays about the politics of interpretation. There may be opportunities to bring some of your own pictures into the course. Bilingual students and nonnative English speakers are especially invited to register for this section. Enrollment limited to 15. **WI Credits: 4**

Members of the department

Expected to be offered in the next 3 years

Bad History

George Santayana famously wrote, “Those who cannot remember the past are condemned to repeat it,” but can anyone remember all the past? Which past should I remember? Whose past? Maybe history isn't one memorable narrative, but billions of individual stories and perspectives. Even if you told your own life

story, which events would you include or leave out? Would you tell it as a tragedy? Comedy? Coming-of-age story? In this class, we consider the distance between history and myth, story and storyteller, the event and how it's remembered. We uncover histories, doubt histories, and write our own. **(E) WI Credits: 4**

Members of the department

Expected to be offered in the next 3 years

What Is Happiness?

This course explores the scientific and philosophical expressions of our deepest emotions. Our discussion will center on Daniel Gilbert's *Stumbling on Happiness*, and will include essays by scientists, neurologists, philosophers and psychologists—all of whom engage meaningfully and surprisingly with the interplay of our senses, emotions and acculturation. By the end of the course, students will have a deeper, more nuanced understanding of the ways emotionality affects our lives and decisions. **(E) WI Credits: 4**

Members of the department

Expected to be offered in the next 3 years

How to Live

Through wide-ranging readings from ancient philosophy to contemporary memoirs, we engage this most essential question: How are we to live our lives? Philosophers and artists, farmers and writers, religious leaders and political activists have given us a rich variety of approaches to this question, envisioning utopias both large and farm-small, proposing maxims to live by, conducting private and public experiments, condensing hard-won knowledge into prose. The range of forms of these provocative writings leads to this class's second question: How are we to write about matters? Can be repeated for credit with a different topic. **(E) WI Credits: 4**

Members of the department

Expected to be offered in the next 3 years

Writing About Science

Reading and writing about current scientific topics. Readings will include examples of excellent science writing in the popular press and professional journals. Writings will include scholarly essays, Op/Ed pieces, and data analysis. Oral presentation and library research. Enrollment limited to 15. **WI Credits: 4**

Members of the department

Expected to be offered in the next 3 years

ENG 119 Writing Roundtable

Students hone their writing skills (defined broadly to include critical thinking, research and documentation, argument development and mastery of written English) as they enhance their understanding of an issue of current import and consequence. They read and write in a variety of genres (ranging from experience narratives to academic essays) and supplement their required reading with excursions to scholarly and cultural venues at Smith. Prerequisite: One WI course or permission of the instructor. Enrollment limited to 15.

This Overheating World

This writing-intensive course examines how both the scientific and literary world are responding to changing temperatures and weather now observed globally. Students hone their science writing skills in the context of examining climate change. Through scientific, engineering and literary perspectives, we examine how our future world is likely to be shaped and how people are responding or can respond to global warming and its related challenges. Our sources include literary essays and nature/science writing, scientific papers, newspaper articles and government/nonprofit publications. Prerequisite: One WI course or permission of instructor. Enrollment limited to 15. **WI Credits: 4**

Members of the department

Expected to be offered in the next 3 years

What's for Dinner? Writing About Food

Michael Pollan writes in *Omniore's Dilemma* that the U.S. suffers from a

“national eating disorder”—that essentially, we don’t know what to eat. This course examines that confusion, considering which of the many diets available to us—vegan, slow food, locavore—is truly healthy; what roles ethnicity, gender and class play in our choices; and how pervasive hunger is in the United States. Students read from the spectrum of food writing and hone their own writing in a variety of genres ranging from academic essays to restaurant reviews. Prerequisite: One WI course or permission of the instructor. Enrollment limited to 15. **WI** Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 135 Introduction to Writing Creative Nonfiction

Students learn to use literary techniques to write factual, engaging narratives that read like fiction. Based on research, interviews and personal experience, creative nonfiction encompasses a wide range of genres, including memoir, travel writing, nature writing, science writing, food writing and biography. Prerequisites: one WI course. Enrollment in each section limited to 16. Course may be repeated once on a different topic. (E)

Writing About The Arts

Students write true stories about art, music, theater, film and dance that read like a novel. Writing assignments include a profile of an artist or performer, a review of a performance or an exhibit, and a personal essay exploring how a work of art, theater or music influenced the author. The essays read like fiction, relying on character, pacing, scenes, structure and sensory details. Unlike fiction, these stories are based on facts gathered through research, observation and interviews. The course offers tools and an approach to writing to help students develop a writing process that works for them. Enrollment limited to 16. (E) Credits: 4

Members of the department

Expected to be offered in the next 3 years

Writing About Health and Healthcare in the U.S.

This course teaches students how to use the tools of narrative nonfiction to write compelling, engaging, informative pieces about issues and ideas surrounding health and healthcare. We read and discuss works that illuminate the experiences of health and illness, and that examine how American society and the medical establishment respond to these. Each student develops her voice, her sense of purpose and her authority as a writer, while strengthening her relationship with her reader. Students practice revising for style, structure and accuracy. Enrollment limited to 16. Credits: 4

Members of the department

Expected to be offered in the next 3 years

Writing About Sports

Through reading, in-and-out-of-class writing, and editing one another’s work, students learn different forms of creative non-fiction essays through a focus on the topic of sports. Among other subjects, students may explore their own sports backgrounds, the dynamics of individual sports, sports ethics, the lives and careers of sports figures, and subjects like momentum: where does it come from and where does it go? Students are encouraged to use sports-related material in the Smith Archives and explore our sports rich environment, including Smith athletics and local landmarks such as the Basketball Hall of Fame. Credits: 4

Members of the department

Expected to be offered in the next 3 years

Writing About the Senses

Sight, sound, touch, smell, taste: Everything we know reaches us through our senses. We share a world filtered through a million sensibilities - finding the words to convey what we hear, see, smell, taste, and feel is one of the most fundamental skills a writer can develop. In this class, we will hone our descriptive powers to go beyond the obvious and uncover language that delights and surprises us even as we write. We will learn to use one sense to write about another,

combine them in powerful metaphors, and explore how our senses shape the narratives that drive us. Credits: 4

Members of the department

Expected to be offered in the next 3 years

First-Year Seminars

For course descriptions, see First-Year Seminars section.

FYS 122 Eden and Other Gardens

Nancy Mason Bradbury

Expected to be offered in the next 3 years

FYS 154 The World of Anna Karenina

Sergey Glebov

Expected to be offered in the next 3 years

FYS 162 Ambition and Adultery: Individualism in the 19th-Century Novel

Michael E. Gorra

Normally offered each academic year

FYS 188 Violence, Trauma and Memory: The Literature of War

Lily Gurton-Wachter

Expected to be offered in the next 3 years

FYS 192 America in 1925

Richard H. Millington

Expected to be offered in the next 3 years

FYS 194 Literary Machines

Andrew S. Leland

Expected to be offered in the next 3 years

First-Level Courses in Literature

ENG 112 Reading Contemporary Poetry

This course offers the opportunity to read contemporary poetry and meet the poets who write it. The course consists of class meetings alternating with public poetry readings by visiting poets. On five selected Tuesdays, the course also includes Tuesday Q&As with the poets, from 4–5 p.m. Students with class, lab or required work conflicts are excused from Q&As. Graded Satisfactory/Unsatisfactory only. Course may be repeated. {L} Credits: 2

Patrick Donnelly

Normally offered both fall and spring semesters

ENG 120 Colloquia in Literature

Each colloquium is conducted by means of directed discussion, with emphasis on close reading and writing. Priority is given to incoming students in the fall-semester sections of the colloquia. Other students should consult the course instructor about possible openings. Enrollment in each section limited to 20.

Reading and Writing Short Poems

Poet Dean Young encourages the poet to “riot in the unattainable.” In this class students are encouraged to riot (on the page) while reading widely, from Basho to Bishop, in order to understand the ways in which poetry gives voice to the ordinary and the ineffable. Students study a variety of poetic forms and styles as well as the essential elements of craft. In addition to writing short analytical essays, students write and revise their own original poetry. Enrollment is limited to 20. **WI** {L} Credits: 4

Members of the department

Normally offered both fall and spring semesters

Reading and Writing Short Stories

Writing comes from reading. In this course, we explore how other writers have

used the short story form and, in so doing, have become part of a tradition—a tradition that students in the class, as writers themselves, will join. While we work on at least one analytical paper, much of the work in this class involves the creation of short stories. We work on such elements as plot, theme, characterization, description and dialogue. Students are welcome to explore any genre they wish in their own writing. **WI {L}** Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 184 Survey of African-American Literature 1746–1900

Same as AFR 170. An introduction to the themes, issues and questions that shaped the literature of African Americans during its period of origin. Texts include poetry, prose and works of fiction. Writers include Harriet Jacobs, Frances Harper, Charles Chesnut, Frederick Douglass, Phillis Wheatley. **{L}** Credits: 4

Members of the department

Expected to be offered in the next 3 years

Level II

Courses numbered 199–249. Open to all sophomores, juniors and seniors, and to qualified first-year students.

Gateway Courses

These courses serve as entry points to the major, introductions to the critical, historical and methodological issues and questions that underlie the study of literatures in English. Beginning with the class of 2019, English majors must take ENG 199 and ENG 200. Fall gateway courses are open to first-year students with the English Literature and Composition AP score of 4 or 5, or a score of 710 on the Critical Reading portion of the SAT, or by permission of the instructor.

ENG 199 Methods of Literary Study

This course teaches the skills that enable us to read literature with understanding and pleasure. By studying examples from a variety of periods and places, students learn how poetry, prose fiction and drama work, how to interpret them and how to make use of interpretations by others. English 199 seeks to produce perceptive readers well equipped to take on complex texts. This gateway course for prospective English majors is not recommended for students simply seeking a writing intensive course. Readings in different sections vary, but all involve active discussion and frequent writing. Enrollment limited to 20 per section. **WI {L}** Credits: 4

Ambreen Hai, Naomi J. Miller, Richard H. Millington, Andrea Stephanie Stone

Normally offered both fall and spring semesters

ENG 200 The English Literary Tradition I

A study of the English literary tradition from the Middle Ages through the 18th century. Recommended for sophomores. Enrollment limited to 20 per section.

WI {L} Credits: 4

Douglas Lane Patey, Cornelia D.J. Pearsall

Normally offered both fall and spring semesters

Level II Electives

ENG 201 The English Literary Tradition II

In this course we journey from the Romantics to the Victorians to the Modernists, reading a wide variety of poetry, plays, and novels from the 19th century to the 21st. We read some of the most important, strange, beautiful and complex texts of the English literary tradition, while considering the formations and deformations of that tradition, with its inclusions and exclusions, its riches and its costs, its ceaseless attention to and radical deviations from what is past or passing, or to come. Authors may include Blake, Conrad, Dickens,

Eliot, Equiano, Keats, Joyce, Rossetti, Tennyson, Walcott, Wilde, Woolf and Wordsworth. **WI {L}** Credits: 4

Lily Gurton-Wachler

Normally offered each spring

ENG 202 Western Classics in Translation, from Homer to Dante

Same as CLT 202. Texts include *The Iliad*; tragedies by Aeschylus, Sophocles and Euripides; Plato's *Symposium*; Virgil's *Aeneid*; Dante's *Divine Comedy*. Lecture and discussion. **WI {L}** Credits: 4

Nancy J. Shumate, Michael T. Thurston

Normally offered each fall

ENG 203 Western Classics in Translation, From Chrétien de Troyes to Tolstoy

Same as CLT 203. Chrétien de Troyes's *Yvain*; Antony and Cleopatra; Cervantes' *Don Quixote*; Lafayette's *The Princesse of Clèves*; Goethe's *Faust*; Tolstoy's *War and Peace*. Lecture and discussion. **WI {L}** Credits: 4

Maria Nemcova Banerjee

Normally offered each spring

ENG 207 The Technology of Reading and Writing

Same as HSC 207. An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest is in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; the fundamentally transformative effects of electronic communication.

{L} Credits: 4

Douglas Lane Patey

Normally offered in alternate years

ENG 208 Science Fiction? Speculative Fiction?

This course offers a chance to read and think about works of science fiction and fantasy, considering the forms they take, the conventions they play with, and issues they address. We read novels and stories by H.G. Wells, Yevgeny Zamyatin, Ursula K. Le Guin, Octavia Butler, Maureen McHugh, Ian McLeod, Ted Chiang, Andrea Hairston and others. Several films, including *Pan's Labyrinth*. Prerequisite: one college-level literature course or permission of the instructor. Recommended for nonmajors. **{L}** Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 210 Old English

A study of the language of Anglo-Saxon England (ca. 450–1066) and a reading of Old English poems, including *The Wanderer* and *The Dream of the Rood*. We also learn the 31-character Anglo-Frisian futhorc and read runic inscriptions on the Franks Casket and Ruthwell Cross. **{F}** **{L}** Credits: 4

Craig R. Davis

Normally offered in alternate years

ENG 211 Beowulf

A reading of Anglo-Saxon England's most powerful and significant poem, invoking the world of barbarian Europe after the fall of Rome.

{F} **{L}** Credits: 4

Members of the department

Normally offered in alternate years

ENG 215 Mid-Century Experimental Art and Literature in the U.S.

The 1950s saw a proliferation of experiment in the visual and verbal arts in the U.S. This course focuses on two locations—Black Mountain College and New

York—to explore both the range of experiments in literature (especially poetry) and art, and the interactions of writing and visual arts. Key concepts include improvisation, collaboration, abstraction, kitsch, erasure, the avant-garde, and co-optation. Key figures include Pollock, deKooning, Motherwell, Rothko, Rauschenberg, Hartigan, Frankenthaler, Cage, Olson, Creeley, Ashbery, O'Hara, Schuyler, Koch and Guest. This course is part of a Learning Community at HCC, and will include HCC students with Smith students. Enrollment limit of 16 (8 from each institution). (E) {A} {L} Credits: 4

Michael T. Thurston

Expected to be offered in the next 3 years

ENG 217 Studies in Medieval Literature

Topics course.

Old Irish

An introduction to the language and literature of early Ireland in a series of grammar lessons and readings from the epic saga *Táin Bó Cúailnge* “The Cattle Raid of Cooley.” We supplement our study with readings in translation from Greek and Roman authors on the ancient Celts and from other works in Old Irish, in particular, those expressing conceptions of this and the Otherworld, the role of the Celtic gods and goddesses, the character of their legendary kings and queens, the tension between Christian and traditional values, and the celebration of warfare, sexuality and motherhood. Enrollment limited to 20. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 229 Turning Novels Into Films: Imperialism, Race, Gender and Cinematic Adaptation

“Not as good as the book,” is a frequent response to film adaptations of novels. Adaptation studies, an interdisciplinary field that combines literary and film studies, rejects this notion of “fidelity” (how faithful a film is to its source) and instead reads literature and film as equal but different artistic and cultural forms, where the film may translate, transmute, critique, or re-interpret the novel. This course will look closely and analytically at some paired fiction and film adaptations that focus on issues of imperialism, race, class, and gender. We'll begin with some classics (Austen's *Mansfield Park*, Forster's *Passage to India*), move to international postcolonial fiction and film (Tagore's *Home and the World*, Ondaatje's *English Patient*), and end with U.S. texts about non-white, hyphenated citizens (Lahiri's *Namesake*, Stockett's *The Help*). We will also read some critical and theoretical essays to frame our key concepts and conversations. Prerequisites: At least one college level course in literature or film. {L} Credits: 4

Ambreen Hai

Expected to be offered in the next 3 years

ENG 230 American Jewish Literature

Explores the significant contributions and challenges of Jewish writers and critics to American literature, broadly defined. Topics include the American dream and its discontents; immigrant fiction; literary multilingualism; ethnic satire and humor; crises of the left involving '60s radicalism and Black-Jewish relations; after-effects of the Holocaust. Must Jewish writing remain on the margins, too ethnic for the mainstream yet insufficiently multicultural for contemporary gatekeepers of diversity? No prerequisites. {H} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 231 American Literature Before 1865

A study of American writers as they seek to define a role for literature in their changing society. Emphasis on the extraordinary burst of creativity that took place between the 1820s and the Civil War. Works by Cooper, Hawthorne, Emerson, Thoreau, Melville, Douglass, Stowe, Whitman, Dickinson and others. {L} Credits: 4

Members of the department

Normally offered each fall

ENG 232 London Fog: Victorian Secrets, Sensations and Subversions

The deadly fog that hung over London throughout the 19th century was both a social reality and a pungent metaphor for a metropolis in which it seemed that almost anything could be hidden: secrets, crimes, identities. But sometimes the fog parts—and then comes scandal. We'll begin with Dickens' anatomy of the city in *Bleak House*; move on to sensation novels by Wilkie Collins and Mary Elizabeth Braddon, which contest and subvert the period's gender roles; look at murder with Sherlock Holmes and Dr. Jekyll; urban bombings with Joseph Conrad's *The Secret Agent*; and end with a neo-Victorian novel by Sarah Waters. {L} Credits: 4

Michael E. Gorra

Normally offered each fall

ENG 238 What Jane Austen Read: The 18th-Century Novel

A study of novels written in England from Aphra Behn to Jane Austen and Walter Scott (1688–1814). Emphasis on the novelists' narrative models and choices; we conclude by reading several novels by Austen—including one she wrote when 13 years old. {L} Credits: 4

Douglas Lane Patey

Normally offered in alternate years

ENG 239 American Journeys

A study of American narratives, from a variety of ethnic traditions and historical eras, that explore the forms of movement—immigration, migration, boundary crossing—so characteristic of American life. Emphasis on each author's treatment of the complex encounter between new or marginalized Americans and an established culture, and on definitions or interrogations of what it might mean to be or become “American.” {L} Credits: 4

Members of the department

Normally offered in alternate years

ENG 248 In Praise of Darkness: The Literature of Blindness

The English language is dominated by visual metaphor: students, for example, must bring insight to their readings, inspecting these texts to look for—and illuminate—any blind spots. This course will examine Western culture's privileging of vision that culture's attitudes toward blindness, as well as the ways in which disability shapes and defines the way we read. Texts include works by blind authors (Helen Keller, J.L. Borges); sighted authors (from Sophocles to Saramago); literature made specifically for the blind (such as the first full-length “audiobooks,” recorded for blinded WWI veterans); and readings in philosophy, history, and disability studies. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 249 Literatures of the Black Atlantic

Visiting the pulpits, meeting houses and gallows of British North America to the colonial West Indies and docks of Liverpool to the modern day Caribbean, U.S., Canada, U.K. and France, this course analyzes the literatures of the Black Atlantic and the development of black literary and intellectual history from the 18th to the 21st century. Some key theoretical frameworks, which help inform our study of literature emerging from the Black Atlantic, include diaspora, transnationalism, internationalism and cosmopolitanism. Readings range from early African diasporic sermons, dying words, poetry, captivity and slave narratives to newspapers, essays, novels, drama and film. {L} Credits: 4

Andrea Stephanie Stone

Expected to be offered in the next 3 years

Level III

Courses numbered 250–299. Open to sophomores, juniors and seniors; first-year students admitted only with the permission of the instructor. Recommended background: at least one English course above the 100 level, or as specified in the course description.

ENG 250 Chaucer

A contextualized close reading of Geoffrey Chaucer's ambitious and enduring literary project, *The Canterbury Tales*, with attention to language change, narrative technique, the representation of varied and distinctive medieval voices, and the poem as vivid introduction to life and thought in the later Middle Ages.

Not open to first year-students. {L} Credits: 4

Nancy Mason Bradbury

Normally offered each academic year

ENG 256 Shakespeare

A Midsummer Night's Dream, As You Like It, I Henry IV, Measure for Measure, King Lear, Macbeth, The Tempest, and Shakespeare's sonnets. Enrollment in each section limited to 25. Not open to first-year students.

{L} Credits: 4

Members of the department

Normally offered each academic year

ENG 257 Shakespeare

Romeo and Juliet, Richard II, Hamlet, Twelfth Night, Troilus and Cressida, Othello, Antony and Cleopatra, The Winter's Tale. Not open to first-year students. Enrollment limited to 25. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 258 Colonialism and Postcolonialism in Modern Irish Literature

Irish writing in the 20th century (and beyond) has been indelibly formed by the experience of British colonialism on the island. We will examine a range of literary responses to this history, and to the experiences of civil war, independence, partition, and postcolonial status. Writers include Yeats, Joyce, O'Casey, Boland, O'Brien, Moxley, Heaney and Friel. Prerequisite: a college-level course in literature. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 260 Milton

A study of the major poems and selected prose of John Milton, radical and conservative, heretic and defender of the faith, apologist for regicide and advocate of human dignity, committed revolutionary and Renaissance humanist, and a poet of enormous creative power and influence, whose epic, *Paradise Lost*, changed subsequent English literature. Not open to first-year students. {L} Credits: 4

Members of the department

Normally offered each academic year

ENG 264 Faulkner

The sustained explosion of Faulkner's work in the dozen-odd years between *The Sound and the Fury* and *Go Down, Moses* has no parallel in American literature. He explored the microtones of consciousness and conducted the most radical of experiments in narrative form. At the same time he relied more heavily on the spoken vernacular than anyone since Mark Twain, and he made his "little postage stamp of native soil" in northern Mississippi stand for the world itself. We read the great novels of his Yoknapatawpha cycle along with a selection of short stories, examining the linked and always problematic issues of race, region and remembrance in terms of the forms that he invented to deal with them. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 267 Asian American Literature

Although we sometimes think only of modern-day authors like Amy Tan or Jhumpa Lahiri when we think of Asian American literature, in fact Asian Americans have been writing and publishing in English since at least 1887. In this course, we read selected Asian American poetry, novels, short stories, plays

and films produced from the late 19th century until the present. We consider how works engage with issues that have always concerned Asian Americans, like identity development and racism. Also, we pay attention to how works speak to concerns specific to their period, such as the exclusion acts of the 1880s, the proletarian movement of the 1930s, the decolonization of South Asian and Southeast Asian countries since the 1940s, and the increasing size and diversity of the Asian American population in the late 20th century. At all times, we attend closely to matters of language and form. {L} Credits: 4

Floyd D. Cheung

Normally offered in alternate years

ENG 274 The Pleasures of Not Thinking: Romanticism and the Irrational

Romantic writers were obsessed with uncertainty, ignorance, and the irrational, unthinking mind. Concerned with the unusual ideas that surface when we are sleeping or spaced out, absorbed or intoxicated, Romanticism embraced reason's alternatives: forgetting, fragmentation, stupidity, and spontaneous, uncontrollable emotion. From Wordsworth's suggestion that children are wiser than adults to Keats's claim that great writers are capable of remaining uncertain without reaching for fact or reason, Romantic poets and novelists suggested that we have something to learn from not thinking. We will read texts by Austen, Blake, Burke, Coleridge, Cowper, De Quincey, Freud, Kant, Keats, Locke and Rousseau. {L} Credits: 4

Lily Gurton-Wachter

Expected to be offered in the next 3 years

ENG 277 Postcolonial Women Writers

A comparative study of 20th-century women writers in English from Africa, the Caribbean, South Asia and Australia. We read novels, short stories, poetry, plays and autobiography in their historical, cultural and political contexts as well as theoretical essays to address questions such as: How have women writers addressed the dual challenge of contesting sexism and patriarchy from within their indigenous cultures as well as the legacies of western imperialism from without? How have they combined feminism with anti-colonialism? How have they deployed the act of writing as cultural work on multiple counts: addressing multiple audiences; challenging different stereotypes about gender, sexuality, race, ethnicity? What new stories have they told to counter older stories, what silences have they broken? How have they renegotiated the public and the private, or called attention to areas often ignored by their male contemporaries, such as relations among women, familial dynamics, motherhood, bodily desire, or the gendered effects of migration and diaspora? Writers include Anita Desai, Kamala Das, Thrity Umrigar, Deepa Mehta, Ama Ata Aidoo, Bessie Head, Nawal el Saadawi, Jamaica Kincaid, Michelle Cliff, Zadie Smith, Sally Morgan. Prerequisite: a WI course. {L} Credits: 4

Members of the department

Normally offered in alternate years

ENG 285 Introduction to Contemporary Literary Theory

What do we do when we read literature? Does the meaning of a text depend on the author's intention or on how readers read? What counts as a valid interpretation? Who decides? How do some texts get canonized and others forgotten? How does literature function in culture and society? How do changing understandings of language, the unconscious, class, gender, race, history, sexuality or disability affect how we read? "Theory" is "thinking about thinking," questioning common sense, critically examining the categories we use to approach literature or any discursive text. This course introduces some of the most influential questions that have shaped contemporary literary studies. We start with New Criticism but focus on interdisciplinary approaches such as structuralism, poststructuralism, Marxism, psychoanalysis, New Historicism, postcolonialism, feminism, queer, cultural, race and disability studies with some attention to film and film theory. Strongly recommended for students considering graduate work. {L} Credits: 4

Andrea Stephanie Stone

Normally offered in alternate years

ENG 288 Native American Women and Non-Binary Writers

This course examines how Native American women and non-binary writers represent their communities to each other and broader publics. How do they recall the past and imagine new possibilities for the future? How do these works fit into, expand and transform the contemporary field of literature and Native American writing? We begin with a discussion of the significance of indigenous women authors and their work. Throughout the semester we will employ close reading and ask how these writers use literary and oral history elements to tell stories, and to what effect. (E) {H} {L} Credits: 4

Laura Sachiko Fugikawa

Expected to be offered in the next 3 years

ENG 293 The Art and History of the Book

Same as ARH 247. Will books as material objects disappear in your lifetime? Or will the book, a remarkably long-lived piece of communication technology, continue to flourish and develop alongside its electronic counterparts? This course surveys the history of books from the ancient world through medieval manuscripts, hand press books, and machine press books to the digital media of today. We discover how books were made, read, circulated and used in different eras, and explore the role they have played over time in social, political, scientific and cultural change. The course involves extensive hands-on work with books and manuscripts from across the centuries and sustained engagement with current debates about book, print and media culture. Admission limited to 20 by permission of the instructor. Group A, Group B.

{A} {H} {L} Credits: 4

Members of the department

Normally offered each spring

Intermediate/Advanced Creative Writing Courses

Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the 100 level, no student is admitted to a section until she has submitted appropriate examples of her work and received permission of the instructor. The deadline for submitting a writing sample is by the last day of registration in April for a fall course and the last day of registration in November for a spring course. Please contact the department assistant with any questions.

ENG 206 Intermediate Fiction Writing: Factual Fiction

A writer's workshop that focuses on sharpening and expanding each student's fiction writing skills, as well as broadening and deepening her understanding of the short story form. Exercises will concentrate on using real-world interviewing and reporting to feed one's fictional work. Students will analyze and discuss each other's stories, and examine the work of established writers. Writing sample and permission of the instructor are required. Sample or samples should total approximately 1000 words, of any genre, and are due by the last day of registration. If the applicant has a writing project in mind for the semester, a description of it is also encouraged. {A} {L} Credits: 4

Russell G. Rymor

Normally offered each fall

ENG 216 Intermediate Poetry Writing

In this course we read as writers and write as readers, analyzing the poetic devices and strategies employed in a diverse range of contemporary poetry; gaining practical use of these elements to create a portfolio of original work; and developing the skills of critique and revision. In addition, students read and write on craft issues, and attend Poetry Center readings/Q&As. Writing sample and permission of the instructor are required. {A} {L} Credits: 4

Ellen Dore Watson

Normally offered each academic year

ENG 290 Crafting Creative Nonfiction

A writer's workshop designed to explore the complexities and delights of creative nonfiction. Constant reading, writing and critiquing. Writing sample and permission of the instructor are required.

Topic: Writing Women

Women have historically exerted their voice and power through writing, even as the professional trades of journalism and publishing have historically been unwelcoming of their presence. This class will examine reporting and writing by and about women, and engage students in the practice of writing about gender, feminism, and women's lives. Students will produce their own researched and reported magazine-style project, while inspecting how the media represents feminist issues and analyzing the works of other writers who have probed women's conditions and concerns. We will grapple with questions of reportage, structure, ethical obligations to one's subject, fair representation, and more. Permission only; writing sample required. {A} {L} Credits: 4

Members of the department

Normally offered each spring

ENG 291 Lakes Writing Workshop

An intermediate-level workshop in which writers develop their skills through intensive reading, writing, revising, and critique. Emphasis on narrative writing, broadly defined to include a variety of genres, depending on the interests of the current holder of the Lakes writing residency. Topic changes annually.

Topic Tell Me a Story: The Power and Purpose of Narrative Writing

In this course, students both read and write narrative non-fiction and hear from some of the country's best narrative writers. Topics to be discussed include: What are the principles of great narrative writing? Who are the great narrative non-fiction writers and why does their work matter? Why do stories matter? Half of each class will be lecture and discussion of a specific work of narrative writing, with occasional guest writers skyping in for Q & A with students. Some of the writers we will be reading are: Susan Orleans of *The New Yorker*; Stephanie McCrummen of *The Washington Post*, Dan Barry of *The New York Times*; essayist Rebecca Solnit, novelist Marilynne Robinson, and poets Mary Oliver and Louise Glück. The second half of each class will be spent writing, with different weekly assignments. In addition to in-class work, a total of four reported stories will be required, with the fourth and final one a long-form narrative that students will work on throughout the semester. Writing sample and permission of the instructor are required. {A} {L} Credits: 4

Members of the department

Normally offered each spring

ENG 295 Advanced Poetry Writing

Taught by the Grace Hazard Conkling Poet in Residence, this advanced poetry workshop is for students who have developed a passionate relationship with poetry and who have substantial experience in writing poems. Texts are based on the poets who are reading at Smith during the semester, and students gain expertise in reading, writing and critiquing poems. Writing sample and permission of the instructor are required. {A} {L} Credits: 4

Arda Collins

Normally offered both fall and spring semesters

ENG 296 Advanced Fiction-Writing Workshop

The goal of this workshop is to help more advanced fiction-writing students become stronger writers in a supportive context that encourages experimentation, contemplation, and attention to craft. The workshop will include all the traditional elements of a fiction writing workshop, focusing on writing skills and technique, close reading, and the production of new work. In addition, the workshop will include instruction in mindfulness meditation to help students cultivate their powers of concentration, observation, imagination, and creative expression on the page. Students will be asked to submit manuscripts for discussion in class, to revise and edit their work, and to keep a

process journal about their writing practice. They will be asked to read fiction by established authors in a range of genres and to lead a class forum discussion on a published short story of their choosing. *Reading Like A Writer* by Francine Prose, will be a required text for the class. The workshop will also include occasional writing exercises focusing on aspects of craft. Enrollment is by the instructor's permission. {A} {L} Credits: 4

Ruth Ozeki

Normally offered both fall and spring semesters

ENG 384 Writing About American Society

Topics course.

Audio as a Narrative Technology

Same as AMS 351. This course focuses on audio as a narrative technology. How are stories told in sound? How does writing for the ear differ from writing for the eye? What can the history of narrative audio, from Golden Age radio drama to European "features" tell us about the work being produced amid the current explosion of interest surrounding podcasting? This course features extensive listening and readings in these and other aspects of audio; students also produce (and workshop) pieces of their own, exploring sonic forms including short documentary, essay, oral history, fiction and sound installation. (No previous technical knowledge is required.) Writing sample and permission of the instructor are required. {A} {L} {S} Credits: 4

Members of the department

Normally offered each spring

Level IV

300-level courses, but not seminars. These courses are intended primarily for juniors and seniors who have taken at least two literature courses above the 100-level. Other interested students need the permission of the instructor.

ENG 399 Teaching Literature

Discussion of poetry, short stories, short novels, essays and drama with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. For upper-level undergraduates and graduate students who have an interest in teaching. Enrollment limited to 15. {L} Credits: 4

Samuel Scheer

Normally offered each fall

Level V

Seminars. Seminars are open only to juniors and seniors, and admission is by permission of the instructor.

Seminars in the English department stand as the capstone experience in the major. They bring students into the public aspects of intellectual life, and the papers they require are not only longer but also different in kind from those in 200-level classes. These papers require a research component in which students engage the published arguments of others, or at least demonstrate an awareness of the ongoing critical conversation their work is entering. But such work proves most useful when most available, and so we also require that students present their thinking in some way to the semi-public sphere of the seminar itself.

All students who wish to take a seminar must contact the instructor by the last day of the preregistration period. The instructor selects the students admitted from these applicants. Enrollment limited to 12.

ENG 308 Seminar: One Big Book

This capstone course offers an intensive research-based study of a single important work of literature in English, seen in its social, historical, and

intellectual context on the one hand, and in terms of its reception history on the other. Course may be repeated once for credit with different topic and instructor. Permission of the instructor required. Enrollment limited to 12.

Topic for Spring 2018: George Eliot's Middlemarch

Prerequisites: two 200-level courses in either the reading of fiction or in 19th-century British literature, or a combination thereof. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 312 Seminar: Seminar: Converts, Criminals and Fugitives: Print Culture of the African Diaspora, 1760–1860

This seminar explores the varied publications produced by people of African descent, America, Canada and England, including early sermons and conversion narratives, criminal confessions, fugitive slave narratives and the black press. We consider these works in terms of publishing history, editorship (especially women editors), authorship, readership, circulation, advertising, influence, literacy, community building, politics and geography. We examine their engagements with such topics as religion, law economics, emigration, gender, race and temperance. Smith's manuscript and periodical holdings offer us a treasure trove of source materials. Permission of the instructor is required. Enrollment limited to 12. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 323 Seminar: Toni Morrison

Same as AFR 360. This seminar focuses on Toni Morrison's literary production. In reading her novels, essays, lectures and interviews, we pay particular attention to three things: her interest in the epic anxieties of American identities; her interest in form, language and theory; and her study of love. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENG 333 Seminar: A Major British or American Writer

J. R. R. Tolkien

J. R. R. Tolkien was an Oxford don and professor of Old and Middle English literature who used fantasy fiction as a technique of moral philosophy and historical analysis, a way of pondering the meaning of human life on earth and the trajectory of human experience through time. We will explore Tolkien's Middle-earth in *The Hobbit* (1936), *The Lord of the Rings* (1965) and *The Silmarillion* (1977) with special attention to the medieval and early modern sources of Tolkien's literary imagination as intimated in his essays, "Beowulf: The Monsters and the Critics" (1936) and "On Fairy-Stories" (1947). Permission of the instructor is required. Enrollment limited to 12. {L} Credits: 4

Members of the department

Normally offered each academic year

Evelyn Waugh

Reading and discussion of all Waugh's novels (and some of his travel-books and journalism), from his early satires of the 1920s and 30s such as *Decline and Fall* and *Vile Bodies*, through his turn to explicit religious polemic in *Brideshead Revisited* and *Helena*, to his re-creation of the Second World War in the trilogy *Sword of Honour*. By permission of the instructor. Enrollment limited to 12. {L} Credits: 4

Members of the department

Normally offered each academic year

ENG 391 Modern South Asian Writers in English

We study key texts in the diverse tradition of 20th- and 21st-century South Asian literature in English, from the early poet Sarojini Naidu to internationally acclaimed contemporary global and diasporic writers from India, Pakistan, Sri Lanka, Nepal. Topics include: the postcolonial fashioning of identities;

Independence and Partition; women's interventions in nationalist discourses; the crafting of new English idioms; choices of genre and form; the challenges of historiography, trauma, memory; diaspora and the (re)making of "home;" life post-9/11 Islamophobia. Writers include: Anand, Narayan, Manto, Rushdie, Attia Hosain, Arundhati Roy, Jhumpa Lahiri, Kiran Desai, Naqvi, Adiga, Upadhyay. Supplementary readings on postcolonial theory and criticism. By permission of the instructor. Enrollment limited to 12. {L} Credits: 4

Ambreen Hai

Expected to be offered in the next 3 years

Special Studies

ENG 400 Special Studies

Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

ENG 408D Special Studies

This is a full-year course. Credits: 4

Members of the department

Normally offered both fall and spring semesters

Cross-Listed and Interdepartmental Courses

CLT 177 Journeys in World Literature

From the earliest Chinese poetry to the latest Arabic Internet novels, comparative literature makes available new worlds—and “newly visible” old worlds. To become “world-forming,” one must realize one's belonging to a given world or worlds, as well as one's finitude. To rethink the relationship between literature and world, each section of this course focuses on a given genre, movement or theme. Through topics such as “Epic Worlds,” “The Short Story” and “Literature and Medicine,” we consider the creation of worlds through words. May be repeated once with a different topic. Enrollment limit of 20. *Members of the Program in Comparative Literature.*

Epic Worlds

A comparison of the first literary works to emerge from oral story-telling traditions among several ancient, medieval and modern peoples to express their highest ideals and sense of collective identity: the Mesopotamian *Gilgamesh*, the Indian *Mababharata*, the Old Irish *Táin Bó Cúailnge*, the Medieval Welsh *Four Branches of the Mabinogi*, the Finnish *Kalevala* and the Nyanja (Congolese) *Mwindo*. We explore these epics as sites of cultural formation and moral contest, and especially seek to understand their world-views, value systems and trajectory of human history through time as these are revealed in the life-struggles of vividly imagined heroes and heroines. WI {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

AFR 202 Topics in Africana Studies

Topics course.

The Black Archive

Why has the construction of archives that center on the experiences of people of African descent been so critical to black political, cultural, and social life? What do black archives look like and what do they offer us? How do they expand the way we consider archives in general? This course seeks to address these questions by examining the conception and development of black archives, primarily,

although not exclusively, as they arose in the United States across the twentieth century. Enrollment limit of 40. (E) {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

CLT 205 20th-Century Literatures of Africa

A study of the major writers and diverse literary traditions of modern Africa with emphasis on the historical, political and cultural contexts of the emergence of writing, reception and consumption. We pay particular attention to several questions: in what contexts did modern African literature emerge? Is the term “African literature” a useful category? How do African writers challenge Western representations of Africa? How do they articulate the crisis of independence and postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Writers include Chinua Achebe, Ngũgĩ wa Thiong'o, Tsitsi Dangarembga, Chimamanda Ngozi Adichie, Nadine Gordimer, Njabulo Ndebele and Ama Ata Aidoo. We also watch and critique films such as *Blood Diamond*, *District 9*, *Tsotsi* and *The Constant Gardener*. {L} Credits: 4

Katwiwa Mule

Normally offered each fall

JUD 215 The Heart of the Matter

Explores pressing questions at the heart of Jewish studies from multiple theoretical, historical, political, cultural and artistic perspectives. Students may take the course as many times as they wish, so long as it is a different topic.

George Eliot's Daniel Deronda

The topic for fall 2018 is George Eliot's novel *Daniel Deronda*. What are the intersections between Eliot's critiques of sexism, class, and anti-Semitism, and how does the novel's solutions to the Jewish Question continue to inspire and provoke? {H} {L} Credits: 1

Members of the department

Expected to be offered in the next 3 years

AMS 253 Native Literacies to 1880

This course explores the meaning and use of writing—in many forms—within Native communities in the Americas. We challenge the conventional understanding of writing by examining texts not usually considered as such—like hieroglyphic codices, wampum belts, khipu, and winter counts—alongside poetry, sermons, memoirs and treaties. To facilitate this work, the course is arranged thematically by tribe, technology, or text, rather than chronology, allowing us to deepen our knowledge about the peoples and histories concerned each week. In addition, we immerse ourselves in current-day debates over language study, textual recovery, cultural heritage and scholarly ethics. Prerequisite: a course in history, anthropology or American studies. (E) {H} {L} {S} Credits: 4

Christen Muecher

Normally offered each fall

THE 261 Writing for the Theatre

The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Weekly and biweekly exercises in writing for various media. Goal for beginning playwrights: to draft a one-act play by the end of the semester. Plays by students are considered for staging. L and P with writing sample required, best submitted weeks prior to registration. {A} Credits: 4

Leonard Berkman, Andrea D. Hairston

Normally offered both fall and spring semesters

THE 262 Writing for the Theatre

Intermediate and advanced script projects. Prerequisite: 261. L and P. {A} Credits: 4

Leonard Berkman, Andrea D. Hairston

Normally offered both fall and spring semesters

CLT 266 Studies in South African Literature and Film

Topics course.

Modern South African Literature and Cinema

A study of South African literature and film with a particular focus on adaptation of literary texts to the screen. We pay particular attention to texts and films in which violence—political, economic, psychical, xenophobic, homophobic etc.—is the main focus. For what purposes do South African filmmakers adapt canonical and contemporary texts, biographies and memoirs to the screen? How do these adaptations help us visualize the relationship between power and violence in apartheid and post-apartheid South Africa? How do race, class, gender, sexuality and ethnicity complicate how we define, conceptualize and critique racial, political and gender-based violence in South Africa? Texts and films may include Njabulo Ndebele's *The Cry of Winnie Mandela*, Alan Paton's *Cry the Beloved Country*, André Brink's *A Dry White Season*, Mahamo's *The Last Grave at Dimbaza*, John Wood's *Biko (Cry Freedom)*, Anne Mare du Preez Bezdrob's *Winnie Mandela: A Life (Winnie)* and Athol Fugard's *Tsotsi*. We also study film classics such as *The Voortrekkers*, *Zulu/Zulu Dawn* and *Sarafina* as well as transcripts and footages of testimonies from the Truth and Reconciliation Commission hearings. (E) {L} Credits: 4

Members of the department

Normally offered each spring

CLT 300 Literary Theory and Literary Practice: Conflicts and Consensus

This course presents a variety of practices and positions within the field of literary theory. Approaches include structuralism, poststructuralism, psychoanalysis, Marxism, gender and queer studies, cultural studies and postcolonial studies. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings include Freud, Lacan, Levi-Strauss, Barthes, Derrida, Foucault, Bakhtin, Gramsci, Bhabba, Butler, Said, Ngũgĩ wa Thiong'o, Žižek. The class is of interest to all students who wish to explore a range of approaches and methodologies within the humanities as well to students who plan to go to graduate school in literature programs. Enrollment limited to 25. {L} Credits: 4

Anna Botta

Normally offered each fall

AFR 366 Seminar: Contemporary Topics in Africana Studies

Topics course.

{H} {S} Credits: 4

Samuel Galen Ng

Seminar: The Politics of Grief

What role has grief played in the black freedom struggle? How have conceptions of race and gender been articulated, expanded, and politicized through public performances of collective mourning? This seminar explores the ways in which post-emancipation black politics developed through efforts, often led by women, to not only challenge but to also embody and inhabit trauma. We will consider a range of theoretical texts alongside historical documents from the late nineteenth century to today. {H} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Seminar in Social Sciences

{H} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Environmental Concentration: Climate Change

Directors: James Lowenthal, Robert Newton

Coordinator: Joanne Benkley

Advisory Committee

Jesse Bellemare (Biological Sciences) ^{†2}

Nathanael Alexander Fortune (Physics) ^{*2}

Daniel K. Gardner (History) ^{†1}

Alice L. Hearst (Government)

Danielle Denise Ignace (Biological Sciences)

James Daniel Lowenthal (Astronomy)

Robert Morgan Newton (Geosciences)

Amy Larson Rhodes (Geosciences)

Susan Stratton Sayre (Economics)

Gregory Whayne White (Government)

The mission of the Center for the Environment, Ecological Design and Sustainability (CEEDS) is to graduate women who excel at integrating knowledge in support of environmental decisions and actions. A concentration, that links academic integration with agency and action, is a natural means by which to achieve this mission, and CEEDS offers two environmental concentrations with topics that change every four years.

Many world leaders, scientists and analysts of all types agree that global climate change is perhaps the most significant challenge confronting human life and well-being and the stability of life on Earth. The climate change concentration builds on strong student and faculty interest, pulling together the many diverse fields and disciplines that bear on this complex subject.

Students and faculty participating in the climate change concentration can explore connections among such themes as:

- socioeconomic and historical factors affecting climate change including the Industrial Revolution, the environmental movement, global fossil fuels industries, national and global financial institutions, world economic models, and the military-industrial complex;
- political and governmental aspects of climate change such as the Kyoto Protocol, the relative balance between developing and developed nations of responsibility for causing and for responding to climate change, the ongoing debate in the United States over “cap and trade” and carbon tax systems, and the IPCC;
- psychological factors affecting personal behavior including political affiliation, education and perceived normative decisions among peer groups; and
- cultural reflections of and influences on global climate change including literature, film, theater, and visual arts;
- the science of global climate change including atmospheric physics and radiative transfer, sources of greenhouse gases, biological system responses to climate change, and the prehistoric geologic climate record

For more information, see www.smith.edu/climate.

Requirements

The environmental concentration in climate change has four components: a gateway course, an academic core, practicum experiences and a capstone.

1. Gateway Course (choose one)

ENX 100 Environment and Sustainability: Notes from the Field

This 1-credit lecture series introduces students to theory and practice in fields related to the environment, sustainability and climate change. Students gain insight into how their liberal arts education and skills in critical thinking and analysis apply to a variety of environmental issues and sustainability contexts. Speakers, including distinguished alumnae, are drawn from the five colleges, the Pioneer Valley and beyond. This course ends the week of Thanksgiving. Graded S/U only. This course can be repeated for credit. Credits: 1
Normally offered each academic year

LSS 100 Landscape, Environment and Design

Topic for 2017: Alternative Facts and New Realities

Through readings and a series of lectures by Smith faculty and guests, we examine the history and influences out of which landscape studies is emerging. We look at the relationship of this new field with literary and cultural studies, art, art history, landscape architecture, history, biological and environmental sciences. What is landscape studies? Where does it come from? Why is it important? How does it relate to, for instance, landscape painting and city planning? How does it link political and aesthetic agendas? What is its role in current sustainability debates and initiatives among architects, landscape architects, planners and engineers? Students may take this course twice for credit. S/U only. Credits: 2

Normally offered each academic year

2. Academic Core (four courses)

In consultation with their advisers, students choose four courses from among the many climate-related courses offered within the Five Colleges. (See examples listed in the courses section.) The four courses must span at least two of three divisions (humanities, social sciences, natural sciences and engineering).

3. Practicum Experiences

The concentration requires students to pursue two practicum experiences, which can include internships, projects on campus, and volunteer and paid work.

4. Capstone Course (required)

This course (below) will be offered in the fall 2017, 2018, 2019 and 2020. Students wishing to pursue the environmental concentration must have clear plans to ensure that they can take this capstone course.

ENX 301 Environmental Concentration Capstone

Topics course.

Climate Change

This capstone course for the environmental concentration in climate change brings together students to work on team-based projects related to climate change. Project work is complemented by lectures, readings, discussions and field trips throughout the Pioneer Valley. Enrollment limited to 15. (E)
Credits: 4

Members of the department

Normally offered each fall

Example Courses for the Academic Core

Example courses for the academic core offered by the Five Colleges follow. Other relevant courses offered at Smith, within the Five College Consortium or in study abroad programs may be used to satisfy the core requirement of the concentration with consultation and approval of the concentration adviser.

Amherst College

| | |
|----------|---|
| ARCH 375 | The Poetics and Politics of Sustainable Architecture |
| BIOL 440 | Conservation Biology |
| ECON 210 | Environmental and Natural Resource Economics |
| ENST 220 | Environmental Issues of the 19th Century |
| ENST 250 | Environmental Politics and Policies |
| ENST 310 | Conservation Social Science |
| ENST 320 | Knowledge, Politics and the Environment |
| ENST 432 | Environmental Risks and Choices |
| GEO 109 | Climate Change, Global Warming and Energy Resources |
| HIST 265 | Environmental History of Latin America |
| HIST 411 | Commodities, Nature and Society |
| LJST 172 | Global Justice: Problems and Solutions, from the Refugee Crisis to the Zika Virus, to Climate Change |
| LJST 227 | Sustainability and the Fate of Law: Can Law Save the World? |
| SOCI 226 | Unequal Footprints on the Earth: Understanding the Social Drivers of Ecological Crises and Environmental Inequality |
| SOCI 341 | Ecology, Justice, and the Struggle for Socio-Ecological Change: Environmental Movements and Ideas |
| PHIL 225 | Environment Philosophy |
| PHYS 109 | Energy |

Hampshire College

| | |
|------------|--|
| CSI 0124 | Global Infrastructures |
| CSI 0133 | Land Conservation, Indigenous Land Rights, and Traditional, Ecological Knowledge |
| CSI 0151 | Culture, Religion, and Environmentalism |
| CSI 0243 | Global Justice: Rights, Reparations, and Peace |
| CSI 0244 | Media Studies and the Environment |
| CSI 0261 | Oceans of Change: Ocean and Human Protection in the Face of Climate Change |
| CSI 0273 | Making Space: The Role of the Built Environment in Social Transformation |
| CSI 0232 | Rivers of Life and Death |
| CSI 0268-1 | America and the World: US Foreign Policy in a Turbulent Era |
| HACU 0275 | Sustainable Design: Principles, Practice, Politics |
| NS 0130 | Forests in Transition |
| NS 0150 | Agriculture, Ecology and Society |
| NS 0157 | Sustainable Water Resources |

Mount Holyoke College

| | |
|-------------|---|
| BIOL 321 | Conference Course: Marine Conservation Biology |
| BIOL 326 | Oceans Blues: State of the World's Oceans |
| ECON 203 | Environmental Economics |
| ENVST 104 | Renewable Energy |
| ENVST 200 | Environmental Science |
| ENVST 210 | Political Ecology |
| ENVST 233ET | Topics in Environmental Studies: Environmental Ethics |
| ENVST 240 | The Value of Nature |
| ENVST 241 | Environmental Issues |

| | |
|-------------|--|
| ENVST 257 | History and Environmental Change, and Public Health |
| ENVST 317 | Perspectives on American Environmental History |
| ENVST 321HC | Human Health & Climate Change |
| ENVST 341 | Science and Power in Environmental Governance |
| GEO 101 | Environmental Geology with Lab |
| GEO 107 | Environmental Geology |
| GEO 203 | Surface Processes |
| GEO 240 | Geological Resources and the Environment |
| HIST 301HE | Colloquium: History of Energy |
| HIST 244 | European Public Policy; West and East |
| POLIT 242 | Oil and Water Don't Mix: Geopolitics, Energy and the Environment |
| POLIT 248EP | Topics in Politics: International Environmental Politics |

Smith College

| | |
|-------------|---|
| AST 220 | Special Topics in Astronomy: Astronomy and Public Policy |
| BIO 390 | Seminar: Topics in Environmental Biology |
| CHM 108 | Environmental Chemistry |
| EAS 220 | Colloquium: Environment and Society in China |
| ECO 224 | Environmental Economics |
| ECO 271 | Economics of Climate Change |
| ECO 324 | Seminar: Economics of the Environment and Natural Resources |
| EGR 312 | Seminar: Atmospheric Processes |
| ENG 118 | Colloquia in Writing: Water, Science and Politics |
| ENV 101 | Environmental Integration I: Perspectives |
| ENV/GEO 150 | Modeling Our World: An Introduction to Geographic Information Systems |
| ENV 220 | Natural Resource Management and Environmental Justice |
| ENV 323 | Climate and Energy Policy |
| FYS 113 | The World Water Crisis |
| FYS 178 | Energy, Environment, and Climate Change |
| GEO 101 | Introduction to Earth Processes and History |
| GEO 104 | Global Climate Change |
| GEO 106 | Extraordinary Events in the History of Earth, Life and Climate |
| GEO 108 | Oceanography: An Introduction to Marine Environment |
| GOV 347 | Seminar in International Politics and Comparative Politics |
| LSS 100 | Landscape, Environment and Design |
| PHI 304 | Colloquium: Applied Ethics |
| PSY 374 | Psychology of Political Activism |
| SOC 232 | World Population |
| SOC 233 | Environment and Society |
| SOC 237 | Gender and Globalization |

University of Massachusetts

| | |
|---------------|--|
| ANTHRO 208 | Human Ecology |
| CE-ENGIN 671 | Environmental Biological Processes |
| ECON 308 | Political Econ. of the Environment |
| ENVIRSCI 101 | Introduction to Environmental Science |
| ENVIRSCI 390A | Environmental Soil Science |
| ENVIRSCI 445 | Sustainability and Problem Solving |
| GEO-SCI 150 | The Earth Transformed: World Environmental Issues |
| MANAGMNT 366 | Foundations of Sustainable Enterprise |
| NRC 100 | Environment and Society |
| RES-ECON 121 | Hunger in Global Economy |
| SOCIOL 392 | Food and Society |
| STOCKSCH 115 | Environmental Biology |
| WGSS 220 | Gender, the Global Environment, and Sustainability |

Environmental Concentration: Sustainable Food

Directors: Robert Newton, Paul Wetzel

Coordinator: Joanne Benkley

Advisory Committee:

Elisabeth Brownell Armstrong (Study of Women and Gender) ^{†1}

Barbara Brehm-Curtis (Exercise and Sport Studies) ^{**2}

Michelle Joffroy (Spanish and Portuguese) ^{*2}

Ann Leone (French and Landscape Studies)

Robert Morgan Newton (Geosciences)

Nancy Saporta Sternbach (Spanish and Portuguese) ^{†1}

Paul Robert Wetzel (Environmental Concentration)

The mission of the Center for the Environment, Ecological Design and Sustainability (CEEDS) is to graduate women who excel at integrating knowledge in support of environmental decisions and actions. A concentration, that links academic integration with agency and action, is a natural means by which to achieve this mission, and CEEDS offers two environmental concentrations with topics that change every four years.

Through 2020, one environmental concentration topic will be sustainable food, building on current student and faculty interest in this subject and capitalizing on Smith's location in the heart of the Pioneer Valley. This concentration enables students and faculty to engage in interdisciplinary explorations of food and the many issues involved in sustainability, such as food production, food distribution systems, the economics of agriculture, food cultures around the world, agricultural policy, and various questions pertaining to gender and food. For more information, see www.smith.edu/food.

Requirements

The environmental concentration in sustainable food has four components: a gateway course, an academic core, practicum experiences and a capstone.

1. Gateway Course (choose one)

ENX 100 Environment and Sustainability: Notes from the Field

This 1-credit lecture series introduces students to theory and practice in fields related to the environment, sustainability and climate change. Students gain insight into how their liberal arts education and skills in critical thinking and analysis apply to a variety of environmental issues and sustainability contexts. Speakers, including distinguished alumnae, are drawn from the five colleges, the Pioneer Valley and beyond. This course ends the week of Thanksgiving. Graded S/U only. This course can be repeated for credit. Credits: 1
Normally offered each academic year

LSS 100 Landscape, Environment and Design

Topic for 2017: Alternative Facts and New Realities

Through readings and a series of lectures by Smith faculty and guests, we examine the history and influences out of which landscape studies is emerging. We look at the relationship of this new field with literary and cultural studies, art, art history, landscape architecture, history, biological and environmental sciences. What is landscape studies? Where does it come from? Why is it important? How does it relate to, for instance, landscape painting and city planning? How does it link political and aesthetic agendas? What is its role in current sustainability debates and initiatives among architects, landscape

architects, planners and engineers? Students may take this course twice for credit. S/U only. Credits: 2

Normally offered each academic year

2. Academic Core (four courses)

In consultation with their advisers, students choose four courses from among the many food-related courses offered by the Five Colleges (see examples listed in the Courses section). The four courses must span at least two of three divisions (humanities, social sciences, natural sciences and engineering).

3. Practicum Experiences

The concentration requires students to pursue two practicum experiences, which can include internships, projects on campus, and volunteer and paid work.

4. Capstone Course

This course (below) will be offered through the fall of 2020. Students wishing to pursue the environmental concentration in sustainable food must have clear plans to ensure that they can take this capstone course.

ENX 301 Environmental Concentration Capstone

Topics course.

Sustainable Food

This capstone course for the environmental concentration in sustainable food brings together students to work on team-based projects related to sustainable food. Project work is complemented by lectures, readings, discussions and field trips throughout the Pioneer Valley. Enrollment limited to 15. Credits: 4

Members of the department

Normally offered each fall

Example Courses for the Academic Core

Example courses for the academic core offered by the Five Colleges are listed below. Other relevant courses offered at Smith, within the Five College Consortium or in study abroad programs may be used to satisfy the core requirement of the concentration with consultation and approval of the concentration adviser.

Amherst College

| | |
|----------|---|
| AMST 280 | When Corn Mother Meets King Corn: Cultural Studies of the Americas |
| ANTH 339 | The Anthropology of Food |
| ARHA 383 | The Tea Ceremony and Japanese Culture |
| BIOL 104 | Food, Fiber, and Pharmaceuticals |
| CHM 100 | Molecular Gastronomy |
| ECON 212 | Public Economics: Environment, Health, and Inequality |
| ENST 160 | The Politics of Food |
| ENST 401 | Wine, History and the Environment |
| HIST 339 | Making of Market Society |
| HIST 402 | Wine, History, and the Environment |
| PSYC 217 | Psychology of Food and Eating Disorders |
| SOC 341 | Ecology, Justice, and the Struggle for Socio-Ecological Change: Environmental Movements and Ideas |

Hampshire College

| | |
|---------|---|
| CSI 110 | Global Poverty: Theories and Practices |
| CSI 158 | The Global Economy: What Rules Serve the Public Interest? |
| CSI 229 | Economic Development |
| CSI 243 | Global Justice: Rights, Reparations, and Peace |
| CSI 299 | Critical Ethnography: Following the Chinese Food |
| IA 278 | Art and Ecology: Understanding Changing New England, Environments |
| NS 129 | Health and Wealth |
| NS 157 | Sustainable Water Resources |
| NS 233 | Anthropology of Food and Nutrition |
| NS 294 | Sustainable Agriculture and Organic Farming |

Mount Holyoke College

| | |
|-------------|--|
| ANTHR 212 | Culture of Consumption/Exchange |
| ANTHR 212 | Shopping and Swapping: Cultures of Consumption and Exchange |
| ANTHR 216 | Special Topics in Anthropology: The Archaeology of Food |
| CST 249FD | Topics in Critical Social Thought: Asian American Food in Literature/Culture |
| ECON 218 | International Economics |
| ECON 249 | Political Economics of Food/Agriculture |
| ENVST 267 | Reading and Writing in the World |
| ENVST 321CF | Feeding Nine Billion People |
| ENVST 321HC | Human Health and Climate Change |
| HIST 296 | Women in History: African Women: Food and Power |
| HIST 301FH | Colloquium: Food and Hunger in the Modern World |
| HIST 389 | Agrarian America: Sugar, Cotton, Coffee, Bananas, and Wheat |
| RELIG 265 | Holy Feast, Holy Fast: Sacred Food and Eating in Judaism |
| SOCI 216SC | Sociology of Culture |
| SOCI 316TC | Foodies: Taste/Global Society |

Smith College

| | |
|---------|---|
| ANT 200 | Colloquium in Anthropology: Food |
| ANT 230 | People and Cultures of Africa |
| ANT 242 | Cook, Drink and Eat: The Anthropology of Food |
| ANT 248 | Medical Anthropology |
| ANT 347 | Seminar: Prehistory of Food |
| ARH 207 | Translating New Worlds |
| BIO 103 | Economic Botany Plants and Human Affairs |
| EAS 217 | Modernity and Contested Traditions in Korea |
| EAS 220 | Colloquium: Environment and Society in Contemporary China |
| ECO 213 | The World Food System |
| ENG 118 | Colloquia in Writing: Water, Science and Politics |
| ENG 119 | Writing Roundtable |
| ENG 135 | Intro to Writing Creative Nonfiction: Writing About the Environment |
| ENV 220 | Natural Resource Management and Environmental Justice |
| ESS 250 | Nutrition and Health |
| FRN 365 | Francophone Literature and Culture |
| FYS 108 | Curry: Gender, Race, Sexuality and Empire |
| FYS 113 | The World Water Crisis |
| FYS 159 | What's in a Recipe |
| HST 298 | Food and Famine in African History |
| ITL 205 | Savoring Italy: Recipes and Thoughts on Italian Cuisine and Culture |
| JUD 125 | Jewish Civilization: Food and Foodways |
| PSY 374 | Psychology of Political Activism |
| SOC 237 | Gender and Globalization |

| | |
|---------|---|
| SPN 245 | <i>Buen Provencho</i> : Food and the Spanish-Speaking World |
| SWG 230 | Gender, Land and Food Movements |

University of Massachusetts

| | |
|--------------|--|
| ANTHRO 256 | Bizarre Foods |
| ANTHRO 297 | Native American Foodways and Plant Medicine |
| FD SCI 101 | The Science of Food |
| FD SCI 102 | World Food Habits |
| FD SCI 150 | The Science of Food |
| FD SCI 160 | The Nature of Food |
| FD SCI 270 | Biology of Food in Human Health |
| FD SCI 541 | Food Chemistry (FD SCI 544 Lab) |
| FD SCI 567 | Food Microbiology (FD SCI 566 Lab) |
| FD SCI 575 | Elements of Food Process Engineering |
| FD SCI 580 | Food-Borne Diseases |
| KIN 110 | Human Performance and Nutrition |
| NUTR 230 | Basic Nutrition |
| NUTR 572 | Community Nutrition |
| NUTR 577 | Nutritional Problems in the U.S. |
| STOCKSCH 280 | Herbs, Spices and Medicinal Plants |
| STOCKSCH 300 | Deciduous Orchard Science |
| STOCKSCH 315 | Greenhouse Management |
| STOCKSCH 325 | Vegetable Production |
| STOCKSCH 350 | Sustainable Soil and Crop Management |
| STOCKSCH 370 | Tropical Agriculture |
| WGSS 220 | Gender, the Global Environment, and Sustainability |

Environmental Science and Policy

Director

Amy Larson Rhodes, Professor of Geosciences

Program Administrator

Anne Wibiralske

Spatial Analysis Lab Director

Jon Caris

Members of the Program Committee

Alexander Richard Barron, Assistant Professor of Environmental Science and Policy ^{**2}

Donald C. Baumer, Professor of Government ^{**1*2}

Andrew Berke, Assistant Professor of Chemistry ^{**1}

Elliot Fratkin, Professor of Anthropology ^{†1}

Danielle Denise Ignace, Assistant Professor of Biological Sciences

Leslie L. King, Associate Professor of Sociology ^{**2}

Robert Morgan Newton, Professor of Geosciences

Paulette M. Peckol, Professor of Biological Sciences

Jeffrey Lee Ramsey, Associate Professor of Philosophy ^{**2}

Amy Larson Rhodes, Professor of Geosciences

Susan Stratton Sayre, Assistant Professor of Economics

L. David Smith, Professor of Biological Sciences ^{†2}

Camille Washington-Ottobre, Assistant Professor of Environmental Science and Policy ^{*1}

Gregory Wayne White, Professor of Government

The Major

Advisers: Alexander Barron, Donald Baumer, Andrew Berke, Danielle Ignace, Leslie King, Robert Newton, Paulette Peckol, Jeffrey Ramsey, Amy Larson Rhodes, Susan Stratton Sayre, L. David Smith, Camille Washington-Ottobre and Gregory White

The environmental science and policy (ES&P) major is designed for students with interests in the environment and sustainability and a commitment to scientifically based problem solving and policy analysis. The objectives of the major are to prepare students to transcend disciplinary boundaries, combine analytical and communication skills with a well-rounded understanding of the environment, and translate this knowledge into meaningful action and innovative solutions. Four integration courses form the intellectual and organizational core of the major. Each course brings together frameworks, proficiencies and knowledge from natural and social sciences in an explicitly integrative fashion to explore and analyze important environmental topics at local, regional, national and global levels. Additional introductory courses provide breadth in the natural and social sciences, humanities, and statistics, and introduce students to fundamental aspects of disciplines important to understanding human-environment interactions. Students gain depth of knowledge by choosing a coherent sequence of electives with a clear environmental focus. Students are strongly encouraged to engage in environmentally oriented internships, independent research or study-away opportunities. Prospective majors should consult with an ES&P faculty adviser in choosing their courses. In their first semesters, students are encouraged to enroll in one of the introductory courses (see list) and an appropriate integration course (101), as well as statistics.

Requirements: The ES&P major requires 14 courses. These include the following:

- Four environmental integration courses (101, 201/202, 311, 312)
- Three introductory courses in the natural sciences from different areas (BIO, CHM, GEO, PHY/EGR), two of which must include labs (see list)
- Two introductory courses in the category of social sciences, humanities and policy from different departments (see list)
- One course in statistics (see list)
- Four electives that create a coherent sequence with a clear environmental focus. No more than one elective may be at the 100 level and at least one must be at the 300 level; ENX 100 may not be used as an elective. One semester of independent study (400) or credit toward an honor's thesis (430d) may be substituted for one elective, but neither may count as the 300-level elective.
- One course fulfilling the major requirements may be taken S/U; 201/202, 311, and 312 may not be taken S/U.

Environmental Integration Courses

All majors must complete the four environmental integration courses:

| | |
|---------|--|
| ENV 101 | Sustainability and Social-Ecological Systems |
| ENV 201 | Researching Environmental Problems |
| ENV 202 | Researching Environmental Problems Laboratory |
| ENV 311 | Interpreting and Communicating Environmental Information |
| ENV 312 | Sustainable Solutions |

Introductory Courses

Natural Sciences

All majors must take one course in three of the following four natural science areas: biological sciences, chemistry, geosciences, or physics and engineering. Two of these courses must include a laboratory or field component. BIO 131 and GEO 102 count only as lab courses. BIO 131 must accompany BIO 130. GEO 102 must accompany an introductory GEO lecture course. Students with Advanced Placement credit (4 or 5) in an area may substitute an appropriate upper-level course in consultation with an ES&P adviser and in accordance with guidelines of the home department.

Natural Science Lab or Field Courses

| | |
|---------|---|
| BIO 131 | Biodiversity, Ecology and Conservation Laboratory |
| CHM 111 | Chemistry I: General Chemistry |
| CHM 118 | Advanced General Chemistry |
| EGR 100 | Engineering for Everyone |
| FYS 103 | Geology in the Field |
| GEO 102 | Exploring the Local Geologic Landscape |
| GEO 108 | Oceanography: An Introduction to the Marine Environment |
| PHY 117 | Introductory Physics I |
| PHY 118 | Introductory Physics II |

Natural Science Lecture Courses

| | |
|---------|---|
| BIO 130 | Biodiversity, Ecology and Conservation |
| CHM 108 | Environmental Chemistry |
| ENV 108 | Environmental Chemistry |
| GEO 101 | Introduction to Earth Processes and History |
| GEO 104 | Global Climate Change: Exploring the Past, the Present and Options for the Future |
| GEO 105 | Natural Disasters: The Science Behind the Headlines |
| GEO 106 | Extraordinary Events in the History of Earth, Life and Climate |

Social Sciences, Humanities and Policy

All majors must take two courses from the social science, humanities and policy category listed below. The courses must be from different departments. Students with Advanced Placement credit (4 or 5) in an area may substitute an appropriate upper-level course in consultation with an ES&P adviser and in accordance with guidelines of the home department.

| | |
|---------|---|
| ANT 130 | Introduction to Cultural Anthropology |
| ECO 150 | Introductory Microeconomics |
| GOV 200 | American Government |
| GOV 207 | Politics of Public Policy |
| GOV 241 | International Politics |
| PHI 238 | Environmental Ethics |
| PPL 220 | Public Policy Analysis |
| SOC 101 | Introduction to Sociology |
| SWG 150 | Introduction to the Study of Women and Gender |

Statistics

Majors must take one course in statistics (ECO 220, GOV 203, MTH 220, PSY 201, SDS 201, SDS 220 or SOC 204). Students with Advanced Placement credit (4 or 5) in statistics may substitute an appropriate upper-level statistics course in consultation with an ES&P adviser and in accordance with guidelines of the home department.

Electives for the Environmental Focus

Majors should choose their elective courses in consultation with the major adviser to create a coherent sequence with a clear environmental focus; the focus may be specific to a discipline, topic or location. No more than one elective can be at the 100 level; at least one must be at the 300 level. Several colloquium and seminar courses have rotating themes; approval is granted for years when the focus is on environmental and sustainability topics. ENX 100 may not be used as an elective. Electives and the environmental focus can be identified at the time the major is declared but not later than the end of the add/drop period of the first semester of junior year. Subsequent changes require approval of the major adviser. Electives can include but are not limited to the following approved list. Other relevant courses offered at Smith, within the Five College Consortium, or in study-away programs may be used to satisfy the electives requirement of the major with consultation and approval of the major adviser. One semester of independent study (400) or credit toward an honor's thesis (430d) may be substituted for one elective, but neither may count as the 300-level elective. 400 must be taken for 3 or 4 credits to be used as an elective. Internships, study-abroad or Praxis experiences are encouraged.

Natural Sciences

Biological Sciences

| | |
|---------|---|
| BIO 103 | Economic Botany: Plants and Human Affairs |
| BIO 206 | Plant Physiology |
| BIO 207 | Plant Physiology Laboratory |
| BIO 260 | Invertebrate Diversity |
| BIO 261 | Invertebrate Diversity Laboratory |
| BIO 264 | Plant Diversity and Evolution |
| BIO 265 | Plant Diversity and Evolution Laboratory |
| BIO 268 | Marine Ecology |
| BIO 269 | Marine Ecology Laboratory |
| BIO 272 | Vertebrate Biology |
| BIO 273 | Vertebrate Biology Laboratory |
| BIO 355 | Ecophysiology |
| BIO 356 | Ecophysiology Laboratory |
| BIO 364 | Plant Ecology |
| BIO 365 | Plant Ecology Laboratory |
| BIO 366 | Biogeography |
| BIO 390 | Seminar: Topics in Environmental Biology <i>Coral Reef Ecology and Conservation</i> <i>The Ecological Impacts of Global Change</i> <i>Investigations in Conservation Biology</i> |

Chemistry

| | |
|---------|------------------------------------|
| CHM 346 | Environmental Analytical Chemistry |
|---------|------------------------------------|

Environmental Science and Policy

| | |
|---------|---|
| ENV 150 | Mapping Our World: An Introduction to Geographic Information Systems |
| ENV 266 | Landscapes of Northern Germany: Natural Environments and Human Influences |

Environmental Concentration

| | |
|---------|--------------------------------------|
| ENX 301 | Environmental Concentration Capstone |
|---------|--------------------------------------|

Geosciences

| | |
|---------|--|
| GEO 150 | Mapping our World: An Introduction to Geographic Information Systems |
| GEO 231 | Invertebrate Paleontology and the History of Life |
| GEO 232 | Sedimentary Geology |
| GEO 251 | Geomorphology |
| GEO 301 | Aqueous Geochemistry |
| GEO 309 | Groundwater Geology |

Physics and Engineering

| | |
|---------|--|
| EGR 312 | Seminar: Atmospheric Processes |
| EGR 315 | Seminar: Ecohydrology |
| EGR 325 | Seminar: Electric Power Systems |
| EGR 326 | Dynamic Systems and Introduction to Control Theory |
| EGR 346 | Hydrosystems Engineering |

- EGR 388 Seminar: Photovoltaic and Fuel Cell System Design
 EGR 390 Advanced Topics in Engineering
Contaminant Fate and Removal in Aquatic Systems
 FYS 178 Energy, the Environment and Climate

Social Sciences, Humanities and Policy

- ANT 224 Anthropolos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis
 ANT 229 Africa and the Environment
 ANT 317 Seminar: The Anthropology of Landscape – Space, Place, Nature
 EAS 220 Colloquium: Environment and Society in Contemporary China
 ECO 224 Environmental Economics
 ECO 271 The Economics of Climate Change
 ECO 324 Seminar
Economics of the Environment and Natural Resources
 ENG 118 Colloquia in Writing
Water: Science and Politics
Writing About Science
 ENG 119 Writing Roundtable
This Overheating World
What's for Dinner? Writing About Food
 ENG 135 Introduction to Writing Creative Nonfiction
Writing About Place and Travel
Writing About the Environment
 ENV 220 Natural Resource Management and Environmental Justice
 ENV 224 Anthropolos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis
 ENV 275 Decoding the Experts: Modeling the Impact of Climate Change
 ENV 323 Climate and Energy Policy
 ENV 326 Seminar: Natural Resource Management and Environmental Justice in the US and the Global South
 FYS 113 The World Water Crisis
 FYS 129 Tierra y Vida: Land and the Ecological Imagination in U.S. Latino/a Literature
 FYS 133 Reading the Landscape
 FYS 141 Reading, Writing and Placemaking: Landscape Studies
 FYS 163 Exploring Our National Parks
 GOV 241 International Politics
 GOV 242 International Political Economy
 GOV 254 Colloquium: Politics of the Global Environment
 GOV 347 Seminar in International Politics and Comparative Politics
Environmental Security
 HST 263 (C) Aspects of Latin American History
Natural Resources and the Environment in Latin American History
The Environmental History of Latin America
 JUD 229 Judaism and Environmentalism
 LSS 250 Studio: Landscape and Narrative
 PHI 238 Environmental Ethics
 PHI 304 Colloquium in Applied Ethics
Sustainability
 PSY 268 The Human Side of Climate Change
 SOC 232 World Population
 SOC 333 Seminar: Social Justice, the Environment and the Corporation
 SWG 230 Gender, Land and Food Movements

Special Studies

ENV 400 Special Studies

Admission by permission of the instructor. Special Studies are open to qualified juniors and seniors and, in appropriate cases, to sophomores. Students are encouraged to contact the instructor in advance of the semester they intend to take this course. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

Honors

Students with a strong academic background who wish to conduct independent and original work on an environmental topic are encouraged to pursue an honors project. Interested students should contact potential honors advisers by the beginning of February in the spring semester of their junior year.

Please consult the director of honors for specific requirements and application procedures.

Director: Amy L. Rhodes

ENV 430D Honors Project

Full-year course, 4 credits each semester. Offered every year. Please consult the director of honors, Professor Amy L. Rhodes, for specific requirements and application procedures. Credits: 8

Normally offered both fall and spring semesters

Study Abroad

Students may elect to take courses for the major outside Smith College by participating in an environmentally oriented, off-campus program. Relevant Smith-approved programs include but are not limited to Arava Institute for Environmental Studies, Danish Institute for Study Abroad, Duke University's Organization for Tropical Studies, Frontiers Abroad Earth Systems New Zealand, the School for Field Studies, the School for International Training, SEA Semester, and the Maritime Studies Program of Williams College and Mystic Seaport. Courses from other study-away programs may also be eligible for credit with approval of the major adviser. Study-away courses will generally count as 200-level electives, but specific courses in specific programs may be authorized to count as 300-level electives with preapproval of the major adviser.

Study Abroad Adviser: Your major adviser for environmental science and policy

The Minor

Advisers: Advisers for the major also serve as advisers for the minor

The minor consists of six courses chosen with the guidance and approval of an ES&P adviser. Interested students are urged to meet with the director, program administrator or ES&P adviser early in their academic planning.

Requirements: Six courses: 101; two courses from the natural science category (must not be in the same area); one course from the social science, humanities and policy category; and two electives in consultation with the minor adviser. For three of the six courses, two must be 200 level or higher; the third should normally be above the 100 level. EGR 315 and GEO 301 may be used to fulfill

a natural science requirement in either of two categories (see list below). EGR 100 has several rotating themes and may count toward the minor when the focus is on energy, natural resources or sustainability. ENX 100 may not be used as an elective; 201/202 and 311 may count as electives toward the minor but do not fulfill either the natural science or the social science, humanities and policy requirements. We recommend taking a course in geographic information systems (ENV 150/GEO 150) as an elective. Appropriate Smith courses not listed below, Five College courses, or courses taken at other institutions and through summer and semester-away programs may be counted toward the minor with preapproval of the adviser. Students must satisfy the prerequisites for all courses included in their minor program. No more than three of the six courses may be taken at other institutions. No more than one course may be taken S/U; 101 may not be taken S/U.

Natural Sciences

All minors must take one course in two of the following four natural science areas:

Biological Sciences

| | |
|---------|---|
| BIO 130 | Biodiversity, Ecology and Conservation |
| BIO 268 | Marine Ecology |
| BIO 269 | Marine Ecology Laboratory |
| BIO 364 | Plant Ecology |
| BIO 365 | Plant Ecology Laboratory |
| BIO 390 | Seminar: Topics in Environmental Biology <i>The Ecological Impacts of Global Change</i> <i>Coral Reef Ecology and Conservation</i> <i>Investigations in Conservation Biology</i> |

Chemistry

| | |
|---------|------------------------------------|
| CHM 108 | Environmental Chemistry |
| CHM 346 | Environmental Analytical Chemistry |
| ENV 108 | Environmental Chemistry |
| GEO 301 | Aqueous Geochemistry |

Geosciences

| | |
|---------|---|
| GEO 101 | Introduction to Earth Processes and History |
| GEO 104 | Global Climate Change: Exploring the Past, the Present and Options for the Future |
| GEO 105 | Natural Disasters: The Science Behind the Headlines |
| GEO 106 | Extraordinary Events in the History of Earth, Life and Climate |
| GEO 108 | Oceanography: An Introduction to the Marine Environment |
| GEO 301 | Aqueous Geochemistry |
| GEO 309 | Groundwater Geology |
| EGR 315 | Seminar: Ecohydrology |

Physics and Engineering

| | |
|---------|--------------------------------|
| EGR 100 | Engineering for Everyone |
| EGR 312 | Seminar: Atmospheric Processes |
| EGR 315 | Seminar: Ecohydrology |

Social Sciences, Humanities and Policy

All minors must take one course in the social sciences, humanities and policy category.

| | |
|-------------|--|
| ANT 224 | Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis |
| ANT 229 | Africa and the Environment |
| ECO 224 | Environmental Economics |
| ECO 271 | The Economics of Climate Change |
| ENV 220 | Natural Resource Management and Environmental Justice |
| ENV 224 | Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis |
| ENV 275 | Decoding the Experts: Modeling the Impact of Climate Change |
| ENV 323 | Climate and Energy Policy |
| ENV 326 | Seminar: Natural Resource Management and Environmental Justice in the US and the Global South |
| GOV 207 | Politics of Public Policy |
| GOV 242 | International Political Economy |
| GOV 254 | Colloquium: Politics of the Global Environment |
| GOV 347 | Seminar in International Politics and Comparative Politics <i>Environmental Security</i> |
| HST 263 (C) | Aspects of Latin American History <i>Natural Resources and the Environment in Latin American History</i> <i>The Environmental History of Latin America</i> |
| JUD 229 | Judaism and Environmentalism |
| PHI 238 | Environmental Ethics |
| PSY 268 | The Human Side of Climate Change |

Electives

All minors must take two elective courses. Electives may include 201/202; 311; courses listed above for the minor in the natural sciences and social sciences, humanities and policy categories; and courses listed under electives for the environmental focus for the major. Other relevant courses offered at Smith, within the Five College Consortium, or in study-away programs may be used to satisfy the electives requirement of the minor with consultation and approval of the major adviser.

ENV 101 Sustainability and Social-Ecological Systems

We have entered a new geological epoch, the Anthropocene, characterized by the accelerating impact of human activities on the Earth's ecosystems. All over the globe, humans have transformed the environment and have sometimes created catastrophic dynamics within social-ecological systems. Scientists have studied these phenomena for decades, alerting both the general public and policy-makers of the consequences of our actions. However, despite convincing evidence of environmental degradation, humans continue to radically transform their environment. This course explores this puzzle and asks how we can remodel our social-ecological systems to build a more sustainable and resilient future. Enrollment limited to 60. {H} {N} {S} Credits: 4

Alexander Richard Barron

Normally offered each fall

ENV 108 Environmental Chemistry

Same as CHM 108. An introduction to environmental chemistry, applying chemical concepts to topics such as acid rain, greenhouse gases, air quality, pesticides and waste treatment. Chemical concepts are developed as needed. {N} Credits: 4

Nuru Tracey

Normally offered each spring

ENV 150 Mapping Our World: An Introduction to Geographic Information Systems

Same as GEO 150. A geographic information system (GIS) enables data and maps to be overlain, queried and visualized in order to solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and applies the analysis of spatial data to issues in geoscience, environmental science and public policy. Students gain expertise in ArcGIS—the industry standard GIS software—and online mapping platforms, and carry out semester-long projects in partnership with local conservation organizations. Enrollment limited to 20. {N} Credits: 4

John Loveless

Normally offered each fall

ENV 201 Researching Environmental Problems

While focusing on topical environmental issues, students learn how to gather, analyze and present data using methods from the natural and social sciences. Data are drawn from multiple sources, including laboratory experiments, fieldwork, databases, archival sources, surveys and interviews. Emphasis is on quantitative analysis. Environmental topics vary in scale from the local to the global. Note: 202 must be taken concurrently. Prerequisite: 101. Enrollment limited to 18. Q {N} {S} Credits: 4

Members of the department

Normally offered both fall and spring semesters

ENV 202 Researching Environmental Problems Laboratory

In this laboratory complement to 201, students use a variety of methods to gather and analyze different types of environmental data (quantitative, qualitative, spatial). Enrollment limited to 18. Q {N} {S} Credits: 1

Members of the department

Normally offered both fall and spring semesters

ENV 220 Natural Resource Management and Environmental Justice

This course examines the connections between natural resource management and environmental justice in the U.S. and the Global South. We study the benefits and limits of traditional top-down approaches to the management of forests, land, fisheries, biodiversity, underground resources, water, food and genomes in different parts of the world. By discussing case studies of environmental justice issues from mountaintop removal mining and hydraulic fracturing in West Virginia to the impact of biofuels and GMOs on local populations in Mexico, students question and rethink the management of natural resources. Enrollment limit of 20. Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENV 224 Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis

Same as ANT 224. Anthropology seeks to understand human life in all its complexity, but what constitutes “the human” is far from straightforward. This course examines the changing ways that “Anthropos” is being understood in an era of rapid global climate change and our planet’s sixth mass extinction event, both driven by human activities. We review perspectives on the relationship between humans and their environment from various cultural perspectives, considering how they engage notions of race, class, and gender, and what they imply for nature conservation. Topics include modernity, pets, cyborgs, kinship, symbiosis, extinction, species invasions, settler colonialism, and the Anthropocene concept. Enrollment limit of 30. {S} Credits: 4

Colin Hoag

Normally offered each fall

ENV 266 Landscapes of Northern Germany: Natural Environments and Human Influences

This course is part of the Smith Study Abroad Program in Hamburg, Germany, and limited to students enrolled in this program. The course includes lectures, field trips to locations in Northern Germany, and seminars with student presentations and discussion. The lectures cover a general introduction to different landscape types of Northern Germany: their geology, characteristic plant and animal life, and development through time; and focus on the effects of humans on landscape development for the last 6,000 years. Discussions explore possibilities and constraints of sustainable development based on the natural resources of the region. Visits to different landscapes of Northern Germany over five days of field trips provide a good overview of the landscape types present. Kai Jensen, course instructor. {N} {S} Credits: 4

Members of the department

Normally offered each spring

ENV 275 Decoding the Experts: Modeling the Impact of Climate Change

The U.S. estimates the cost of carbon is \$37/ton. Is this estimate too low? Too high? What will emission reductions cost? This course is a cooperative research effort to understand and evaluate the Integrated Assessment Models used to estimate the costs and benefits of carbon emission reductions. We begin with the IPCC predictions of the physical impacts of climate change and then turn to the economic models that translate physical predictions into cost estimates. Emphasis on understanding and critiquing the logic of the models and learning how differing assumptions translate into a wide range of reported estimates. Enrollment limit of 20. (E) {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENV 311 Interpreting and Communicating Environmental Information

This course focuses on the interpretation and communication of environmental issues and solutions from multi- and interdisciplinary perspectives. Using contemporary environmental topics as a foundation, this course emphasizes careful assessment of both message and audience to design effective communication strategies for complex topics. Students develop the ability to read, interpret, and critique environmental research from a variety of disciplines; to consider the needs and motivation of their audience; to develop evidence-based arguments tailored to a particular audience; and to articulate those arguments clearly and concisely. Prerequisite: one semester of statistics. 101 and 201/202 are strongly recommended. Enrollment limited to 25.

{N} {S} Credits: 4

Susan Stratton Sayre

Normally offered each fall

ENV 312 Sustainable Solutions

This course is designed to develop a student’s abilities as an environmental problem solver through practice. The problems come in two forms: a campus or local problem related to environmental sustainability or resilience, and the problem of what to do with one’s life. To address each, students engage in a semester-long group project that addresses a real-world environmental issue or question (projects vary from year to year) and a more individualized examination of the student’s own values, career aspirations and skills. Student work is assessed via progress reports, exercises, class participation, an oral presentation and a final written report. Prerequisites: 101, a statistics course, 201/202 and 311 (311 may be taken concurrently). Enrollment limited to 16.

{N} {S} Credits: 4

Alexander Richard Barron, L. David Smith

Normally offered both fall and spring semesters

ENV 323 Climate and Energy Policy

This course examines climate change and energy policy from several perspectives including scientific, economic, equity, political and practical considerations. We examine sources and trends of greenhouse gas emissions and climate impacts and then focus on a specific sector (e.g., electric power) to consider existing policies, market structures and the spectrum of approaches to reduce emissions. Students work in small groups on projects in an active policy area and prepare a briefing and paper. Prerequisite: ENV 101, 201/202 or permission of the instructor. (E) {N} {S} Credits: 4

Alexander Richard Barron

Normally offered each academic year

ENV 326 Seminar: Natural Resource Management and Environmental Justice in the US and the Global South

This course will examine the connections between natural resource management and environmental justice in the US and the Global South. We will study the benefits and limits of traditional top-down approaches to the management of forests, land, fisheries, biodiversity, underground resources, water, food, and genomes in different parts of the world. By discussing case studies of environmental justice issues from tar sands mining in Alberta to the impact of biofuels and GMOs on local populations in Mexico, students will question and rethink the management of natural resources. Prerequisite: at least two government courses prior or instructor permission. Enrollment limit of 12. {S} Credits: 4

Camille Washington-Ottombre

Normally offered each academic year

ENV 400 Special Studies

Admission by permission of the instructor. Special Studies are open to qualified juniors and seniors and, in appropriate cases, to sophomores. Students are encouraged to contact the instructor in advance of the semester they intend to take this course. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

ENV 430D Honors Project

Full-year course, 4 credits each semester. Offered every year. Please consult the director of honors, Professor Amy L. Rhodes, for specific requirements and application procedures. Credits: 8

Members of the department

Normally offered both fall and spring semesters

Cross-Listed Courses

| | |
|---------|---|
| BIO 131 | Biodiversity, Ecology and Conservation Laboratory |
| ECO 150 | Introductory Microeconomics |
| ECO 220 | Introduction to Statistics and Econometrics |
| GOV 241 | International Politics |
| MTH 220 | Introduction to Probability and Statistics |
| PSY 201 | Statistical Methods for Undergraduate Research |
| SOC 201 | Statistics for Sociology |

Ethics

Advisers

Elizabeth V. Spelman, Ph.D., Professor of Philosophy ^{†1}
Albert G. Mosley, Ph.D., Professor of Philosophy ^{**1}
Susan Levin, Ph.D., Professor of Philosophy, Director ^{*2}
Jeffrey Lee Ramsey, Ph.D., Associate Professor of Philosophy ^{**2}

This minor offers students the opportunity to draw together courses with a major focus on ethics and thus to concentrate a part of their liberal arts education on those questions of right and wrong residing in nearly every field of inquiry. Background in the history and methods of ethical reasoning will be completed by the study of normative and applied ethics in selected areas of interest.

Requirements: PHI 222 and any four courses offered in various departments and programs at Smith and the Five Colleges. The list tends to vary from year to year, so be sure to consult one of the advisers.

In recent years, courses at Smith, apart from PHI 222, have included the following:

| | |
|---------|--|
| ANT 255 | Dying and Death |
| PHI 210 | Colloquium: Issues in Recent and Contemporary Philosophy— Topic: Animal Rights |
| PHI 221 | Ethics and Society |
| PHI 235 | Morality, Politics, and the Law |
| PHI 238 | Environmental Ethics |
| PHI 242 | Topics in Medical Ethics |
| PHI 247 | The Ethics of Slavery |
| PHI 304 | Colloquium in Applied Ethics—Topic: Enhancing Humans: How We Could Do It, Whether We Should |
| PHI 304 | Colloquium in Applied Ethics—Topic: Sustainability |
| SOC 203 | Qualitative Methods |

However, be sure to check the availability of courses each semester or consult with the director of the program.

Exercise and Sport Studies

Professors

James Harmon Johnson, Ph.D. *¹
Barbara Brehm-Curtis, Ed.D., *Chair* **²

Associate Professors

Sarah Witkowski, Ph.D.

Lecturers

Lynn Oberbillig, M.B.A.
Karen Lynn Riska, Ph.D.
Jane Stangl, Ph.D.
Erica S Tibbetts, Ph.D.

Instructors

Iain B. Braddak, M.S.
Richard J. Cesario
Carla M. Coffey, M.A.
Craig Collins, B.S.
Christine J. Davis, M.S.
Stefanie Frazee

Jaime L. Ginsberg, M.Ed.
Frank Grindrod
Lynn M. Hersey, M.S.
Jean Ida Hoffman, M.S.
Scott Johnson, B.S.
Emily Morgan Lopez
Judy B. Messer, RYT, Sensei
Katherine Moore, M.S.
Ellen M. O'Neil, M.S.T.
Lynne A. Paterson, RYT200
Rosalie Joan Peri, RN, CPT, RYT200
Mark Simon Platts, M.B.A.
Danielle Rao
Nancy Rothenberg, 3rd degree black belt
Dorothy A. Steele, M.S.
Kelli M. Steele, ATC
Elizabeth B. Thompson, B.A.
Ian Jake Turner, M.S.

and applied practice in coaching through 14 credits of a practicum experience by serving as either an assistant coach or a trainer to an intercollegiate team.

Theory Courses

510 Biomechanics of Sport
515 Physiology of Exercise and Sport
550 Women in Sport
565 Skill Acquisition and Performance
570 Sport Psychology

Seminars and Applied Skills

500 Foundations of College Coaching
501 Seminar in Administration of Athletic Teams
502 Seminar in Philosophy and Ethics
503 Legal Issues in Sport
504 Collegiate Recruiting
509 Musculoskeletal Anatomy
520 Sport Leadership for Coaches
555 Sports Nutrition
575 Sports Medicine
576 Fundamentals of Conditioning

Coaching Practicum

505 Practical Foundations in Coaching (1st year)
506 Advanced Practicum in Coaching (2nd year)

Note: With the exception of 500, 502, 505/506, 507, and special studies and theses credits, courses are offered on an alternate-year schedule.

The Minor

Advisers: Barbara Brehm-Curtis, Lynn Oberbillig and Erica Tibbetts

The Department of Exercise and Sport Studies minor provides students with a comprehensive introduction to exercise and sport studies. This course of study is useful for students with an interest in exercise and sport and for those considering graduate study or a career in exercise science; community, worksite or other fitness programs; and the health sciences, such as physical therapy and medicine. Students interested in coaching receive certification.

Requirements: Six 4-credit courses including 100 and either 210 or 215. The other courses (16 credits) may be selected from ESS departmental offerings. In addition, one appropriate course from another department may be substituted with the adviser's permission. A maximum of four performance course credits may be counted toward the minor. Course selection for the minor must be approved by a faculty adviser.

Areas of Emphasis and Course Requirements

Students may wish to follow one of the following specific areas of emphasis:

Coaching/Education: 100, 107, 110, 215, 220, 225 and EDC 336
Exercise Science: 100, 107, 210, 215, 220, 250 and 400
Health: ESS 100, 107, 130, 140, 250, 340 and IDP 208
Sociocultural Perspectives: ESS 100, 130, 140, 200, 215, 220, 225, 230, 340

Graduate Courses

Master of Science in Exercise and Sport Studies

Adviser: Lynn Oberbillig

Requirements: The master's degree in exercise and sport studies is a 51-credit program tracked over the course of two years. A candidate receives theoretical

A. Theory Courses

ESS 100 Playing the Game: Introduction to Exercise and Sport Studies

A beginning survey course of the disciplines that address physical activity and sport. The course takes into account the general effects of physical activity and how one studies and analyzes these experiences. Course content includes an examination of behavioral, sociocultural, and biophysical experiences and professional possibilities. Open to first years and sophomores. Credits: 4

Lynn Oberbillig

Normally offered each fall

ESS 107 Emergency Care

The goal of this course is to teach emergency medical care that enables the student to (a) recognize symptoms of illness and injuries; (b) implement proper procedures; (c) administer appropriate care; (d) achieve and maintain proficiency in all caregiving skills; (e) be responsible and behave in a professional manner; and (f) become certified in Community First Aid/AED and CPR for the Professional Rescuer. Credits: 2

Craig Collins

Normally offered both fall and spring semesters

ESS 110 Introduction to Sports Coaching

This course introduces students to the principles of coaching that are applicable to all sports. Content includes the following areas of sport science: pedagogy,

leadership, psychology, biomechanics, physiology, growth and development and areas of health and wellness related to the well-being of athletes. Enrollment limited to 20. {S} Credits: 4

Mark Simon Platts

Normally offered each spring

ESS 130 Stress Management

The physical and psychological components of stress, identification of personal stress response patterns and techniques for daily stress management. Enrollment limited to 20. Credits: 2

Barbara Brehm-Curtis, Jaime L. Ginsberg, Devon Brandon Quattrocchi, Erica S. Tibbetts

Normally offered both fall and spring semesters

ESS 140 Health Behavior

The influence of behavior on health and well-being. Students examine the way in which factors such as nutrition and dietary habits, stress perception and response, and physical activity interact with the physiological processes of health, disease and aging. Enrollment limited to 40. Credits: 4

Karen Lynn Riska

Normally offered each academic year

ESS 175 Applied Exercise Science

An experiential course designed to introduce students to applied exercise physiology and kinesiology. Such subjects as energy expenditure, energy systems, aerobic power, effort perception, applied anatomy and training principles are studied using a system of lecture and laboratory sessions. Enrollment limited to 20. Credits: 2

Emily Morgan Lopez

Normally offered each interterm

ESS 200 Sport: In Search of the American Dream

A study of whether sport has served to promote or inhibit ethnic/minority participation in the American Dream. Biological and cultural factors are examined to ascertain the reasons for success of some groups and failure of others as high-level participants. The lives of major American sports figures are studied in depth to determine the costs assessed and rewards bestowed on those who battled racial, ethnic or sexual oppression in the athletic arena.

{H} {S} Credits: 4

Erica S. Tibbetts

Normally offered in alternate years

ESS 210 Kinesiology

A course in applied anatomy and biomechanics. Students learn basic structural anatomy as well as the application of mechanics to human movement. Special emphasis is given to the qualitative analysis of human movement. This is an important course for any student who intends to study physical therapy or personal training. {N} Credits: 4

Karen Lynn Riska

Normally offered each spring

ESS 215 Physiology of Exercise

Exercise, sport and outdoor activities all require energy. The study of these energetic events is the basis of this course. We study how the body adapts to repeated bouts of physical activity and how the body can perform a single event. This course is highly applied. Short lectures accompanied by relevant laboratory experiences. Prerequisite: BIO 150 or permission of the instructor. This course also counts toward the major in biological sciences. Enrollment limited to 20. {N} Credits: 4

Sarah Witkowski

Normally offered in alternate years

ESS 220 Psychology of Sport

This is an introductory course designed to provide information and facilitate understanding in regard to individual sport behavior. The emphasis is on the psychological constructs and concepts that relate to and help explain the phenomena of sport performance. Topics include motivation, team cohesion, leadership, peak performance, anxiety, attention, confidence and psychological skills training. Cultural differences and disability are also addressed. PSY 100 is recommended but is not a prerequisite. {S} Credits: 4

Iain B. Braddak, Devon Brandon Quattrocchi

Normally offered each spring

ESS 230 Body Images and Sport Media

An exploration of sporting images as projected through the media. Primary emphasis is on print and electronic journalism, including written narratives, photography, television, film and digital images. The course examines the (re) presentation and (re)production of the athletic or healthy body as the standard for fitness. The topic includes issues on embodiment, cultural symbolism, political and moral ideologies and commercialization. {S} Credits: 4

Members of the department

Normally offered in alternate years

ESS 250 Nutrition and Health

An introduction to the science of human nutrition. Topics include absorption and transportation of nutrients in the body, and the way nutrients are used to support growth and development and maintain health. We also examine how personal dietary choices affect nutritive quality of the diet and the health of an individual. The relationship between diet and health is explored throughout the course. Special topics include diet and physical fitness, weight control, vegetarianism and women's nutrition concerns. High school chemistry recommended but not required. Credits: 4

Barbara Brehm-Curtis

Normally offered each spring

ESS 280 Applied Sports Medicine

Healthy participation in sport activities can occur throughout life. Injuries due to involvement in sport can result in untold expense, discomfort and possible lifelong problems. The etiology and prevention of injury are discussed. The anatomic and clinical features of specific injuries are analyzed. Exercise as medicine is also discussed. Lecture and discussion are supported by applied laboratory exercises. Enrollment limited to 20. {S} Credits: 4

James Harmon Johnson, Victoria Marie VanAlstine-Tauer

Normally offered in alternate years

ESS 300 Topics in Exercise Sport Studies

Topics course.

Physical Activity & Health

A seminar focusing on the relationship between physical activity and health. Physical activity can be used as a strategy to prevent and treat chronic disease. In this seminar, we will explore the evidence underlying the relationship between physical activity and health in a variety of populations. Major topics include physical activity and sedentary behavior epidemiology, measurement and study design, chronic disease etiology, and health disparities. Emphasis is placed on critical evaluation of seminal and current research in the field. Enrollment limit of 14. Credits: 4

Members of the department

Expected to be offered in the next 3 years

ESS 340 Women's Health: Current Topics

A seminar focusing on current research papers in women's health. Recent topics have included reproductive health issues, eating disorders, heart disease, depression, autoimmune disorders and breast cancer. Prerequisites: 140 or a strong biological sciences background, and permission of the instructor. Open

to juniors and seniors. This course may not be taken for the S/U grading option. Enrollment limited to 14. {N} Credits: 4

Barbara Brehm-Curtis

Normally offered each fall

ESS 400 Special Studies

Credits: 1–4

Members of the department

Normally offered each academic year

IDP 208 Women's Medical Issues

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted infections, abortion, mental health, nutrition, osteoporosis, the media's representation of women and gender bias in health care. Social, cultural, ethical and political issues are considered, as well as an international perspective. {N} Credits: 4

Leslie Richard Jaffe

Normally offered each spring

B. Graduate Courses

ESS 500 Foundations of College Coaching

An introduction to the principles of successful coaching at a U.S. college.

This course introduces students to the basics of coaching, covering a variety of subjects including coaching philosophy; principles of teaching; physical training; motion analysis; management and administration of teams; NCAA regulations; and recruiting. This introductory course orients the student to the basics of coaching. It prepares the student for more in-depth courses in such areas as biomechanics, exercise physiology and motor learning. Credits: 2

Lynn Oberbillig, Karen Lynn Riska

Normally offered each fall

ESS 501 Seminar in Administration of Athletic Teams

The administration of sport and athletic teams is the major focus of this course. Topics include planning, organizing, directing and controlling various facets including scheduling, purchasing, budgeting and recruiting of a sports program. Limited to those enrolled in ESS 505 and 506. Credits: 2

Lynn Oberbillig

Normally offered in alternate years

ESS 502 Philosophy and Ethics

This course introduces selected topics in ethics and philosophy of sport as they relate to coaching and the broader conception of sport in our culture. Drawing on case studies and contemporary sources, the course examines beliefs about the value of competitive sport, its relationship to higher education and its implication for coaches. Students will develop and articulate their own coaching philosophy, and discuss related topics. Credits: 2

Karen Carpenter Klinger

Normally offered each fall

ESS 503 Legal Issues in Sport

Legal concepts in the context of sport. Selected legal issues as they relate to coaching including topics such as negligence, contract law, statutory and constitutional law, and defamation and risk analysis/management are examined. Appropriate case studies and related contemporary sources provide the platform for discussion. Credits: 2

Members of the department

Normally offered in alternate years

ESS 504 Collegiate Recruiting Class

This course provides an in-depth exploration of the recruiting process across all three divisions of the NCAA. We explore the entire recruiting process including

identifying prospects, understanding your product, creating a brand, networking with allies, developing a recruiting strategy, recruiting through social media, understanding NCAA recruiting rules, generating strong communication with recruits and parents, attracting recruits from diverse backgrounds, implementing creative on campus visits, managing a recruiting budget and exploring recruiting software programs. This course is designed to help each student craft the beginning stages of their recruiting philosophy and to create an overall understanding of the process. Credits: 1

Lynn M. Hersey, Jennifer MacAulay

Normally offered each fall

ESS 505D Practical Foundations of Coaching

Assisting in the coaching of an intercollegiate team. Weekly conferences on team management, coach responsibilities and coaching aids. Credits: 3

Lynn Oberbillig, Sarah Witkowski

Normally offered both fall and spring semesters

ESS 506D Advanced Practicum in Coaching

Independent coaching and the study of advanced coaching tactics and strategy in a specific sport. Prerequisite: 505d. This is a full-year course. Credits: 4

Erica S Tibbetts

Normally offered both fall and spring semesters

ESS 509 Musculoskeletal Structure and Function of an Athlete

This course is about a detailed study of the structure and the function of the human musculoskeletal systems (e.g. joints, bones and muscles). In addition, a few motor control and biomechanical principles that apply to musculoskeletal movement (e.g. action potentials, force modulation, line of pull, moment arm, and relate a muscles' line of pull to generating a torque) will be introduced. Students will learn the skeletal system and skeletal muscles involved in athletic movements and how joints and ligaments promote and limit these movements. Credits: 2

Karen Lynn Riska

Normally offered each fall

ESS 510 Biomechanics of Exercise and Sport Studies

A course in the application of biomechanics to exercise and sport. Information on linear and angular kinematics, linear and angular kinetics, and fluid mechanics is presented in order for students to analyze exercise and sport. Credits: 3

James Harmon Johnson, Sarah Witkowski

Normally offered in alternate years

ESS 515 Physiology of Exercise and Sport

This course emphasizes the application of exercise physiology to sport. Students study bioenergetics, exercise fuels, training, environmental concerns and overtraining. A major emphasis is the development of an annual training plan for athletes. {N} Credits: 4

Members of the department

Normally offered in alternate years

ESS 520 Seminar in Sport Leadership for Coaches

This course provides the opportunity to explore the dynamic world of sports leadership through a national and international lens. Students are exposed to alternative perspectives of leadership including some contemporary collaborative models. Students build a personal model and philosophy of leadership that they can put to immediate use in their coaching. (E) Credits: 2

Mark Simon Platts

Normally offered in alternate years

ESS 550 Women in Sport

A course documenting the role of women in sport as parallel and complementary to women's place in society. Contemporary trends are linked to

historical and sociological antecedents. Focus is on historical, contemporary, and future perspectives and issues in women's sport. Offered in alternate years. {S} Credits: 4

Members of the department

Normally offered in alternate years

ESS 555 Sports Nutrition

This course provides students with a basic understanding of the relationships among nutrition, health and athletic performance. Students in this course apply basic nutrition science information to sports training and competition. This course focuses extensively on what coaches and athletes need to know about nutrition for optimal performance. Credits: 2

Barbara Brehm-Curtis

Normally offered in alternate years

ESS 565 Seminar in Skill Acquisitions

Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making and effector processes. Independent research required. {N} Credits: 4

Members of the department

Normally offered in alternate years

ESS 570 Sport Psychology

An examination of the theory and application of psychological skills training in sport from a cognitive-behavioral perspective. Included are strategies that affect behavior, motivation, perception and self-beliefs. Leadership and group dynamics are also covered. Case studies are used to facilitate operationalizing theory. Credits: 4

Erica S Tibbetts

Normally offered in alternate years

ESS 575 Sports Medicine

Theory and practice of sports medicine with emphasis on injury prevention, protection and rehabilitation. Prerequisite: 210 or the equivalent. Enrollment is limited. {N} Credits: 2

Members of the department

Normally offered in alternate years

ESS 576 Fundamentals of Conditioning

An advanced perspective of the development of athletes' functionality, strength and movement mechanics to improve overall performance. This course reviews lifting techniques, speed mechanics, functional training and practical theory of the athletic performance model and prepare students for applications of these principles in everyday sport coaching and to prepare for the NSCA-CSCS certification exam. Credits: 2

Members of the department

Normally offered in alternate years

ESS 580 Special Studies

Credits: 1–4

Members of the department

Normally offered each academic year

ESS 590 Thesis

Credits: 4

Members of the department

Normally offered each academic year

ESS 590D Thesis

This is a full-year course. Credits: 2–4

Members of the department

Normally offered each academic year

C. Performance Courses—Credit

Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, knowledge of human movement, and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, readings, lecture and discussion. In general, each section involves an average of two scheduled hours per week plus an hour of work outside of class each week. Students may count no more than four performance course credits toward the degree. Courses with multiple sections may be repeated for credit, but individual course sections may not be repeated for credit.

ESS 940 Outdoor Skills

Sectioned course.

Introduction to Wilderness Camping

This course teaches students the fundamentals of wilderness camping, outdoor living and travel. This includes, but is not limited to, principles of orienteering and navigation, backcountry camp craft, shelter building, backcountry camp craft, use of tents and tarp shelters, travel techniques in different regions and conditions, low-impact camping theories and fire building. It emphasizes traveling light-weight while practicing leave no trace (LNT) principles. Enrollment limit of 11. {8} Credits: 1

Members of the department

Normally offered each fall

Primitive Outdoor Skills

This course is designed for students to understand technologies used by both prehistoric cultures as well as present-day native cultures throughout the world. Through a hands-on approach the class provides lessons in wilderness living and survival. Students build competence in ancient fire making, natural shelter building, wildlife tracking, stone tool making, woodcraft, wild edible and medicinal plant identification, primitive pottery making, basketry and other hunter-gatherer strategies of living. There is one overnight trip. Experiencing the wilderness in this way also allows students to understand how the natural world can enhance everyday life. Enrollment limited to 11. {8} Credits: 1

Members of the department

Normally offered each spring

Flatwater Canoeing

An introduction to solo and tandem canoeing. Students progress from flatwater lake paddling to river running in this outdoor adventure class. Students are also taught how to take a multi-day canoe trip and learn such touring skills as map reading, portaging, planning and camp cooking. Enrollment limited to 10. {8} Credits: 1

Members of the department

Normally offered each fall

Whitewater Canoeing

An introduction to solo and tandem whitewater canoeing. This exciting class is taught on local rivers offering Class I and II rapids during the spring. Prerequisite: Previous flatwater canoeing experience, plus satisfactory swimming skills. This class meets the last six weeks of the semester. Enrollment limited to 10. {8} Credits: 1

Members of the department

Normally offered each spring

Whitewater Kayaking

An introduction to solo whitewater kayaking. This more adventurous class begins in the pool and pond with basic paddling skills, then progresses to local fast water rivers. Students should expect to run Class I and II rapids. Prerequisite: satisfactory swimming skills. Enrollment limited to six per section. {8} Credits: 1

Members of the department

Normally offered each spring

Rock Climbing I

This course introduces the fundamentals of rock climbing to the beginner. It emphasizes smooth climbing technique as well as familiarity with the equipment, various knots, belaying and rappelling. Basic top-rope anchor building is also covered. Safety issues are a strong emphasis in this course. The majority of class time is spent on the Ainsworth Gym climbing wall, but also includes two off-campus trips. Enrollment limited to 12. {8} Credits: 1

Members of the department

Normally offered both fall and spring semesters

Rock Climbing II

This active course quickly reviews the fundamentals of rock climbing and top-rope anchor building, then proceeds to introduce more advanced skills with a greater emphasis on lead sport climbing and traditional gear placement. Safety issues remain a strong emphasis in this course. The majority of class time takes place off-campus at nearby cliffs. Prerequisite: Rock Climbing I or permission of the instructor. Enrollment limited to 8. {8} Credits: 1

Members of the department

Normally offered each fall

Fly Fishing

This course introduces new anglers to the fundamentals of fly fishing. Classroom time serves to cover the basics; gear, rigging, knot tying, fly tying and entomology. We aim to spend a significant portion of each class on the water both learning fly casting and fishing techniques. We also use this time to observe trout behavior and hone our ability to read water as we become more experienced anglers. The class culminates with a half-day of fishing from drift boats on the Deerfield River. Enrollment limit 9. {8} Credits: 1

Members of the department

Normally offered each fall

Archery

This course is designed for the beginning or novice archer and uses recurve target bows and equipment. The purpose of the course is to introduce students to the basic techniques of target archery emphasizing the care and use of equipment, range safety, stance and shooting techniques, scoring and competition. Enrollment limited to 12. {8} Credits: 1

Members of the department

Normally offered each spring

Outdoor Adventure: Fall

This exciting course is an opportunity to experience the many activities that make up the world of Outdoor Adventure. While visiting many of our local natural areas, students may be introduced to rock climbing, kayaking, canoeing, mountain biking, orienteering and backcountry travel. Enrollment limited to 10. {8} Credits: 1

Members of the department

Normally offered each fall

Outdoor Adventure: Winter

This winter season sampler course is another opportunity to experience the various activities that keep us outside and having fun in the snow. While visiting our many local natural areas, students are introduced to Nordic skiing, snowshoeing, animal tracking, snow shelter building, and the essentials of backcountry travel in the cold. This class meets the first six weeks of the semester. Enrollment limited to 10. {8} Credits: 1

Members of the department

Normally offered each spring

ESS 945 Physical Conditioning

Sectioned course.

Foundations of Fitness

A complete fitness course composed of a wide variety of aerobic and anaerobic activities. Upon completion of this course, students should possess the skills and

knowledge to design their own fitness programs. Strong emphasis on multiple forms of activity and adjusted to individual needs. Enrollment limited to 14. {8} Credits: 1

Members of the department

Normally offered both fall and spring semesters

Weight Training

This course provides an introduction to various methods of resistance training. The focus of this class is functional strength training. Students learn specific training methods. This is an ideal course for students interested in sport, applied sports medicine and rehabilitation. Enrollment limited to 20. {8} Credits: 1

Members of the department

Normally offered both fall and spring semesters

Kickboxing I

This class is recommended for both the curious beginner and the experienced kickboxer. It incorporates martial art forms, a variety of strength/fitness drills, as well as standard boxing techniques. Students start by learning proper form of the basic techniques before progressing to more complicated combinations. Enrollment limited to 20 per section. {8} Credits: 1

Members of the department

Normally offered both fall and spring semesters

Kickboxing II

This class kicks up the fighting skills and conditioning level from Kickboxing I. Each class includes group, partner and individual training consisting of but not limited to: short group cardio workouts, jumping rope, medicine balls, weights, fitness balls, floor mat work, striking mitts, striking paddles and heavy bag training. Prerequisite: Each student must have completed the Kickboxing I class or another Kickboxing course that is instructor approved. Good health and high fitness level is required. Enrollment limited to 18. {8} Credits: 1

Members of the department

Normally offered each spring

Self-Paced Fitness

An introduction to the principles and methods of training to improve and maintain fitness. Each student designs and follows an individualized conditioning program. Programs are tailored to the needs of the student. Each individual is monitored throughout the semester and students are expected to do most of their exercise out of class. Enrollment limited to 20. {8} Credits: 1

Members of the department

Normally offered both fall and spring semesters

Pilates Mat Training I

A course designed to teach the mat exercises of Joseph Pilates. These exercises increase core strength, increase joint mobility and stability, and increase muscle tone and flexibility. By the end of this course students are able to develop and maintain their own Pilates matwork program. Enrollment limited to 25. {8} Credits: 1

Members of the department

Normally offered both fall and spring semesters

Pilates II

A course designed to teach intermediate to advanced mat exercises developed by Joseph Pilates. This course explores the history of Pilates, the benefits of Joseph Pilates Matwork and the six main Pilates principles. Prerequisite: Pilates Mat Training I or permission of the instructor. Enrollment limited to 25. {8} Credits: 1

Members of the department

Normally offered each spring

Aerobics

Exercise to music. Various exercise styles are introduced. This class also covers basic exercise principles, injury prevention and the fundamentals of exercise

program design. The goal of this course is to enable students to enter any group fitness setting with confidence. Enrollment limited to 35. {8} Credits: 1

Members of the department

Normally offered both fall and spring semesters

Running Workshop

This running-based fitness class is for runners of all levels—from beginners excited to improve to individuals who are ready to step up their training. Each class includes a running workout and running workshop. Students are introduced to different types of workouts and the rationale behind them (such as intervals, fartleks, tempos, and plyometrics), and students learn how to adjust these workouts to meet their individual fitness needs. Workshop topics include form and technique, goal setting, stretching, strengthening, using heart rate monitors, injury prevention, nutrition, workout periodization and many others. The course culminates in a field trip to race in a local 5k. {8} Credits: 1

Members of the department

Normally offered each fall

Ultimate Frisbee

This course provides an introduction to physical conditioning through the sport of ultimate frisbee. Students will learn how to build endurance, speed, quickness, and agility while developing a basic understanding of ultimate's rules and fundamental skills. This course is for all people looking to improve physical fitness in the fun, encouraging environment ultimate provides. Enrollment limited to 25. {8} Credits: 1

Members of the department

Expected to be offered in the next 3 years

ESS 901 Aquatic Activities

Sectioned course.

Beginning Swimming

A course in the development of basic swimming skills and the conquering fear of the water. Priority is given to establishing personal safety and enhancing skills in the water. Students in this course learn about the basic principles of swimming in terms of buoyancy and propulsion. The primary performance goals are survival swimming skills and comfort in the water. A person who can swim at least one length of the pool is not eligible for this course. Limited to 12 novice or non-swimmers. {8} Credits: 1

Members of the department

Normally offered both fall and spring semesters

Advanced Beginning/ Intermediate Swimming

The course will focus on the improvement of swimming skills. Performance goals include being able to swim Freestyle, Backstroke and Breaststroke and the turns associated with those strokes at a level that surpasses initial performance by the end of the semester. All students are assessed at the beginning and end of the end of the semester. Although this is not a conditioning class the intermediate level student will receive the same stroke technique instruction with an emphasis on a greater volume of swimming which will prepare the student for the next level which is swim conditioning. The pool will be divided to serve the differing levels. Prerequisite: ability to swim at least one length of the pool. Enrollment limited to 12. {8} Credits: 1

Members of the department

Normally offered both fall and spring semesters

Swim Conditioning

Swimming workouts to improve physical fitness. Stroke improvement, exercise program design and a variety of aquatic training modalities are also included. Intermediate swimming ability required. Enrollment limited to 20. {8} Credits: 1

Members of the department

Normally offered both fall and spring semesters

Springboard Diving

The understanding of the principles and development of diving skills necessary to perform at least 10 different dives from five categories. Enrollment limited to 8. {8} Credits: 1

Members of the department

Normally offered each fall

ESS 905 Water Safety

Sectioned course.

Lifeguard Training

American Red Cross Certification in Lifeguard Training and Basic First Aid/AED (Automated External Defibrillator) and CPR for the Professional Rescuer. Prerequisites: 300-yard swim using crawl, breast and sidestrokes, and retrieval of 10-pound brick from 8-foot depth. Enrollment limited to 10. {8} Credits: 2

Members of the department

Normally offered each spring

ESS 920 Fencing

Sectioned course.

Fencing I

The basic techniques of attack and defense, footwork, rules, equipment, strategies and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing. Enrollment limited to 16 per section. {8} Credits: 1

Members of the department

Normally offered both fall and spring semesters

ESS 925 Golf

Sectioned course.

Golf I—Beginner

An introduction to the game of golf. Taught from “green to tee,” this course teaches the basic mechanics of the swing as well as correct club selection. The initial focus of the course is directed to the “short game” and develops toward appropriate use of mid- and long irons, concluding with woods/metals. Applied rules of golf and etiquette are also addressed. Pending weather, field trip experience may be scheduled at the end of the term. Equipment is provided. Enrollment limited to 10 per section. {8} Credits: 1

Members of the department

Normally offered both fall and spring semesters

ESS 950 Sculling

An introduction to sculling techniques. A variety of boats are used to teach this great lifetime sport including singles and doubles. Classes are taught on Paradise Pond and the Connecticut River. Prerequisite: satisfactory swimming skills. Enrollment limited to 10 per section. {8} Credits: 1

Members of the department

Normally offered both fall and spring semesters

ESS 960 Racquet Sports

Sectioned course.

Intro to Racquet Sports Sampler

This course will introduce students to the principles of racquet sports that are applicable to all racquet sports. Content will include the following areas: tennis, badminton, British racquetball, table tennis, pickle ball and squash. This course will be of particular interest to First-Year students with little prior experience in playing racquet sports, and is an excellent pre-requisite for other racquet sport courses in the department. Enrollment limited to 16. {8} Credits: 1

Members of the department

Normally offered every other year

British Racquetball

British Racketball is similar to squash played with a racquetball racquet and slow-bouncing British racketball on a standard-sized squash court. British racketball is the easiest of the racquet sports to learn and is an ideal introduction for those with minimal experience in racquet sports. Students are encouraged to register for the ESS squash, tennis and badminton classes following completion of this course. Non Marking shoes suitable for squash are mandatory. Enrollment limited to 16 {8} Credits: 1

Members of the department

Normally offered each fall

Squash I

This high-speed racket class starts off with British racquetball to introduce students to four-wall play with a shorter racket and a larger ball. We then move to high-quality regulation squash equipment. Squash is a great aerobic activity that improves on balance, agility and eye-hand coordination. Non-marking shoes suitable for squash are mandatory. (Beginner). Enrollment limited to 10. {8} Credits: 1

Members of the department

Normally offered each spring

Tennis I—Beginning

Students are introduced to the basic strokes of tennis (forehand, backhand, volleys, serves). Singles and doubles play and basic positioning are presented. Tennis rules and etiquette are included in the curriculum. Enrollment limited to 16 per section. {8} Credits: 1

Members of the department

Normally offered both fall and spring semesters

Tennis II—Advanced Beginning

Students must have a working knowledge of the four basic tennis strokes (forehand, backhand, volleys, serves). The format for Tennis II is a “play and learn” environment. Emphasis is on positioning and basic strategies for singles and doubles. Lobs and overheads are introduced. In addition, tennis drills are presented to help students refine and practice the four basic strokes. Prerequisite: Tennis I or permission of the instructor. Enrollment limited to 16 per section. {8} Credits: 1

Members of the department

Normally offered both fall and spring semesters

Badminton

The development of badminton skills, strokes and strategy. Students learn to play singles and doubles in this fast indoor sport. Enrollment limited to 16. Course meets the first eight weeks of the semester. {8} Credits: 1

Members of the department

Normally offered each spring

ESS 975 Yoga

Sectioned course.

Hatha Yoga I

An introduction to yoga through basic postures, breath techniques, meditation and alignment. Designed to help students reduce stress, improve strength and flexibility, and cultivate the mind/body connection. {8} Credits: 1

Members of the department

Normally offered both fall and spring semesters

Hatha Yoga II

Continuing level of yoga includes a refinement of postures, breath and meditation techniques. Introduction of intermediate postures with emphasis on variations of basic postures and deepening of vinyasa (flow) practice. Standing poses, backbends, inversions and arm balances, provides a vehicle for deeper exploration of yoga practice and philosophy. Prerequisite: Yoga I. Enrollment limited to 26. {8} Credits: 1

Members of the department

Normally offered each spring

Riding

The equitation classes are in a period of transition. Please check the Schedule of Classes for current information.

Film and Media Studies

Professor

Alexandra Linden Miller Keller, Ph.D., *Director*

Assistant Professor

Jennifer C. Malkowski, Ph.D.

Five College Lecturer in Video and Film Production

Bernadine Adella Mellis, M.F.A. (Five College Visiting Artist of Film and Video Production)

Advisers

Anna Botta, Ph.D., Professor of Italian Studies and of Comparative Literature

Dawn Fulton, Ph.D., Professor of French Studies ^{†1}

Alexandra Linden Miller Keller, Ph.D., Professor of Film Studies

Barbara A. Kellum, Ph.D., Professor of Art

Daniel Elihu Kramer, M.F.A., Associate Professor of Theatre

Richard H. Millington, Ph.D., Professor of English Language and Literature

Kevin L. Rozario, Ph.D., Associate Professor of American Studies ^{**1}

Fraser Stables, M.F.A., Associate Professor of Art

Frazer D. Ward, Ph.D., Associate Professor of Art ^{*1}

Joel P. Westerdale, Ph.D., Associate Professor of German Studies

Film and Media Studies Major

The film and media studies major at Smith College comprises 10 courses.

1. FMS 150 Introduction to Film and Media Studies (normally offered each fall)
2. Media History (a survey course covering approximately 50 years of one moving image medium's global film history); FMS 241 Global Cinema after WWII satisfies this requirement. Other courses in the Five Colleges may as well; confer with your adviser.
3. FMS 290 Theories and Methods of Film and Media Studies (normally offered each spring)
4. One film, video, digital production and/or screenwriting course (FMS 280 Introduction to Video Production is normally offered each spring)
5. Three courses in a focus designed by the student in consultation with the adviser (see below; at least one must be taken at the advanced level)
6. Three additional electives

No more than three courses in the major can be production courses.

Four courses must be taken at the advanced level. Two must be 300-level seminars.

Introduction to Film and Media Studies is the prerequisite for any production course and for Theories and Methods of Film and Media Studies.

One course must centrally address alternatives to commercial media (e.g., documentary or experimental/avant-garde work).

Only one component course may count for the major. (A core course is one in which the moving image is the primary object of study; a component course is one in which the moving image figures significantly but is not the central focus of the course).

The Focus

The three-course focus allows Film and Media Studies majors to concentrate in a particular area, as designed by the major in consultation with the adviser. Normally the focus should be chosen by the second semester of junior year. At least one course in the focus must be at the advanced level. Focus areas include, but are not limited to:

- Theories of film and/or other media
- Production
- National/transnational cinemas and/or other media industries
- Intersectionality (emphasizing some meaningful conceptual combination of gender, sexuality, race/ethnicity, class, ability, age and more)
- Moving image audiences and cultures
- Comparative genres
- Avant-garde/experimental
- Documentary/non-fiction
- Media histories
- Media industry studies

The Minor

The Film and Media Studies Program provides the opportunity for in-depth study of the history, theory and criticism of film and other forms of the moving image. Our goal is to expose students to a range of cinematic works, styles and movements and to help them understand the medium's significance as an art form, as a technology, as a means of cultural and political expression, and as symptomatic of social ideologies.

Requirements: Six semester courses to be taken at Smith or, by permission of the director, elsewhere among the Five College institutions.

Required courses:

- FMS 150 Introduction to Film and Media Studies (normally offered each fall)
 FMS 290 Theories and Methods of Film and Media Studies (normally offered each spring)

Honors

Director: Alexandra Keller

FMS 400 Special Studies

Admission by permission of the program. Credits: 1–4

Normally offered both fall and spring semesters

FMS 430D Honors Project

A thesis on a film studies topic or a creative project. 8 credits for the full-year course; 4 per semester. Credits: 4

Normally offered both fall and spring semesters

Please consult the director of honors or the departmental website for specific requirements and application procedures.

FMS 150 Introduction to Film and Media Studies

This course introduces students to FMS through units that pair four scholarly approaches with four influential media forms: the Aesthetics of Film, the History of Television, the Ideologies of Video Games, and the Technologies of Internet

Media. Through these units, we will ask: what human desires animate our relationship with media? For what purposes have people invented and evolved these technologies? How do makers use them, and what are audiences seeking in them? These questions will help us see the fundamental forces that unite film, television, video games, and Internet media alongside the elements that distinguish them from each other. {A} Credits: 4

Jennifer C. Malkowski

Normally offered each fall

FMS 235 Listening to Cinema

Topics course.

Listening to Cinema

This course explores the sound worlds of narrative, experimental and documentary cinema. Emphasis is placed on critical listening with regular sound exercises and focused analysis of individual films. Topics addressed include the aesthetics and politics of sound design; noise and silence; the voice; film music; and the history of sound technology. The first half of the course will be devoted to sound theory and analysis, with sound-oriented readings drawn from disparate fields including philosophy, film theory, musicology and short fiction. In the second half, we will undertake an historical survey of sound technology since the late nineteenth century. (E) {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FMS 236 Soundless Specters: The Afterlife of Silent Cinema

This course charts the life and death of silent cinema from the beginnings of film to the coming of sound (and after). We will exhume the cinema's prehistory in motion studies, optical toys, and popular entertainments such as magic lantern shows and wax museums; then survey the critical reception of early cinema and major theoretical debates about the specificity of the film medium. The second half of the course addresses reception in more depth. Topics may include non-Western exhibition practices; African-American filmmaking and spectatorship; gender, sex and censorship; historical and contemporary practices of silent film music; and the afterlife of silent cinema in contemporary art. {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FMS 237 The Documentary Impulse

The drive to represent reality has animated media makers throughout history. In the service of this urgent, impossible ambition, documentarians have used myriad forms of media and produced some of each form's most complex works. This course examines how they have done so, concentrating on different approaches to documentary (observational, ethnographic, essayistic, autobiographical), and considering work in photography, film, television, radio/podcasts, websites and virtual reality. Throughout the semester, we interrogate the boundaries of the documentary mode; the unique ethical considerations of doing documentary work; and the social, cultural and technological factors that shape documentary's history and current practice. {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FMS 241 Screwball Comedy

Classic screwball comedies were produced in a 10-year period from Capra's *It Happened One Night* (1934) to Sturges' *Miracle at Morgan's Creek* (1944). The class will screen 20 films from these years, although it will include a few later films. Billy Wilder's *Some Like It Hot* (1959), Mann's *Lover Come Back* (1961) and the Coen Brothers' *Intolerable Cruelty* (2003). We will examine the genre in its historical context and examine elements of the system studios, writers, producers, clothes and set designers, actors that produced this astonishingly witty and short-lived film genre. {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FMS 243 After the End of the World: Transnational/Transmedia Studies in Science Fiction

Perhaps no genre has addressed the prospect of the world's end more fully than science fiction. In many science fiction narratives, the end of the world spells disaster. A future is imagined in which sinister forces threaten the continuation of life as we know it. In other narratives, leaving the world behind may represent a kind of liberation: from the tedium of everyday life, or from oppressive contemporary social and political systems. This course presents a series of investigations focused on compelling moments, themes and expressions within the wider universe of science fiction. Each case study enables us to imagine the world's end from a different perspective. Each also demands that we carry out our investigation across and between various forms of media. {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FMS 244 Global Media: The Musical!

This course examines the film musical as a global genre traversing a range of media, not only including film but also theater, television, social media and recorded music. Since the advent of synchronous sound film, the musical has become one of the global film industry's most enduring and profitable genres. What has made the musical so successful the world over? Though much critical and scholarly attention has been paid to the Hollywood studio-era musicals of the 1930s-'50s, the scope of our investigation is global and our focus is on more recent iterations of the genre. {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FMS 246 The Western and American Identity After World War II

This class examines the relation of perhaps the defining American film genre to questions of both American cinema and American identity. How are Westerns reflective and symptomatic of vital issues in United States history and culture? How does the genre help shape and define how Americans think of themselves? How did the genre change over the post-war period, and what does this tell us about the changing needs, ideas, and ideologies of both American filmmaking and the United States itself? We consider the classical films of John Ford and the revisionist work of Sam Peckinpah and Robert Altman, as well as other canonical Westerns, considering the way they were used to think through historical and cultural events like the Red Scare, civil rights and the development of a more robust gay public sphere. We also consider more recent developments and changes in the genre as produced by Reagan's tenure as the Cowboy President (including U.S. foreign policy in Latin America) and, currently, shifts in the genre affected by digital technology and the Age of New Media. {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FMS 247 American Film and Culture from the Depression to the Sixties

This class explores modes of screenwriting that give weight to cinematic elements usually ignored by orthodox screenplay form. We treat the pictorial and audiovisual as content rather than mere style, and we explore ways to write the visual in addition to dialogue. Throughout the class, the emphasis for student writing is on personal content and human-scaled stories rather than historical film genres. Weekly writing exercises include both original content and scenes for established characters in finished films or TV shows. There are also specific technical exercises built on structural film elements like time-lapse, etc. Instructor permission required. (E) {A} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FMS 248 Women and American Cinema: Representation, Spectatorship, Authorship

A survey of women in American films from the silent period to the present, examining: (1) how women are represented on film, and how those images relate to actual contemporaneous American society, culture, and politics;

(2) how theoretical formulations, expectations, and realities of female spectatorship relate to genre, the star and studio systems (and other production and distribution modes), dominant and alternative codes of narration, and developments in digital and new media modes; and (3) how women as stars, writers, producers, and directors shape and respond to, work within and against, dominant considerations of how women look (in every sense). {A} Credits: 4

Alexandra Linden Miller Keller

Expected to be offered in the next 3 years

FMS 249 Queer Cinema/Queer Media

From the queer avant-garde of Kenneth Anger and Su Friedrich, to *The Kids Are Alright* and *Glee*, the queer in film and television is often conflated with gay and lesbian representation on screen. Instead of collapsing queer cinema into a representational politics of gay and lesbian film and television, we look at theories and practices that uphold what queerness means in a contemporary framework of America neoliberalism and transnational media. Screenings include the New Queer Cinema classics *Paris Is Burning*, *It Wasn't Love* and *Poison*, and work by multimedia artists including Shu Lea Cheang, Issac Julien, Carmelita Tropicana and PJ Raval. Readings by Alexander Doty, Thomas Elsaesser, Kobena Mercer, Jasbir Puar, B. Ruby Rich, J. Halberstam, Jose E. Munoz, Chris Straayer and Hayden White. {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FMS 260 Digital and Participatory Culture

Among the claims made for the newness of new media is the assertion that new media are interactive, turning the passive consumers of "old" media into active, engaged participants. This course explores the shape of this technologically-enabled "participatory culture" and will also investigate cracks in the foundation of the alleged digital utopia. To what extent are new technologies democratizing and to what extent do they offer new forms of surveillance and control to the powers that be? What social and economic factors govern "convergence culture?" How have fan cultures evolved as their material networks of conventions and zines go digital? {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FMS 261 Video Games and the Politics of Play

An estimated 63 percent of U.S. households have members who play video games regularly, and game sales routinely exceed film box office figures. As this medium grows in cultural power, it is increasingly important to think about how games make meaning. This course serves as an introduction to Game Studies, equipping students with the vocabulary to analyze video games, surveying the medium's genres, and sampling this scholarly discipline's most influential theoretical writing. The particular focus, though, is on the ideology operating beneath the surface of these popular entertainment objects and on the ways in which video games enter political discourse. Enrollment limit of 30. {A} Credits: 4

Jennifer C. Malkowski

Normally offered in alternate years

FMS 265 Film in the Digital Age

Film, a dominant entertainment form in the 20th century, faces sweeping changes in the 21st. Digital technologies are widely replacing film cameras and projectors, theatrical exhibition continues to decline as audiences watch movies on smaller and smaller screens, and the list of other entertainment forms competing for the public's attention grows longer each year. Appropriating Peter Greenaway's provocation, "Cinema is dead, long live cinema," this course will consider the challenge digital media present to film's primacy, but also the ways in which film has survived and thrived during this and previous periods of dramatic technological change. {A} Credits: 4

Jennifer C. Malkowski

Expected to be offered in the next 3 years

FMS 270 Making Knowledge

This colloquium examines the life cycle of knowledge making: studying what it means to produce knowledge, how one decides how (and with whom) to share one's knowledge, and the implications of having the privilege to engage in such projects. We study a range of questions: Who desires knowledge, and why? When do data and information become knowledge? How does knowledge become wisdom? Students work collaboratively and independently on public scholarship projects, develop expertise in digital critique and seminar style discussion, and present work to a range of different publics. Enrollment by instructor permission, limit of 12. Credits: 4

Members of the department

Expected to be offered in the next 3 years

FMS 280 Introduction to Video Production

Topics course.

Introduction to Video Production

This course will provide a foundation in the principles, techniques, and equipment involved in making short videos, including: development of a viable story idea or concept, aesthetics and mechanics of shooting video, the role of sound and successful audio recording, and the conceptual and technical underpinnings of digital editing. You will make several short pieces through the semester, working towards a longer final piece. Along with projects and screenings, there will be reading assignments and writing exercises. Prerequisite: FMS 150 or its equivalent (can be taken concurrently). Application and permission of instructor required. Enrollment limited to 12. {A} Credits: 4

Members of the department

Normally offered each spring

FMS 282 Advanced Production Workshop

We will take skills and insights gained in introductory production courses and develop them through the creation of one 10-minute project. We will learn by making work as well as by researching, reading, and watching films. We may take this opportunity to learn the conventions of our chosen form or we may decide that our content demands formal experimentation and risk-taking. The course will be structured by the projects each student brings to it. Prerequisite: Introduction to Video Production. Application and permission of instructor required. Enrollment limited to 10. {A} Credits: 4

Bernadine Adella Mellis

Normally offered each fall

FMS 285 Screenwriting

This class explores modes of screenwriting that give weight to cinematic elements usually ignored by orthodox screenplay form. We treat the pictorial and audio-visual as content rather than mere style, and we explore ways to write the visual in addition to dialogue. Throughout the class, the emphasis for student writing is on personal content and human-scaled stories rather than historical film genres. Weekly writing exercises includes both original content and scenes for established characters in finished films or TV shows. There are also specific technical exercises built on structural film elements like time-lapse, etc. A first workshop in narrative screenwriting. Weekly short writing assignments and in-class workshops of student scenes. Longer final project. Prerequisite: FMS 150 Introduction to Film and Media Studies (may also be taken concurrently). Enrollment limit 12. Instructor permission required. {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FMS 345 Violence, Mortality and the Moving Image

If cinema is, as André Bazin writes, "change mummified," violence and death are among the most dramatic physical changes it can "mummify." This course studies the long, complex relationship between cinema and these bodily

spectacles. How has censorship impacted the way violence has been screened? How can cameras make the internal processes of death externally visible? What are the ethics of filming “real” violence and death in a documentary mode? How are cultural attitudes toward violence and death reflected in and shaped by films? As a cautionary note, this course necessarily includes graphic representations of violence and death. Prerequisites: FMS 150. Enrollment limit of 12. {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FMS 350 Film and Visual Culture from Surrealism to the Digital Age

This class investigates the moving image and its relationship to the rest of 20th- and 21st-century art, especially visual culture. Working with the premise that film has been arguably the most influential, powerful and central creative medium of the age, the course examines how film has been influenced by, and how it has influenced, interacted with, critiqued, defined, and been defined by other media. Historically we examine how film has moved from a marginal to a mainstream art form, while still often maintaining a very active avant-garde practice. We'll look at how cinema and other moving images have consistently and trans-historically grappled with certain fundamental issues and themes, comparing the nature of cinematic investigations with those of other media. Over the course of the semester, we shall also attend to the idea of “film” in relation to the larger category of “moving image.” {A} Credits: 4

Alexandra Linden Miller Keller

Normally offered in alternate years

FMS 400 Special Studies

Admission by permission of the program. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

FMS 430D Honors Project

A thesis on a film studies topic or a creative project. 8 credits for the full-year course; 4 per semester. Credits: 4

Members of the department

Normally offered both fall and spring semesters

Cross-Listed Courses

AMS 235 American Popular Culture

Members of the department

Normally offered in alternate years

ARH 280 Art Historical Studies

Swords and S(c)andals: Ancient Rome in Film/Form

Members of the department

Expected to be offered in the next 3 years

CLT 266 Studies in South African Literature and Film

Modern South African Literature and Cinema

Members of the department

Normally offered each spring

EAL 250 Cinema in South Korea: Popular Imagination of Modern History

Hyun Hee Park

Normally offered each fall

EAL 281 Colloquium: Revising the Past in Chinese Literature and Film

Sujane Wu

Normally offered each spring

EAS 214 Colloquium: Korean Film and Culture

The Appeal of Korean Film

Members of the department

Normally offered each fall

ENG 229 Turning Novels into Films: Imperialism, Race, Gender and Cinematic Adaptation

Ambreen Hai

Expected to be offered in the next 3 years

FRN 252 French Cinema

Cities of Light: Urban Spaces in Francophone Film

Members of the department

Expected to be offered in the next 3 years

FRN 392 Topics in Culture

Stereotypes in French Cinema

Members of the department

Expected to be offered in the next 3 years

FYS 119 Performance and Film Criticism

Members of the department

Expected to be offered in the next 3 years

FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema

Anna Botta

Normally offered each fall

GER 231 Topics in German Cinema

Weimar Film

Members of the department

Expected to be offered in the next 3 years

Nazi Cinema

Members of the department

Expected to be offered in the next 3 years

GER 300 Topics in German Culture and Society

Judith Keyler-Mayer, Joseph George McVeigh

On the Origins of German Film Art

Members of the department

Expected to be offered in the next 3 years

The German Film Krimi From Weimar to the Present

Members of the department

Expected to be offered in the next 3 years

HST 210 (C) Modern Middle Eastern Cinema, Film and Thought

Mukaram Hbana

Expected to be offered in the next 3 years

IDP 160 Digital Effects

Members of the department

Expected to be offered in the next 3 years

ITL 281 Italian Cinema Looks East

Members of the department

Normally offered each spring

LAS 201 Colloquium in Latin American and Latino/a Studies

Latin American Film Today: Global Visions, Local Expressions

Members of the department

Normally offered each academic year

RES 275 Avant-Garde as Lifestyle: Cinema and Socialism in the Soviet Union and Eastern Europe*Thomas Lee Roberts*

Expected to be offered in the next 3 years

SPN 373 Seminar: Literary Movements in Spanish America*Literature, Film and the Transnational Imagination in Latin America**Members of the department*

Expected to be offered in the next 3 years

SWG 200 The Queer '90s*Jennifer M. DeClue*

Normally offered each fall

THE 242 Acting II*Acting and Directing Actors for the Camera**Members of the department*

Expected to be offered in the next 3 years

THE 360 Production Design for Film*Eduard M. Check*

Normally offered in alternate years

THE 361 Screenwriting*Andrea D. Hairston*

Normally offered each spring

THE 362 Screenwriting*Andrea D. Hairston*

Normally offered each spring

First-Year Seminars

Alice L. Hearst, Professor of Government, *Director*

First-Year Seminars are interdisciplinary courses that enable faculty and first-year students to engage in extensive inquiry about an issue, topic or problem. First-Year Seminars are writing intensive and focused on the seminar-style of investigation; they are not survey courses or introductions to a specific discipline. They afford the faculty and students an opportunity to explore a subject broadly and intensively.

First-Year Seminars are voluntary, but we encourage students to enroll in them since they aim to give new students a unique introduction to college-level learning. First-Year Seminars are small (normally 16 students) and are restricted to first-year students. They incorporate the development of intellectual capacities that form the foundation of a successful liberal arts education. In addition to focusing on writing, the seminars help students develop some or all of the following skills: critical thinking, speaking, research and working independently and collaboratively. First-Year Seminars are also effective in showing students how to integrate student support services into their academic pursuits.

FYS 112 Doing Good in the World

What does it mean to do good in the world? We consult historical and contemporary readings that are representative of distinct approaches to moral philosophy: virtues ethics, utilitarianism, Kantianism and the ethics of care. We discuss applications of moral principles to contemporary issues such as our duties to the hungry, euthanasia, abortion and animal rights. In addition, we consider how basic features of moral philosophy—such as moral responsibility, ideals of human excellence and death—ought to shape our attitudes and actions. Students are asked to critically engage the material in four short essays. Enrollment limited to 16 first-year students. (E) WI {H} {S} Credits: 4

Joshua M. Wood

Expected to be offered in the next 3 years

FYS 122 Eden and Other Gardens

Human cultures have persistently imagined the ideal existence as life in a green and flowering garden. Along with plants, gardens have hosted ethical dilemmas, seductions, dramatic increases in knowledge and the prospect of healing for the self and the environment. Meeting in the Plant House on Paradise Pond and ranging from the Book of Genesis to the film *Avatar*, this seminar explores the changing meanings of gardens both literary and real, including botanic gardens, secret gardens, Islamic gardens and the Smith campus as academic garden. Includes an independent research project on the history, plantings and meanings of a campus or local garden. Enrollment limited to 16 first-year students. WI {L} Credits: 4

Nancy Mason Bradbury

Expected to be offered in the next 3 years

FYS 127 Cuba and the U.S. Embargo

This course explores the conditions in Cuban society that led to the revolution in 1959, the evolution of revolutionary policy and performance after 1959, the turn in its relations with the United States and the Soviet Union over the decades, and the impact that these relations had on Cuban society. Students write three papers, each focusing on the dynamics of Cuban society and relations with the United States, covering three time periods: pre-1959, 1959–88 and 1989–present. Enrollment limited to 16 first-year students. WI Credits: 4

Andrew S. Zimbalist

Expected to be offered in the next 3 years

FYS 129 *Tierra y Vida*: Land and the Ecological Imagination in U.S. Latino/a Literature

Tierra y Vida explores the ecological imagination of U.S. Latinos/as as expressed in narratives from the early 20th to the 21st centuries. Expanding beyond dominant tropes of land/farm worker as the core of Latino/a ecological experience, students consider a range of texts that depict the land as a site of indigenous ecological knowledge; spiritual meaning; and ethnic, racial and gendered belonging. In dialogues between Latino/a writers and theorists students also explore the possibilities of ecological futures rooted in emancipation and liberation as alternatives to ecological imaginaries still fraught with colonial desires. Students in this course participate in a digital atlas and story-mapping project. Enrollment limited to 16 first-year students.

WI {L} Credits: 4

Michelle Joffroy

Expected to be offered in the next 3 years

FYS 140 Literature and Medicine

How do stories heal? What can we learn about medicine from stories, novels, poems, plays and case studies? Comparing narratives from different cultures, students also compose their own stories. The course also introduces broader issues in the medical humanities, such as medical ethics, healthcare disparities and cross-cultural communication. Works (available in translation) from China, Taiwan, France, Russia, and North and Latin America. Enrollment limited to 16 first-year students. WI {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FYS 142 Reacting to the Past

In *Reacting*, students learn by taking on roles in elaborate games set in the past; they learn skills—speaking, writing, critical thinking, problem solving, leadership, and teamwork—in order to prevail in complicated situations. *Reacting* roles do not have a fixed script and outcome. While students adhere to the intellectual beliefs of the historical figures they have been assigned, they must devise their own means of expressing those ideas in papers, speeches or public presentations. Class sessions are run entirely by students; instructors guide students and grade their oral and written work. It draws students into the past, promotes engagement with big ideas, and improves intellectual and academic skills. Enrollment limited to 24 first-year students.

WI {H} Credits: 5

Joshua Birk, J. Patrick Coby

Expected to be offered in the next 3 years

FYS 145 Words and Pictures: The Art, Craft, and Technology of the Picture Book

This first year seminar immerses students in the study of the picture book as a cultural, visual, and literary artifact, typically intended for child audiences. Students engage as critical readers of both verbal and visual text. We trace the artistic, literary, social, and technological history of the picture book; examine its design, architecture, and construction; and explore issues of identity and inclusivity in the contemporary picture book. We also consider the potential of the picture book in the development of children's early literacy, and the pedagogical implications for the use of the picture book in school and museum education settings. Enrollment limited to 16. WI {A} {L} {S} Credits: 4

Susan M. Etheredge

Expected to be offered in the next 3 years

FYS 147 Power Lunch: The Archaeology of Feasting

Throughout history, food and dining have formed some of the most fundamental expressions of cultural identity—in a very real sense, we are what we eat, and how we eat. This cross-cultural examination of the topic begins by exploring the various roles that feasting played in the world of the ancient Mediterranean, particularly the cultures of Greece and Rome. We then move through time to examine comparative material from contemporary societies. How does food define and create culture? In what ways does dining express or reinforce inequalities? These and other questions are tackled through the use of primary literature, anthropological studies and archaeological material, along with hands-on approaches. Enrollment limited to 16 first-year students. (E) WI {H} {S} Credits: 4

Rebecca Worsham

Expected to be offered in the next 3 years

FYS 150 Writing and Power in China

This course examines the many ways in which writing has been used to gain, maintain and overturn power throughout Chinese history, from the prognosticating power of oracle bone script to the activist potential of social media. We examine writing as a tactic of agency, a force for social change, and an instrument of state power; analyze the changing role of literature; and consider the physical forms of writing and the millennia-long history of contemporary issues like censorship and writing reform. Finally, students work to make their own writing as powerful as possible. No knowledge of Chinese required. Enrollment limited to 16 first-year students. WI Credits: 4

Jessica D. Moyer

Expected to be offered in the next 3 years

FYS 154 The World of Anna Karenina

The FYS explores the social, cultural and political history of late imperial Russia through Leo Tolstoy's iconic novel *Anna Karenina*. Students will learn about the production of the novel but also focus on such themes as modernization and industrialization, gender and sexuality, social construction of family and marriage, empire and colonialism. They will also study the rise of realism in art and the ways in which the Russian educated classes used the new style as a form of social critique. Enrollment limited to 16 first-year students. (E)

WI {H} Credits: 4

Sergey Glebov

Expected to be offered in the next 3 years

FYS 156 Rebels, Refugees, Rakes and Eccentrics: Fantasies of German-ness in American Popular Culture

Although German immigrants faded as a distinct ethnic group in American society after World War I, American popular culture has consistently been fascinated with German-ness and all the strange and intriguing images it evokes. This course will explore the profound influence of German culture in the U.S. as well as the response of American popular culture to this influence in the 20th and 21st centuries. We will examine, among other things, various films, such as *The Big Lebowski*, *Blazing Saddles*, *Dr. Strangelove* and many others, as well as TV series such as *The Simpsons*, *The X-Files*, *Saturday Night Live* and more. Counts toward German studies major. Enrollment limited to 16 first-year students. WI {A} Credits: 4

Joseph George McVeigh

Expected to be offered in the next 3 years

FYS 157 Syria Beyond the Headlines

Syria today is at the center of turmoil that is remaking the Middle East and challenging global security. Civil war, violent extremism, sectarian polarization and the globalization of terrorism have devastated the country, leading to mass population displacement and the most severe humanitarian crisis since WWII. By exploring the historical origins and the current trajectory of Syria's revolution in 2011 and its collapse into violent conflict, the seminar provides

critical insight into the forces that are defining the future of Syria and the Middle East. Enrollment limited to 16 first-year students. WI {S} Credits: 4
Steven Heydemann

Expected to be offered in the next 3 years

FYS 162 Ambition and Adultery: Individualism in the 19th-Century Novel

We use a series of great 19th-century novels to explore a set of questions about the nature of individual freedom, and of the relation of that freedom—transgression, even—to social order and cohesion. The books are paired—two French, two Russian; two that deal with a woman's adultery, and two that focus on a young man's ambition—Balzac, *Père Goriot*; Flaubert, *Madame Bovary*; Dostoevsky, *Crime and Punishment*; Tolstoy, *Anna Karenina* (there are some additional readings in history, criticism and political theory). Enrollment limited to 16 first-year students. WI Credits: 4

Michael E. Gorra

Normally offered each academic year

FYS 163 Exploring Our National Parks

The story of our national parks is a long and complicated one, full of competing demands - between preservation and exploitation, the sacred and the profitable; between the immediate desires of one generation and its obligation and promise to the next. This course will seek to explore these inherent tensions from a historical and contemporary perspective. Enrollment limited to first-year students. WI Credits: 4

Lynn Oberbillig

Expected to be offered in the next 3 years

FYS 171 The Science of Superheroes

Have you ever wondered how Superman can run faster than a train or how Wonder Woman's lasso can make its prey tell the truth? In this first year seminar, we will investigate the biological basis for super human powers and abilities. Students will analyze a new superhero every week and learn about the relevant biology, embryology, evolution, chemistry and physics that we would hypothesize to be associated with his/her super abilities. We will review a variety of materials from movies, comic books, textbooks and research articles. Students will maintain a personal journal, generate several written pieces of diverse styles, use and analyze quantitative information and become trained in effective scientific presentations. The final project will be the creation of a new superhero that is based on legitimate scientific theory and communicated for the secondary education audience. No prerequisites. Enrollment limited to 16 first-year students. (E) WI Credits: 4

Michael Joseph Barresi

Normally offered in alternate years

FYS 174 Merging and Converging Cultures: What is Gained and Lost in Translation?

By reaching across linguistic and cultural barriers, this course fosters understanding of different worldviews and introduces students to the varied field of translation in order to develop their critical thinking skills and broaden their intercultural awareness. Translation is a fundamental human activity; the way individuals perceive the world influences their interpretation and understanding of all communication. Traditional forms of translations and interpretation will be studied along with adaptation/transformation of literary texts into films and different art forms. Topics studied include: translation, theories, ethics of translation, invisibility/visibility of translators, transculturation, subtitling and dubbing, machine translation and globalization. Competence in a language other than English or enrollment in a foreign language course is not required but highly recommended. Enrollment limited to 16 first-year students.

WI Credits: 4

Giovanna Bellesia

Normally offered each fall

FYS 179 Rebellious Women

This seminar introduces students to the trailblazing women who have changed the American social and political landscape through reform, mobilization, cultural interventions and outright rebellion. We use a variety of texts: *No Turning Back* by Estelle Freedman, primary sources from the archives and the SCMA, films, a walking tour and local events. The intention of this seminar is threefold: (1) to provide an overview of feminist ideas and action throughout American history, (2) to introduce students to primary documents and research methods, and (3) to encourage reflection and discussion on current gender issues. Enrollment is limited to 16 first-year students. (E)

WI {H} {S} Credits: 4

Kelly P. Anderson

Normally offered each academic year

FYS 182 Fighting the Power: Black Protests and Politics Since 1970

This seminar examines the various forms of black “politics,” broadly conceived, that emerged and developed in the wake of the modern civil rights movement to the present time. Major topics of concern include: black nationalism and electoral politics, black feminism, resistance to mass incarceration, the war on drugs, black urban poverty, the rise of the black middle class, reparations, the Obama presidency, Black Lives Matter and other contemporary social movements. Enrollment limited to 16 first-year students. (E) **WI** Credits: 4

Samuel Galen Ng

Expected to be offered in the next 3 years

FYS 183 Geisha, Wise Mothers, and Working Women

This course examines images of Japanese women that are prevalent in the West, and to some extent Japan. Our focus will be on three key figures considered definitive representations of Japanese women: the geisha, the good wife/wise mother, and the working woman. We will read popular treatments including novels, primary sources, and scholarly articles. Our task will be to sort through these images, keeping in mind the importance of perception versus reality and change over time. Enrollment limited to 16 first-year students. **WI** Credits: 4

Marnie S. Anderson

Expected to be offered in the next 3 years

FYS 184 Educating Women: A History and Sociology, at Home and Abroad

In the United States and abroad, in the past and today, the nature and scope of women’s education are deeply connected to religious, economic, and social norms and beliefs. Why and how we educate women are interdisciplinary questions that draw in fascinating ways on issues of national identity and culture. In this seminar, we will explore the history and sociology of this subject, beginning in our own country, at the very start of America’s public school system, and ending with a global perspective, considering the challenges of educating women in countries where female literacy is still deeply contested. Students will do in depth research in the Sophia Smith collection and college archives. Enrollment limited to 16 first-year students. **WI** Credits: 4

Rosetta Marantz Cohen

Expected to be offered in the next 3 years

FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema

Examining Italian cinema from neorealism to today, this course investigates how major directors have negotiated two apparently independent postwar traditions: the aesthetic of realism (which purports to show Italian society and landscape without embellishments) and that search for beauty and style which has historically characterized Italian civilization and become its trademark in today’s global culture (Made in Italy). We study the Italian pinups of postwar cinema, the Latin lover figure, representations of Fascism, the Bel Paese myth, portraits of the lower classes and the immigrants. Directors include Amelio, Antonioni, Bertolucci, De Santis, De Sica, Germi, Moretti, Ozpetek, Pasolini, Sorrentino and Visconti. Conducted in English. Films with English subtitles. This course counts toward the film studies and Italian studies majors.

Enrollment limited to 16 first-year students. **WI {A} {L}** Credits: 4

Anna Botta

Normally offered each fall

FYS 186 Israel: Texts and Contexts

What is the role of the writer in constructing a nation’s founding myths and interpreting its present realities? How do literature and film about Zionism and Israel navigate and interpret tensions between sacred and secular; exile and homeland; language and identity; indigenous and colonial; war and peace? Intended for students with an interest in the relationships between history, politics, and narrative. Enrollment limited to 16 first-year students.

WI Credits: 4

Justin Daniel Cammy

Expected to be offered in the next 3 years

FYS 187 The Temptations of Knowledge

Would you sell your soul for forbidden knowledge? What fate would await you if you did? Since the 16th century, the story of Faust, the scholar-magician-charlatan who traded his soul to the Devil, has explored these questions anew, and each retelling provides a window into the struggles and ambitions of its age. Readings from Marlowe, Calderón, Goethe, Alcott and Thomas Mann; films from Murnau and Sokurov. Enrollment limited to 16 first-year students.

WI {L} Credits: 4

Joel P. Westerdale

Expected to be offered in the next 3 years

FYS 188 Violence, Trauma and Memory: The Literature of War

In this class we will compare a wide variety of literary texts (novels, memoirs, poetry, plays, and graphic novels) about war and its aftermath. We will ask ethical, political, and philosophical questions about how we can—and should—represent violence, the effects of war on memory and forgetting, the politics and poetics of mourning, and the everyday experience of living in a country at war. We will read works by Mahmoud Darwish, Emily Dickinson, Primo Levi, Susan Sontag, Art Spiegelman, and Virginia Woolf. We will also consider film and visual art. This course counts towards the English Major. Enrollment limit of 16 first-year students. (E) **WI** Credits: 4

Lily Gurton-Wachter

Expected to be offered in the next 3 years

FYS 192 America in 1925

Readings, discussions and student projects explore the transformation of a “Victorian” America into a “modernist” one by focusing on forms of expression and sites of conflict in 1925—the year of Fitzgerald’s *The Great Gatsby*, Bessie Smith’s “St. Louis Blues,” Alain Locke’s *The New Negro*, Chaplin’s *The Gold Rush*, the Scopes evolution trial, and the emergence of powerful new ideas in the social sciences—to cite just a few examples. Enrollment limited to 16 first-year students. **WI** Credits: 4

Richard H. Millington

Expected to be offered in the next 3 years

FYS 194 Literary Machines

How does a narrative with forking paths change the role of its author and its reader? In this seminar, we read a ten-page chapbook that contains more than a billion (potential) poems, as well as early and recent examples of electronic literature and new media. We explore critical texts that suggest ways in which these sometimes radical experiments in narrative can speak to how we understand media and storytelling and contemporary digital culture as a whole. In addition to academic assignments, we create our own interactive texts, using old-fashioned techniques (scissors, glue) along with newfangled digital tools. Enrollment limited to 16 first-year students. (E) **WI** Credits: 4

Andrew S. Leland

Expected to be offered in the next 3 years

FYS 197 On Display: Museums, Collections and Exhibitions

Why do people collect things and what do they collect? Members of this seminar explore these questions by focusing on local museums and exhibitions.

From a behind-the-scenes look at the Smith College Museum of Art to an examination of hidden gems like the botanical sciences herbarium collection or that cabinet of curiosities which is Mount Holyoke's Skinner Museum we research the histories of these collections and analyze the rationale of varying systems for ordering objects. By learning the critical skills of visual analysis and by grappling with the interpretations of art historians, anthropologists and psychologists, we attempt to come to an understanding of how knowledge is constructed in the context of display and how visual juxtapositions can generate meaning. Enrollment limited to 16 first-year students. **WI** Credits: 4

Barbara A. Kellum

Expected to be offered in the next 3 years

French Studies

Professors

Ann Leone, Ph.D. (Professor of French Studies and Landscape Studies)

Janie M. Vanpée, Ph.D. (Professor of French Studies and Comparative Literature) ^{†2}

Eglal Doss-Quinby, Ph.D. ^{*1}

Martine Gantrel-Ford, Agrégée de l'Université, Docteur en Littérature Française ^{*2}

Jonathan Keith Gosnell, Ph.D.

Hélène Visentin, D.E.A., Docteur de l'Université; *Chaire* ^{***2}

Dawn Fulton, Ph.D. ^{†1}

Assistant Professor

Mehammed A. Mack, Ph.D.

Lecturers

Christiane Métral, M.A.

Carolyn Shread, Ph.D.

Elsa Stéphan, Ph.D.

Study Abroad in Paris or Geneva

Advisers: Paris: Martine Gantrel-Ford

Geneva: Jonathan Gosnell

Majors in French studies who study in Paris or Geneva will normally meet certain major requirements during their experience abroad.

Smith Programs Abroad offers a variety of programs in Paris and Geneva, including General Studies (Paris and Geneva); Sciences, Mathematics and Engineering (Paris); International Internship (Geneva); and Art and Architecture (Paris). Please see the Office for International Study's Smith Programs Abroad website for the most up-to-date program-specific requirements and eligibility details.

The Major

Advisers: Eglal Doss-Quinby, Dawn Fulton, Martine Gantrel-Ford, Jonathan Gosnell, Ann Leone, Mohammed Mack, Janie Vanpée and Hélène Visentin

Requirements

Ten 4-credit courses or the equivalent at the 200 level or above, including the following:

1. The basis for the French studies major: FRN 230;
2. One language course at the advanced level (270, 385, or equivalent taken abroad);
3. One course on literature or culture before 1900;
4. Three additional 4-credit courses in French studies at the 300 level or higher, of which two must be taken in the senior year.

In consultation with her major adviser, a student may count toward the major four four-credit courses in appropriate departments other than French studies; at least two of these four courses must be taught in French.

All students are encouraged to fulfill requirement 3. It will be in effect beginning with the class of 2020.

No more than one course counting toward the major may be taken for an S/U grade. Students considering graduate school in the humanities are encouraged to take CLT 300 Foundations of Contemporary Literary Theory and Literary Practice: Conflicts and Consensus.

Honors

Director: Martine Gantrel-Ford (Fall), Eglal Doss-Quinby (Spring)

FRN 431 Honors Project

Credits: 8

FRN 430D Honors Project

Credits: 8

Please consult the director of honors or the departmental website for specific requirements and application procedures.

Graduate

Adviser: Ann Leone

FRN 580 Advanced Studies

Arranged in consultation with the department.

Credits: 4

FRN 580D Advanced Studies

This is a full-year course.

Credits: 8

FRN 590 Research and Thesis

Credits: 4–8

FRN 590D Research and Thesis

This is a full-year course. Credits: 8

The French studies curriculum focuses on communicative competence in today's world, knowledge of contemporary cultures, investigation of concepts that have shaped French and Francophone identities, and the discovery of new perspectives in all fields of knowledge. Unless otherwise indicated, all classes are conducted in French.

Qualified students may apply for residence in the Francophone Residential Community located in Cutter House.

Language Courses

FRN 101 Accelerated Beginning French I

This elementary French course is designed to give students with no previous experience in French the opportunity to acquire the fundamentals of the French language and Francophone culture. It emphasizes communicative proficiency, the development of oral and listening skills, self-expression, and cultural insights. Classroom activities incorporate authentic French material and are focused on acquiring competency in listening, speaking, reading, and writing. Students must

complete both 101 and 103 to fulfill the Latin honors distribution requirement for a foreign language. Enrollment limited to 18 per section. Credits: 5

Ann Leone, Christiane Métral, Elsa Stéphan

Normally offered each fall

FRN 103 Accelerated Beginning French II

This second-semester French course allows students to acquire the basic elements of spoken and written French. They learn how to express themselves on a variety of topics and in everyday life situations as they connect to the Francophone world through authentic cultural material and multimedia activities. Students completing the course normally enter 220. Prerequisite: 101. {F} Credits: 5

Eglal Doss-Quinby, Christiane Métral, Elsa Stéphan

Normally offered each spring

FRN 120 Intermediate French

An intermediate language course designed for students with two or three years of high school French. Its main objective is to develop cultural awareness and the ability to speak and write in French through exposure to a variety of media (literary texts, newspaper articles, ads, clips, films, videos). Students completing the course normally enter 220. Enrollment limited to 18 per section. {F} Credits: 4

Martine Gantrel-Ford, Elsa Stéphan

Normally offered each fall

FRN 220 High Intermediate French

Review of communicative skills through writing and class discussion. Materials include a movie, a comic book, a play and a novel. Prerequisite: three or four years of high school French; 103 or 120; or permission of the instructor. Students completing the course normally enter 230. Enrollment limited to 18 per section. {F} Credits: 4

Jonathan Keith Gosnell, Christiane Métral, Elsa Stéphan, Hélène Visentin

Normally offered both fall and spring semesters

FRN 235 Speaking (Like the) French: Conversing, Discussing, Debating, Arguing

A total immersion course in French oral expression using authentic cultural materials: French films and televised versions of round-table discussions, formal interviews, intellectual exchanges and documentary reporting. Students learn how the French converse, argue, persuade, disagree and agree with one another. Interactive multimedia exercises, role playing, debating, presenting formal *exposés* and improving pronunciation. Prerequisite: 230 or permission of the instructor. Registration: required attendance at meeting in Fall 2017: date and location of meeting TBA. Admission by permission only. {F} Credits: 4

Members of the department

Normally offered each interterm

FRN 270 Language and Identity

A course in advanced composition for students who wish to improve their mastery of some of the more difficult points of French grammar, syntax and usage, as they reflect on the role of language in shaping individual and national identity, from the 16th century to the present day. Readings and discussions on topics such as linguistic policy and cultural politics, the feminization of the French language, and defending against the invasion of English by legislating the use of French within France and Quebec. Prerequisite: normally, one course in French studies beyond 230, or permission of the instructor. {F} {L} Credits: 4

Members of the department

Normally offered in alternate years

FRN 385 Advanced Studies in Language

Topics Course.

Global French: The Language of Business and International Trade

An overview of commercial and financial terminology against the backdrop of contemporary French business culture, using case studies, French television and newspapers, and the internet. Emphasis on essential technical vocabulary, reading and writing business documents, and oral communication in a business setting. Prepares students for the *Diplôme de français professionnel (Affaires B2)* granted by the Paris Chamber of Commerce and Industry and administered at Smith College. Prerequisite: a 300-level French course, a solid foundation in grammar, and excellent command of everyday vocabulary or permission of the instructor. {F} Credits: 4

Members of the department

Normally offered in alternate years

Intermediate Courses

FRN 230 Colloquium in French Studies

Topics course.

A gateway to more advanced courses. These colloquia develop skills in expository writing and critical thinking in French. Materials include novels, films, essays and cultural documents. Students may receive credit for only one section of 230. Enrollment limited to 18. Basis for the major. Prerequisite: 220 or permission of the instructor.

“Banlieue Lit”

In this course, students study fiction, memoir, slam poetry and hip-hop authored by residents of France’s multi-ethnic suburbs and housing projects, also known as the *banlieues* and *cités*. We examine the question of whether *banlieue* authors can escape various pressures: to become native informants; to write realistic rather than fantastical novels; to leave the “ghetto”; to denounce the sometimes difficult traditions, religions, neighborhoods and family members that have challenged but also molded them. Often seen as spaces of regression and decay, the *banlieues* nevertheless produce vibrant cultural expressions that beg the question: Is the *banlieue* a mere suburb of French cultural life, or more like one of its centers? {F} {L} Credits: 4

Members of the department

Normally offered each academic year

Consumers, Culture and the French Department Store

How have French stores and shopping practices evolved since the grand opening of *Le Bon Marché* in 1869? In what ways have megastores influenced French “culture”? This course examines representations of mass consumption in literature, the press, history, and analyses of French popular and bourgeois traditions, paying particular attention to the role of women in the transactions and development of culture. {F} {L} Credits: 4

Members of the department

Normally offered each academic year

Dream Places and Nightmare Spaces: French Literary Landscapes

Through texts by authors from Louis XIV to Colette, we discuss questions about literary uses of landscape: Why do we flee or search for a landscape? What makes us cherish or fear a particular place? What do landscapes tell us that the narrator or characters cannot or will not tell? Other authors may include Rousseau, Victor Hugo, Chateaubriand, Maupassant, Apollinaire, Robbe-Grillet and James Sacré. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Machines and Marvels: The Cult of Technology

The Industrial Revolution and the technological innovations of the nineteenth century considerably influenced literature and the arts. From trains to telephones and robots, machines interrupted the pastoral scenery and were widely depicted in novels and iconography. This course will enable students to bridge the gap between science and the humanities through the study of scientific symbolism in arts and literature. In this class, we will trace the emergence of our contemporary fascination with technology through the analysis of late 19th- and early 20th-century texts, images and early cinema. Texts by Jules Verne and Villiers de L'Isle Adam, among others. (E) {F} {L} Credits: 4

Members of the department

Normally offered each academic year

Paris, a Multilayered City

An exploration of the cultural and urban development of Paris across time and in space with an emphasis on the 19th and 20th centuries. We use an interactive digital platform to reconstruct the spaces, both real and imaginary, featured in novels, poetry, short stories, popular songs, visual documents and maps that have portrayed the city throughout its history. Works by Corneille, Hugo, Maupassant, Baudelaire, Apollinaire, Modiano, Vargas, Gavalda. {F} {L} Credits: 4

Members of the department

Normally offered each academic year

Women Writers of Africa and the Caribbean

An introduction to works by contemporary women writers from Francophone Africa and the Caribbean. Topics studied include colonialism, exile, motherhood and intersections between class and gender. Our study of these works and of the French language are informed by attention to the historical, political and cultural circumstances of writing as a woman in a former French colony. Texts include works by Mariama Bâ, Maryse Condé, Yamina Benguigui and Marie-Célie Agnant. {F} {L} Credits: 4

Members of the department

Normally offered each academic year

FRN 250 Skyping With the French: Cross-Cultural Connections

Using webcam and video conferencing technology, students have conversations in real time with French students in Paris. We examine youth culture in France and explore fundamental cultural differences between Americans and the French. Topics include cultural attitudes and beliefs, social values and institutions as well as relevant socioeconomic issues. Materials: textbooks, cultural essays, surveys, articles, films and songs. Prerequisite: 230 or higher or permission of the instructor. Enrollment limited to 15. {F} {S} Credits: 4

Mehammed A. Mack

Normally offered each academic year

FRN 251 The French Media, Now and Then

Topics course.

A broad overview of the different media and their histories in the French and Francophone world as well as an overview of French social, economic, political and cultural issues. Students acquire essential tools for media analysis: identifying political orientation, detecting bias, tracking controversies over time, putting quotes in context, and identifying missing voices in the narrative. Students can expect to read the leading newspapers every week and grapple with events as they happen. Prerequisite: FRN 230 or permission of the instructor.

The French Press Online

A study of contemporary French social, economic, political and cultural issues through daily readings of French magazines and newspapers online such as *Le Monde*, *Le Figaro*, *Libération*, *Le Nouvel Observateur*. {F} {S} Credits: 4

Members of the department

Normally offered in alternate years

French Islam and French Muslims

Through a survey of the contemporary flashpoints in the debate surrounding the place of Islam in French society, this course maps out the field of politicians, activists, youth movements, imams, artists, musicians and other cultural actors who have defined the discourse on the issue. With an emphasis on new media, students analyze a wide variety of documents including internet resources, journalistic articles and blogs, music videos, films, legal texts, political pamphlets, slam poetry, rap songs, as well as photo and video art. Prerequisite: FRN 230, or permission of the instructor. {F} {S} Credits: 4

Members of the department

Normally offered in alternate years

FRN 252 French Cinema

Topics course.

Cities of Light: Urban Spaces in Francophone Film

From Paris to Fort-de-France, Montreal to Dakar, we study how various filmmakers from the Francophone world present urban spaces as sites of conflict, solidarity, alienation and self-discovery. How do these portraits confirm or challenge the distinction between urban and non-urban? How does the image of the city shift for "insiders" and "outsiders"? Other topics to be discussed include immigration, colonialism and globalization. Works by Sembène Ousmane, Denys Arcand, Mweze Ngangura and Euzhan Palcy. Course taught in French. Prerequisite: 230, or permission of the instructor. Weekly required screenings. {F} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Paris on Screen

The City of Light is often portrayed by filmmakers as the quintessential romantic setting. Starting with the French New Wave, this course examines films that look at Paris differently, as a place where various urban, cosmopolitan, and/or diasporic subcultures live side by side, often unbeknownst to one another. Films by directors such as Truffaut, Godard, Varda, Sautet, Carax, Denis, Assayas, and Klapisch. Readings in film criticism. Papers and weekly screenings required. Course taught in French. Prerequisite: FRN 230, or permission of the instructor. {F} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FRN 253 The Lady, the Knight and the King

An introduction to the main cultural and literary currents that shaped Medieval France, a period whose values and concept of "literature" were dramatically different from our own. We focus on the rise of courtliness and the invention of romantic love, the legend of King Arthur and the transmission of Celtic themes, adultery and madness, magic and the chivalric quest, and the ribald humour of the *fabliaux*. Readings from *The Romance of the Rose*, *Tristan and Yseut*, Marie de France's *Lais*, Chrétien de Troyes' *Yvain, troubadour and trouvère* lyric, and selected *fabliaux*. Prerequisite: FRN 230. {F} {L} Credits: 4

Members of the department

Normally offered in alternate years

FRN 262 After Algeria: Revolution, Republic and Race in Modern France

From the colonial conquest in the early 19th century through independence in 1962, Algeria has evoked passions on both sides of the Mediterranean Sea, passions frequently resulting in violence that has not entirely subsided. Through a variety of perspectives and readings, we explore a post-Algerian French society that appears to be permanently marked by its Algerian experience. To what extent has the experience in and of Algeria transformed contemporary French culture? In what ways can one speak of the Algerian experience in revolutionary terms? Prerequisite: FRN 230, or permission of the instructor. {F} {L} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FRN 264 Encountering Others in *Ancien Régime* France

How was France's cultural and political identity shaped by its encounters with the Other as it expanded trade and its conquest of foreign political and cultural powers such as the Ottoman empire and the newly discovered nations of the Americas, Africa and Tahiti? How did the concept of the foreigner evolve as confrontations with other nations, other religions, other ethnicities put into question France's conception of its own society and culture? We examine a range of texts (treatises, pamphlets, novels, theatre, *ballet héroïque*) in which "otherness" and foreignness is explored. Readings from Montaigne, Molière, Montesquieu, Graffigny, Voltaire, Diderot, Gouges, Duras and Condorcet. Prerequisite: FRN 230, or permission of the instructor. {F} {L} Credits: 4

Members of the department

Normally offered in alternate years

FRN 265 Les Années Noires: Living Through the Occupation, 1939–45

What was it like to live in Paris under the German occupation? What were the moral dilemmas and the political risks that Parisians faced as they struggled to survive? And how are we, today, to judge this historical period and those who lived through it? Students experience this difficult period through a global simulation in which each creates a character with a specific identity and past—a secret collaborator, a Jewish immigrant, a resistance fighter, a closeted homosexual, an avant-garde artist, a reporter, the widow of a soldier who fought under Maréchal Pétain in WWI—and representing the diversity of the Parisian population at the time. Each student writes her character's "memoirs" reacting to historical as well as personal events from her unique perspective. Readings range from historical documents, speeches, and testimonials to drama, fiction. Weekly films. In French. Prerequisite: FRN 230. Enrollment limited to 16.

WI {F} {H} {L} Credits: 4

Janie M. Vanpée

Normally offered in alternate years

FRN 272 *J'accuse!* French Intellectuals as Activists

Why can some writers be called intellectuals? What is an intellectual? Why are French intellectuals unique? This course studies the emergence of political activism and the figure of the French "*intellectual engagé*" through readings from key social and historical moments and from a variety of genres. We trace how public debates on highly controversial topics such as intolerance, fanaticism, the death penalty, feminism, racism and the role of media have influenced intellectuals to become committed to transforming French politics and society. Texts include writings by Molière, Voltaire, Hugo, Zola, Sartre, Beauvoir, Halimi, Bourdieu and others. Prerequisite: FRN 230, or permission of the instructor. {F} {H} {L} Credits: 4

Hélène Visentin

Normally offered in alternate years

FRN 282 Topics in 19th- and 20th-Century French Studies

Topics course.

What's Right? What's Wrong? Stories About Moral Dilemmas

This course is about dilemmas, i.e. moments in life when one has to choose between two valid but mutually exclusive options, and how major writers of the 19th and 20th centuries have used moral conflicts in their works to embody and confront what they saw as the most pressing social, political, or personal issues of their times. A novel (*Les Misérables*), an autofiction (*L'Immoraliste*), a theater play (*Les Justes*), and a film script (*Hiroshima mon amour*) provide us with four venues for examining and debating which values are at stake, what questions they bring up and what answers, if any, they provide. Readings by Hugo, Gide, Camus and Duras. Prerequisite: one course above 230.

{F} {L} Credits: 4

Members of the department

Normally offered in alternate years

FRN 295 French Translation in Practice

Practicum in French; must be taken concurrently with CLT 150. Students read short texts in translation theory, study translation techniques and strategies, compare versions of translated texts, and produce their own translations of French texts. Readings and discussions conducted in French. Prerequisite: two courses beyond 230 or permission of the instructor. This 2-credit course does not count as preparation for the Smith Programs Abroad in Paris and Geneva.

{F} {L} Credits: 2

Carolyn Shread

Normally offered each academic year

Advanced Courses in French Studies

Prerequisite: two courses in French studies above 230 or permission of the instructor. Course numbers reflect chronological periods and not the level of difficulty.

FRN 320 Women Defamed, Women Defended

What genres did women practice in the Middle Ages and in what way did they transform those genres for their own purposes? What access did women have to education and to the works of other writers, male and female? To what extent did women writers question the traditional gender roles of their society? How did they represent female characters in their works and what do their statements about authorship reveal about their understanding of themselves as writing women? What do we make of anonymous works written in the feminine voice? Readings will include the love letters of Héloïse, the *lais* and fables of Marie de France, the songs of the *trobairitz* and women *trouvères*, and the writings of Christine de Pizan. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FRN 340 Topics in 17th- and 18th-Century Literature

Topics course.

Social Networking in Early Modern France—A Digital Humanities Approach

This course examines the social practices, spaces and networks that defined 17th- and 18th-century France, politically and culturally, from the height of the *Ancien Régime* up to the French Revolution. Students are also exposed to digital humanities methods and theories, combining the study and praxis of these approaches. As a jointly-taught, cross-campus course, students at Smith and Wellesley share a common syllabus and engage in parallel assignments. Through this endeavor, we aim to foster digital collaboration among students in ways that lead them to reflect on how their use of digital methods and "virtual" teamwork change the ways in which they produce, share and disseminate knowledge. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Marie Antoinette's Semiotic Body

Naïve pawn in European geopolitics or political intriguer? Fashion leader or obsessive consumer? Scandalous pleasure seeker or devoted mother? French Queen or Austrian spy? Instigator of the French Revolution or innocent victim? More than two hundred years after her execution, Marie Antoinette continues to fascinate, caught between history and myth and open to conflicting interpretations. How can we understand the persona behind or in the body that proliferated so many meanings? How can we trace the origins and the impacts of those meanings? Does Marie-Antoinette's semiotic body continue to signify for us? We'll examine Marie Antoinette from a variety of perspectives: archival sources, documents and letters, biographies, portraits, both official and unofficial, caricatures, pornographic pamphlets, and fictional works such as plays, novels and films in which she figures. The course will incorporate a role-playing unit reen-

acting her trial, during which every member of the class will play the role of one of the important participants. Some film screenings. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FRN 343 Cultural Wars at the Theater

What effects does theater have on its audience and society at large? Does it corrupt the public and society, as J.-J. Rousseau argued, or on the contrary, can it morally reform its audience and society, as Diderot believed? The debate about the moral and political uses and misuses of theater animated the public, the *philosophes* and their critics, as well as the state, from the mid-17th century until the *Révolution*, and on to today. We will study the way authors, critics and the theater itself responded to the debate, from the classical drama of Racine and Molière, to the street theater of the Paris fairs and the influence of the *Comédie italienne*, from the new genres of the *drame bourgeois* to the liberation of the theater during the Revolution, and in the 20th and 21st centuries from the uses of theatre to resist the German occupation during WWII to the recent debate about the censoring of a new staging of Voltaire's *Le Fanatisme*, ou *Mahomet le Prophète*, and the contemporary theatre of Ariane Mnouchkine which aims to raise the political consciousness of an audience to the crisis of global migration today. There will be a number of film screenings.

Credits: 4

Members of the department

Expected to be offered in the next 3 years

FRN 363 Crossing the Divide: Love and the Exploration of Social Difference in Nineteenth-Century French Fiction

The course examines literary works where love is used as a narrative and thematic device to explore the meaning and relevance of social difference. Themes to be considered include the institution of marriage; exoticism as escapism; illness and death. Novels by Bernardin de Saint-Pierre, Stendhal, George Sand, Lamartine, and Alexandre Dumas, *films*. Readings in relevant historical and cultural topics. {F} {L} Credits: 4

Martine Gantrel-Ford

Expected to be offered in the next 3 years

FRN 365 Francophone Literature and Culture

Topics course.

Food, Hunger, Memory: Literature of the Caribbean

Food and its absence are persistent themes in Caribbean literature. Cooking and culinary practices serve as a means of preserving cultural identities, yet can also reinforce colonial visions of the Caribbean as an exoticized space. Hunger figures as an indictment of that colonial history and of contemporary global inequities. Through studies of folk tales, short stories, poetry and novels, this course offers an introduction to the literature and major theoretical movements of Guadeloupe, Martinique and Haiti, with a focus on how cultural memory is inscribed in metaphors of consumption. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Scandals and Spin Control: Francophone Literature in the Media

How much control does or should a writer have over his or her public image? Should artists be held responsible for the political or social consequences of their work? How do such questions as censorship and plagiarism play out when racial, religious or sexual difference is at stake? This course examines literary texts and essays by some of the more controversial names in contemporary Francophone literature, to be studied alongside films, interviews, television appearances, and critical and popular reviews. Works by Calixthe Beyala, Rachid Bouchareb, Maryse Condé and Dany Laferrière. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FRN 380 Topics in French Cultural Studies

Topics course.

Immigration and Sexuality

This course explains how gender and sexuality have been politicized in immigration debates in France, from the 1920s to the present. Students examine both cultural productions and social science texts: memoirs, psychoanalytical literature, activist statements, sociological studies, feature films, fashion, performance art, blogs, and news reports. France has historically been the leading European host country for immigrants, a multiplicity of origins reflected in its current demographic make-up. Topics include: the hyper-sexualization of black and brown bodies, France as a Mediterranean culture, immigrant loneliness in Europe, intermarriage and demographic change, the veil and niqab, as well as sexual nationalism and homo-nationalism. {F} Credits: 4

Members of the department

Expected to be offered in the next 3 years

France in America

What is *l'Amérique française*? What is the nature of the French-American relationship, historically and today? During recent Franco-American culture wars, France and the United States seemed to be polar opposites. Yet at one time, people in New England and Louisiana spoke French, lived and laughed in French, cried and died in French. Must French now be translated in America? Through what cultural mechanisms is Frenchness expressed by Americans? In what language(s) does one write French America today? We will answer such questions in our exploration of the French experience of North America from the 16th to the 21st century. {F} Credits: 4

Members of the department

Expected to be offered in the next 3 years

French Travel Writing and Self-Discovery

A survey of Francophone travel writing from the 16th to the 21st centuries. Students are exposed to a literary form that achieved popularity and cultural prestige early on, was then significantly challenged and diversified, and is presently enjoying a resurgence. We consider fictional and nonfictional accounts reflecting various geographies of travel and migration. While early voyagers tended to assert the relative superiority of French culture, subsequent generations of travelers abandoned discovery for self-discovery, and critiqued colonialism instead of indigenous cultures. Countries and regions surveyed include the Holy Land, Turkey, Spain, Morocco, Algeria, Central and West Africa, the United States, Iran, France, Indonesia and Thailand. {F} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FRN 392 Topics in Culture

Topics course.

Stereotypes in French Cinema

In this seminar, we examine how French comedies have used stereotypes to promote a national conversation about cultural, religious, and social differences. Through a variety of comic genres, from the most popular to the more sophisticated ones, we examine how films about stereotypes illustrate most vividly the cultural and national boundaries of humor. We ask who is laughing (or not) and why, and if laughter about stereotypes can indeed promote social progress. Weekly or biweekly film showings. Readings in film criticism and relevant fields. Enrollment limited to 12. Priority given to French Studies majors. Pre-requisite: one course at the 300-level or permission of the instructor. {A} {F} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FRN 404 Special Studies

Admission by permission of the department; normally for junior and senior majors and for qualified juniors and seniors from other departments.

Credits: 4

Members of the department

Normally offered each academic year

Cross-Listed Courses and Recommended Courses From Other Departments and Programs

CLT 253 Literary Ecology

Literary ecology focuses on bio-social themes in literature—how human beings construct their relationship to their environment through literature and landscape art. We read works by “nature writers,” from the Romantic poets to early ecologists like John Muir and John Burroughs, and by contemporary writers such as John McPhee and Annie Dillard. We also analyze issues of contemporary eco-criticism and consider an expansion of the current range of canonical texts to include a broader diversity of viewpoints. {L} Credits: 4

Ann Leone

Expected to be offered in the next 3 years

CLT 274 The Garden: Paradise and Battlefield

Ever since Genesis, the garden has been depicted not only as a paradise, a refuge and a women's place, but also as a jungle that challenges definitions of the self and of that self's place in the world. How have shared notions about the relation of gardens to their inhabitants changed from one culture and historical period to another? Some attention to the theory and history of landscape gardening.

Texts by Mme. de Lafayette, Goethe, Austen, Balzac, Zola, Chekhov, Colette, D.H. Lawrence and Alice Walker. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

CLT 288 Bitter Homes and Gardens: Domestic Space and Domestic Discord in Three Modern Women Novelists

Same as LSS 288. The work of certain writers—often women and often Wharton, von Arnim and Colette—is categorized as small in scope, narrowly focused and therefore marginal in some ways. Here are questions, based in part on readings in landscape and domestic design theory, that we can ask to help us see their work differently: When and how is it appropriate to juxtapose writers' biographies on their fiction? How do they represent domestic discord—loss, rage, depression—in their fiction? In particular, how do local landscapes and other domestic spaces—houses, rooms, gardens—figure in this representation? Texts include novels, short stories, correspondence, excerpts from journals, and other autobiographical writing. Prerequisite: one other literature course at any level, or permission of the instructor. Credits: 4

Members of the department

Expected to be offered in the next 3 years

FYS 141 Reading, Writing and Placemaking: Landscape Studies

Landscape studies is the interdisciplinary consideration of how we view, define and use the land, whether it be our backyard, a moonscape or a national park. How does land become a landscape? How does space become a place? Scientists study and manipulate landscapes as do politicians, builders, hunters, children, artists and writers, among others. In this course, we examine how writers, in particular, participate in placemaking, and how the landscape influences and inhabits literary texts. The course includes some landscape history and theory, visits by people who study landscape from nonliterary angles, and the discovery of how landscape works in texts in transforming and surprising ways.

Enrollment limited to 16 first-year students. WI Credits: 4

Members of the department

Expected to be offered in the next 3 years

FYS 199 Re-Membering Marie Antoinette

How can we reimagine, reconstruct, understand a historical personage? How do we perceive and get to “know” such a figure, and through this knowledge, the historical moment and context in which the person lived? We examine Marie Antoinette from a variety of perspectives: archival sources, documents and letters; biographies, portraits—official and unofficial—caricatures, pornographic pamphlets, fictional works such as plays, novels and films in which she figures. The course incorporates a role-playing unit reenacting her trial, during which every member of the class plays the role of one of the important participants. Some film screenings. Enrollment limited to 16 first-year students. WI {H} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

TSX 330 Capstone Seminar in Translation Studies

Same as CLT 330. The capstone seminar brings together a cohort of concentrators to discuss the final translation project that each student undertakes with the guidance of their adviser in the concentration and to situate the project within the framework of larger questions that the work of translation elicits. The seminar readings focus on renowned practitioners' reflections on the difficulties and complexities of translating, the obstacles, discoveries and solutions that the translator encounters. We read a series of essays that engage with the conflicting interpretations and nuances of translations in 14 languages of Ferdinand Oyono's iconic 1956 African novel, *Une vie de boy*. We compare how these translations transform the original novel and question the concept of original text as it interacts with the culture and the language into which it is translated. Students are responsible for presenting essays that focus on the particular challenges of translation that they have encountered in their individual project. Open to students in the Concentration in Translation Studies and students in Comparative Literature. Enrollment limit of 12 students. Prerequisite: CLT 150. {L} Credits: 4

Janie M. Vanpée

Normally offered each spring

Geosciences

Professors

John B. Brady, Ph.D. ^{†1}
Robert Morgan Newton, Ph.D.
Bosiljka Glumac, Ph.D., *Chair* ^{**2}
Amy Larson Rhodes, Ph.D.

Associate Professors

Sara B. Pruss, Ph.D.
John Loveless, Ph.D.

Senior Lecturer

Mark Elliott Brandriss, Ph.D.

The Major

Advisers: For the class of 2018, Amy Rhodes; for the class of 2019, Robert Newton; for the class of 2020, Bosiljka Glumac; for the class of 2021, John Loveless.

Adviser for Study Abroad: Bosiljka Glumac, 2017–18

Basis: 101 and 102, or 108, or FYS 103, or GEO 102 in conjunction with any other 100-level geoscience course.

Requirements: Beyond this basis, the requirements for individual tracks within the major include:

Geoscience Track

- Six intermediate-level geoscience courses (30 credits): 221, 222, 231, 232, 241 and 251.
- Two 300- or 400-level geoscience courses (at least 8 credits total); a 4–6 credit summer geology field camp may substitute for one.

Environmental Geoscience Track

- Two chemistry courses. No more than one at the 100 level. Aqueous Geochemistry (GEO 301) may count for one.
- One ecology course: Biodiversity, Ecology and Conservation and Lab (BIO 154, 155), Marine Ecology and Lab (BIO 268, 269) (prereq BIO 154 or GEO 108), Principles of Ecology and Lab (BIO 266, 267) (prereq BIO 154 and a course in statistics) or Plant Ecology and Lab (BIO 364, 365) (prereq course in plant biology or ecology or environmental science).
- One environmental policy or social science course approved by the major advisor. Examples (many of which have prerequisites) include: Natural Resource Management and Environmental Justice (ENV 220), Climate and Energy Policy (ENV 323), Environmental Economics (ECO 224), The Economics of Climate Change (ECO 271), Population and Environment in Africa (ANT 230), Economy, Ecology and Society (ANT 236), Anthropology of Development (ANT 241), International Politics (GOV 241), International Political Economy (GOV 242), Colloquium: Politics of the Global Environment (GOV 254), Seminar in American Government: Politics and the Environment (GOV 306), Environmental Ethics (PHI 238), The Human Side of Climate Change (PSY 268), World Population (SOC 232), Environment and Society (SOC 233), Seminar in Environmental Sociology (SOC 332).
- Four intermediate-level geoscience courses: 221, 222, 231, 232, 241 or 251.
- Two 300- or 400-level geoscience courses (at least 8 credits total); a 4–6 credit summer geology field camp may substitute for one. Aqueous Geochemistry (GEO 301) counts

Educational Geoscience Track

- Three education courses (*recommended): *The American Middle School and High School (EDC 232), *Introduction to the Learning Sciences (EDC 238), *Growing up American: Adolescents and their Educational Institutions (EDC 342), Individual Differences Among Learners (EDC 347), Methods of Instruction (EDC 352), or *Teaching Science, Engineering and Technology (EDC 390).
- Six additional geoscience courses above the 100-level. One of these must be at the 300-level or be a 4- to 6-credit summer geology field camp course.
- (Note: This track does not lead to Educator licensure. Students who wish to satisfy licensure requirements would need to take all EDC courses listed above, plus additional courses, and should consult with a faculty member of the Department of Education and Child Study.)

Smith courses that satisfy the advanced-level course requirement include: Any 300-level geoscience course, Ecohydrology (EGR 315), Seminar: Topics in Astrophysics-Asteroids (AST 330), Mechanics of Granular Media (EGR 340), and Advanced work or Special Problems in Geology (GEO 400). Appropriate courses taken at other institutions also may qualify, as does a 4- to 6-credit geology field camp.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. Prospective majors should see a departmental adviser as early as possible.

The Minor

Advisers: Same as for the major

Unlike the major where some courses outside the department can be counted towards the major, all courses counting towards the minor must come from the geosciences.

Students contemplating a minor in geosciences should see a departmental adviser as early as possible to develop a minor course program. This program must be submitted to the department for approval no later than the beginning of the senior year.

Requirements: Completion of the basis plus other courses for a total of 24 credits in geosciences, with no more than 14 credited at the 100-level.

Honors

Director: Amy Rhodes, 2017-18 and Robert Newton, 2018–19

Honors students must complete all the 100-level and 200-level requirements for one of the three Geosciences tracks, at least one 300-level class, plus an honors thesis, GEO 430D or GEO 432D.

GEO 430D Honors Project

Credits: 8

Normally offered each academic year

GEO 432D Honors Project

Credits: 6

Normally offered each academic year

Please consult the director of honors or the departmental website for specific requirements and application procedures

Field Experience

The department regularly sponsors an off-campus field-based course for geoscience students. This course may be entirely during interterm, such as recent courses in the Bahamas and Hawaii. Or it may be a spring semester course with a field trip during spring break or during the following summer, such as recent courses in Death Valley, Iceland and Greece. Because there are many important geologic features that are not found in New England, geoscience majors are encouraged to take at least one of these courses to add breadth to their geologic understanding.

The Department of Geosciences is a member of the Keck Geology Consortium, a group of 17 colleges funded by the National Science Foundation to sponsor cooperative student/faculty summer research projects at locations throughout the United States and abroad.

Students contemplating a major in geosciences should elect 101 and 102, or 108, or FYS 103, and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

GEO 101 Introduction to Earth Processes and History

An exploration of the concepts that provide a unifying explanation for the causes of earthquakes and volcanic eruptions and the formation of mountains, continents and oceans. A discussion of the origin of life on earth, the patterns of evolution and extinction in plants and animals, and the rise of humans. Students planning to major in geosciences should also take GEO 102 concurrently. {N} Credits: 4

Amy Larson Rhodes

Normally offered each fall

GEO 102 Exploring the Local Geologic Landscape

The Connecticut Valley region is rich with geologic features that can be reached by a short van ride from Smith. This is a field-based course that explores geology through weekly trips and associated assignments during which we examine evidence for volcanoes, dinosaurs, glaciers, rifting continents and Himalayan-size mountains in Western Massachusetts. Students who have taken FYS 103 Geology in the Field are not eligible to take GEO 102. This class, when taken in conjunction with any other 100-level course, can serve as a pathway to the Geoscience major. Enrollment limited to 17, with preference to students who are enrolled concurrently in GEO 101 or who have already taken a Geoscience course. {N} Credits: 2

Mark Elliott Brandriss, Raquel Bryant, Amy Larson Rhodes

Normally offered each fall

FYS 103 Geology in the Field

Clues to over 500 million years of earth history can be found in rocks and sediments near Smith College. Students in this course attempt to decipher this history by careful examination of field evidence. Class meetings take place principally outdoors at interesting geological localities around the Connecticut Valley. Participants prepare regular reports based on their observations and reading, building to a final paper on the geologic history of the area. The course normally includes a weekend field trip to Cape Cod. Enrollment limited to 16 first-year students. WI {N} Credits: 4

Members of the department

Expected to be offered in the next 3 years

GEO 104 Global Climate Change: Exploring the Past, the Present and Options for the Future

This course seeks to answer the following questions: What do we know about past climate and how do we know it? What causes climate to change? What have

been the results of relatively recent climate change on human populations? What is happening today? What is likely to happen in the future? What choices do we have? {N} Credits: 4

Members of the department

Normally offered each academic year

GEO 105 Natural Disasters: The Science Behind the Headlines

A natural disaster occurs when Earth's natural processes violently affect society, creating newsworthy events of tragedy, loss and lessons for the future. This course focuses on the science of natural disasters: the physical processes operating within the earth that create earthquakes and volcanoes; the atmospheric processes that generate tropical storms and climate change; and the ways in which the landscape can influence the effects of natural events. The course also examines societal preparation for and response to natural disasters. Weekly exercises use Geographic Information Systems (GIS) to illustrate real-world disaster management concepts. {N} Credits: 4

Members of the department

Normally offered in alternate years

GEO 106 Extraordinary Events in the History of Earth, Life and Climate

A journey through the 4.6 billion-year history of global change, with a focus on extraordinary events that have shaped the evolution of Earth and life through time. These events include the earliest development of life, the buildup of oxygen in the atmosphere, the devastation of the living world by catastrophic mass extinctions, the tectonic rearrangement of continents, the alternation of ice ages and eras of extreme warmth, and the evolution of modern humans. We also examine ways in which humans are changing our climatic and biologic environment and discuss potential consequences for the future of our planet. {N} Credits: 4

Bosiljka Glumac

Normally offered each spring

GEO 108 Oceanography: An Introduction to the Marine Environment

An introduction to the global marine environment, with emphasis on the carbon cycle, seafloor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, ocean-atmosphere-climate interactions and global climate change, coastal processes, marine biologic productivity, and issues of ocean pollution and the sustainable utilization of marine resources by humans. At least one required field trip. {N} Credits: 4

Sara B. Pruss

Normally offered each spring

GEO 112 Archaeological Geology of Rock Art and Stone Artifacts

Same as ARC 112. What makes a mineral or a rock particularly useful as a stone tool or attractive as a sculpture? Students in this course explore this and other questions by applying geological approaches and techniques in studying various examples of rock art and stone artifacts to learn more about human behavior, ecology and cultures in the past. This exploration across traditional boundaries between archaeology and earth science include background topics of mineral and rock formation, weathering processes and age determination, as well as investigations of petroglyphs (carvings into stone surfaces), stone artifacts and other artifactual rocks (building stone and sculptures) described in the literature, displayed in museum collections, and found in the field locally. {N} Credits: 4

Bosiljka Glumac

Normally offered each spring

GEO 150 Mapping Our World: An Introduction to Geographic Information Systems

Same as ENV 150. A geographic information system (GIS) enables data and maps to be overlain, queried and visualized in order to solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and applies the analysis of spatial data to issues in geoscience,

environmental science and public policy. Students gain expertise in ArcGIS — the industry standard GIS software — and online mapping platforms, and carry out semester-long projects in partnership with local conservation organizations. Enrollment limited to 20. {N} Credits: 4

John Loveless

Normally offered each fall

GEO 221 Mineralogy

A project-oriented study of minerals and the information they contain about planetary processes. The theory and application to mineralogic problems of crystallography, crystal chemistry, crystal optics, x-ray diffraction, quantitative x-ray spectroscopy and other spectroscopic techniques. The course normally includes a weekend field trip to important geologic localities in the Adirondack Mountains. Prerequisite: 101 and 102, or 108, or FYS 103, or 102 with any other GEO 100-level course. 102 can be taken concurrently. Recommended: CHM 111 or equivalent. {N} Credits: 5

Mark Elliott Brandriss

Normally offered each fall

GEO 222 Petrology

An examination of typical igneous and metamorphic rocks in the laboratory and in the field in search of clues to their formation. Lab work emphasizes the microscopic study of rocks in thin sections. Weekend field trips to Cape Ann and Vermont are an important part of the course. Prerequisite: 221. {N} Credits: 5

Members of the department

Normally offered each spring

GEO 231 Invertebrate Paleontology and the History of Life

A study of the major evolutionary events in the history of life, with a special focus on marine invertebrates. Special topics include evolution, functional adaptations, paleoenvironments, the origin of life, mass extinction and origination, and how life has changed through time. At least one weekend field trip. Prerequisite: 101 and 102, or 108, or FYS 103, or 102 with any other GEO 100-level course. 102 can be taken concurrently; open also to students who have fulfilled the basis for the BIO major. {N} Credits: 5

Sara B. Pruss

Normally offered each fall

GEO 232 Sedimentary Geology

A project-oriented study of the processes and products of sediment formation, transport, deposition and lithification. Modern sediments and depositional environments of the Massachusetts coast are examined and compared with ancient sedimentary rocks of the Connecticut River Valley and eastern New York. Field and laboratory analyses focus on the description and classification of sedimentary rocks, and on the interpretation of their origin. The results provide unique insights into the geologic history of eastern North America. Two weekend field trips. Prerequisite: 101 and 102, or 108, or FYS 103, or 102 with any other GEO 100-level course. 102 can be taken concurrently. {N} Credits: 5

Bosiljka Glumac

Normally offered each fall

GEO 241 Structural Geology

The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials, methods of analysis and relationship to plate tectonics. Laboratories before spring break involve computer-based analysis of the map patterns of geologic structures and the mechanics of their formation. After spring break, weekly field trips during the lab period connect local examples of structures to New England tectonics. Prerequisite: 101 and 102, or 108, or FYS 103, or 102 with any other GEO 100-level course. Recommended: MTH 111 or equivalent. Enrollment limit of 20. {N} Credits: 5

John Loveless

Normally offered each spring

GEO 251 Geomorphology

The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. During the first part of the semester laboratories involve learning to use geographic information system (GIS) software to analyze landforms. During the second part of the semester laboratories include field trips to examine landforms in the local area.

Prerequisite: 101, or 102, or 108 or FYS 103. {N} Credits: 5

Robert Morgan Newton

Normally offered each spring

GEO 301 Aqueous Geochemistry

This project-based course examines the geochemical reactions between water and the natural system. Water and soil samples collected from a weekend field trip serve as the basis for understanding principles of pH, alkalinity, equilibrium thermodynamics, mineral solubility, soil chemistry, redox reactions, acid rain and acid mine drainage. The laboratory emphasizes wet-chemistry analytical techniques. Participants prepare regular reports based on laboratory analyses, building to a final analysis of the project study area. One weekend field trip.

Prerequisites: One geoscience course and CHM 108 or CHM 111. {N} Credits: 5

Amy Larson Rhodes

Normally offered each spring

GEO 302 Field Studies of the Desert Southwest

This field-oriented course examines the diverse stratigraphic record of mass extinction and Snowball Earth as well as structural complexities preserved in Death Valley and adjacent areas. A required week-long field trip takes place in January followed by a semester-long course in the spring semester. Field analyses include measuring stratigraphic sections and field mapping. Prerequisites: GEO 231 or GEO 232 or GEO 241 or permission of instructor. Enrollment limit of 10 students. {N} Credits: 4

Members of the department

Expected to be offered in the next 3 years

GEO 309 Groundwater Geology

Same as EGR 319. A study of the occurrence, movement and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development and groundwater contamination. A class project involves studying a local groundwater problem. Prerequisites: 101, or 102, or 108, or FYS 103 and MTH 111. Enrollment limited to 14. Credits: 5

Members of the department

Normally offered in alternate years

GEO 334 Carbonate Sedimentology

Students in this class engage in detailed studies of the formation of carbonate sediments and rocks through participation in a required 7–10 day field trip to one of the modern tropical carbonate-producing environments (such as the Bahamas) during January interterm, followed by semester-long research projects based on the data and specimens collected in the field. Students present their results at Celebrating Collaborations in April. Class discussion topics include the history of carbonate rocks from the Precambrian to the present. Prerequisite: GEO 232 and/or 231. Enrollment limited to 8. Registration by permission only. Interested students should contact the course instructor early in the Fall semester. Students are responsible to partially cover expenses associated with the January trip. {N} Credits: 5

Members of the department

Expected to be offered in the next 3 years

GEO 361 Tectonics

A broadly-based examination of tectonics, the unifying theory of geology. We discuss lithospheric plate movements, the creation and destruction of Earth's crust, the formation of mountain belts and sedimentary basins, the dynamic

coupling of crust and mantle, and how these processes have shaped the Earth through time. Emphases includes critical reading of the primary literature; communication of scientific ideas orally and in writing; and the central role of tectonics in uniting diverse fields of geology to create a cogent picture of how the Earth works. Prerequisite: any two 200-level courses in geosciences, one of which may be taken concurrently. {N} Credits: 4

John Loveless

Normally offered each fall

GEO 400 Advanced Work or Special Problems in Geosciences

Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes.

Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

GEO 430D Honors Project

Credits: 8

Members of the department

Normally offered each academic year

GEO 432D Honors Project

{H} {S} Credits: 6

Members of the department

Normally offered each academic year

Cross-Listed Courses

AST 220 FC20 Special Topics in Astronomy

Topics course.

Astronomy and Public Policy

This seminar explores the intersection of physical science, social science, psychology, politics and the environment. How do scientists, decision makers and the public communicate with each other, and how can scientists do better at it? What should the role of scientists be in advocacy and social movements? How does scientific information influence lifestyle and behavior choices among the public at large? We focus on three topics with close ties to astronomy: (1) global climate change, which involves basic atmospheric physics; (2) light pollution, which wastes billions of dollars per year and ruins our view of the starry sky without providing the safety it promises; and (3) controversial development of mountaintop observations such as the Thirty Meter Telescope on Mauna Kea, HI. Prerequisite: one college science course in any field and MTH 111 or the equivalent. {N} Credits: 4

Members of the department

Normally offered each spring

EGR 315 Seminar: Ecohydrology

This seminar focuses on the measurement and modeling of hydrologic processes and their interplay with ecosystems. Material includes the statistical and mathematical representation of infiltration, evapotranspiration, plant uptake and runoff over a range of scales (plot to watershed). The course addresses characterization of the temporal and spatial variability of environmental parameters and representation of the processes. The course includes a laboratory component and introduces students to the Pioneer Valley, the cloud forests of Costa Rica, African savannas and the Florida Everglades. Prerequisites: MTH 112 and MTH 220. Enrollment limit of 12. Credits: 4

Andrew John Guswa

Normally offered each academic year

EGR 340 Seminar: Geotechnical Engineering

What is quicksand and can you really drown in it? Why is Venice sinking? In this seminar students are introduced to the engineering behavior of soil within the context of a variety of real-world applications that include constructing dams, roads and buildings; protecting structures from earthquake and settlement damage; and preventing groundwater contamination. Topics covered include soil classification, permeability and seepage, volume changes, effective stress, strength and compaction. We use a variety of approaches to learning including discussion, hands-on activities, labs, projects, field trips and in-depth explorations of topics chosen by the students. Prerequisite: EGR 270 or GEO 241 or permission of the instructor. Enrollment limit of 12. {N} Credits: 4

Glenn William Ellis

Normally offered each academic year

For additional offerings, see Five College Course Offerings by Five College Faculty.

German Studies

Professors

Jocelyne Kolb, Ph.D. ^{†1}

Joseph George McVeigh, Ph.D.

Associate Professor

Joel P. Westerdale, Ph.D., *Chair*

Senior Lecturer

Judith Keyler-Mayer, Ph.D. ^{**2}

Lecturer

Anh Nguyen, Ph.D.

The Major

Advisers: Joseph McVeigh, Joel Westerdale, Judith Keyler-Mayer

Requirements: Ten courses (or 40 credits) beyond the basis (GER 200)

Required Courses: GER 161, 250 or 260, 300, 350, 360

Electives: Five further courses, of which at least two must be in German.

Period Requirements: Students must take at least one course representing each of the following periods: before 1832, 1832–1933; 1933–present. A 10-page paper may serve as fulfillment of the period requirement for any of the three periods. If the course is outside of the department, the paper must deal with a specifically German topic.

Courses taken during the Study Abroad Program in Hamburg that are not listed in the Smith catalog will be numbered differently and considered equivalent to (and upon occasion may be substituted for) required courses offered on the Smith campus, subject to the approval of the department.

Courses outside the Department of German Studies may be counted toward the major, with prior departmental approval.

The Minor

Advisers: Joseph McVeigh, Joel Westerdale, Judith Keyler-Mayer

Requirements: Six courses (or 24 credits) beyond the basis (GER 200) of which no more than two may be in English.

Courses taken during the Study Abroad Program in Hamburg that are not listed in the Smith catalog will be numbered differently and considered equivalent to (and upon occasion may be substituted for) required courses offered on the Smith campus, subject to the approval of the department.

Courses outside the Department of German Studies may be counted toward the minor, with prior departmental approval.

Honors

Director: Joseph McVeigh

GER 430D Honors Project

This is a full-year course.

Credits: 8

Normally offered each fall

Please consult the director of honors or the departmental website for specific requirements and application procedures.

Placement and Preparation:

Students who plan to major in German studies or who wish to spend the junior year in Hamburg should take German in the first two years.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who receive a score of 4 or 5 on the Advanced Placement test may not apply that credit toward the degree if they complete for credit 110Y, 200 or 250.

Advisers for Study Abroad: Joseph McVeigh, Joel Westerdale, Judith Keyler-Mayer

A. German Language, Literature, and Culture

GER 110Y is a yearlong course. Credit is not granted for the first semester only.

GER 110Y Elementary German

An introduction to spoken and written German, and to the culture and history of German-speaking peoples and countries. Emphasis on grammar and practical vocabulary for use in conversational practice, written exercises, and listening and reading comprehension. By the end of the year, students are able to read short, edited literary and journalistic texts as a basis for classroom discussion and to compose short written assignments. Yearlong courses cannot be divided at midyear with credit for the first semester. Credits: 5

Judith Keyler-Mayer, Joel P. Westerdale

Normally offered each fall

GER 120 Intensive Elementary German

A fast-paced introduction to German that allows rapid acquisition of speaking, reading, writing, and listening skills as well as cultural knowledge about German-speaking countries. Daily oral and written practice through multimedia, role-playing, dialogues, poems, and short stories. This course is particularly appropriate for students who want to acquire a solid foundation in the language quickly. Students complete the equivalent of two semesters' work in one semester and are prepared to enter GER 200 or to study on the Hamburg Green program in the following year. {F} Credits: 8

Members of the department

Expected to be offered in the next 3 years

GER 200 Intermediate German: The German Environment

An exploration of contemporary German culture through literary and journalistic texts, with regular practice in written and oral expression. A review of basic grammatical concepts and the study of new ones, with emphasis on vocabulary building. Prerequisite: 110y, permission of the instructor, or by placement. {F} Credits: 4

Members of the department

Normally offered each fall

GER 250 Advanced Intermediate German: Environmental Culture

Discussion of modern German culture, society and technology, with an emphasis on environmental issues. Introduction and practice of more advanced elements of grammar; work on expanding vocabulary specific for academic fields; weekly writing and oral assignments. Students who successfully complete GER 250 are eligible for the Study Abroad Program in Hamburg. Prerequisite: 200, permission of the instructor or by placement. {F} Credits: 4

Judith Keyler-Mayer

Normally offered each spring

GER 300 Topics in German Culture and Society

Topics course. Normally offered both fall and spring semesters.

How Martin Luther's Reformation Shaped Europe (1517–2017)

Martin Luther has been called the most important figure in German history. The Protestant Reformation that he initiated in October of 1517 was not just a theological schism in Christian Europe but also had far-reaching political, social and cultural effects on the development of German-speaking lands as well as on Europe as a whole. This course will examine how Luther and the Reformation contributed to the shaping of modern Germany through, among other things, his influence on the development of the modern German language, his status over the centuries as an icon of Germany's nationalism and its "inward turn", as well as his more controversial opinions on society and politics. Conducted in German. Prerequisite: GER 250 or permission of the instructor. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Diversity and Multilingualism in German Literature and Culture

How much diversity is tolerable; how much is desirable? Made urgently palpable by the so-called European Migrant Crisis, these questions have also come to define almost every recent national election not only in Europe, but also in the U.S. This course approaches the question of diversity through the lens of multilingualism in German literature and culture, from the efforts to establish the German *Kulturnation* in the eighteenth century to contemporary attempts to present the Berlin Republic as a post-monolingual society. Throughout the semester, we will examine not only the role of German language in establishing German identity, but also how the very use of language can become a political act. We will ask questions about translation and dialect, and we will consider how issues around diversity and multilingualism intersect with those of race and class. We will discuss texts by Hölderlin, Goethe, Droste-Hülshoff, Richard Wagner, Celan, Kafka, Rilke, Tawada, Zaimoglu, Özdamar, Kaminer, and Gardi as well as films by Fassbinder, Akin, and Arslan. {F} {L} Credits: 4

Members of the department

Normally offered each spring

GER 350 Seminar: Language and the German Media

A study of language, culture and politics in the German-language media; supplemental materials reflecting the interests and academic disciplines of students in the seminar. Practice of written and spoken German through compositions, linguistic exercises and oral reports. Conducted in German. {F} Credits: 4

Judith Keyler-Mayer

Normally offered each fall

GER 360 Seminar: Advanced Topics in German Studies

Each topic focuses on a particular literary epoch, movement, genre or author from German literary culture. All sections taught in German. Normally offered each spring.

Reinventing the Germans in the 21st Century

Issues of immigration, globalization, energy and environmental policy, the war on terror, EU integration and wide-reaching changes in the social welfare system have provided the most recent impetus for another round of one of Germany's favorite national pastimes in the 20th century: asking "Who are we?" i.e., "Who are the Germans?" This seminar will briefly examine past efforts at building a German national, cultural and ethnic identity, as a basis for comparison with the vagaries of German identity in today's world. Emphasis will be placed on issues of the integration of refugees and minorities, the parameters of citizenship, youth culture, the media, Germany's political and military role in the world and other factors, which are in play in the current round of identity formation. Readings by Martin Walser, Günter Grass, W.G. Sebald, Baha Güncör and others. Conducted in German. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Evil and the German Imaginary

For some, German culture had a shadowy international profile even before the Nazis came to power. This seminar examines the works of the imagination that contributed to this dark image, including the Faust legend, the works of horror once called "German tales," and the haunted screen of Weimar cinema. We will also consider the transformed understanding of such works in the aftermath of the Holocaust. Literary works from Goethe, Kafka, Thomas Mann, Edgar Allen Poe, and Guy de Maupassant; theoretical writings from Nietzsche, Freud, Adorno; films from Wiene, Murnau, Spielberg. Conducted in German. Prerequisites: GER 161 and GER 300 (or above); or permission of instructor. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

GER 400 Special Studies

Arranged in consultation with the department. Admission for junior and senior majors by permission of the department. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

B. Courses in English

GER 161 The Cultures of German-Speaking Europe

This course provides curious students with a practical guide to the cultures of German-speaking Europe from Teutonic barbarians to Teutonic rap. This course focuses on the interconnectedness of many diverse areas of German culture through the centuries (literature, art, philosophy, music, domestic culture, popular culture) and their relationship to contemporary life and society. Class discussions and practice sessions emphasize the application of this knowledge to today's world. No previous knowledge of German culture or language required. Conducted in English. {H} {L} Credits: 4

Joseph George McVeigh

Normally offered in alternate years

GER 231 Topics in German Cinema

Topics course. Normally offered each spring.

Weimar Film

During the brief period between the fall of the Kaiser and the rise of the Nazis, Germany was a hotbed of artistic and intellectual innovation, giving rise to an internationally celebrated film industry. With an eye to industrial, political, and cultural forces, this course explores the aesthetic experience of modernity and

modernization through formal, narrative, and stylistic analyses of feature films from the "Golden Age" of German cinema. Films by Wiene, Lange, Murnau, Pabst, Ruttman, Sternberg, Sagan and Riefenstahl. Conducted in English.

{A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Nazi Cinema

Explore and examine the Third Reich's media dictatorship: how spectacle and entertainment can engineer consent with manipulative distractions; how mass media can serve a totalitarian regime by responding to festering resentments with nationalist fantasies of cultural renewal; how seemingly harmless entertainment can promote a politics of fear and racism to horrific ends. Course emphasizes entertainment films of the Third Reich, with special attention to the works of Leni Riefenstahl. Conducted in English. {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

C. Courses Offered on the Study Abroad Program in Hamburg

260 Orientation Program in Hamburg

The Orientation Program has three main goals: (1) to ensure daily practice in spoken and written German needed for study at the University of Hamburg; (2) to offer a comprehensive introduction to current affairs in Germany (political parties, newspapers and magazines, economic concerns); and (3) to offer extensive exposure to the cultural and social life of Hamburg and its environs. Students are also introduced to German terminology and methodology in their respective majors, to German academic prose style, and to a characteristic German form of academic oral presentation, the *Referat*. The Orientation Program culminates in the presentation of a *Referat* on a topic in each student's academic area of concentration. {F} Credits: 2

Staff

Offered Fall 2017 and Spring 2018; for four weeks on the Smith Program Abroad in Hamburg

270 German History and Culture from 1871 to 1945

This course covers the Wilhelminian Empire, the Weimar Republic and the Third Reich. For the Weimar Republic, the focus is on the political, economic, social and cultural issues the republic was facing. For the Third Reich, we focus on the establishment of dictatorship, the persecution of Jews, everyday life in Hitler Germany, World War II, resistance and opposition, and the end of the Third Reich. Limited to students enrolled in the study abroad program. {H} {F} Credits: 4

Rainer Nicolaysen

Offered Fall 2017 on the Smith Program Abroad in Hamburg

280 Theater in Hamburg: Topics and Trends in Contemporary German Theater

This course offers an introduction to the German theater system through concentration on its historical and social roles, its economics and administration. We study the semiotics of theater and learn the technical vocabulary to describe and judge a performance. Plays are by German authors from different periods, but occasionally include other texts as well. The study abroad program covers the cost of the tickets. Attendance at four or five performances is required. Limited to students enrolled in the study abroad program. {L} {F} Credits: 4

Jutta Gutzeit

Offered Fall 2017 on the Smith Program Abroad in Hamburg

290 Language on Location I: Current Topics, Recurrent Issues

Building on work done in the orientation program, this course refines written and oral skills by examining everyday and academic challenges along with

current topics in German media. Emphasis in class is on building practical vocabulary and mastering grammatical structures (corresponding to CEF level B1). Prerequisite: by placement. {F} Credits: 4

Katbrin Beletti Mata

Offered Fall 2017 on the Smith Program Abroad in Hamburg

298 Language on Location II: Culture, Society, Environment

This course builds on the written and oral skills covered in 290 or the spring orientation program by exploring current cultural and social issues in Germany, particularly contemporary approaches to environmental issues. Emphasis in class is on grammatical structures (corresponding to CEF level B2) and expanding vocabulary, and includes a general introduction to German academic writing. Prerequisite: 290 or by placement. {F} Credits: 4

Jutta Gutzeit

Offered Spring 2018 on the Smith Program Abroad in Hamburg

310 The Academy and the Environment

The objective of this course is to improve written and oral skills, building on work done during the orientation program or in the fall semester. Students learn to employ complex grammatical structures (corresponding to CEF level C1) and expand their vocabulary while investigating current social and cultural issues. Emphasis is on academic challenges, such as composing a German term paper (*Hausarbeit*), and environmental challenges as discussed in German media. Prepares students for (optional) TestDaF exam. Prerequisite: by placement.

{F} Credits: 4

Jutta Gutzeit

Offered Fall 2017, and Spring 2018 on the Smith Program Abroad in Hamburg

320 Germany 1945–90: Politics, Society and Culture in the Two German States

This course, which provides a continuation of 270, covers the post-war period of occupation; the founding of two German states, German-German relations during the Cold War, and the reunification of Germany. Historical analysis, reading of selected literary works; screening of films. Prerequisite: 270, or permission of the instructor. Limited to students enrolled in the study abroad program.

{L} {H} {F} Credits: 4

Rainer Nicolaysen

Offered Spring 2018 on the Smith Program Abroad in Hamburg

D. Cross-Listed Courses

ENV 266 Landscapes of Northern Germany: Natural Environments and Human Influences

This course is part of the Smith Study Abroad Program in Hamburg, Germany, and limited to students enrolled in this program. The course includes lectures, field trips to locations in Northern Germany, and seminars with student presentations and discussion. The lectures cover a general introduction to different landscape types of Northern Germany: their geology, characteristic plant and animal life, and development through time; and focus on the effects of humans on landscape development for the last 6,000 years. Discussions explore possibilities and constraints of sustainable development based on the natural resources of the region. Visits to different landscapes of Northern Germany over five days of field trips provide a good overview of the landscape types present. Kai Jensen, course instructor. {N} {S} Credits: 4

Members of the department

Normally offered each spring

FYS 156 Rebels, Refugees, Rakes and Eccentrics: Fantasies of German-ness in American Popular Culture

Although German immigrants faded as a distinct ethnic group in American society after World War I, American popular culture has consistently been

fascinated with German-ness and all the strange and intriguing images it evokes. This course will explore the profound influence of German culture in the U.S. as well as the response of American popular culture to this influence in the 20th and 21st centuries. We will examine, among other things, various films, such as *The Big Lebowski*, *Blazing Saddles*, *Dr. Strangelove* and many others, as well as TV series such as *The Simpsons*, *The X-Files*, *Saturday Night Live* and more. Counts toward German studies major. Enrollment limited to 16 first-year students. **WI {A}** Credits: 4

Joseph George McVeigh

Expected to be offered in the next 3 years

FYS 187 The Temptations of Knowledge

Would you sell your soul for forbidden knowledge? What fate would await you if you did? Since the 16th century, the story of Faust, the scholar-magician-charlatan who traded his soul to the Devil, has explored these questions anew, and each retelling provides a window into the struggles and ambitions of its age. Readings from Marlowe, Calderón, Goethe, Alcott and Thomas Mann; films from Murnau and Sokurov. Enrollment limited to 16 first-year students.

WI {L} Credits: 4

Joel P. Westerdale

Expected to be offered in the next 3 years

JUD 110 Introduction to Yiddish Culture

An introduction to Yiddish, the Jewish language of dreamers, scholars, workers and rebels for almost 1,000 years in Europe and its diaspora. Explores folk tales, short stories, theater, film, and popular culture in historical context. How does Yiddish continue to function today as a site of radical political engagement and cultural disruption? No prerequisites; all readings in translation.

{H} {L} Credits: 4

Justin Daniel Cammy

Expected to be offered in the next 3 years

JUD 287 The Holocaust

The history of the Final Solution, from the role of European antisemitism and the origins of Nazi ideology to the implementation of a systematic program to annihilate European Jewry. How did Hitler establish a genocidal regime? How did Jews physically, culturally and theologically respond to this persecution?

{H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Global Financial Institutions Concentration

Advisory Committee

Payal Banerjee, Ph.D., Associate Professor of Sociology ^{*2}

Randall K. Bartlett, Ph.D., Professor of Economics ^{**1,*2}

Mlada Bukovansky, Ph.D., Professor of Government

Roger T. Kaufman, Ph.D., Professor of Economics

Leslie L. King, Ph.D., Associate Professor of Sociology ^{**2}

Susan Levin, Ph.D., Professor of Philosophy ^{*2}

Mahnaz Mahdavi, Ph.D., Professor of Economics, *Director* ^{**2}

Andy N. Rotman, Ph.D., Professor of Religion ^{**1,*2}

Susan Stratton Sayre, Ph.D., Assistant Professor of Economics and Environmental Science and Policy

Roisin Ellen O'Sullivan, Ph.D., Professor of Economics

Dennis Yasutomo, Ph.D., Professor of Government ^{†1}

The global financial institutions concentration (GFIC) combines academic courses, research and fieldwork to provide a rigorous study of global financial markets. Students acquire in-depth knowledge of the structure and operation of U.S. and world financial institutions. Through a sequence of six courses, two internships, and a workshop to develop appropriate computer skills, the GFX would specifically equip students with knowledge of the workings of financial institutions such as the IMF, the World Bank, central banks around the world, and private financial institutions as well as related financial regulations. Students could normally complete the requirements of GFX in three years. The concentration admits a maximum of 15 students each year, starting in their sophomore year.

Requirements

1. Gateway Course

2. Electives

Students are required to take four electives drawn from at least two different departments. One of the courses must be ECO 265 (Economics of Corporate Finance), ECO 275 (Money and Banking) or a similar course chosen with the GFIC adviser.

Only one statistics course and no more than three elective courses that fulfill the requirements for a student's major will be counted toward fulfillment of this concentration. Students can select from the approved list of Smith and Five College-related courses (provided below) drawn from course offerings in computer science, economics, government, math, philosophy and psychology. Concentrators may choose to focus on a specific region (Africa, Asia, Europe or the Americas) by selecting relevant courses on that region and doing research in their capstone seminar related to the region. Concentrators focusing on a region are strongly recommended to study a language spoken in that region.

3. Capstone: Seminar Plus

Students fulfill the capstone requirement for the concentration by taking one seminar selected from a list of concentration-approved seminars (**provided below**). These seminars are drawn from disciplines in which global finance research is already featured, such as economics, government and public

policy. Concentrators take an additional 1-credit course with the faculty concentration coordinator that will bring all of the concentrators in a given class year together four times during the second semester of the senior year to share the research that they did or are doing in their capstone seminar. In addition, GFX students are required to present their research in one of the following ways: during the annual Collaborations event in April, at an approved academic conference, or to the concentration students and faculty advisers.

4. Experiential Learning

Students are required to have two experiential learning components. Concentrators can choose either a combination of a workshop and a summer internship in financial institutions or to do two internships.

Workshop

1. Computer Programming for Financial and Economic Analysis.
2. Excel workshop(s) one-day workshop offered by WFI
3. Smith-Tuck Summer Bridge Program

Summer Internships

Students are required to complete one summer internship (approved ten-week programs) prior to the senior year; (Praxis may be used). Concentrator can consult their GFIC faculty adviser in choosing an internship.

Strongly Recommended

Related Courses: Foreign Language, Cultures and Society

Students interested in a particular geographical region of global financial markets are strongly encouraged to acquire the relevant language skills, as well as political and cultural knowledge.

Additional Activities

In order to enhance knowledge of financial markets and language, concentrators are required to participate in one of the following approved activities and are strongly encouraged to participate in more than one. WFI lunchtime lectures, particularly Principles of Investing

- Smith College Investment Club (maintain active membership status)
- CDO Finance Résumé and Cover Letters workshop
- CDO Mock Finance Interview Day
- WFI/CDO annual excursion to Wall Street in New York City
- WFI/CDO day trips to the Federal Reserve Bank and Board

Courses

GFX 100 Introduction to Global Financial Institutions

This eight-week lecture series provides an overview of the financial system and the role of financial institutions in the global economy; domestic and international regulation; domestic and international banking. Faculty and guest lecturers reflect on contemporary developments and challenges in their fields. Credits: 1

Mahnaz Mahdavi

Capstone Seminars

| | |
|----------|---|
| ECO 375 | The Theory and Practice of Central Banking |
| ECO 396 | International Financial Markets |
| ECO 37 | Financial Globalization (Amherst College) |
| ECON 335 | Advanced Corporate Finance (Mount Holyoke) |
| ECO 338 | Money and Banking (Mount Holyoke) |
| GOV 343 | Corruption and Global Governance |
| SOC 333 | Social Justice, the Environment and the Corporation |

General Electives

| | |
|---------|--|
| ACC 223 | Financial Accounting |
| ECO 220 | Introduction to Statistics and Econometrics |
| OR | |
| MTH 201 | Statistical Methods for Undergraduate Research |
| OR | |
| MTH 246 | Probability |
| ACC 223 | Financial Accounting |
| ECO 241 | Anthropology of Development |
| ECO 226 | Economics of European Integration |
| ECO 240 | Econometrics |
| ECO 265 | Economics of Corporate Finance |
| ECO 275 | Money and Banking |
| ECO 296 | International Finance |
| GOV 242 | International Political Economy |
| GOV 244 | Foreign Policy of United States |
| GOV 252 | International Organizations |
| PRS 318 | Religion of the Marketplace: A Demystification |
| SS 291 | State and Politics in Africa (Hampshire College) |

Courses especially recommended for regional focus

| | |
|-----------|---|
| ANT 271 | Globalization and Transnationalism in Africa |
| GEOG 215 | Geography of Middle East and North Africa (Mount Holyoke) |
| ECON 267 | Development Post-Independence Africa (UMass) |
| EAS 220 | Culture and Diplomacy in Asia |
| EAS 100 | Intro to Modern East Asia |
| GOV 228 | Government and Politics of China |
| HST 211 | Emergence of China |
| HST 247 | Aspects of Russian History |
| GOV 226 | Latin American Political Systems |
| POLIT 354 | Public Policy in Latin America (Mount Holyoke) |
| HST 260 | Colonial Latin American 1821–Present |
| HST 261 | National Latin American 1821–Present |
| SOC 327 | Global Migration in the 21st Century |

Global South Development Studies

Advisers

Charles P. Staelin, Ph.D., Professor of Economics
 Elliot Fratkan, Ph.D., Professor of Anthropology ^{†1}
 Gregory Wayne White, Ph.D., Professor of Government, *Director of GSDS*
 Leslie L. King, Ph.D., Associate Professor of Sociology ^{**2}
 Caroline M. Melly, Ph.D., Associate Professor of Anthropology ^{**1, *2}
 Jeffrey S. Ahlman, Ph.D., Assistant Professor of History
 Vis Taraz, Ph.D., Assistant Professor of Economics

Global South Development Studies, a multidisciplinary social science program, explores the transformation of African, Asian, Latin American and Middle Eastern societies since the 16th century. The program offers the student the opportunity to examine within a comparative framework the processes of social, economic, political and ideological change in these regions as they respond to asymmetrical contact with the wider global economy.

The minor introduces the student to the diverse analytical perspectives of the social science disciplines while ensuring that the student has a sustained familiarity with one geographical region.

Requirements: Six semester courses distributed as follows:

- One course from history
- One course from economics
- Four other courses from among the following five social science departments: anthropology, economics, government, history and sociology. The student may petition the program through her minor adviser, for one of these four courses to be from a discipline outside of the social sciences. Comparable courses at other colleges may be included with the consent of the minor adviser.
- Two of the courses in the minor must reflect a regional concentration on Africa, Asia, Latin America or the Middle East
- The student can include no more than two courses from any department.

See departmental and program listing for course prerequisites.

GSD 404 Special Studies

For juniors and seniors, admission by permission of the Global South Development Studies Advisory Board. Can only be taken once to count toward the minor. Credits: 4
 Normally offered each academic year

Approved Courses

Anthropology

ANT 234 Culture, Power and Politics
 Expected to be offered in the next 3 years

ANT 237 Native South Americans
 Normally offered each academic year

ANT 218 The Anthropology of Human Rights
 Expected to be offered in the next 3 years

ANT 348 Seminar: Topics in Development Anthropology
 Expected to be offered in the next 3 years

ANT 353 Seminar: Topics in Anthropology
 Normally offered in alternate years

Economics

ECO 211 Economic Development
 Normally offered each academic year

ECO 311 Seminar: Topics in Economic Development
 Normally offered in alternate years

Government

GOV 241 International Politics
 Normally offered both fall and spring semesters

GOV 220 Introduction to Comparative Politics
 Normally offered each spring

GOV 224 Colloquium: Globalization From an Islamic Perspective
 Normally offered in alternate years

GOV 230 Chinese Politics
 Expected to be offered in the next 3 years

GOV 237 Colloquium: Politics of the U.S./Mexico Border
 Normally offered each spring

GOV 242 International Political Economy
 Normally offered each academic year

GOV 252 International Organizations
 Normally offered each academic year

GOV 257 Colloquium: Refugee Politics
 Normally offered in alternate years

GOV 326 Seminar in Comparative Politics
 Expected to be offered in the next 3 years

GOV 344 Seminar on Foreign Policy of the Chinese People's Republic
 Expected to be offered in the next 3 years

GOV 347 Seminar in International Politics and Comparative Politics
 Expected to be offered in the next 3 years

GOV 348 Seminar in International Politics
 Normally offered each fall

EAS 210 Colloquium: Culture and Diplomacy in Asia
 Normally offered each spring

History

HST 209 (C) Aspects of Middle Eastern History
 Expected to be offered in the next 3 years

HST 258 (L) Modern Africa

Expected to be offered in the next 3 years

HST 259 (C) Aspects of African History

Expected to be offered in the next 3 years

HST 260 (L) Colonial Latin America, 1492–1825

Expected to be offered in the next 3 years

HST 261 (L) Latin America, 1821 to the Present

Expected to be offered in the next 3 years

EAS 100 Modern East Asia

Normally offered each fall

AFR 202 Topics in Africana Studies

Expected to be offered in the next 3 years

EAS 219 Modern Korean History

Expected to be offered in the next 3 years

EAS 220 Colloquium: Environment and Society in Contemporary China

Expected to be offered in the next 3 years

LAS 301 Seminar: Topics in Latin American and Latino/a Studies

Expected to be offered in the next 3 years

Sociology**SOC 232 World Population**

Normally offered each academic year

SOC 327 Seminar: Global Migration in the 21st Century

Normally offered in alternate years

EAS 200 Colloquium: Topics in East Asian Studies

Expected to be offered in the next 3 years

Government

Professors

Donald C. Baumer, Ph.D. ^{**1*2}
 Dennis Yasutomo, Ph.D. ^{†1}
 J. Patrick Coby, Ph.D.
 Howard Jonah Gold, Ph.D. ^{*1}
 Gregory Whayne White, Ph.D., *Chair*
 Mlada Bukovansky, Ph.D.
 Alice L. Hearst, Ph.D., J.D.
 Marc R. Lendler, Ph.D.
 Velma E. García, Ph.D. ^{†2}

Associate Professors

Brent M. Durbin, Ph.D. ^{†2}
 Gary L. Lehring, Ph.D.

Assistant Professors

Kim Yi Dionne, Ph.D. ^{*1}
 Bozena C. Welborne, Ph.D. ^{*1}

Research Associates

Michael James Clancy, Ph.D.
 Noel Twagiramungu, Ph.D.

Based on 100. The minor consists of six courses, which shall include five additional courses, including at least one course from two of the four fields identified as requirements for the major.

Honors

Director: Gary Lehring

GOV 400 Special Studies

Credits: 1–4

Members of the department

GOV 430D Honors Project

Credits: 8

Members of the department

GOV 431 Honors Project

Credits: 8

Members of the department

Please consult the director of honors or the departmental website for specific requirements and application procedures.

The Major

Advisers: Donald Baumer, Mlada Bukovansky, Patrick Coby, Kim Yi Dionne, Brent Durbin, Velma Garcia, Howard Gold, Alice Hearst, Marc Lendler, Gary Lehring, Bozena Welborne, Gregory White, Dennis Yasutomo

Graduate School Adviser: TBA

Director of the Jean Picker Semester-in-Washington Program: Donald Baumer and Brent Durbin, 2017–18.

Basis: 100

Requirements: 10 semester courses, including the following:

1. 100;
2. one course at the 200 level in each of the following fields: American government, comparative government, international relations and political theory;
3. two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under point 2 above; they may be in the same subfield of the department, or they may be in another subfields, in which case a rationale for their choice must be accepted by the student and her adviser; and
4. three additional elective courses. Majors are encouraged to select 203 as one of their electives.

Requirements for students entering in Fall 2016, 11 semester courses:

1. 100;
2. one course at the 200 level in each of the following fields: American government, comparative government, international relations and political theory;
3. GOV 203 or an equivalent statistics course taken in another department;
4. two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under point 2 above; they may be in the same subfield of the department, or they may be in another subfield, in which case a rationale for their choice must be accepted by the student and her adviser; and
5. three additional elective courses.

Majors may spend the junior year abroad if they meet the college requirements.

The Minor

Advisers: Same as those listed for the major

Jean Picker Semester-in-Washington Program

The Jean Picker Semester-in-Washington Program is a first-semester program open to Smith junior and senior government majors and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level. Students are normally resident in Washington from the June preceding the semester through December.

Applications for enrollment should be made through the director of the Semester-in-Washington Program no later than November 1 of the preceding year. Enrollment is limited to 12 students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: 200, 201, 202, 206, 207, 208, 209, 210 and 211. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of two credits on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 14 credits are granted: four credits for a seminar in policymaking (411); 2 credits for GOV 413, seminar on political science research; and eight credits for an independent research project (412), culminating in a long paper.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the program pay full tuition for the semester. They do not pay any fees for residence at the college, but are required to pay for their own room and board in Washington during the fall semester.

Seminars require the permission of the instructor and ordinarily presume as a prerequisite a 200-level course in the same field.

GOV 100 Introduction to Political Thinking

A study of the leading ideas of the Western political tradition, focusing on such topics as justice, power, legitimacy, revolution, freedom, equality and forms of government—democracy especially. Open to all students. Entering students considering a major in government are strongly encouraged to take the course in their first year, either in the fall or the spring semester. {S} Credits: 4
Mlada Bukovansky, J. Patrick Coby, Gary L. Lebring, Erin Pineda, Gregory Whayne White

Normally offered both fall and spring semesters

American Government

200 is suggested preparation for all other courses in this field.

GOV 200 American Government

A study of the politics and governance in the United States. Special emphasis is placed on how the major institutions of American government are influenced by public opinion and citizen behavior; and how all of these forces interact in the determination of government policy. {S} Credits: 4

Members of the department

Normally offered each spring

GOV 201 American Constitutional Interpretation

The study of Supreme Court decisions, documents and other writings dealing with Constitutional theory and interpretation. Special attention is given to understanding the institutional role of the Supreme Court. Not open to first-year students. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 202 American Constitutional Law: The Bill of Rights and the Fourteenth Amendment

Fundamental rights of persons and citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. {S} Credits: 4

Alice L. Hearst

Normally offered each spring

GOV 203 Empirical Methods in Political Science

The fundamental problems in summarizing, interpreting and analyzing empirical data. Topics include research design and measurement, descriptive statistics, sampling, significance tests, correlation and regression. Special attention is paid to survey data and to data analysis using computer software. Enrollment limit of 75. {M} {S} Credits: 5

Howard Jonah Gold

Normally offered each spring

GOV 204 Urban Politics

The growth and development of political communities in metropolitan areas in the United States, with specific reference to the experiences of women, black and white. Focus on the social structuring of space; the ways patterns of urban development reflect prevailing societal views on relations of race, sex and class; intergovernmental relations; and the efforts of people—through governmental action or popular movements—to affect the nature and structure of the communities in which they live. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 206 The American Presidency

An analysis of the executive power in its constitutional setting and of the changing character of the executive branch. {S} Credits: 4

Marc R. Lendler

Normally offered each spring

GOV 207 Politics of Public Policy

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. {S} Credits: 4

Donald C. Baumer

Normally offered in alternate years

GOV 208 Elections in the Political Order

An examination and analysis of electoral politics in the United States. Voting and elections are viewed in the context of democracy. Topics include electoral participation, presidential selection, campaigns, electoral behavior, public opinion, parties and Congressional elections. {S} Credits: 4

Members of the department

Normally offered each fall

GOV 209 Colloquium: Congress and the Legislative Process

An analysis of the legislative process in the United States focused on the contemporary role of Congress in the policy making process. In addition to examining the structure and operation of Congress, we explore the tension inherent in the design of Congress as the maker of public policy for the entire country while somehow simultaneously representing the diverse and often conflicting interests of citizens from 50 different states and 435 separate Congressional districts. Enrollment limited to 20. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 210 Public Opinion and Mass Media in the United States

This course examines and analyzes American public opinion and the impact of the mass media on politics. Topics include political socialization, political culture, attitude formation and change, linkages between public opinion and policy, and the use of surveys to measure public opinion. Emphasis on the media's role in shaping public preferences and politics. Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 211 LGBT Politics in America

This course offers an overview of lesbian and gay politics, culture(s) and histories in the United States from the late 19th century to the present. We focus on how the struggles for community formation and community building succeeded in the creation of sophisticated social movements for legal rights and institutional inclusions in the 20th and 21st centuries. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 213 Colloquium: The Bush Years

This course looks at the eight years of the Bush presidency, including his election, domestic issues such as tax cuts, response to 9/11, the lead up to and conduct of the war in Iraq, the controversies around the "unitary presidency," the response to Hurricane Katrina, and the financial destabilization of 2008. The purpose is to bring perspective to those years. Enrollment limited to 20.

Prerequisite is at least one other course in American government. {S} Credits: 4

Members of the department

Normally offered in alternate years

GOV 214 Colloquium: Free Speech in America

An examination of the application of the First Amendment in historical context.

Special attention to contemporary speech rights controversies. Enrollment limited to 20. {S} Credits: 4

Marc R. Lendler

Normally offered each fall

GOV 215 Colloquium: The Clinton Years

This course explores the eight years of the Clinton presidency. It covers the elections, policy debates, foreign policy, battles with the Republican Congress and impeachment. The purpose is to begin the task of bringing perspective to those years. Prerequisites: One American government course and permission of the instructor. Enrollment limited to 20. {S} Credits: 4

Marc R. Lendler

Normally offered in alternate years

GOV 216 Judicial Decision Making and the Legal Reasoning Process

This course provides the necessary background to integrate our modern understanding of judicial behavior into the realm of American Political Science. For centuries the prevailing wisdom was that judges merely applied the relevant law to the facts in evidence. Over the past seventy years a more nuanced analysis has emerged, and we are now very much inclined to attribute both bias and political motive to many of the holdings that courts issue. GOV 216 will give students an understanding of both judicial behavior, and of the connections between legal reasoning and the final political outcomes that court opinions bring about. (E) {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 217 Race and the Problem of American Citizenship

This course will examine the relationship between race and the discourse, concept, and practice of citizenship as it has developed in the United States. We will interrogate how ideologies and experiences of race and citizenship have constituted each other over time, enabling forms of unequal political belonging to coexist with claims to equality, liberty, and democracy. We will also consider how the meaning of citizenship has been challenged and reformulated by those who have contested racialized hierarchies and exclusions. While this course will cover texts from early settlement and antebellum periods, focus will be on the modern era, from the late 19th century through the present, drawing on historical texts as well as political theory to analyze both race and U.S. citizenship. {S} Credits: 4

Erin Pineda

Normally offered in alternate years

GOV 219 Throwaway Children: Law, Policy and Dependency

Family dysfunction affects children in all aspects of their lives. This course examines how children fare in abuse and neglect proceedings, particularly when they are removed from their biological families and placed in foster care. It also explores children in the juvenile justice system, linking back to questions about how to deal with fragile families, and explores whether rights-based approaches to child well-being would provide better outcomes for children than current approaches. The course compares child welfare programs in other countries and assesses their advantages or disadvantages in the context of domestic politics and policies. (E) {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 304 Seminar in American Government

Topics course.

Topic: Pathologies of Power

A comparative examination of McCarthyism, Watergate and Iran-Contra. A look at how our political institutions function under stress. Prerequisite: a 200-level course in American government. {S} Credits: 4

Members of the department

Normally offered in alternate years

GOV 305 Seminar in American Government

Topics course.

Strange Bedfellows: State Power and Regulation of the Family

This seminar explores the status of the family in American political life and its role as a mediating structure between the individual and the state. Emphasis is placed on the role of the courts in articulating the rights of the family and its members. Suggested preparation: GOV 202 or WST 225. {S} Credits: 4

Members of the department

Normally offered in alternate years

GOV 306 Seminar in American Government

Topics Course

Politics and the Environment

An examination of environmental policy making within the federal government, with special emphasis on how Congress deals with environmental policy issues. A variety of substantive policy areas from clean air to toxic waste is covered. Students complete research papers on an environmental policy topic of their choice. Prerequisite: a 200-level course in American government.

Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 307 Seminar in American Government

Topics Course

Latinos and Immigration Politics in the U.S.

An examination of the role of Latinos in society and politics in the U.S. Issues to be analyzed include immigration, education, electoral politics and gender.

Credits: 4

Members of the department

Normally offered in alternate years

GOV 310 Seminar in American Government

Topics Course

Native Americans and the American Political System

The status of Native Americans in the American political system is dizzyingly complicated. This course explores tribes in the U.S., looking at relationships among and within tribes and tribal members, those between tribes and states, and those between tribes and the federal government. The first part of the course looks at the constitutional status of Native Americans and explores the meaning of treaty-based guarantees and then briefly cover the historical development of tribal relationships. The second half of the course explores several contemporary issues, including environmental regulation and the control of natural resources, covering subsistence rights; poverty and issues related to the removal of children; and the impact of the introduction of gaming industries on tribal lands. {S}

Credits: 4

Members of the department

Normally offered in alternate years

GOV 312 Seminar in American Government

Topics course.

Political Behavior in the United States

An examination of selected topics related to American political behavior. Themes include empirical analysis, partisanship, voting behavior and turnout, public opinion and racial attitudes. Student projects involve analysis of survey data.

{S} Credits: 4

Members of the department

Normally offered in alternate years

GOV 411 Washington Seminar in American Government

Policy making in the national government. Open only to members of the Semester-in-Washington Program. Given in Washington, D.C. Credits: 4
Members of the department
 Normally offered each fall

GOV 412 Semester-in-Washington Research Project

Open only to members of the Semester-in-Washington Program. Credits: 8
Members of the department
 Normally offered each fall

GOV 413 Washington Seminar: The Art and Craft of Political Science Research

This seminar provides students participating in the Washington Internship Program with an overview of the various approaches to conducting research in the discipline of political science. Students are introduced to methods of quantitative and qualitative research, data acquisition and hypothesis testing. The seminar's more specific goal is to help students understand the process of planning, organizing and writing an analytical political science research paper. Enrollment limited to juniors and seniors in the Washington Internship Program. {S} Credits: 2
Members of the department
 Normally offered each fall

Comparative Government**GOV 220 Introduction to Comparative Politics**

This course introduces students to comparative political analysis and provides a foundation to better understand major political, economic and social forces in a diverse set of countries. We first focus on key methods and concepts such as state and nation, asking where states come from and how are nations built. The course then addresses questions including: Why are some countries democratic and others authoritarian? How do states promote or stymie economic development? What role do civil society and social groups play in political and economic transition? The course combines theoretical and conceptual analysis with cases drawn from around the world. {S} Credits: 4
Velma E. García
 Normally offered each spring

GOV 223 Russian Politics

This course examines recurring issues facing the Russian state and its citizens: the complex interplay between formal institutions and informal politics, patterns of cooperation and antagonism in relationships with other countries, and the "resource curse." It also addresses the importance of public opinion in a hybrid political regime; the use of the Internet and the mass media; and human rights in contemporary Russia. It examines history to provide sufficient context, but will concentrate on the period between the end of the Soviet Union and the present day. Enrollment limit of 40. {S} Credits: 4
Alla N Baranovsky
 Expected to be offered in the next 3 years

GOV 224 Colloquium: Globalization From an Islamic Perspective

This course introduces students to the diversity of political and economic challenges and opportunities facing the Muslim world in a globalizing context. We cover a range of contemporary topics from the legacies of colonialism, evolving human security issues, and the emergence of Islamist politics to the popularity of Islamic banking and commerce, as well as changing gender roles. Enrollment limited to 20. {S} Credits: 4
Members of the department
 Normally offered in alternate years

GOV 225 Ethnic Politics in Comparative Perspective

What is the relationship between ethnicity and politics? When does ethnic difference lead to competition and conflict? Does coethnicity encourage greater cooperation and provision of public goods? We explore these and related questions looking at experiences across the world. Though we read scholarship from the American context, the focus is on ethnicity and politics in other countries. Enrollment limit of 20 students. {S} Credits: 4
Members of the department
 Expected to be offered in the next 3 years

GOV 226 Latin American Political Systems

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy and regime continuity. A wide range of countries and political issues is covered. {S} Credits: 4
Velma E. García
 Normally offered each fall

GOV 227 Contemporary African Politics

This survey course examines the ever-changing political and economic landscape of the African continent. The course aims to provide students with an understanding of the unique historical, economic and social variables that shape modern African politics, and introduces students to various theoretical and analytical approaches to the study of Africa's political development. Central themes include the ongoing processes of nation-building and democratization, the constitutional question, the international relations of Africa, issues of peace and security, and Africa's political economy. Enrollment limited to 35. Credits: 4
Kim Yi Dionne
 Normally offered each spring

GOV 228 Government and Politics of Japan

Same as EAS 228. An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. {S} Credits: 4
Dennis Yasutomo
 Normally offered each fall

GOV 229 Gender and Politics

Why was Hillary Clinton the only female prospect for the 2016 presidential election? Why are so few heads of state women? Taking an intersectional approach, this course examines the role of gender and other identities in political institutions, participation, and representation in a transnational context. Three questions are explored: To what extent do women and men think/act differently in politics and what might explain these differences? To what extent are political processes and institutions gendered and how might they gender individuals' political activities? Why are women underrepresented in politics and to what extent do female politicians have an impact? (E) {S} Credits: 4
Members of the department
 Expected to be offered in the next 3 years

GOV 230 Chinese Politics

The People's Republic of China represents approximately one quarter of the world's population, sustains the largest bureaucracy in the history of the world, and currently possesses of a system of political economy that combines elements of both communism and capitalism. This course introduces students to the basic concepts of political processes, political institutions, and political events in China. Specifically, we examine China's Communist Party, the People's Liberation Army, the legal systems and parliament, the economic reforms, authoritarian resilience, democratization and participation, separatism and

unification, and governance in rural China. We end the course by investigating China's relations with neighboring countries and with the world. {S} Credits: 4
Members of the department
 Expected to be offered in the next 3 years

GOV 231 Colloquium: Women's Social Movements in the Middle East

This course explores how women's movements emerge and sustain themselves in different global contexts with a special focus on women's movements in the Middle East. Beginning with a brief overview of the status of women globally, the class then shifts to an investigation of how the women's movement evolved in the U.S. and ends with a comparison of the political strategies of secular and Islamic feminists in modern-day Egypt. The course covers issues affecting women's lives that range from securing the vote, gaining recognition as full persons and gaining reproductive rights. It looks at issues of religious freedom to inquire into how women, especially in the Middle East, negotiate a world of both contemporary and traditional religious and secular values. Students leave this course with a fuller appreciation of the variety of issues around which women mobilize as well as an understanding of the diverse strategies they adopt to meet their chosen goals. {S} Credits: 4
Members of the department
 Expected to be offered in the next 3 years

GOV 233 Problems in Political Development

This course explores the practical meaning of the term "development" and its impact on a range of global topics from the problems of poverty and income inequality to the spread of democracy, environmental degradation, urbanization and gender empowerment. We examine existing theories of economic development and consider how state governments, international donors and NGOs interact to craft development policy. {S} Credits: 4
Members of the department
 Expected to be offered in the next 3 years

GOV 234 Colloquium: Comparative Responses to AIDS in Africa

Before AIDS became the international priority it is today, local communities and national governments experiencing the AIDS pandemic firsthand responded in diverse ways. Why have some states been more active than others in responding to AIDS? What has been tried in the fight against AIDS in Africa, and more importantly, what, if anything, is working? What conditions are necessary for success? In this course, we aim to learn about politics and policy in resource-constrained settings using the case study of response to AIDS in Africa. We start with learning the epidemiology of HIV/AIDS and the experience of AIDS in Africa. We then explore the responses to AIDS by national and international actors. The remainder of the course focuses on the interventions against HIV and AIDS, concluding with a close look at the local realities of the global intervention against AIDS. Enrollment limit of 20. WI {S} Credits: 4
Members of the department
 Expected to be offered in the next 3 years

GOV 235 Government and Politics in East Asia

East Asia has increasingly played a great role in global politics. Organized in themes and parallel case studies, this course provides a comprehensive and systematic introduction to the comparative study of the nations of East Asia, with a particular focus on Japan, North Korea, South Korea, China, and Taiwan. The course addresses several topical areas of inquiry: political culture and heritage, democratization, government structure and institutions, political parties and leaders, social movements, and women's political representation and participation. While this course studies East Asian countries, intra-regional issues and issues involving relations with other parts of the world are also examined. Enrollment limit of 20. (E) {S} Credits: 4
Members of the department
 Expected to be offered in the next 3 years

GOV 236 Comparative Politics of Immigration

This course examines immigration from a comparative perspective by drawing on European, American, and Asian examples. Part I explores theories and empirical evaluations of the economic, humanitarian, and cultural causes of immigration. Part II explores the consequences of immigration faced by receiving countries, as well as immigrants. We specifically focus on how native citizens, politicians, political parties, states, and the media respond to increasing immigration. We also investigate the raced, gendered, and classed effects of the economic, social, and political integration of immigrants. We end the course on discussions of the meanings, roles, and enactments of societal membership and citizenship. (E) {S} Credits: 4
Members of the department
 Expected to be offered in the next 3 years

GOV 237 Colloquium: Politics of the U.S./Mexico Border

This course examines the most important issues facing the U.S./Mexico border: NAFTA, industrialization and the emergence of the maquiladoras (twin plants); labor migration and immigration; the environment; drug trafficking; the militarization of the border; and border culture and identity. The course begins with a comparison of contending perspectives on globalization before proceeding to a short overview of the historical literature on the creation of the U.S./Mexico border. Though at the present time the border has become increasingly militarized, the boundary dividing the United States and Mexico has traditionally been relatively porous, allowing people, capital, goods and ideas to flow back and forth. The course focuses on the border as a region historically marked both by conflict and interdependence. Open to majors in government and/or Latin American studies. Enrollment limited to 20. {S} Credits: 4
Velma E. García
 Normally offered each spring

GOV 238 Elections Around the World

Why and how do we hold elections? In this class, we study the rules that structure how we select leaders to represent us and the subsequent political behavior in response to those rules. Our examination of elections worldwide involves a global overview of modern elections, including those held in authoritarian regimes. By the end of the course, each student is an expert on an election of their choice. We have two questions motivating our journey in this course. First, do elections matter? Second, how should we hold elections? (E) {S} Credits: 4
Kim Yi Dionne
 Normally offered in alternate years

GOV 322 Seminar in Comparative Government

Topics course.

Latin American Social Movements

This seminar examines the relationship between social movements and the state in Latin America. There is a focus on environmental, gender, and indigenous issues and movements and their relationship with state institutions. {S} Credits: 4
Members of the department
 Normally offered in alternate years

GOV 323 Seminar in Comparative Government

Topics course.

Political Science Research in the Field

This course introduces students to a variety of methods used in the field to gather data to study political phenomena. The primary goal of the course is to take students from being consumers to becoming producers of political science research. An appreciation of different methods of inquiry is essential in producing quality work, but also further enables students to be more critical and analytical consumers of research. Students develop a rich understanding of

research methods and are able to discuss the benefits and challenges of various qualitative and quantitative data collection procedures. By the end of the course, students are able to draw a representative sample from a population of interest, identify an appropriate method of data collection to study the problem in that representative sample, collect and analyze original data, and present findings of the research. Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 326 Seminar in Comparative Politics

Topics course.

The Middle East in World Affairs

This course considers the Middle East and North Africa (MENA) through an international relations lens, exploring how the region broadly interacts with the rest of the world. It introduces students to the diversity of challenges facing the region and gives students the tools for a more substantive analysis of its ever-changing context. The class is divided into two sections: the first section represents a general overview of the most salient issues in the region including the Arab-Israeli conflict, while the second section incorporates case-study explorations of specific topics ranging from U.S. foreign policy in the MENA to the Arab Spring. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 327 East Asian Politics Seminar

This course examines thematic issues in East Asian politics, including the formation of nations and states, democracy, authoritarianism, political parties, political economy, gender, and social movements. The emphasis in this course pivots on understanding theoretical and conceptual issues that are anchored in East Asian politics but that are generally pertinent to comparative politics in the world. The course has two goals: (1) to enable students to gain an empirical and conceptual understanding of the political dynamics of the region and (2) to prepare students to address and debate theoretical questions through completion of an original research proposal. (E) {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

International Relations

241 is suggested preparation for all other courses in this field.

GOV 241 International Politics

An introduction to the theoretical and empirical analysis of the interactions of states in the international system. Emphasis is given to the historical evolution of the international system, security politics, the role of international norms in shaping behavior, and the influence of the world economy on international relations. Not a course in current events. Enrollment limited to 70. {S} Credits: 4

Mlada Bukovansky, Brent M. Durbin

Normally offered both fall and spring semesters

GOV 242 International Political Economy

This course begins with an examination of the broad theoretical paradigms in international political economy (IPE), including the liberal, economic nationalist, structuralist and Marxist perspectives. The course analyzes critical debates in the post-World War II period, including the role of the Bretton Woods institutions (World Bank group and IMF), international trade and development, the debt question, poverty and global inequality and the broad question of "globalization." Prerequisite: 241 or permission of the instructor. First-year students may enroll only if they have completed 241. Enrollment limited to 40. {S} Credits: 4

Members of the department

Normally offered each academic year

GOV 244 Foreign Policy of the United States

In this course we ask and answer the following questions: Just what is "United States foreign policy"? By what processes does the United States define its interests in the global arena? What instruments does the U.S. possess to further those interests? Finally, what specific foreign policy questions are generating debate today? Prerequisite: 241 or permission of the instructor. Credits: 4

Brent M. Durbin

Normally offered each academic year

GOV 246 Politics and the Experience of War

An exploration of how war impacts the political views of soldiers and other participants. This course surveys several conflicts from the last century through the eyes of combatants, considering both national and individual motives for going to war, and evaluating the effects of fighting on the personal politics of soldiers. Core readings include scholarship on political socialization, nationalism, military culture, faith and trauma, as well as accounts of war written by soldiers. Enrollment limited to 20. Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 248 The Arab-Israeli Dispute

This course investigates the causes and effects of the Arab-Israeli disputes of the past and present as well as the viability of efforts to resolve them. We consider the influence of Great Power Politics on the relationship between Arab states and Israel, and between Palestinian Arabs and Israelis. Our exploration of the conflict touches on issues related to human security, terrorism and political violence as well as broader questions of human rights, national identity and international governance. {S} Credits: 4

Members of the department

Normally offered in alternate years

GOV 249 International Human Rights

This course examines international human rights and the legal regime designed to protect them. Beginning with a theoretical inquiry into the justification of human rights, the course moves into an analysis of the contemporary system, from the UN to regional associations to NGOs. With that background in place, the course turns to specific topics, including the rights of vulnerable persons (women, children, minority communities, internally and externally displaced persons); human rights concerns arising from globalization and corporate responsibility; environmental concerns; and issues of peacekeeping. It concludes by examining enforcement strategies, from humanitarian intervention to political mobilization to judicial enforcement of rights in both domestic and international tribunals. {S} Credits: 4

Alice L. Hearst

Normally offered in alternate years

GOV 250 Case Studies in International Relations

Relations among the major world powers - the U.S., Europe, China, Russia, Japan - have been relatively stable since the end of the Cold War but recently have turned more fractious, a result, in part, of growing assertiveness on the part of China and Russia. How to respond to these states has become a major concern for American policymakers, with some favoring a more combative approach to one or another (or both) and some a more cooperative stance. This course will analyze the stresses in contemporary great-power relations and assess contending options for addressing them, with a particular emphasis on potential flashpoints that could provoke crisis and conflict, such as Ukraine and the South China Sea. Students will be expected to examine the big picture of great-power relations and to study one problem in considerable depth. Credits: 4

Michael Klare

Expected to be offered in the next 3 years

GOV 251 Foreign Policy of Japan

Analysis of Japan's diplomacy and foreign policy since World War II. Emphasis on various approaches to the study of Japan's external relations, and on contending national identities debated in Japan, including pacifist, neo-mercantilist, civilian, normative and normal nation images. Case studies focus on relations with the U.S., Europe, East through Central Asia and other non-Western regions. {S} Credits: 4

Dennis Yasutomo

Normally offered each spring

GOV 252 International Organizations

What role do international organizations play in world politics, and what role should they play? Do international organizations represent humanity's higher aspirations or are they simply tools of the wealthy and powerful? This course explores the problems and processes of international organizations by drawing on theoretical, historical and contemporary sources and perspectives. We focus on three contemporary organizations: the United Nations, the World Trade Organization and the European Union. Prerequisite: 241 or permission of the instructor. {S} Credits: 4

Mlada Bukovansky

Normally offered each academic year

GOV 254 Colloquium: Politics of the Global Environment

An introductory survey of the environmental implications of the international political economy. The focus is on the changing role of the state and the politics of industrial development. Special emphasis is devoted to the controversies and issues that have emerged since the 1950s, including the tragedy of the commons, sustainable development, global warming, and environmental security. Special attention is also accorded to North-South relations and the politics of indigenous peoples. Prerequisite: 241 or permission of the instructor. Enrollment limited to 20. {S} Credits: 4

Gregory Whyne White

Normally offered in alternate years

GOV 256 Colloquium: Corruption and Global Governance

What can international institutions such as the International Monetary Fund and the World Bank do about corruption? This course explores the theoretical and practical dimensions of the problem of corruption and analyzes how states and international organizations have attempted to combat the problem. Enrollment limited to 20. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 257 Colloquium: Refugee Politics

This course examines refugees—i.e., people displaced within their country, to another country or, perhaps, somewhere “in between.” Refugee politics prompt a consideration of the cause of refugee movements; persecution, flight, asylum and resettlement dynamics; the international response to humanitarian crises; and the “position” of refugees in the international system. In addition to international relations theory, the seminar focuses on historical studies, international law, comparative politics, refugee policy studies and anthropological approaches to displacement and “foreignness.” Although special attention is devoted to Africa, other cases of refugee politics are examined. Open to majors in government; others by permission of the instructor. Enrollment limited to 20. {S} Credits: 4

Members of the department

Normally offered in alternate years

GOV 343 Seminar in International Politics and Comparative Politics

Topics Course

Humanitarianism

Humanitarian assistance such as emergency food aid, establishment of refugee camps, disaster relief and military interventions to protect civilians has become

a pervasive feature of international relations. This seminar explores the complex governance and economic distribution networks that have evolved around humanitarian assistance, networks that include national governments, NGOs, international organizations and private donors. Through readings in a wide variety of fields, it delves critically into the philosophical and ethical issues surrounding the principles and practice of humanitarian relief and intervention. Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 344 Seminar on Foreign Policy of the Chinese People's Republic

Topics course.

China's Post-Mao Reform: Domestic and International Implications

After examining the historical roots of the foreign policy of the People's Republic of China both before and after its establishment in 1949, the seminar focuses on the process and substance of the nation's contemporary international behavior. Credits: 4

Members of the department

Members of the department

Expected to be offered in the next 3 years

GOV 345 Seminar in International Politics

Topics course.

Intelligence and National Security

How do governments learn about the threats facing them and their citizens? What is the proper balance between liberty and security in a democratic society? Why did the U.S. government fail to prevent the 9/11 attacks, and what can be done to ensure against such attacks in the future? This course considers these and other questions through the lens of the U.S. intelligence community. The modern American intelligence system was established in the wake of World War II, and has since grown to comprise seventeen different agencies requiring upwards of \$80 billion per year in funding. We review the history of this system, both at home and abroad, with special attention to the Central Intelligence Agency and its often controversial role in U.S. foreign policy. Prerequisites: Junior or Senior standing; at least one course each in American politics and international relations. {S} Credits: 4

Members of the department

Normally offered in alternate years

Foreign Policy Decision Making

This course examines the processes and organizations that govern foreign policy decisions in the United States. We view this topic through a variety of lenses, including theories of individual cognition and bias, small-group decision-making, bureaucratic politics, and organizational behavior. These different approaches are applied to several in-depth cases studies drawn from the last fifty years of U.S. foreign policy. Prerequisites: Junior or Senior standing; GOV 241 (International Politics) or equivalent; and one college-level course in American politics. GOV 244 (Foreign Policy of the United States) or equivalent is recommended. {S} Credits: 4

Members of the department

Normally offered in alternate years

GOV 347 Seminar in International Politics and Comparative Politics

Topics course.

North Africa in the International System

This seminar examines the history and political economy of Morocco, Tunisia, Algeria and Libya, focusing on the post-independence era. Where relevant, Egypt and Mauritania will be treated. The seminar sets Maghrebi (North Africa) politics in the broader context of its regional situation within the Mediterranean (Europe and the Middle East), as well as its relationship to sub-Saharan Africa and North America. Study is devoted to: (1) the independence struggle; (2) the colonial legacy; (3) contemporary political economy; and (4) post-colonial

politics and society. Special attention will be devoted to the politics of Islam, the “status” of women and political change. {S} Credits: 4

Members of the department

Normally offered each fall

Environmental Security

This advanced seminar examines the political implications of treating environmental events and trends as matters of (inter)national security. It approaches the issue historically—examining the conceptual evolution of security over time and the relatively recent incorporation of environmental issues into security frameworks. Primary focus is devoted to climate change, but other ecological issues are examined as well: development, natural resource use, waste and pollution, biodiversity, etc. Prerequisite: 241, 242, 244 or 252. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 348 Seminar in International Politics

Topics course.

Conflict and Cooperation in Asia

The seminar identifies and analyzes the sources and patterns of conflict and cooperation among Asian states and between Asian and Western countries in the contemporary period. The course concludes by evaluating prospects for current efforts to create a new “Asia Pacific Community.” Permission of the instructor is required. {S} Credits: 4

Members of the department

Normally offered each fall

Political Theory

GOV 261 Ancient and Medieval Political Theory

An examination of the great thinkers of the classical and (time permitting) medieval periods. Possible topics include family and the state, freedom and the gods, warfare faction, politics and philosophy, secular and religious authority, justice, citizenship, regimes and natural law. Selected authors include:

Sophocles, Aeschylus, Aristophanes, Thucydides, Xenophon, Plato, Aristotle, Polybius, Cicero, Lucretius, Augustine, Aquinas and Marsilius. {S} Credits: 4

J. Patrick Coby

Normally offered in alternate years

GOV 262 Early Modern Political Theory, 1500–1800

A study of Machiavellian power-politics and of efforts by social contract and utilitarian liberals to render that politics safe and humane. Topics considered include political behavior, republican liberty, empire and war; the state of nature, natural law/natural right, sovereignty and peace; limitations on power, the general will, and liberalism’s relation to moral theory, religion and economics. Readings from Machiavelli, Hobbes, Locke, Rousseau, Hume, Smith and others; also novels and plays. Credits: 4

J. Patrick Coby

Normally offered in alternate years

GOV 263 Political Theory of the 19th Century

A study of the major liberal and radical political theories of the 19th century, with emphasis on the writings of Hegel, Marx, Tocqueville, Mill and Nietzsche. Not open to first-year students. Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 264 American Political Thought

An examination of political thought in America from the colonial period to the present. Prominent themes include politics and religion, constitutional

structures, political parties, slavery, industrialization, welfare, foreign policy and liberalism-conservatism. {S} Credits: 4

Members of the department

Normally offered in alternate years

GOV 266 Contemporary Political Theory

A study of major ideas and theories of justice and rights since World War II. Beginning with the work of John Rawls and his critics, we move to examine the debates raised by Rawls in the works of other authors who take seriously his idea of building a just society for all. Special attention is paid to the politics of inclusion for groups based on race, gender, sexual orientation and ethnicity as their claims for rights/justice/inclusion present challenges to our rhetorical commitment to build a just and fair society for all. Successful completion of 100 or another political theory course is strongly suggested. {S} Credits: 4

Gary L. Lebring

Normally offered in alternate years

GOV 267 Problems in Democratic Thought

What is democracy? We begin with readings of Aristotle, Rousseau and Mill to introduce some issues associated with the ideal of democratic self-government: participation, equality, majority rule vs. minority rights, the common good, pluralism, community. Readings include selections from liberal, radical, socialist, libertarian, multiculturalist and feminist political thought. Not open to first-year students. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 269 Politics of Gender and Society

An examination of gender and sexuality as subjects of theoretical investigation, historically constructed in ways that have made possible various forms of regulation and scrutiny today. We focus on the way in which traditional views of gender and sexuality still resonate with us in the modern world, helping to shape legislation and public opinion, creating substantial barriers to cultural and political change. Credits: 4

Gary L. Lebring

Normally offered each academic year

GOV 272 Conceptualizing Democracy

In the contemporary world, democracy is often considered not merely a form of government or one type of regime among many, but the very condition of political legitimacy. But what exactly does democracy entail? Is it an institution, a practice, a value, a virtue? This lecture course provides a survey of different historical and theoretical answers to these questions, from the foundations of self-government in ancient Athens through the present day. {S} Credits: 4

Erin Pineda

Normally offered in alternate years

GOV 362 Seminar in Political Theory

Topics course.

Revolution to Consolidation

A look at how American political thinkers and activists justified a war for independence, puzzled through the construction of a new political order, thought about creating a democratic nation state and argued over issues such as individual rights, the role of political parties and the capabilities of citizens for self-government. We look at specific debates between 1776 and 1800 and also an overview of the most important contributors: Jefferson, Madison, Hamilton and John Adams. Prerequisite: Some previous course on American government or permission of the instructor. Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 363 Civil Disobedience

This seminar in political theory examines the idea and practice of civil disobedience. Are citizens morally obligated to obey unjust laws? How do we know when a law is unjust? What kinds of protest actions are justified? Is violence ever legitimate? This course will engage student with these questions by reading classic and contemporary texts from both philosophers and practitioners of forms of disobedience and resistance. Texts include works by John Rawls, Judith Shklar, Henry David Thoreau, MK Gandhi, Martin Luther King Jr. and Hannah Arendt. Prerequisite: GOV 100 or other coursework in political theory. {S} Credits: 4

Erin Pineda

Normally offered each fall

GOV 366 Seminar in Political Theory

Topics course.

The Political Theory of Michel Foucault

This course examines the work of Michel Foucault (1926–84), French philosopher, social critic, historian and activist, and generally acknowledged as one of the most influential of the thinkers whose work is categorized as post-structuralist. Foucault's various inquiries into the production of knowledge and power have formed the paradoxically destabilizing foundation for much of the work on the status of the human subject in post-modernity. We explore the theoretically rich and dense approaches undertaken by Foucault, as well as illuminating his central ideas that seem to challenge much of what political theory accepts as a given. From *The Birth of the Clinic*, *The Order of Things* and *Discipline and Punish* to his later works including *The History of Sexuality*, *The Use of Pleasure*, and *The Care of the Self*, attention is given to how his works simultaneously advance and critique much of the canon of political theory. Prerequisite: Completion of Gov 100 and one other upper division political theory course or permission of the instructor. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

The Politics of Heterosexuality

This course explores the social and political construction of heterosexuality; its interaction with race, class and gender; and the queer resistances to heteronormativity that have formed to oppose it. Examining heterosexuality as a form of social and political privilege, we explore the ways in which it acts as a coercive yet successful cultural norm, often disappearing as a category of investigation altogether. Attention is paid to rendering visible the historical, political, economic and social forces that have contributed to the construction and maintenance of a coerced and coercive heterosexuality, while simultaneously exploring the uniqueness produced through the intersections of heterosexuality with race, class and gender. These intersections reveal the many ways that heteronormativity has been deployed as a form of political organization of the body politic, even as it produces multiple locations of resistance for politicized bodies. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 367 Seminar in Political Theory

Topics course.

Politics, Wealth and Inequality

Since Plato and Aristotle, wealth inequality has been the subject of political interrogation. In the last 50 years, most economic benefits have gone to the top 1 percent of the population; corporations and the very rich have paid lower taxes and corporations have received more corporate support from government while federal, state and local budgets for social welfare programs have been cut and working people's salaries have fallen. This course examines and compares what contemporary political theorists and mainstream authors have to say about the connection between wealth, inequality and the health of a political system. {S} Credits: 4

Members of the department

Normally offered in alternate years

Cross-Listed Courses

EAS 210 Colloquium: Culture and Diplomacy in Asia

{S} Credits: 4

Dennis Yasutomo

Normally offered each spring

FYS 157 Syria Beyond the Headlines

WI {S} Credits: 4

Steven Heydemann

Expected to be offered in the next 3 years

MES 200 Syria Beyond the Headlines

{S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

MES 217 International Relations and Regional Order in the Middle East

{S} Credits: 4

Steven Heydemann

Expected to be offered in the next 3 years

MES 220 The Arab Spring

{H} {S} Credits: 4

Steven Heydemann

Normally offered in alternate years

MES 230 Society and Development in the Middle East

{S} Credits: 4

Members of the department

Normally offered in alternate years

MES 380 Seminar: Authoritarianism in the Middle East

{S} Credits: 4

Members of the department

Normally offered in alternate years

Special Studies

GOV 404 Special Studies

Admission for majors by permission of the department. Credits: 4

Members of the department

Normally offered both fall and spring semesters

GOV 408D Special Studies

Admission for majors by permission of the department. Credits: 8

Members of the department

Normally offered each academic year

History

Professors

Daniel K. Gardner, Ph.D. ^{†1}
Richard Lim, Ph.D., Chair ^{†2}

Associate Professors

Ernest Benz, Ph.D. ^{†1}
Jennifer Mary Guglielmo, Ph.D. ^{**2}
Darcy C. Buerkle, Ph.D.
Marnie S. Anderson, Ph.D. ^{**2}
Sergey Glebov, Ph.D.
Elizabeth S. Pryor, Ph.D. ^{**1, *2}
Joshua Birk, Ph.D.

Assistant Professors

Jeffrey S. Ahlman, Ph.D.

Lecturers

Peter T. Gunn, M.Ed.
Jennifer L. Hall-Witt, Ph.D.
Mukaram Hhana, Ph.D., McPherson/
Eveillard Postdoctoral Fellow

Research Associates

Dagmar Herzog, Ph.D.
Marshall Poe, Ph.D.
Marylynn Salmon, Ph.D.
Revan Schendler, Ph.D.
John Sears, Ph.D.
Michael Staub, Ph.D.
Kenneth R. Stow, Ph.D.
Robert E. Weir, Ph.D.
Colleen Woods, Ph.D.

The Major

Advisers: Jeffrey Ahlman, Marnie Anderson, Ernest Benz, Joshua Birk, Darcy Buerkle, Sergey Glebov, Jennifer Guglielmo, Richard Lim, Elizabeth Pryor.

The history major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. HST 150: The Historian's Craft
2. Field of concentration: five semester courses, at least one of which is a Smith history department seminar. Two of these may be historically oriented courses at the 200-level or above in other disciplines approved by the student's adviser.

Fields of concentration: Antiquity; Islamic Middle East; East Asia; Europe, 300–1650; Europe since 1650; Africa; Latin America; United States; Women's history; Comparative Colonialism.

Note: A student may also design a field of concentration, which should consist of courses related chronologically, geographically, methodologically or thematically and must be approved by an adviser.

3. Additional courses: five courses, of which four must be in two fields distinct from the field of concentration.
4. No more than three courses taken at the 100-level may count toward the major.
5. Geographic breadth: among the 11 semester courses counting toward the major, there must be at least one course each in three of the following geographic regions:
 - Africa
 - East Asia and Central Asia
 - Europe
 - Latin America and the Caribbean
 - Middle East and South Asia
 - North America

Courses both in the field of concentration and outside the field of concentration may be used to satisfy this requirement.

Courses cross-listed in this history department section of the catalogue count as history courses toward all requirements.

AP courses do not count toward the major.

The S/U grading option is not allowed for courses counting toward the major.

A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

1. **Note: Students in classes of 2018, 2019 and 2020 may satisfy the requirements for the major with the following amendments:** A student may count one (but only one) AP examination in United States, European or World history with a grade of 4 or 5 as the equivalent of a course for 4 credits toward the major.
2. Instead of HST 150, students may take an additional course described in point #3 above.

Study Away

Students planning to study away from Smith during the academic year or during the summer must consult with their departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with their departmental adviser for study away both before and after their participation in study abroad programs.

The Minor

Advisers: Same as those listed for the major

The minor comprises five semester courses. At least three of these courses must be related chronologically, geographically, methodologically or thematically. At least three of the courses will normally be taken at Smith. Students should consult their advisers.

The S/U grading option is not allowed for courses counting toward the minor.

Honors

Director: Darcy Buerkle

HST 430D Honors Thesis

This is a full-year course. Credits: 8

Normally offered each academic year

HST 431 Honors Thesis

This is a full-year course. Credits: 8

Normally offered each academic year

Please consult the director of honors or the departmental website for specific requirements and application procedures.

Graduate

HST 590 Research and Thesis

Credits: 4

Normally offered each academic year

HST 590D Research and Thesis

This is a full-year course. Credits: 8

Normally offered each academic year

HST 580 Special Problems in Historical Study

Arranged individually with graduate students. Credits: 4

Normally offered each academic year

History courses at the 100- and 200-level are open to all students unless otherwise indicated. Admission to seminars (300-level) assumes prior preparation in the field and is by permission of the instructor.

100-level and 200-level History courses are designated as either Lectures (L) or Colloquia (C). History Lecture classes are typically capped at 40 students while History colloquia have a limit of 18.

A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history. Cross-listed courses retain their home department or program designations.

100-Level Courses

History majors are required to take HST 150 The Historian's Craft. Beyond that, first-year students may enroll in an appropriate First-Year Seminar taught by a historian (see below), or a cross-listed course from a related department and program, or a 200-level HST course in an area of interest. See below for further information about taking a 200-level HST course as an entering student.

HST 150 (L) The Historian's Craft

This course serves as an introduction to the study of History and to what historians do. It is a requirement for the History major. At the root of this course is the question of what is history and what it means to study history. Key questions driving the course are: Is history simply the study of the past? What is the past's connection to the present? Is it even necessary to make such connections to the present and what is lost and gained in making such connections? {H} Credits: 4

Jeffrey S. Ablman

Normally offered each fall

AFR 117 History of Afro-American People to 1960

An examination of the broad contours of the history of the Afro-American people in the United States from ca. 1600 to 1960. Particular emphasis is given to how Africans influenced virtually every aspect of U.S. society; slavery and Constitutional changes after 1865; the philosophies of W.E.B. DuBois, Booker T. Washington, Marcus Garvey; and the rise and fall of racial segregation in the United States. {H} Credits: 4

Louis Edward Wilson

Expected to be offered in the next 3 years

EAS 100 Modern East Asia

This introductory course looks comparatively at the histories of China, Japan and Korea from the late 18th century to the present. It examines the struggles of these countries to preserve or regain their independence and establish national identities in a rapidly emerging and often violent modern world order. Although each of these countries has its own distinctive identity, their overlapping histories (and dilemmas) give the region a coherent identity. We also look at how individuals respond to and are shaped by larger historical movements. {H} Credits: 4

Marnie S. Anderson

Normally offered each fall

FYS 142 Reacting to the Past

In *Reacting* students learn by taking on role, in elaborate games set in the past; they learn skills—speaking, writing, critical thinking, problem solving, leadership, and teamwork—in order to prevail in complicated situations.

Reacting roles do not have a fixed script and outcome. While students adhere to the intellectual beliefs of the historical figures they have been assigned, they must devise their own means of expressing those ideas in papers, speeches or public presentations. Class sessions are run entirely by students; instructors guide students and grade their oral and written work. It draws students into the past, promotes engagement with big ideas, and improves intellectual and academic skills. Enrollment limited to 24 first-year students. WI {H} Credits: 5

Joshua Birk, J. Patrick Coby

Expected to be offered in the next 3 years

FYS 154 The World of Anna Karenina

The FYS explores the social, cultural and political history of late imperial Russia through Leo Tolstoy's iconic novel *Anna Karenina*. Students will learn about the production of the novel but also focus on such themes as modernization and industrialization, gender and sexuality, social construction of family and marriage, empire and colonialism. They will also study the rise of realism in art and the ways in which the Russian educated classes used the new style as a form of social critique. Enrollment limited to 16 first-year students. (E)

WI {H} Credits: 4

Sergey Glebov

Expected to be offered in the next 3 years

FYS 182 Fighting the Power: Black Protests and Politics Since 1970

This seminar examines the various forms of black "politics," broadly conceived, that emerged and developed in the wake of the modern civil rights movement to the present time. Major topics of concern include: black nationalism and electoral politics, black feminism, resistance to mass incarceration, the war on drugs, black urban poverty, the rise of the black middle class, reparations, the Obama presidency, Black Lives Matter and other contemporary social movements. Enrollment limited to 16 first-year students. (E) WI Credits: 4

Samuel Galen Ng

Expected to be offered in the next 3 years

FYS 183 Geisha, Wise Mothers, and Working Women

This course examines images of Japanese women that are prevalent in the West, and to some extent Japan. Our focus will be on three key figures considered definitive representations of Japanese women: the geisha, the good wife/wise mother, and the working woman. We will read popular treatments including novels, primary sources, and scholarly articles. Our task will be to sort through these images, keeping in mind the importance of perception versus reality and change over time. Enrollment limited to 16 first-year students. WI Credits: 4

Marnie S. Anderson

Expected to be offered in the next 3 years

200-Level Courses

200-level HST courses are suitable for all students. If you are an entering student and have special interest in a particular area, you should not hesitate to enter a 200-level course in that field. Should you have any questions regarding a particular course and whether it would serve you well, feel free to contact the instructor.

Lectures and Colloquia

Lectures (L) are normally limited to 40 students. Colloquia (C) are primarily reading and discussion courses limited to 18. Lectures and colloquia are open to all students unless otherwise indicated. By and large, lectures are built around presentations by the professor as well as class discussions, whereas colloquia contain more structured opportunities for students to participate through common discussion of reading and oral presentations.

In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

Antiquity

HST 201 (L) The Silk Road and Premodern Eurasia

An introduction to major developments and interactions among people in Europe and Asia before modernity. The Silk Roads, long distance networks that allowed people, goods, technology, religious beliefs and other ideas to travel between China, India and Rome/Mediterranean, and the many points in between, developed against the backdrop of the rise and fall of steppe nomadic empires in Inner Asia. We examine these as interrelated phenomena that shaped Eurasian encounters to the rise of the world-conquering Mongols and the journey of Marco Polo. Topics include: horses, Silk and Steppe routes, Scythians and Huns, Han China and Rome, Byzantium, Buddhism, Christianity and other universal religions, Arabs and the rise of Islam, Turks, Mongol Empire, and medieval European trade, geography and travel. {H} Credits: 4

Richard Lim

Expected to be offered in the next 3 years

HST 202 (L) Ancient Greece

A survey of the history of the ancient Greeks during their most formative period, from the end of the Bronze Age to the end of the Classical Age. We examine the relationship between mythology, archaeology and historical memory, the evolution of the city-state, games and oracles, colonization, warfare and tyranny, city-states Sparta and Athens and their respective pursuits of social justice, wars with Persia, cultural interactions with non-Greeks, Athens' naval empire and its invention of Democracy, family and women, and traditional religions and forms of new wisdom, and the trial and death of Socrates in 399 B.C. {H} Credits: 4

Richard Lim

Normally offered in alternate years

HST 203 (L) Alexander the Great and the Hellenistic World

The career and conquests of Alexander the Great (d. 323 B.C.) wrought far-reaching consequences for many in Europe, Asia and Africa. In the ensuing Hellenistic (Greek-oriented) commonwealth that spanned the Mediterranean, Middle East, Central Asia and India, Greco-Macedonians interacted with Egyptians, Babylonians, Jews, Iranians, Indians and Romans in ways that galvanized ideas and institutions such as the classical city as ideal community, cult of divine kings and queens, "fusion" literatures, mythologies and artistic canons and also provoked nativist responses such as the Maccabean revolt. Main topics include Greeks and "barbarians," Alexander and his legacies, Hellenism as ideal and practice, conquerors and natives, kings and cities/regions, Greek science and philosophies, old and new gods. This course provides context for understanding early Christianity, Judaism and the rise of Rome. {H} Credits: 4

Richard Lim

Normally offered in alternate years

HST 204 (L) The Roman Republic

A survey of the history of the Roman people as Rome developed from a village in central Italy to the capital of a vast Mediterranean empire of 50 million people. We trace Rome's early rise through mythology and archaeology and follow developments from Monarchy to the end of the Republic, including the Struggle of the Orders, conquests and citizenship, wars with Carthage, encounters with local cultures in North Africa, Gaul and the Greek East, challenges of expansion and empire, rich versus poor, political corruption, and the Civil Wars of the Late Republic. We also study the family, slavery, traditional and new religions, and other aspects of Roman culture and society. {H} Credits: 4

Members of the department

Normally offered in alternate years

HST 205 (L) The Roman Empire

The history of the Romans and other Mediterranean peoples from the first to the early fifth centuries A.D. With Emperor Augustus, the traditional Republican form of rule was reshaped to accommodate the personal rule of an Emperor that

governed a multiethnic empire of 50 million successfully for several centuries. Imperial Rome represents the paradigmatic classical empire that many later empires sought to emulate. We trace how this complex imperial society evolved to meet different challenges. Topics include: the emperor and historical writings, corruption of power, bread and circuses, assimilation and revolts, the Jewish war, universal and local religions, early Christianity, Late Antiquity, migrations and the decline and fall of the Roman Empire. This course offers context for understanding the history of Christianity, Judaism and the early Middle Ages.

{H} Credits: 4

Members of the department

Normally offered in alternate years

HST 206 (C) Aspects of Ancient History

Topics course.

Slaves and Slavery in the Ancient World

Slaves comprised up to a third of the population in Classical Athens and Rome and slavery was deeply embedded in every aspect of ancient life. We examine how slaves and slavery shaped Greece and Rome in comparison with other "slave societies" and in their own terms. Topics include debt and slavery, race and ethnicities of slaves, slave management and economy, sex trade, treatment of slaves, gladiators, slave revolts, daily resistance, representations of slaves in art and literature, slave narratives, slavery in ancient philosophy and religion, and shift from classical slavery to medieval serfdom. No previous background is required. This course can serve as a topical introduction to the ancient world and help students appreciate the roots of modern "Western" ideas regarding slavery. Credits: 4

Members of the department

Expected to be offered in the next 3 years

Islamic Middle East

HST 208 (L) The Making of the Modern Middle East

This is an introductory course on modern Middle Eastern history, (1789–2011), focusing on the main socio-political and cultural forces that affected the region. It analyzes how specific events and long-term processes informed the realities of Middle Eastern life with emphasis on significant developments, including Ottoman reform; role of imperialism and colonialism; the emergence of nationalism(s) the rise of nation-states; and ideologies such as Zionism and Islamism. {H} Credits: 4

Mukaram Hbana

Normally offered each academic year

HST 209 (C) Aspects of Middle Eastern History

Topics course.

Women, Gender and Power in the Middle East

This course analyses the development of gender discourses and the lived experiences of women throughout the history of the region. The topics covered include the politics of marriage, divorce and reproduction; women's political and economic participation; questions of masculinity; sexuality; the impact of Islamist movements; power dynamics within households; and historical questions around the female body. It provides an introduction to the main themes and offers a nuanced historical understanding of approaches to the study of gender in the region. {H} Credits: 4

Members of the department

Normally offered each academic year

HST 210 (C) Modern Middle Eastern Cinema, Film and Thought

Same as MES 210. This course explores the history of Middle Eastern culture and socio-political thought through cinema. It will focus on the representations of gender, sexuality, class, and the evolution of socio-political ideologies over the

course of the 20th–21st centuries. Further, it investigates how Arab filmmakers portrayed their reality cinematically, and how they viewed the lens a medium for socio-political debate. {E} {H} Credits: 4

Mukaram Hbana

Expected to be offered in the next 3 years

East Asia

HST 211 (L) The Emergence of China

Chinese society and civilization from c. 1000 B.C. to A.D. 750. Topics include neolithic cultures of China, Bronze Age, formation of a Chinese state, Golden Age of Chinese philosophy, creation of a centralized empire, relations with non-Chinese, family structure, roles of women and introduction of Buddhism.

Credits: 4

Members of the department

Normally offered each fall

HST 212 (L) China in Transformation, A.D. 750–1900

Chinese society and civilization from the Tang dynasty to the Taiping rebellion. Topics include disappearance of the hereditary aristocracy and rise of the scholar-official class, civil service examination system, Neo-Confucian orthodoxy, poetry and the arts, Mongol conquest, popular beliefs, women and the family, Manchus in China, domestic rebellion, and confrontation with the West. {H} Credits: 4

Members of the department

Normally offered each spring

HST 214 (C) Aspects of Chinese History

Topics course.

The World of Thought in China

Readings from the major schools of Chinese thought, such as Confucianism, Daoism, Legalism and Buddhism. Consideration is also given to the relevance of these traditional teachings in contemporary China. As China moves away from Marxist-Leninist ideology, is there a place for a renewed Confucianism? As the Chinese become more ecologically concerned, will they draw on the concepts and vocabulary of Daoism and Buddhism? How do views of the relationship between body and cosmos in traditional teachings influence medical practices in China today? {H} Credits: 4

Members of the department

Normally offered each academic year

HST 217 (L) World War Two in East Asia: History and Memory

Examination of the factors leading to the war in Asia, the nature of the conflict and the legacy of the war for all those involved. Topics include Japan's seizure of Korea, the invasion of China, the bombing of Pearl Harbor, the war in the Pacific, the racial dimensions of the Japanese empire, the comfort women, biological warfare, the dropping of the atomic bombs and the complicated relationship between history and memory. {H} Credits: 4

Members of the department

Normally offered in alternate years

HST 222 (C) Aspects of Japanese History

Topics course.

The Place of Protest in Early Modern and Modern Japan

Histories of social conflict, protest, and revolution in early modern and modern Japan. In the early modern period (1600–1867), peasant resistance and protest, urban uprisings, popular culture, “world-renewal” movements, and the restorationist activism of the Tokugawa period. In the modern period, the incipient democratic movements and the new millenarian religions of the Meiji era (1868–1912), radical leftist activism, mass protest, and an emerging labor movement in the Taisho era (1912–26), anti-imperialist movements in China

during the prewar years, and finally, a range of citizens' movements in the post-war decades. {H} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Europe

History 224, 225 and 226 form an introductory sequence in medieval history.

HST 224 (L) History of the Early Middle Ages

The Mediterranean world from the fall of Rome to the age of conversion. The emergence of the Islamic world, the Byzantine state and the Germanic empire. Topics include the monastic ideal, Sufism and the cult of saints; the emergence of the papacy; kinship and kingship: Charlemagne and the Carolingian renaissance, the high caliphate, and the continuation of the Eastern Roman Empire; literacy and learning. The decline of public authority and the dominance of personal power in societies built on local relations.

{H} Credits: 4

Joshua Birk

Normally offered in alternate years

HST 225 (L) Making of the Medieval World, 1000–1350

From the High Middle Ages through the 15th century. Topics include cathedrals and universities, struggles between popes and emperors, pilgrimage and popular religion, the Crusades and Crusader kingdoms, heresy and the Inquisition, chivalry and Arthurian romance, the expansion and consolidation of Europe, and the Black Death and its aftermath. {H} Credits: 4

Joshua Birk

Normally offered in alternate years

HST 226 (L) Renaissance and Reformation? Europe in the Late Middle Ages: Society, Culture and Politics From 1300 to 1600

Were the Renaissance and Reformation something new and modern, or a continuation of medieval trends? Topics include the Black Death, Europe as a persecuting society, the emergence of humanism, the fragmentation of religious unity across Europe, Witch Trials, the intersection of politics and science, and the beginnings of the Age of Exploration and European Imperialism.

{H} Credits: 4

Members of the department

Normally offered in alternate years

HST 227 (C) Aspects of Medieval European History

Topics course.

Magic in the Middle Ages

The course uses magic as a case study for exploring cultural transmission in the Middle Ages. We begin by examining Germanic and Greco-Roman occult traditions, and the way in which the medieval synthesis of these cultures effects understandings of the occult. The course follows the influence of the Arabic and Hebrew influences on western occultism of the High Middle Ages, and flowering of the Renaissance magical tradition. The course challenges and reshapes some of our basic understandings about Medieval society. It problematizes modern division between science, magic and religion to illustrate how occult beliefs were part of wider religious experiences. {H} Credits: 4

Members of the department

Normally offered each academic year

HST 229 (C) A World Before Race?: Ethnicity, Culture and Difference in the Middle Ages

Twenty-first century scholars argue that race is a constructed social identity that began to coalesce around the 17th century. But were they right? In this course, we will look to the Middle Ages to challenge the consensus that racial

constructions were a byproduct of modernity. Does race function differently between the world of Latin Christendom and that of the dar al-Islam? What are the advantages and dangers of using the prism of race to analyze ethnic, cultural and religious differences in this medieval period? What does studying race in the Middle Ages teach us about contemporary conceptions of race?

Enrollment limit of 18. {H} Credits: 4

Joshua Birk

Expected to be offered in the next 3 years

HST 236 (L) World History 1000–2000: The European Millennium?

A critical investigation of a thousand years of globalization, centering on China, Persia, and Britain. How did Europe, a mere cape of Asia, come to dominate much of the planet politically and culturally? Ventures by Vikings, Crusaders, conquistadors, missionaries, traders, settlers, revolutionaries, and feminists. How distinctive forms of family, state, religion, and economy participated in and grew out of imperialism. Open to all students. {H} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 238 (C) Gender and the British Empire

Traditionally, historians portrayed the British Empire as the province of male explorers, merchants, missionaries, soldiers and bureaucrats. This course treats such men as gendered subjects, investigating intersections between the empire and masculinity. It surveys debates about white women's colonial experiences and studies the experience of women who were colonized and enslaved. It examines the gendered structure of racial ideologies and the imperial features of feminist concerns. Focus is on the West Indies, Africa and India from the late 18th to the early 20th centuries. Enrollment limited to 18. {H} Credits: 4

Jennifer L. Hall-Witt

Expected to be offered in the next 3 years

HST 239 (L) Imperial Russia, 1650–1917

The emergence, expansion and maintenance of the Russian Empire to 1929. The dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement), as well as the development of the multitude of nations and ethnic groups conquered by or included into the empire. Focus on how the multinational Russian empire dealt with pressures of modernization (nationalist challenges in particular), internal instability and external threats. {H} Credits: 4

Sergey Glebov

Expected to be offered in the next 3 years

HST 240 (C) Stalin and Stalinism

Joseph Stalin created a particular type of society in the aftermath of the Russian Revolution. Stalinism became a phenomenon that influenced the development of the former Soviet Union and the Communist movement worldwide. This course covers the period on the eve of and during the Russian Revolution, Stalinist transformation of the USSR in the 1930s, WWII and the onset of the Cold War. We consider several questions about Stalinism: Was it a result of Communist ideology or a deviation? Did it enjoy any social support? To what extent was it a product of larger social forces and in what degree was it shaped by Stalin's own personality? Did it have total control over the people's lives? Why hasn't there been a de-Stalinization similar to de-Nazification? How is Stalinism remembered? The course is a combination of lectures and class discussions. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 241 (L) Soviet Union in the Cold War

Focuses on the history of the Soviet Union during the "greater Cold War," that is, between World War II and the disintegration of the USSR. Touches on foreign policy developments but the main focus is on the social, political and economic processes and cultural developments inside the USSR itself. Explores Soviet history in the second half of the 20th century through historical works and a range of

primary sources. Topics include the post-war reconstruction, rise of the military-industrial complex, education, popular culture and dissent. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 243 (C) Reconstructing Historical Communities

How much can historians learn about the daily lives of the mass of the population in the past? Can a people's history recapture the thoughts and deeds of subjects as well as rulers? Critical examination of attempts at total history from below for selected English and French locales. The class re-creates families, congregations, guilds and factions in a German town amid the religious controversy and political revolution of the 1840s. {H} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 246 (C) Memory and History

Contemporary debates among European historians, artists and citizens over the place of memory in political and social history. The effectiveness of a range of representational practices from the historical monograph to visual culture, as markers of history, and as creators of meaning. {H} Credits: 4

Darcy C. Buerkle

Normally offered in alternate years

HST 247 (L) Aspects of Russian History

Topics course.

Affirmative Action Empire: Soviet Experiences of Managing Diversity

How the Communist rulers of the Soviet Union, and Stalin in particular, mobilized national identities to maintain control over the diverse populations of the USSR. World War I and the Revolution of 1917 opened a window of opportunities for the nationalities of the former Russian Empire. Soviet policies of creating, developing and supporting new national and social identities among diverse Soviet ethnic groups in light of collectivization, industrialization, expansion of education and Stalin's Terror. How World War II and post-war reconstruction became formative experiences for today's post-Soviet nations. {H} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

History 249, 250, and 251 form an introductory sequence in modern European history.

HST 249 (L) Early Modern Europe 1600–1815

A survey of the *ancien régime*. On behalf of the central State, war-making absolutists, Enlightened *philosophes* and patriotic republicans assailed privileges. The era culminated in the leveling of European societies through the French Revolution and the industrial revolution. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 250 (L) Europe in the 19th Century

1815–1914: a century of fundamental change without a general war. The international order established at the Congress of Vienna and its challengers: liberalism, nationalism, Romanticism, socialism, secularism, capitalism and imperialism. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 251 (L) Europe in the 20th Century

Ideological and military rivalries of the contemporary era. Special attention to the origin, character and outcome of the two World Wars and to the experience of Fascism, Nazism and Communism. Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 252 (L) Women and Gender in Modern Europe, 1789–1918

A survey of European women's experiences and constructions of gender from the French Revolution through World War I, focusing on Western Europe. Gendered relationships to work, family, politics, society, religion and the body, as well as shifting conceptions of femininity and masculinity, as revealed in novels, films, treatises, letters, paintings, plays and various secondary sources. {H} Credits: 4

Darcy C. Buerkle

Normally offered each academic year

HST 253 (L) Women and Gender in Contemporary Europe

Women's experience and constructions of gender in the commonly recognized major events of the 20th century. Introduction to major thinkers of the period through primary sources, documents and novels, as well as to the most significant categories in the growing secondary literature in 20th-century European history of women and gender. {H} Credits: 4

Darcy C. Buerkle

Normally offered each academic year

JUD 255 20th-Century European Thought

The intersection of intellectual history and Jewish history, including Hebrew prophets as archetypes for many European public intellectuals. The Dreyfus Affair saw the birth of the intellectual, and over the 20th century, many of Europe's leading thinkers prominently addressed the so-called Jewish Question. Liberalism, Conservatism, Communism, and Fascism – all were created by intellectuals, and all relied on intellectuals in their ideological struggle over the present and future. What were the roles, responsibility and accountability of public intellectuals in Europe's Age of Extremes? To what extent was the public intellectual a distinctively 20th-century or distinctively Jewish phenomenon? (E) {H} Credits: 4

Adi Gordon

Expected to be offered in the next 3 years

JUD 284 (C) The Jews of Eastern Europe, 1750–1945

The modern history of the largest Jewish community in the world, from life under the Russian tsars until its extermination in World War II. Topics include Jewish political autonomy under the Polish-Lithuanian Commonwealth; the shifting effects on Jews in Russian, Soviet and Polish society of Partition, tsarist legislation, Revolution, Sovietization and the emergence of the modern nation-state; the folkways and domestic culture of Ashkenaz; competition between new forms of ecstatic religious expression and Jewish Enlightenment thought; the rise of mass politics (Zionism, Socialism, Diaspora Nationalism, Yiddishism) and the role of language (Yiddish, Hebrew, Russian, Polish) in the creation of secular Jewish identity; and the tension between memory and nostalgia in the aftermath of the Holocaust. Concludes with an analysis of the recently opened Museum of the History of Polish Jews in Warsaw. Enrollment limited to 18.

{H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

JUD 287 The Holocaust

The history of the Final Solution, from the role of European antisemitism and the origins of Nazi ideology to the implementation of a systematic program to annihilate European Jewry. How did Hitler establish a genocidal regime? How did Jews physically, culturally and theologically respond to this persecution? {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

JUD 288 History of Israel

Israel, from the pre-state origins of Zionism in the late 19th century to the present. Analysis of ongoing challenges, with special attention to competing identities, the place of religion in civil life, political conflict, and traditions of

critical self-reflection. Interpretation of Israeli political and cultural history through discussion of primary sources and documentary film. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

JUD 362 Seminar in Jewish Studies

Topics course.

Yiddishland

Explores the relationship between East European Jewish history and post-Holocaust and post-Communist memory through the prism of Yiddishland, the dream of a transnational homeland defined by language and culture rather than borders. The seminar includes a course field trip to Poland over March break. Enrollment by instructor permission. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

REL 223 The Modern Jewish Experience

A thematic survey of Jewish history and thought from the 16th century to the present, examining Jews as a minority in modern Europe and in global diaspora. We analyze changing dynamics of integration and exclusion of Jews in various societies as well as diverse forms of Jewish religion, culture and identity among Sephardic, Ashkenazic and Mizrahi Jews. Readings include major philosophic, mystical and political works in addition to primary sources on the lives of Jewish women and men, families and communities, and messianic and popular movements. Throughout the course, we explore tensions between assimilation and cohesion, tradition and renewal, and history and memory. {H} Credits: 4

Lois C. Dubin

Normally offered in alternate years

Africa**AFR 218 History of Southern Africa (1600 to about 1900)**

The history of Southern Africa, which includes a number of states such as South Africa, Zimbabwe, Namibia, Angola and Lesotho, is very complex. In addition to developing an historical understanding of the Khoisan and Bantu-speaking peoples, students must also know the history of Europeans and Asians of the region. The focus of this course is to understand the historical, cultural and economic inter-relationships between various ethnic groups, cultures and political forces which have evolved in Southern Africa since about 1600.

{H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

AFR 370 Seminar: Modern Southern Africa

In 1994 South Africa underwent a "peaceful revolution" with the election of Nelson Mandela. This course studies the historical events that led to this dramatic development in South Africa from 1948–2000. {H} {S} Credits: 4

Louis Edward Wilson

Expected to be offered in the next 3 years

HST 234 (C) Global Africa

This course interrogates how scholars have engaged the "transnational" and "global" in African history. In doing so, the course explores the complex networks of identities, loyalties, and attachments forged by diverse groups of African peoples in their attempts to live within and transcend the boundaries of the modern nation-state. As a result, over the course of the semester, the class will investigate issues of trade, nationality, citizenship, race, and identity as it queries the many ways in which Africans have shaped (and reshaped) their views of themselves and communities over seemingly vast distances in time and space. {H} Credits: 4

Jeffrey S. Ahlman

Normally offered in alternate years

HST 256 (L) Making of Colonial West Africa: Race, Power and Society

This course provides a general, introductory survey of 19th- and early-20th-century West African history, with a particular focus on the contradictions and complexities surrounding the establishment and lived experiences of colonial rule in the region. Key themes in the course include the interactive histories of race, family, religion and gender in the exercise and negotiation of colonial power as well as the resistance to it. This course assumes no prior knowledge or experience with African history. Enrollment limit of 40 students. Credits: 4

Jeffrey S. Ablman

Normally offered each academic year

HST 259 (C) Aspects of African History

Topics course.

Discourses of Development

This course interrogates and historicizes the problem of “development” in 20th-century Africa. In doing so, we query the assumptions made by colonial officials, postcolonial leaders, social scientific experts and local communities as they sought to understand and articulate African pathways into a largely ill-defined social and economic modernity. Key subjects of enquiry include an analysis of the relationship between western and non-western “modernities,” and explorations into the link between knowledge and power in our own interpretations of the past and of the so-called “underdeveloped world.” Enrollment limited to 18. {H} Credits: 4

Members of the department

Normally offered in alternate years

Latin America**HST 261 (L) Latin America, 1821 to the Present**

Same as LAS 261. This course provides an overview of Latin American history, from the nineteenth to twenty-first century. We will focus on key themes such as liberalism, nationalism, imperialism, social movements, state violence, and neoliberalism, and highlight the experiences of ordinary people, from enslaved persons to indigenous peasants and workers. Unit 1 focuses on the independence wars and abolition, nation-building, and the boom of export economies. Unit 2 examines the mass mobilizations that challenged authoritarianism, from the Mexican Revolution to the revolutionary movements in the Cold War era. Unit 3 traces challenges to neoliberalism in the form of center-left governments and grassroots movements. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 263 (C) Aspects of Latin American History

Topics course.

{H} Credits: 4

Diana Sierra Becerra

Women and Gender in Latin America

This course will use gender as an analytical lens to understand key themes and periods of Latin American history, from the pre-Columbian era to present-day neoliberalism. Drawing from a variety of methodological approaches, the course will illuminate how gender has shaped social relationships, institutions, identities, and discourses in the region. It will prioritize the role of women and how their individual and collective actions have impacted Latin America. Special attention will be paid to the racial and class differences among women, and their social movement participation. Enrollment limit of 18. (E) {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

United States

History 265, 266 and 267 form an introductory sequence in United States history.

AFR 202 Topics in Africana Studies

Topics course.

The Black Archive

Why has the construction of archives that center on the experiences of people of African descent been so critical to black political, cultural, and social life? What do black archives look like and what do they offer us? How do they expand the way we consider archives in general? This course seeks to address these questions by examining the conception and development of black archives, primarily, although not exclusively, as they arose in the United States across the twentieth century. Enrollment limit of 40. (E) {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

AFR 278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970

An interdisciplinary study of Afro-American history beginning with the Brown Decision in 1954. Particular attention is given to the factors which contributed to the formative years of civil rights movements, black films and music of the era, the rise of black nationalism, and the importance of Afro-Americans in the Vietnam War. Recommended background: survey course in Afro-American history, American history, or Afro-American literature. Enrollment limited to 40. {H} Credits: 4

Louis Edward Wilson

Expected to be offered in the next 3 years

AFR 289 (C) Race, Feminism and Resistance in Movements for Social Change

This interdisciplinary colloquial course explores the historical and theoretical perspectives of African American women from the time of slavery to the post-civil rights era. A central concern of the course is the examination of how black women shaped and were shaped by the intersectionality of race, gender and sexuality in American culture. Not open to first-year students. Enrollment limited to 25. {H} Credits: 4

Samuel Galen Ng

Expected to be offered in the next 3 years

AFR 335 Seminar: Free Blacks in the U.S. Before 1865

A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic, and even religious questions raised by having free blacks in a slave society. This course addresses a neglected theme in the history of the Afro-American experience—that is, the history of free blacks before the passage of the 13th amendment. Recommended background: AFR 117. {H} Credits: 4

Louis Edward Wilson

Expected to be offered in the next 3 years

AFR 366 Seminar: Contemporary Topics in Africana Studies

Topics course.

Seminar: The Politics of Grief

What role has grief played in the black freedom struggle? How have conceptions of race and gender been articulated, expanded, and politicized through public performances of collective mourning? This seminar explores the ways in which post-emancipation black politics developed through efforts, often led by women, to not only challenge but to also embody and inhabit trauma. We will consider

a range of theoretical texts alongside historical documents from the late nineteenth century to today. {H} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

AMS 227 Trade and Theft in Early America

A seventeenth-century engraving imagines an encounter between two men wearing feathers and holding onto the same string of shells: depending on your perspective, this image looks like a scene of trade or one of theft at knife-point. In understanding moments from the past, representation and perspective shape not just interpretation, but sources themselves. Seeing moments as both trade and theft opens them to tellings and analyses from multiple perspectives, exposing overlooked elements and revealing the ways in which histories are made. This course introduces students to Early American history (c. 1500–1800) through the themes of trade, theft, representation, and perspective. (E)

{H} {L} Credits: 4

Christen Mucher

Normally offered each fall

AMS 229 Native New England

In this course we interrogate the space now known as “New England” by learning about it as a land with histories, peoples and life ways that predate and exceed the former English colonies and current United States. We devote our semester to studying the cultural distinctiveness of the Native peoples of New England—for example, the Mohawk, Mohegan, Abenaki, Wampanoag and Schaghticoke peoples—and to understanding the historical processes of encounter, adaptation, resistance and renewal that have characterized Native life in the area for centuries. We explore histories of the pre- and post- “contact” period through the perspectives of various Native communities, and discuss the legacies of these histories for Native New England today. {H} {L} {S} Credits: 4

Members of the department

Normally offered in alternate years

AMS 230 Colloquium: The Asian/Pacific/American Experience

This course is open to anyone particularly interested in learning about Asian/Pacific/American (A/P/A) history. The objective of the course is two-fold. The first is to provide the students with a fundamental understanding of A/P/A history that is inextricably linked to the goal of the United States to establish military, economic and cultural hegemony in the world as seen through its colonial and neo-colonial policies both in the U.S. and the Asian/Pacific region. The second is to introduce them to the various themes as well as methodological and theoretical frameworks used by scholars in the field of A/P/A Studies in order to encourage them to either work toward a Five College A/P/A Studies Certificate or pursue further studies in the field. {H} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

AMS 302 Seminar: The Material Culture of New England, 1630–1860

This seminar examines the material culture of everyday life in New England from the earliest colonial settlements to the Victorian era. It introduces students to the growing body of material culture studies and the ways in which historic landscapes, architecture, furniture, textiles, metalwork, ceramics, foodways and domestic environments are interpreted as cultural documents and as historical evidence. Offered on-site at Historic Deerfield (with transportation available from the Smith campus), the course offers students a unique opportunity to study the museum’s world-famous collections in a hands-on, interactive setting with curators and historians. Utilizing the disciplines of history, art and architectural history, anthropology, and archaeology, we explore the relationships between objects and ideas and the ways in which items of material culture both individually and collectively convey patterns of everyday life. Admission by permission of the instructor. {A} {H} Credits: 4

Barbara A. Mathews

Normally offered each spring

HST 265 (L) Race, Gender and United States Citizenship, 1776–1861

Analysis of the historical realities, social movements, cultural expression and political debates that shaped U.S. citizenship from the Declaration of Independence to the passage of the Fifteenth Amendment. From the hope of liberty and equality to the exclusion of marginalized groups that made whiteness, maleness and native birth synonymous with Americanness. How African Americans, Native Americans, immigrants and women harnessed the Declaration of Independence and its ideology to define themselves as citizens of the United States. {H} Credits: 4

Elizabeth S. Pryor

Normally offered each fall

HST 267 (L) Race, Capitalism, Justice: United States Since 1877

Survey of the major economic, political and social changes of this period, primarily through the lens of race, class and gender, to understand the role of ordinary people in shaping defining events, including industrial capitalism, colonialism, imperialism, mass immigration and migration, urbanization, the rise of mass culture, nationalism, war, feminism, labor radicalism, civil rights and other liberatory movements for social justice. {H} Credits: 4

Jennifer Mary Guglielmo

Normally offered each academic year

HST 278 (L) Decolonizing U.S. Women’s History 1848–Present

Survey of women’s and gender history with women of color, working-class women and immigrant women at the center and with a focus on race, class and sexuality. Draws on feminist methodologies to consider how the study of marginalized women’s lives changes our understanding of history, knowledge, culture and the politics of resistance. Topics include labor, racial formation, empire, im/migration, popular culture, citizenship, education, religion, medicine, war, consumerism, feminism, queer cultures, capitalism and neoliberalism. Emphasis on class discussion, analysis of original documents, and the emerging, celebrated scholarship in the field of U.S. women’s history alongside classic texts. {H} Credits: 4

Jennifer Mary Guglielmo

Normally offered each academic year

HST 280 (C) Inquiries into United States Social History

Topics course.

Globalization, Im/migration and Transnational Cultures

Explores significance of im/migrant workers and their transnational social movements to U.S. history in the late 19th and 20th centuries. How have im/migrants responded to displacement, marginalization and exclusion, by re-defining the meanings of home, citizenship, community and freedom? What are the connections between mass migration and U.S. imperialism? What are the histories of such cross-border social movements as labor radicalism, borderlands feminism, Black and Brown Liberation, and anti-colonialism? Topics also include racial formation; criminalization, incarceration and deportation; reproductive justice; and the politics of gender, sexuality, race, class and nation. {H} Credits: 4

Members of the department

Normally offered each academic year

SWG 270 Colloquium: Oral History and Lesbian Subjects

Grounding our work in the current scholarship in lesbian history, this course explores lesbian, queer and bisexual communities, cultures and activism. While becoming familiar with the existing narratives about lesbian/queer lives, students are introduced to the method of oral history as a key documentation strategy in the production of lesbian history. What are the gaps in the literature and how can oral history assist in filling in the spaces? What does a historical narrative that privileges categories of gender and sexuality look like? And how do we need to adapt our research methods, including oral history, in order to talk about lesbian/queer lives? Our texts include secondary literature on 20th-

century lesbian cultures and communities, oral history theory and methodology, and primary sources from the Sophia Smith Collection (SSC). Students conduct, transcribe, edit and interpret their own interviews for their final project. The oral histories from this course are archived with the Documenting Lesbian Lives collection in the SSC. Enrollment limited to 20. {H} {L} Credits: 4

Kelly P. Anderson

Normally offered each spring

Seminars

Admission to seminars assumes prior preparation in the field and is by permission of the instructor. In certain cases, students may enroll in 200-level HST colloquia for seminar credit with permission of the instructor.

HST 313 Seminar: Problems in East Asian History

Topics course.

Writing Gender Histories of East Asia

Writing gender history in a non-Western context: China, Japan and Korea from the 17th to the 20th century. How gender intersected with other categories of difference, including status, religion, region, nation, sexual orientation and age. Students pursue independent research projects relating to the early modern or modern periods. No specific prerequisites; students with background in history, East Asian studies, East Asian languages and literatures, or the Study of Women and Gender are all welcome. {H} Credits: 4

Members of the department

Normally offered in alternate years

HST 350 Seminar: Modern Europe

Topics course.

Gender, Race and Fascism

This course will be organized around several central questions: What is the history of fascism and how does it matter? How can we historicize and understand the critical currency of gendered and racialized categories at the center of fascist ideologies? Students will develop a clear understanding of how historians have studied fascism through primary and secondary reading, as well as an examination of relevant visual culture. Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 355 Seminar: Topics in Social History

Topics course.

Recent Historiographic Debates in Gender and Sexuality

This course considers methodologies and debates in modern historical writing about gender and sexuality, with a primary focus on European history. Students develop an understanding of significant, contemporary historiographic trends and research topics in the history of women and gender {H} {S} Credits: 4

Members of the department

Normally offered in alternate years

HST 371 Seminar: Problems in 19th-Century United States History

Topics course.

Remembering Slavery: A Gendered Reading of the WPA Slave Interviews

Despite the particular degradation, violence and despair of enslavement in the United States, African American men and women built families, traditions and a legacy of resistance. Using the WPA interviews—part of the New Deal Federal Writers Project of the 1930s—this course looks at the historical memory of former slaves by reading and listening to their own words. How did 70- through 90-year-old former slaves remember their childhoods and young adulthoods during slavery? And how do scholars make sense of these interviews given they

were conducted when Jim Crow segregation was at its pinnacle? The course examines the WPA interviews as historical sources by studying scholarship that relies heavily on them. Most importantly, students explore debates that swirl around the interviews and challenge their validity on multiple fronts, even as they remain the richest sources of African American oral history regarding slavery. Students write an original research paper using the WPA interviews as their central source. {H} Credits: 4

Members of the department

Normally offered each fall

HST 383 Seminar: Research in United States Women's History: Domestic Worker Organizing

This is an advanced community-based research seminar in which students work closely with archival materials from the Sophia Smith Collection and other archives to explore histories of resistance, collective action and grassroots organizing among domestic workers in the United States, from the mid-19th century to the present. This work has historically been done by women of color and been among the lowest paid, most vulnerable and exploited forms of labor. We work closely with and in service of several organization of women of color, immigrant women and families, helping them to use history as an organizing tool in their current campaigns. This means meeting with domestic work organizers in person and virtually, collecting archival materials for them, and making the materials accessible in an online interactive timeline and other formats. Recommended: previous course in U.S. women's history and/or relevant coursework in HST, SWG, AFR, SOC, LAS, etc. Permission of the instructor required. Not open to first-years and sophomores. {H} Credits: 4

Jennifer Mary Guglielmo

Normally offered each academic year

HST 390 Seminar: Teaching History

A consideration of how the study of history, broadly conceived, gets translated into curriculum for middle and secondary schools. Addressing a range of topics in American history, students develop lesson and unit plans using primary and secondary resources, films, videos and internet materials. Discussions focus on both the historical content and the pedagogy used to teach it. Open to upper-level undergraduates and graduate students. Does not count for seminar credit in the history major. {H} Credits: 4

Peter T. Gunn

Normally offered each fall

HST 400 Special Studies

By permission of the department. Credits: 1–4

Members of the department

Normally offered each academic year

History of Science and Technology

Advisers

David Dempsey, Museum of Art
 Robert Dorit, Ph.D., Professor of Biological Sciences ^{\$1, †2}
 Craig M. Felton, Ph.D., Professor of Art ^{†1}
 Nathanael Alexander Fortune, Ph.D., Professor of Physics ^{**2}
 Albert G. Mosley, Ph.D., Professor of Philosophy ^{**1}
 Douglas Lane Patey, Ph.D., Professor of English Language and Literature
 Jeffry Lee Ramsey, Ph.D., Associate Professor of Philosophy, *Director* ^{**2}
 Dale Renfro, Instructor, Clark Science Center - Center for Design/Fabrication

Smith's Program in the History of Science and Technology is designed to serve all Smith students. Courses in the program examine science and technology in their historical, cultural and social contexts, and the ways in which they have shaped and continue to shape human culture (and vice versa). Linking many disciplines and cultures, the minor complements majors in the humanities, social sciences and the natural sciences.

The Minor

Requirements: Two courses in the natural or mathematical sciences and two courses in history, chosen in consultation with the student's minor adviser, and two courses in (or cross-listed in) the history of science and technology program. Normally one of the history of science and technology courses will be Special Studies, 404a or 404b, but another course may be substituted with the approval of the adviser. Work at the Smithsonian Institution in the Picker Program counts as one course toward the minor. Students considering a minor in the history of the science and technology are urged to consult with their advisers as early as possible.

HSC 207 The Technology of Reading and Writing

Same as ENG 207. An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest is in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; the fundamentally transformative effects of electronic communication. {L} Credits: 4

Douglas Lane Patey

Normally offered in alternate years

HSC 211 Perspectives in the History of Science

Topics course.

The Scientific Revolution

What was the Scientific Revolution of the 16th and 17th centuries? Did a revolution even occur? If it did, was it really revolutionary? If it occurred, what forces produced it? How did the boundaries of "science," which was known as "natural philosophy," change during this time period? Readings are drawn from primary and secondary sources. {H} {N} Credits: 4

Members of the department

Normally offered each spring

HSC 404 Special Studies

Credits: 4

Members of the department

Normally offered each academic year

Cross-Listed Courses

CHM 100 Perspectives in Chemistry

Topics course.

Chemistry of Art Objects

In this museum-based course, chemistry is discussed in the context of art. We focus on materials used by artists and how the chemistry of these materials influences their longevity. Current analytical methods as well as preservation and conservation practices are discussed along with examples from the Smith College Museum of Art. Course meetings take place in the museum and consist of three hours of lecture, discussion and demonstration. Enrollment limited to 20. {N} Credits: 4

Members of the department

Normally offered each spring

ANT 135 Introduction to Archaeology

Same as ARC 135. This course studies past cultures and societies through their material remains and explores how archaeologists use different field methods, analytical technique and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations and artifact analysis are used to address economic, social, political and ideological questions across time and space. This course is taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social contexts is explored. Limited to first-year students and sophomores. Enrollment limited to 30. {N} {S} Credits: 4

Elizabeth A. Klarich

Normally offered each academic year

ANT 248 Medical Anthropology

This course looks at the cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention is given to the role of the traditional healer, the anthropological contribution to international health care and the training of physicians in the United States. Enrollment limited to 30. {N} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

GER 291 Topics in the Culture of Science and Technology of German-Speaking Europe

Topics course.

Laboratories of Modernity 1800/1900

This course investigates the interchange of ideas between the realms of the natural sciences, philosophy and literature, focusing primarily on the turns of the 19th and 20th centuries. We examine the important influence of scientific developments on cultural production during these pivotal periods, while at the same time exploring the cultural environments that fostered these scientific innovations. The emphasis is on modes of *observation* and the notions of the *observing subject* that they reflect. At the center of discussion are literary, scientific and philosophical texts—along with a few films—that negotiate the intersection of perception, documentation and communication. Readings include scientific, literary and aesthetic works from Goethe, Lessing, Lichtenberg, Lange, Nietzsche, Mach, Freud, Schnitzler and Benjamin. Readings and discussions in English. Credits: 4

Members of the department

Expected to be offered in the next 3 years

Interterm Courses Offered for Credit

A schedule of important dates and course information applicable to January Interterm is issued by the Registrar's Office prior to pre-registration in the fall.

ARX 105 Class Matters: Organizing for Economic Justice

Credits: 1

ARX 107 Making Teaching and Learning Tangible: Understanding Childhood Through the Archives

Credits: 1

BKX 140 Perspectives on Book Studies

Credits: 1

BUX 253 Indo-Tibetan Buddhist Philosophy and Hermeneutics

Credits: 4

ESS 175 Applied Exercise Science

Credits: 2

ESS 945 Physical Conditioning

Credits: 1

FRN 235 Speaking (Like the) French: Conversing, Discussing, Debating, Arguing

Credits: 4

GEO 302 Field Studies of the Desert Southwest

Credits: 4

IDP 100 Critical Reading and Discussion

Credits: 1

IDP 107 Digital Media Literacy

Credits: 2

IDP 150 Introduction to AutoCAD

Credits: 1

IDP 151 Introduction to SolidWorks

Credits: 1

IDP 155 Entrepreneurship I: Introduction to Innovation

Credits: 1

IDP 156 Entrepreneurship II: Entrepreneurship in Practice

Credits: 1

IDP 203 Women and Work in Saudi Arabia

Credits: 2

IDP 240 Biomedical Innovation

Credits: 2

IDP 250 Applied Design and Prototyping: Design It! Make It!

Credits: 1

LSS 100 Landscape, Environment and Design

Topic for 2017: Alternative Facts and New Realities

Credits: 2

QSK 103 Precalculus and Calculus Bootcamp

Credits: 2

MTH 103 Precalculus and Calculus Bootcamp

Credits: 2

PYX 140 The Art and Business of Poetry

Credits: 1

Italian Studies

Professors

Anna Botta, Ph.D.
Giovanna Bellesia, Ph.D., Chair
Alfonso Procaccini, Ph.D.

Senior Lecturer

Bruno Grazioli, M.A.
Maria Succi-Hempstead, M.A.

Lecturers

Simone M. Gugliotta, M.A.

The Department of Italian Studies offers an immersion in Italian culture through courses in Italian language, translation theory, literature, cinema, immigration, design, culinary traditions, and Mediterranean studies.

Students planning to major in Italian studies and/or intending to spend a semester or a year in Italy should begin studying Italian as early as possible in order to meet all requirements and take full advantage of all academic and internship opportunities available abroad. No prior knowledge of the language is required upon entering Smith as most students begin learning Italian on campus.

Study Abroad in Florence

Advisers for Study Abroad: Members of the Department

Students from all majors can apply to go on Study Abroad in Florence, preferably in their junior year, for one semester (fall or spring) or the whole academic year (two semesters). In order to be eligible, students must have completed at least three semesters of Italian language courses (or the equivalent) and must take ITL 250 or ITL 245 in the semester before joining the Study Abroad program.

The Major in Italian Studies

Advisers: Members of the Department

Requirements: Ten semester courses in addition to the basis ITL 110 or ITL 111 (ITL 135 highly recommended). The following courses are compulsory for majors:

- ITL 220*
- ITL 230 or ITL 231 or
- ITL 250
- ITL 251§
- ITL 332 (Dante) and/or ITL 334 (Boccaccio)
- One senior seminar normally taken during the senior year.

*Students arriving at Smith with previous knowledge of the language can be placed out of one or all of these courses. They still need to take ten (10) courses to complete the major.

§Since ITL 251 and *Stylistics* are not taught on campus, students who **decide not to study abroad in Florence** should discuss with their major adviser possible ways of replacing these courses and must obtain the Italian department's permission.

The rest of the courses can be chosen from the following:

FYS 161, FYS 174 or FYS 185 and 200/300 level courses taught in the Department of Italian Studies (no S/U). ITL 200 and ITL 205 do not count toward the major because they are S/U courses. **ITL 235 counts toward the major only if taken twice (4 credits).**

Any course taught in the Program Abroad in Florence such as: Sustainable Food

- Costume, Fashion, Arts and Crafts
- Art History of the Italian Renaissance
- Migration in Contemporary Italy
- Contemporary Italian Social History
- Approved courses to be taken at the University of Florence
- Yearlong internship in Early Childhood Education in Pistoia (equivalent to one 4-credit course)

Up to two courses in English or Italian may be taken in other Smith departments/programs or in the Five Colleges. These courses will be chosen in accordance with the interest of the student and with the approval of the major adviser. Only courses whose main focus is on Italian culture can count for the Italian Studies major.

Relevant departments/programs include, but are not limited to: Art History, Comparative Literature, Film Studies, Classics, Education, History, International Relations, Linguistics, Religion, Government, American Studies, Music and Philosophy.

All courses taught by Italian Department faculty members outside the Italian Department will also fulfill the major requirement (for instance, courses in CLT, FMS or FYS). Prior approval of the department is required.

Students considering graduate school in Italian Studies are strongly encouraged to take CLT 300.

The Minor in Italian Studies

Advisers: Members of the Department

A minor in Italian studies offers the student the opportunity to acquire the basic skills and reasonable knowledge of the Italian language as well as an overview of Italian culture. Furthermore, it offers students returning from study abroad the possibility to continue with Italian.

Requirements: Six semester courses in addition to the basis ITL 110 or ITL 111 (ITL 135 highly recommended). The following courses are compulsory for minors*

- ITL 220*
- ITL 230 or ITL 231 or
- ITL 245 or ITL 250 or ITL 251
- One 300-level course taught in the Italian department at Smith College

The remaining courses can be chosen from the following:

Any FYS course taught by an Italian Studies Faculty member and 200/300-level courses taught in the Department of Italian Studies (no S/U). Courses taken

See next page for footnotes.

during study abroad in Florence not included in the requirements for the minor will count if taught at the Smith Center, but need prior adviser's approval if taken at the University of Florence. **ITL 235 counts toward the minor only if taken twice (4 credits).**

*Students arriving at Smith with previous knowledge of the language can be placed out of one or all of these courses. They still need to take six (6) courses to complete the minor.

§Since ITL 251 and *Stylistics* are not taught on campus, students who decide not to study abroad in Florence should discuss with their minor adviser possible ways of replacing these courses and must obtain the Italian Department's permission.

Honors in Italian Studies

Director: Anna Botta

ITL 430D Honors Project

This is a full-year course. Credits: 8

Members of the department

Normally offered each academic year

Please consult the director of honors or the departmental website for specific requirements and application procedures.

A. Language

Credit is not granted for the first semester only of our introductory language course ITL 110Y. No satisfactory/unsatisfactory grades allowed in Italian language courses with the only exception of ITL 111 which can be taken S/U ONLY by seniors.

ITL 110Y Elementary Italian

One-year course that covers the basics of Italian language and culture and allows students to enroll in ITL 220 or ITL 230 (when offered) in the following year. Preference given to first-year students. Three class meetings per week plus required weekly multimedia work and a discussion session which meets outside class time. Enrollment limited to 20 per section. Students entering in the spring need permission of the department and must take a placement exam. In the second semester, students may change sections only with permission of the instructors. Course may not be taken S/U. Yearlong courses cannot be divided at midyear with credit for the first semester. Credits: 5

Simone M. Gugliotta, Maria Succi-Hempstead

Normally offered both fall and spring semesters

ITL 111 Accelerated Elementary Italian

One-semester course designed for students with a background in other foreign languages or students deciding in their sophomore year to apply for the semester program in Florence (Italy). It covers the material of the yearlong ITL 110Y in one semester. Three class meetings per week, plus required weekly multimedia work and a discussion session. Students should enroll in ITL 220 the following semester. This course doesn't fulfill the language requirement for Latin honors because it is a one-semester introductory language course and two-semester of an introductory language course are needed to fulfill that requirement according to the College. However, it could be combined with a higher level course (such as ITL 220) to fulfill that requirement. Course may be taken S/U ONLY by seniors. Enrollment limited to 20. Credits: 5

Maria Succi-Hempstead

Normally offered both fall and spring semesters

ITL 135 Elementary Italian Conversation

Designed to support beginning Italian students and to help them improve their conversational skills. This course offers intensive practice in pronunciation, vocabulary, oral comprehension and conversation. It includes class participation, role-playing and short oral presentations. Prerequisite: one semester of ITL 110 or placement exam to ensure correct language level. Enrollment limit of 12 students per section. Credits: 2

Bruno Grazioli

Normally offered each spring

ITL 220 Intermediate Italian

Comprehensive grammar review through practice in writing and reading. Literary texts and cultural material constitutes the base for in-class discussions and compositions. Students taking ITL 220 are also strongly encouraged to take a conversation course. Taking both courses strengthens students' confidence and ability to become proficient in Italian. Prerequisite: ITL 110Y or ITL 111 or permission of the department. {F} Credits: 4

Bruno Grazioli

Normally offered both fall and spring semesters

ITL 235 Intermediate Italian Conversation

Designed to support intermediate Italian students to help them improve their conversational skills, this course offers intensive practice in pronunciation, vocabulary, oral comprehension and conversation. It includes class discussions, role-playing and short oral presentations. Prerequisite: two semesters of ITL 110 or placement exam to ensure correct language level. {F} Credits: 2

Maria Succi-Hempstead

Normally offered each fall

B. Literature and Culture

The prerequisite for ITL 250 is ITL 220 or ITL 230. There is no prerequisite for ITL 200, 205, 248 and 252 or FYS courses taught by an Italian Studies faculty member because they are conducted in English.

The prerequisite for 300-level courses conducted in Italian is fluency in written and spoken Italian, and permission of the instructor.

ITL 200 Made in Italy: Italian Design and World Culture

Italian culture is internationally renowned for its attention to quality and craftsmanship. The course covers different time periods in modern and contemporary Italian history (Unification, Fascism, post-war economic reconstruction, counter-cultural movements, up to the present day) and students learn how Italian traditional artistic and craft excellence was negotiated with technological modernization and the creation of a mass-consumer society. The course also introduces students to the concept of "family business," the traditional form of companies in Italy, and how it is gradually being replaced by today's multinational and corporate companies. By looking at Italy's achievements in sectors such as fashion, interior design, automobiles, architecture and advertising, students learn how, in the course of a century, designers, stylists and industrialists played a critical role in manufacturing an iconic Italian image made of luxury and glamour appealing to domestic and international consumers. Taught in English. Graded S/U only. {A} {L} Credits: 2

Bruno Grazioli

Normally offered each spring

ITL 205 Savoring Italy: Recipes and Thoughts on Italian Cuisine and Culture

This course examines Italy's varied geography, history and artistic tradition to further appreciate Italy's rich, delicious, yet simple cuisine. In our travels we move from the caffè to the pizzeria, to the trattoria, to the pasticceria, to the enoteca to probe the cultural impact Italian cuisine has on promoting a holistic

philosophy for eating/drinking/speaking best reflected by the now renowned Italian Slow Food Movement. Taught in English. Enrollment limited to 100. Graded S/U only. {L} Credits: 2

Giovanna Bellesia

Normally offered each fall

ITL 245 Culture Context: Italian Immersion

This course offers an in-depth study of Italian culture to broaden the students' understanding of Italian history, literature, and customs. Through readings, discussions, interactions with native speakers and films, students will gain a good understanding of Italian society. This course also intends to further develop students' intermediate knowledge of the Italian language and prepare them for their study-abroad experience in Florence. Prerequisites: ITL 110Y or 111 and ITL 220 or 230 or placement by the department. {F} {L} Credits: 4

Giovanna Bellesia

Normally offered each fall

ITL 250 Survey of Italian Literature I

Students applying to Study Abroad in Florence for the year must take this course. Reading of outstanding works and consideration of their cultural and social backgrounds from the Middle Ages to the Renaissance. Prerequisite: ITL 220, and/or 230 or permission of the instructor. Course may not be taken S/U by Italian majors, Italian minors or students applying to the Study Abroad in Florence program. A separate discussion session is a required part of the course (ITL 250D). {F} {L} Credits: 5

Alfonso Procaccini

Normally offered each spring

ITL 281 Italian Cinema Looks East

Western cultures have long been fascinated and puzzled by the East, and by China in particular. As critics such as Edward Said have long made clear, from the late medieval period until the 19th century the encounter between the West and China has also been predominantly one-sided. One of the earliest encounters was through the well-documented travels of the Venetian merchant Marco Polo. Seven centuries later, Italian film directors seem to have continued that tradition and have been among the first Westerners to make full-length films in the People's Republic of China. By examining Italian films made in China and, more recently, films made in Italy about Chinese immigrants, we examine changing cultural perceptions about China and how ideological assumptions manipulate cinematic production and experiences. The course can be taken to also fulfill CLT and FMS major requirements. (E) {A} {L} Credits: 4

Members of the department

Normally offered each spring

ITL 332 Dante: Divina Commedia—*Inferno*

Detailed study of Dante's *Inferno* in the context of his other works. Conducted in English or Italian according to the year. If conducted in English, it is only.

{F} {L} Credits: 4

Alfonso Procaccini

Normally offered each fall

ITL 340 The Theory and Practice of Translation

This is a course for very advanced students of Italian with strong English language skills. It is a practical course in translation from Italian into English based on solid theoretical readings. It has a progressive structure; it includes literary and technical texts as well as a section on subtitling. During the second half of the semester students select a work for independent translation as the major component of their portfolio of translated work. Enrollment limited to 12. Permission of the instructor required. This course does not count as a senior seminar for Italian majors. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ITL 344 Senior Seminar: Italian Women Writers

Topics course.

Women in Italian Society: Yesterday, Today and Tomorrow

This course provides an in-depth look at the changing role of women in Italian society. Authors studied include Natalia Ginzburg, Elsa Morante, Dacia Maraini and Elena Ferrante. A portion of the course is dedicated to the new multicultural and multiethnic Italian reality with a selection of texts written during the last 20 years by contemporary women immigrants. Limited enrollment. Permission of the instructor required. Conducted in Italian. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ITL 400 Special Studies

For qualified juniors and senior majors only. Admission by permission of the instructor and the chair. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

Cross-Listed Courses

FYS 174 Merging and Converging Cultures: What Is Gained and Lost in Translation?

By reaching across linguistic and cultural barriers, this course fosters understanding of different worldviews and introduces students to the varied field of translation in order to develop their critical thinking skills and broaden their intercultural awareness. Translation is a fundamental human activity; the way individuals perceive the world influences their interpretation and understanding of all communication. Traditional forms of translations and interpretation will be studied along with adaptation/transformation of literary texts into films and different art forms. Topics studied include: translation, theories, ethics of translation, invisibility/visibility of translators, transculturation, subtitling and dubbing, machine translation and globalization. Competence in a language other than English or enrollment in a foreign language course is not required but highly recommended. Enrollment limited to 16 first-year students.

WI Credits: 4

Giovanna Bellesia

Normally offered each fall

FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema

Examining Italian cinema from neorealism to today, this course investigates how major directors have negotiated two apparently independent postwar traditions: the aesthetic of realism (which purports to show Italian society and landscape without embellishments) and that search for beauty and style which has historically characterized Italian civilization and become its trademark in today's global culture (Made in Italy). We study the Italian pinups of postwar cinema, the Latin lover figure, representations of Fascism, the Bel Paese myth, portraits of the lower classes and the immigrants. Directors include Amelio, Antonioni, Bertolucci, De Santis, De Sica, Germi, Moretti, Ozpetek, Pasolini, Sorrentino and Visconti. Conducted in English. Films with English subtitles. This course counts toward the film studies and Italian studies majors. Enrollment limited to 16 first-year students. WI {A} {L} Credits: 4

Anna Botta

Normally offered each fall

Jewish Studies

Justin Daniel Cammy, Ph.D., Associate Professor of Jewish Studies and Comparative Literature ^{†2}

Joanna Caravita, Ph.D., Lecturer in Modern Hebrew Language

Adi Gordon, Ph.D., Five College Assistant Professor of History

Jewish Studies Advisory Committee

Ernest Benz, Ph.D., Associate Professor of History ^{†1}

Justin Daniel Cammy, Ph.D., Associate Professor of Jewish Studies and Comparative Literature, *Director* ^{†2}

Joanna Caravita, Ph.D., Lecturer in Modern Hebrew Language

Lois C. Dubin, Ph.D., Professor of Religion

Joel S. Kaminsky, Ph.D., Professor of Religion ^{†1}

Ellen Wendy Kaplan, M.F.A., Professor of Theatre

Jocelyne Kolb, Ph.D., Professor of German Studies ^{†1}

The Program in Jewish Studies fosters the interdisciplinary study of Jewish civilization from ancient times until today. Students take courses in the program, as well as offerings from other departments at Smith and in the Five Colleges in Jewish literature, history, politics, religion and culture. Students who wish to pursue advanced work in Jewish studies should begin learning Hebrew (or another Jewish language) as soon as possible. Completion of JUD 102 or equivalent is required before beginning a semester of study in Israel.

The Major

Advisers: Ernest Benz, Justin Cammy, Joanna Caravita, Lois Dubin, Joel Kaminsky, Ellen Kaplan, Jocelyne Kolb

The major in Jewish studies comprises 10 semester courses.

A. Basic Requirements

1. Basis: JUD 125 The Jewish Tradition (same as REL 125), normally taken in a student's first or second year.
2. Language: JUD 101 and JUD 102 Elementary Modern Hebrew I and II. Students who arrive at Smith with the equivalent of a half-year of college-level Hebrew may petition for exemption from JUD 101. Those who arrive at Smith with the equivalent of a year of college-level Hebrew may petition for exemption from JUD 102 as well; in such cases, they are strongly encouraged to continue their study of Jewish languages. Exemption from JUD 101 or JUD 102 does not reduce the requirement to take ten semester courses for the major.

B. Breadth Requirement:

Six further courses from the categories Language, The Bible and Classical Judaism, Religion and Thought, History and Politics, and Literature and the Arts. In keeping with the multidisciplinary character of Jewish Studies, these six courses must be drawn from at least three of the following four categories: The Bible and Classical Judaism, Religion and Thought, History and Politics, and Literature and the Arts. Students can expect advisers to work closely with them to select courses that cover the chronological sweep of Jewish civilization from biblical times to the present.

C. Capstone Requirement:

Seminar or research-intensive Special Studies

One seminar from the Program's approved list of courses (for example, JUD 362,

REL 310, REL 320) or a research-intensive JUD 400 Special Studies, in which a student investigates an advanced topic under the direction of a faculty supervisor.

Additional Guidelines

1. No course counting toward the major shall be taken for an S/U grade.
2. In addition to JUD 125, JUD 101 and JUD 102, no more than two courses at the 100 level shall count toward the major.
3. Although JUD 102 is the minimum language requirement for the major, the Program strongly encourages students to continue study of Hebrew, and to do so at Smith when appropriate courses are available: JUD 201 Readings in Modern Hebrew Language; JUD 400 special studies in language. A student may continue study of Hebrew, or of another Jewish language such as Yiddish, within the Five-College consortium or at an approved program elsewhere.
4. Courses on Junior Year Abroad Programs or on other approved programs for study away may count toward the major. A student's petition to count such courses must be approved by the major adviser and the Jewish Studies Program after the course has been completed.
5. With the approval of her adviser, a student may count one Smith College course from outside the approved list of Jewish Studies courses toward the major, when that course offers a broader comparative framework for Jewish Studies. In such a case, the student writes at least one of her assignments for the course on a Jewish Studies topic.

Honors

Director: Ernest Benz

JUD 430D Honors Project

Full-year course offered each year. Credits: 8 for yearlong course.

Normally offered each academic year

Requirements for the honors major: 12 semester-courses, with JUD 430D counting for two of them. The thesis is written during the two semesters of a student's senior year, and is followed by an oral examination.

To be admitted to the Honors Program, a student will normally have a 3.4 cumulative GPA through the junior year, demonstrate an ability to do independent work and have her thesis approved by the program by the requisite deadline.

For honors guidelines, please consult the Jewish studies website at www.smith.edu/jud/honors.html

The Minor

Advisers: Same as those listed for the major

Students contemplating a minor in Jewish studies should see an adviser as early as possible to develop a minor course program.

Requirements:

A total of five courses:

1. JUD 125 (same as REL 125) or JUD 102, as the basis of the minor;

2. Four additional courses distributed over at least three of the areas of Jewish studies (Language, The Bible and Classical Judaism, Religion and Thought, History and Politics, and Literature and the Arts).

Study Abroad

The program encourages international study as a way to enhance knowledge of Jewish history, experience and languages. The completion of a year of elementary Hebrew at Smith or its equivalent is required before beginning a semester of study in Israel. Students interested in Jewish studies abroad, including summer study of Hebrew or Yiddish, should consult the adviser for study away. A list of approved programs in Israel, Europe, Australia and the Americas is available on the program website at www.smith.edu/jud.

Adviser for Study Away: Justin Cammy

Courses Counting Toward the Jewish Studies Major and Minor

I. Basis

JUD 125 The Jewish Tradition

II. Language

JUD 101 Elementary Modern Hebrew I
 JUD 102 Elementary Modern Hebrew II
 JUD 200 Intermediate Modern Hebrew
 JUD 201 Readings in Modern Hebrew Language

III. Bible and Classical Texts

FYS 117 The Bible and the American Public Square
 REL 112 Introduction to the Bible I
 REL 211 What Is the Good Life? Wisdom from the Bible
 REL 213 Social Justice in the Hebrew Bible
 REL 214 Women in the Hebrew Bible
 REL 216 Topics in Biblical Studies
Topic: Archaeology and the Bible
 REL 310 Seminar: Hebrew Bible
Why Do the Innocent Suffer?
Sibling Rivalries: Israel and The Other

IV. Religion and Thought

JUD 229 Judaism and Environmentalism
 JUD 255 20th-Century European Thought
 REL 110 Colloquia: Thematic Studies in Religion
The Holy Land
 REL 221 Philosophers and Mystics
 REL 223 The Modern Jewish Experience
 REL 320 Seminar: Jewish Religion and Culture
Judaism, Feminism and Religious Politics in the U.S.

V. History and Politics

GOV 248 The Arab-Israeli Dispute
 HST 243 (C) Reconstructing Historical Communities
 HST 350 Seminar: Modern Europe
Gender and Histories of the Holocaust

JUD 210j Jewish Studies in the Field
 JUD 235 Perspectives on the Arab-Israeli Conflict
 JUD 284 (C) The Jews of Eastern Europe, 1750–1945
 JUD 287 The Holocaust
 JUD 288 History of Israel
 JUD 362 Seminar in Jewish Studies
Yiddishland
 MES 235 Perspectives on the Arab-Israeli Conflict
 REL 227 Women and Gender in Jewish History
 SPN 245 Topics in Latin American and Peninsular Studies
Jewish Women of the Muslim Mediterranean

VI. Literature and the Arts

CLT 214 Literary Anti-Semitism
 CLT 218 Holocaust Literature
 CLT 231 American Jewish Literature
 CLT 277 Jewish Fiction
 ENG 230 American Jewish Literature
 FYS 186 Israel: Texts and Contexts
 GER 230 Topics in German Cinema
Nazi Cinema
 GER 241 Jews in German Culture
 JUD 110 Introduction to Yiddish Culture
 JUD 215 The Heart of the Matter
George Eliot's Daniel Deronda
 JUD 236 Documentary Film in Contemporary Israel
 JUD 260 (C) Yiddish Literature and Culture
 JUD 362 Seminar in Jewish Studies
Punchline: The Jewish Comic Tradition
 SPN 246 Latin American Literature
Jewish Presence in Latin American Literature and Film
Life Stories by Latin American Jewish Writers
 THE 208 American Musical Comedy: From Gershwin to Sondheim
 THE 241 Staging the Jew

VII. Other courses that may count toward the major

The Jewish Studies Program website (<http://www.smith.edu/jewishstudies/major.php>) lists additional courses that touch on Jewish studies, one of which may count as an elective toward the major with the prior approval of an adviser. Students must write one of their assignments for such courses on an appropriate Jewish studies topic.

Basis

JUD 125 The Jewish Tradition

Same as REL 125. Who are the Jews? What is Judaism? How have Jews understood core ideas and texts, and put their values into practice, from biblical times until today? An interdisciplinary introduction to the dramatic story of Jewish civilization and its conversation with different cultures from religious, historical, political, philosophical, literary, and cultural perspectives, organized around different themes; the theme for spring 2018 is Food and Foodways.
 {H} {L} Credits: 4
Lois C. Dubin
 Normally offered each spring

Language

JUD 101 Elementary Modern Hebrew I

The first half of a two-semester sequence introducing modern Hebrew language and culture, with a focus on equal development of the four language skills:

reading, writing, speaking and listening. Learning is amplified by use of online resources (YouTube, Facebook newspapers) and examples from Hebrew song and television/film. No previous knowledge of modern Hebrew is necessary. Enrollment limited to 18. Credits: 5

Joanna Caravita

Normally offered each fall

JUD 102 Elementary Modern Hebrew II

The second half of a two-semester sequence introducing modern Hebrew language and culture, with a focus on equal development of the four language skills: reading, writing, speaking and listening. By the end of the year, students are able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, and express their thoughts and opinions. Learning is amplified by use of online resources (YouTube, Facebook newspapers) and examples from Hebrew song and television/film. Prerequisite: JUD 101 or equivalent. Enrollment limited to 18. {F} Credits: 5

Joanna Caravita

Normally offered each spring

JUD 201 Readings in Modern Hebrew Language

The course will focus on practical skills necessary to decipher, comprehend and translate Hebrew literature, music, film, television, or print media. The course will be organized around topics suited to student interests and language level as ascertained by the instructor, such as colloquial Hebrew used in everyday situations. Prerequisite: JUD 102 or equivalent, or permission of the instructor. Can be repeated with a different topic.

Everyday Hebrew

The course will be organized around topics suited to student interests and language level with a focus on colloquial Hebrew used in everyday situations. Prerequisite: JUD 102 or equivalent, or permission of the instructor. Credits: 2

Members of the department

Normally offered in alternate years

The Program in Jewish Studies at Smith College partners with the Department of Judaic and Near Eastern Studies at the University of Massachusetts to offer Smith students a full complement of courses to bring them to advanced proficiency in modern Hebrew. Normally, students who have completed JUD 102 at Smith College will enter UMass Hebrew 301 in the fall and follow it with UMass Hebrew 302 in the spring. In fall 2017 UMass Hebrew 301 will be taught by Joanna Caravita. Smith students will not have to travel to UMass if they enroll in this course. They will be able to participate in the class through videoconference at Smith. For more information on the Hebrew program, or if you have a question about language placement please contact Joanna Caravita.

Students interested in Yiddish language should contact Justin Cammy. Smith students regularly enroll in intensive Yiddish summer programs, both domestically and abroad.

Bible and Classical Texts

REL 112 Introduction to the Bible I

The Hebrew scriptures (Tanakh/Old Testament). A survey of the Hebrew Bible and its historical and cultural context. Critical reading and discussion of its narrative and legal components as well as an introduction to the prophetic corpus and selections from the wisdom literature. {H} {L} Credits: 4

Jason Gaines

Normally offered each fall

REL 310 Seminar: Hebrew Bible

Topics course.

Why Do the Innocent Suffer?

Many biblical texts question whether God consistently rewards the righteous and punishes the wicked. Prominent examples include Job, Ecclesiastes and certain Psalms, but similar ideas occur in the Torah and the Prophets. While focusing most deeply on Job, this course introduces students to an array of biblical and ancient Near Eastern texts, as well as some post-biblical and even modern literature, to illuminate the Hebrew Bible's discourse surrounding this issue.

{H} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Religion and Thought

JUD 229 Judaism and Environmentalism

Explores the relationship between environmentalism and ecological thinking in Jewish religious, philosophical, mystical, and ethical texts and practices. How has religion, both historically and now, encouraged or impeded ecologically mindful lives? Can an intellectual, spiritual, and activist vocabulary invest environmental awareness with religious meaning and purpose? Includes guest lectures by leading local figures in the Jewish environmental movement. Students interested in other religious or secular traditions are welcome to pursue a comparative final project. No prerequisites. {H} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

REL 213 Social Justice in the Hebrew Bible

An exploration of biblical prophecy with a focus on how the prophets called for social and religious reform in language that continues to resonate today.

{H} {L} Credits: 4

Jason Gaines

Expected to be offered in the next 3 years

REL 221 Philosophers and Mystics

The rise of Jewish philosophy and mysticism (Kabbalah) in the Islamic world and in medieval Spain, and the development of these theological and intellectual trends as decisive influences upon all subsequent forms of Judaism. Analysis of Jewish philosophy and mysticism as complementary yet often competing spiritual paths. How did Jewish philosophers and mystics consider the roles of reason, emotion and symbols in religious faith and practice? What interrelations did they see between the natural and divine realms, and between religious, philosophical and scientific explanations? Expressions of philosophy and mysticism in religious texts, individual piety, popular practice and communal politics. Readings drawn from the works of the great philosopher Maimonides, the mystical classic the Zohar and other thinkers, as well as personal documents of religious experience and thought. All readings in English. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

REL 223 The Modern Jewish Experience

A thematic survey of Jewish history and thought from the 16th century to the present, examining Jews as a minority in modern Europe and in global diaspora. We analyze changing dynamics of integration and exclusion of Jews in various societies as well as diverse forms of Jewish religion, culture and identity among Sephardic, Ashkenazic and Mizrahi Jews. Readings include major philosophic, mystical and political works in addition to primary sources on the lives of Jewish women and men, families and communities, and messianic and popular movements. Throughout the course, we explore tensions between assimilation and cohesion, tradition and renewal, and history and memory. {H} Credits: 4

Lois C. Dubin

Normally offered in alternate years

History and Politics

GOV 248 The Arab-Israeli Dispute

This course investigates the causes and effects of the Arab-Israeli disputes of the past and present as well as the viability of efforts to resolve them. We consider the influence of Great Power Politics on the relationship between Arab states and Israel, and between Palestinian Arabs and Israelis. Our exploration of the conflict touches on issues related to human security, terrorism and political violence as well as broader questions of human rights, national identity and international governance. {S} Credits: 4

Members of the department

Normally offered in alternate years

JUD 210j Jewish Studies in the Field

Enables students to focus on the intersection of Jewish Studies and a topic of regional, national, or global concern through intensive field study. Instructor permission only. (E)

Members of the department

Expected to be offered in the next 3 years

JUD 235 Perspectives on the Arab-Israeli Conflict

Same as MES 235. Explores key issues and turning points in the Arab-Israeli Conflict. Special attention to controversies in the way history of the conflict is written, disagreement over interpretation of contemporary events, and debates regarding models for conflict resolution. No prerequisites. Credits: 4

Members of the department

Expected to be offered in the next 3 years

JUD 255 20th-Century European Thought

The intersection of intellectual history and Jewish history, including Hebrew prophets as archetypes for many European public intellectuals. The Dreyfus Affair saw the birth of the intellectual, and over the 20th century, many of Europe's leading thinkers prominently addressed the so-called Jewish Question. Liberalism, Conservatism, Communism, and Fascism – all were created by intellectuals, and all relied on intellectuals in their ideological struggle over the present and future. What were the roles, responsibility and accountability of public intellectuals in Europe's Age of Extremes? To what extent was the public intellectual a distinctively 20th-century or distinctively Jewish phenomenon? (E) {H} Credits: 4

Adi Gordon

Expected to be offered in the next 3 years

JUD 284 (C) The Jews of Eastern Europe, 1750–1945

The modern history of the largest Jewish community in the world, from life under the Russian tsars until its extermination in World War II. Topics include Jewish political autonomy under the Polish-Lithuanian Commonwealth; the shifting effects on Jews in Russian, Soviet and Polish society of Partition, tsarist legislation, Revolution, Sovietization and the emergence of the modern nation-state; the folkways and domestic culture of Ashkenaz; competition between new forms of ecstatic religious expression and Jewish Enlightenment thought; the rise of mass politics (Zionism, Socialism, Diaspora Nationalism, Yiddishism) and the role of language (Yiddish, Hebrew, Russian, Polish) in the creation of secular Jewish identity; and the tension between memory and nostalgia in the aftermath of the Holocaust. Concludes with an analysis of the recently opened Museum of the History of Polish Jews in Warsaw. Enrollment limited to 18. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

JUD 287 The Holocaust

The history of the Final Solution, from the role of European antisemitism and the origins of Nazi ideology to the implementation of a systematic program to annihilate European Jewry. How did Hitler establish a genocidal regime? How did Jews physically, culturally and theologically respond to this persecution?

{H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

JUD 288 History of Israel

Israel, from the pre-state origins of Zionism in the late 19th century to the present. Analysis of ongoing challenges, with special attention to competing identities, the place of religion in civil life, political conflict, and traditions of critical self-reflection. Interpretation of Israeli political and cultural history through discussion of primary sources and documentary film. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

JUD 362 Seminar in Jewish Studies

Topics course.

Yiddishland

Explores the relationship between East European Jewish history and post-Holocaust and post-Communist memory through the prism of Yiddishland, the dream of a transnational homeland defined by language and culture rather than borders. The seminar includes a course field trip to Poland over March break. Enrollment by instructor permission. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

REL 227 Women and Gender in Jewish History

An exploration of Jewish women's changing social roles, religious stances and cultural expressions in a variety of historical settings from ancient to modern times. How did Jewish women negotiate religious tradition, gender and cultural norms to fashion lives for themselves as individuals and as family and community members in diverse societies? Readings from a wide range of historical, religious, theoretical and literary works in order to address examples drawn from Biblical and rabbinic Judaism, medieval Islamic and Christian lands, modern Europe, America and the Middle East. {H} {S} Credits: 4

Lois C. Dubin

Expected to be offered in the next 3 years

SPN 230 Latin American and Peninsular Literature

Topics course. May be repeated once with a different topic. Normally offered both fall and spring semesters.

Maghribi Jewish Women: Cordoba, Casablanca, Tel Aviv

This course examines constructions and representations of Maghribi Jewish women from the western Mediterranean to Israel. The first part of the course focuses on Jewish women in Andalusi and Maghribi texts. Students are invited to think critically about concepts such as “tolerance,” “convivencia,” and “dhimma,” as well as what it means to be a woman and a religious minority in Muslim-majority communities. The second half of the course examines representations and realities of Jewish women of Moroccan descent in Israeli society. This part centers on questions of immigration, class, demography, gender, diaspora and identity. Enrollment limited to 19. Offered Fall 2017 during the 2017–18 academic year. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Literature and the Arts

FYS 186 Israel: Texts and Contexts

What is the role of the writer in constructing a nation's founding myths and interpreting its present realities? How do literature and film about Zionism and Israel navigate and interpret tensions between sacred and secular; exile and homeland; language and identity; indigenous and colonial; war and peace? Intended for students with an interest in the relationships between history, politics, and narrative. Enrollment limited to 16 first-year students.

WI Credits: 4

Justin Daniel Cammy

Expected to be offered in the next 3 years

JUD 110 Introduction to Yiddish Culture

An introduction to Yiddish, the Jewish language of dreamers, scholars, workers, and rebels for almost 1,000 years in Europe and its diaspora. Explores folk tales, short stories, theater, film, and popular culture in historical context. How does Yiddish continue to function today as a site of radical political engagement and cultural disruption? No prerequisites; all readings in translation.

{H} {L} Credits: 4

Justin Daniel Cammy

Expected to be offered in the next 3 years

JUD 215 The Heart of the Matter

Explores pressing questions at the heart of Jewish Studies from multiple theoretical, historical, political, cultural and artistic perspectives. Students may take the course as many times as they wish, so long as it is a different topic.

George Eliot's Daniel Deronda

The topic for fall 2018 is George Eliot's novel *Daniel Deronda*. What are the intersections between Eliot's critiques of sexism, class, and anti-Semitism, and how does the novel's solutions to the Jewish Question continue to inspire and provoke? {H} {L} Credits: 1

Members of the department

Expected to be offered in the next 3 years

JUD 260 (C) Yiddish Literature and Culture

Why did Yiddish, the language of Eastern European Jews and millions of immigrants to America, so often find itself at the bloody crossroads of art and politics? Explores the Yiddish novel as a forum for political engagement and creative expression in the differing contexts of tsarist and revolutionary Russia, interwar Poland, Weimar Berlin and immigrant America. How have post-Holocaust writers memorialized not only a lost civilization but also a murdered language? All texts in translation. Enrollment limited to 18. No prerequisites {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

CLT 218 Holocaust Literature

Creative responses to the destruction of European Jewry, differentiating between literature written in extremis in ghettos, concentration/extermination camps, or in hiding, and the vast post-war literature about the Holocaust. How to balance competing claims of individual and collective experience, the rights of the imagination and the pressures for historical accuracy. Selections from a variety of artistic genres (diary, reportage, poetry, novel, graphic novel, film, monuments, museums), and critical theories of representation. All readings in translation. {H} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

CLT 277 Jewish Fiction

What is the relationship between the homeless imagination and imagined homecomings, political upheaval and artistic revolution, the particularity of national experience and the universality of the Jew? Focuses on four masters of the 20th century short story and novel: Franz Kafka's enigmatic narratives of modern alienation; Isaac Babel's bloody tales of Revolution; Isaac Bashevis Singer's Yiddish demons and Nobel prize laureate S. Y. Agnon's neo-religious parables of loss and redemption. All readings in translation; open to any student with a love of great literature. {L} Credits: 4

Justin Daniel Cammy

Expected to be offered in the next 3 years

ENG 230 American Jewish Literature

Explores the significant contributions and challenges of Jewish writers and critics to American literature, broadly defined. Topics include the American dream and its discontents; immigrant fiction; literary multilingualism; ethnic satire and humor; crises of the left involving 60s radicalism and Black-Jewish relations; after-effects of the Holocaust. Must Jewish writing remain on the margins, too ethnic for the mainstream yet insufficiently multicultural for contemporary gatekeepers of diversity? No prerequisites. {H} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

THE 208 American Musical Comedy: From Gershwin to Sondheim

The course examines the roots of the American musical as a seminal theatrical form, with its own distinctive venues and styles; we pay particular attention to the socio-cultural factors that made the American musical stage a locus for identity-formation. The history of the American musical is deeply intertwined with the assimilationist project, particularly among Jewish-Americans, who were highly instrumental in its development. The economics of theatrical production in the early 20th century, along with the rise of a burgeoning middle class with time for leisure (a new phenomenon), gave rise to a "popular" form of musical theatre—the musical comedy—that was instrumental in creating what became "show business." {A} {H} {L} Credits: 4

Ellen Wendy Kaplan

Normally offered in alternate years

THE 241 Staging the Jew

Intensive study of selected plays and film from the U.S., Israel and the Jewish diaspora, examining the ways in which Jewish identity is rendered on stage. Particular focus is given to texts by Jewish authors, and their treatment of issues of authenticity and identity. We draw on texts which challenge or interrogate prevailing intragroup definitions, as well as those which offer positive and reinforcing viewpoints. We look at religious and communal life in Yiddish plays from Eastern Europe; plays of the Holocaust, with emphasis on the ways rendering catastrophe has evolved; assimilation and modernization in the U.S. Black-Jewish relationships explored on stage; and selected texts on the Israeli experience, as depicted from within Judaism. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Special Studies

JUD 400 Special Studies

Advanced research and language study, conducted by a faculty member in Jewish studies. Credits: 1–4

Members of the department

Normally offered each academic year

Landscape Studies

Ann Leone, Ph.D., Professor of French Studies and Landscape Studies, *Director*
 Reid W. Bertone-Johnson, Ed.M., M.L.A., Lecturer in Landscape Studies
 Steven Thomas Moga, Assistant Professor of Landscape Studies ^{*1}

Associated Faculty

Dean Flower, Ph.D., Professor of English Language and Literature
 Alice L. Hearst, Ph.D., J.D., Professor of Government
 Barbara A. Kellum, Ph.D., Professor of Art
 Douglas Lane Patey, Ph.D., Professor of English Language and Literature
 Jesse Bellemare, Ph.D., Assistant Professor of Biological Sciences ^{*2}
 Fernando Armstrong-Fumero, Ph.D., Associate Professor of Anthropology

Landscape studies is a multidisciplinary exploration of the ways in which land becomes a landscape—that is, a cultural as well as physical construction that is both imagined and engineered. The minor offers approaches to the study of cultures, politics and potentials of place, with perspectives from architecture, landscape architecture and planning.

The Minor

The minor consists of six courses (24 credits or more), to be chosen in consultation with a landscape studies adviser. One course should normally be LSS 300.

Requirements for all minors include:

1. A one-semester introductory course: LSS 105 or an equivalent approved by the program
2. One other non-studio LSS course: LSS 200, 210, 220 (colloquia), 300, or LSS 100 taken twice
3. Biology 120 and 121 (landscape plants & issues + lab), or Biology 122 and 123 (horticulture + lab)

We do not require a studio course, although we strongly recommend at least two studios, including ARS/LSS 389, as well as LSS 300 for any student considering graduate studies in landscape-related fields.

Students select three other courses from the list of related courses (see our website), in consultation with the LSS minor adviser. We encourage you to concentrate these three courses in one of the following areas, in consultation with the minor adviser:

- Landscape design, history and theory (examples: LSS 250 and LSS 300, studio courses, LSS-related courses in art history and literature)
- Land use and development (examples: anthropology, archeology, environmental science and policy, engineering, urban studies, sociology, studio courses)
- Horticulture and plant biology

Advisers

For the Minor: Ann Leone, Hatfield 307; aleone@smith.edu, x3364

Steven Moga, Wright Hall 111; smoga@smith.edu, x3145

For Graduate Programs: Reid Bertone-Johnson, CEEDS 008, rbertone@smith.edu, x3328

LSS 100 Landscape, Environment and Design

Topic for 2017: *Alternative Facts and New Realities*

Through readings and a series of lectures by Smith faculty and guests, we examine the history and influences out of which landscape studies is emerging. We look at the relationship of this new field with literary and cultural studies,

art, art history, landscape architecture, history, biological and environmental sciences. What is landscape studies? Where does it come from? Why is it important? How does it relate to, for instance, landscape painting and city planning? How does it link political and aesthetic agendas? What is its role in current sustainability debates and initiatives among architects, landscape architects, planners and engineers? Students may take this course twice for credit. S/U only. {A} {H} {S} Credits: 2

Reid W. Bertone-Johnson, Ann Leone

Normally offered each academic year

LSS 105 Introduction to Landscape Studies

This introductory course explores the evolving and interdisciplinary field of landscape studies. Drawing upon a diverse array of disciplinary influences in the social sciences, humanities and design fields, landscape studies is concerned with the complex and multifaceted relationship between human beings and the physical environment. Students in this course learn to critically analyze a wide variety of landscape types from the scale of a small garden to an entire region, as well as to practice different methods of landscape investigation. It is a course designed to change the way one sees the world, providing a fresh look at everyday and extraordinary places alike. Priority given to first-year students, sophomores and LSS minors. Enrollment limited to 30. {A} {H} {S} Credits: 4

Reid W. Bertone-Johnson

Normally offered each fall

LSS 110 Interpreting New England Landscape

Spend one week of your J-term at the Smith College Ada & Archibald MacLeish Field Station in Whately, Mass. This course will encourage students to experience the natural cultural history of the New England landscape and to develop educational activities that explore ways of sharing the significance of MacLeish (and the broader New England landscape) with a variety of audience types. The week concludes with a visit by local 6th graders eager to learn from you! This course is ideal for anyone interested in learning more about the ecology of New England and its history and those with interests in environmental and experiential education. Enrollment limit of 16. (E) Credits: 1

Members of the department

Normally offered each interterm

LSS 230 Power, Place, Politics and People: The Contested Urban Landscape

Students in this course investigate the production of the built environment and the landscape of cities, focusing on key actors such as neighborhood activists, real estate developers, city officials, and environmentalists, among other advocates and interested parties. Organized thematically and supplemented by readings in urban theory and related fields, the course tackles questions of how urban places are made, why different cities look and feel the way they do, and who shapes the city. Prerequisites: LSS 100 or LSS 105 or by permission of the instructor. Enrollment limited to 20. Credits: 4

Members of the department

Expected to be offered in the next 3 years

LSS 240 Cultural Landscapes and Historic Preservation

Debates over the meaning, interpretation and management of unique, artistic, historic and/or culturally significant places take center stage in this course. Students consider how and why some landscapes and buildings get preserved and protected while others are redesigned, ignored, neglected or demolished. Major themes in the course include continuity and change in the built environment, notions of cultural heritage and the concept of authenticity.

Readings include theoretical and historical perspectives on the topic supplemented by case studies and field investigations. Prerequisites: LSS 100 or LSS 105 or by permission of the instructor. Enrollment limited to 20.

{A} {H} {S} Credits: 4

Steven Thomas Moga

Normally offered each spring

LSS 250 Studio: Landscape and Narrative

Landscapes guide their use and reveal their past. This landscape design studio asks students to consider the landscape as a location of evolving cultural and ecological patterns, processes and histories. Students work through a series of site-specific projects that engage with the narrative potential of landscape and critically consider the environment as socially and culturally constructed. A variety of media are used in the design process including drawing, model-making, collage and photography. Priority given to LSS minors and ARCH majors. Enrollment limited to 14. {A} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

LSS 255 Art and Ecology

Environmental designers are in the unique and challenging position of bridging the science of ecology and the art of place-making. This landscape design studio emphasizes the dual necessity for solutions to ecological problems that are artfully designed and artistic expressions that reveal ecological processes. Beginning with readings, precedent studies and in-depth site analysis, students design a series of projects that explore the potential for melding art and ecology. Enrollment limited to 14. {A} {S} Credits: 4

Reid W. Bertone-Johnson

Expected to be offered in the next 3 years

LSS 260 Visual Storytelling: Graphics, Data and Design

Communicating with images is different than communicating with words. By learning how the eye and brain work together to derive meaning from images, students take perceptual principles and translate them into design principles for effective visual communication. Course lectures, readings, and exercises cover graphic design, visual information, information graphics and portfolio design. Students are introduced to graphic design software, online mapping software and develop skills necessary to complete a portfolio of creative work or a visual book showcasing a body of research. By permission of the instructor. Enrollment limited to 12. {E} {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

LSS 300 Rethinking Landscape

This capstone course in the study of the built environment brings history and theory alive for those students with interests in diverse fields such as art, architecture, American studies, engineering and the natural sciences. Designed as an advanced-level seminar, it explores key concepts and theoretical debates that have shaped the interdisciplinary field of landscape studies. In particular, students investigate how the field has changed over time and critically consider where it is likely to go in the future. Classic texts from thinkers such as J.B. Jackson, Yi-Fu Tuan, John Stilgoe, Anne Spirn and Dolores Hayden are paired with contemporary critiques and new approaches to the study of space and place. Independent research work and participation in class discussion are strongly emphasized. Prerequisite: one 200-level course in LSS or permission of the instructor. Priority given to LSS minors, and seniors and juniors. Enrollment limited to 12. {H} {S} Credits: 4

Steven Thomas Moga

Normally offered each spring

LSS 389 Broad-Scale Design and Planning Studio

Same as ARS 389. This class is for students who have taken introductory landscape studios and are interested in exploring more sophisticated projects.

It is also for architecture and urbanism majors who have a strong interest in landscape architecture or urban design. In a design studio format, the students analyze and propose interventions for the built environment on a broad scale, considering multiple factors (including ecological, economic, political, sociological and historical) in their engagement of the site. The majority of the semester is spent working on one complex project. Students use digital tools as well as traditional design media and physical model building within a liberal arts-based conceptual studio that encourages extensive research and in-depth theoretic inquiry. Prerequisites: Permission of instructor. Previous studio experience and two architecture and/or landscape studies courses suggested. Priority given to LSS minors and ARU majors. Enrollment limited to 14.

{A} Credits: 4

Reid W. Bertone-Johnson

Expected to be offered in the next 3 years

LSS 400 Special Studies

Admission by permission of the instructor and director, normally for senior minors. Advanced study and research in landscape studies-related fields. May be taken in conjunction with LSS 300 or as an extension of design work begun during or after a landscape studies or architecture studio. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

Cross-Listed Courses

ARS 283 Introduction to Architecture: Site and Space

The primary goal of this studio is to engage in discourse about the inhabitation of the built environment, which is explored through the architectural design process. Students create projects to represent their ideas and observations in response to challenging questions about the art and craft of space-making. This course asks students to take risks, intellectually and creatively, to foster a keener sensitivity to the built environment as something that can be analyzed and manipulated. Prerequisite: one college-level art history, architectural history, landscape studies or architectural design studio course. Note: LSS 250 can substitute for ARS 283 in the Plan C studio art major. A required fee of \$75 to cover group-supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. Enrollment limited to 15. {A} Credits: 4

Members of the department

Normally offered each fall

ARS 285 Introduction to Architecture

The primary goal of this studio is to gain insight into the design and representation of architectural space. Students gain skills in graphic communication, model making, and working in multiple media including digital modeling. We look at the architecture of the past and present for guidance and imagine the future through conceptual models and drawings. This course asks students to take risks, intellectually and creatively, to foster a keener sensitivity to the built environment as something that can be analyzed and manipulated. Prerequisite: one college-level art history, architectural history, landscape studies, or architectural design studio course. Note: LSS 255 can substitute for ARS 285 in the Plan C studio art major. A required fee of \$75 to cover group-supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. Enrollment limit of 15. {A} Credits: 4

Elisa Kim Kulosman

Normally offered each spring

ARS 386 Studies in Architecture

This course explores a rotating selection of themes in the built environment, with strong emphasis on interdisciplinary work. Topics may include the role

of technology within the built environment, vernacular architecture and landscapes, the role of context in its many forms, urban design and planning, architectural theory and practice, material culture methods or other themes. Prerequisites: ARS 283, ARS 285 (or equivalent LSS studio) and two art history courses, or permission of the instructor. This course may be repeated for credit with a different topic. A required fee of \$75 to cover group-supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. Enrollment limited to 12.

TBA

{A} Credits: 4

Members of the department

Normally offered each fall

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces

This course considers the many ways through which places are constructed, culturally, socially and physically. We examine how to analyze contextual factors and intervene effectively within the complexity of the built environment. A final project involving the examination and manipulation of place and space through modeling and graphic communication is required. A required fee of \$75 to cover group-supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. Prerequisites: ARS 283, ARS 285, and two art history courses, or permission of the instructor. Enrollment limited to 12.

{A} Credits: 4

Elisa Kim Kulosman

Normally offered each spring

EAS 216 Colloquium: Gangnam Style: Seoul and Its Layered Histories

An interdisciplinary, dynamic and experimental approach to the city of Seoul, tracing its transformation from a royal/imperial capital (1392–1910) to a colonial one (1910–45) and, since 1945, to the economic hub of a divided peninsula. Underneath the glitter of modernity and globalization visible in contemporary Gangnam Style lie forgotten stories, stratified claims and a tumultuous history including Japanese rule, civil war and the ongoing presence of United States troops. Special attention to the entrance of technologies, the transformation of architectural spaces and the emergence of new subjectivities. Enrollment limited to 18. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Related Courses

(Refer to landscape studies website for additional related courses. Many Five College courses may count, as well. Before including any of these courses in your LSS minor, please confer with your LSS adviser.)

Listed below are courses that may count toward the landscape studies minor. All courses are not offered every year. Check the Smith College course catalogue for current offerings.

American Studies

- AMS 201 Introduction to the Study of American Society and Culture
- AMS 302 Seminar: The Material Culture of New England, 1630–1860

Anthropology

- ANT 233 History of Anthropological Theory
- ANT 236 Economy, Ecology and Society
- ANT 352 Seminar: Topics in Anthropology

Art History

- ARH 101 Approaches to Visual Representation (C)
- ARH 280 Art Historical Studies
- ARH 285 Great Cities

Biological Sciences

- BIO 120 Plants in the Landscape
- BIO 122 Horticulture
- BIO 123 Horticulture Laboratory
- BIO 130 Biodiversity, Ecology and Conservation
- BIO 131 Biodiversity, Ecology and Conservation Laboratory
- BIO 202 Cell Biology
- BIO 204 Microbiology
- BIO 205 Microbiology Laboratory
- BIO 260 Invertebrate Diversity
- BIO 261 Invertebrate Diversity Laboratory
- BIO 268 Marine Ecology
- BIO 269 Marine Ecology Laboratory
- BIO 364 Plant Ecology
- BIO 365 Plant Ecology Laboratory

Studio Art

- ARS 161 Design Workshop I
- ARS 162 Introduction to Digital Media
- ARS 163 Drawing I
- ARS 164 Three-Dimensional Design
- ARS 264 Drawing II
- ARS 266 Painting I
- ARS 283 Introduction to Architecture: Site and Space
- ARS 386 Studies in Architecture
- ARS 388 Advanced Architecture: Complex Places, Multiple Spaces
- ARS 390 Five College Advanced Studio Seminar

Chemistry

- CHM 108 Environmental Chemistry

Comparative Literature

CLT 242 What and Where Is Main Street?

Where is Main Street? What times, spaces or places does the expression conjure? Are there equivalent concepts and places in other cultures? What are the aesthetics, the life and livelihoods, the politics that we associate with it? How are images and the concept manipulated to affect us, in the arts, in environmental issues, and in public discourse? When do we treasure this landscape, and when do we flee it? We begin by looking at American Main Streets, and then explore related concepts in British, French, German and Russian texts and other media. Prerequisite: one course in literary studies. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

CLT 100 Introduction to Comparative Literature: The Pleasures of Reading

Topics course. May be repeated once with a different topic.

Islands, Real and Imaginary

We explore and compare how different cultures have imagined the island as a blank page and an idealized place to tell stories about themselves and their relation to other cultures, from the myths of Atlantis and Calypso's seduction of Odysseus to the castaway Robinson Crusoe, from Darwin's ecologically pristine Galapagos to the tourist paradise of the popular imagination, from Prospero's

magical kingdom to the experimental playground of Dr. Moreau, from the space of freedom and social reinvention to the subjugation of colonial empire. Films and readings from a wide variety of genres and traditions, including short theoretical texts. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Economics

ECO 224 Environmental Economics

ECO 230 Urban Economics

ECO 324 Seminar

Engineering

EGR 100 Engineering for Everyone

English

ENG 238 What Jane Austen Read: The 18th-Century Novel

ENG 245 Worldbuilding: Topics in Reading and Writing Creative Fiction

ENG 382 Readings in American Literature

Environmental Science and Policy

ENV 101 Sustainability and Social-Ecological Systems

ENV 150 Mapping Our World: An Introduction to Geographic Information Systems

ENV 311 Interpreting and Communicating Environmental Information

ENV 312 Sustainable Solutions

ENV 323 Climate and Energy Policy

French

FRN 230 Colloquium in French Studies

Topics course.

A gateway to more advanced courses. These colloquia develop skills in expository writing and critical thinking in French. Materials include novels, films, essays and cultural documents. Students may receive credit for only one section of 230. Enrollment limited to 18. Basis for the major. Prerequisite: 220 or permission of the instructor.

Dream Places and Nightmare Spaces: French Literary Landscapes

Through texts by authors from Louis XIV to Colette, we discuss questions about literary uses of landscape: Why do we flee or search for a landscape? What makes us cherish or fear a particular place? What do landscapes tell us that the narrator or characters cannot or will not tell? Other authors may include Rousseau, Victor Hugo, Chateaubriand, Maupassant, Apollinaire, Robbe-Grillet and James Sacré. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FRN 290 The Colonial City: Global Perspectives

Same as ARH 258. This class examines the architectural history of French colonialism from a global historical perspective. French colonialism marked the longest episode of French interaction with the non-European world. This class encourages a broader understanding of its architectural impact through approaching the buildings, towns and cities that emerged during French imperialism. We engage colonial iterations of “high style,” or official, governmental architecture, in addition to examining vernacular forms engendered because of the blending of building traditions. We consider sites in Africa, North America, the Caribbean, Asia and the Indian Ocean. We think

through the social and economic factors that caused architectural and urban typologies to display marked continuities despite geographical distinctions. (E) {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

First-Year Seminars

FYS 103 Geology in the Field

Geology/Geosciences

GEO 101 Introduction to Earth Processes and History

GEO 102 Exploring the Local Geologic Landscape

GEO 106 Extraordinary Events in the History of Earth, Life and Climate

GEO 251 Geomorphology

Government

GOV 204 Urban Politics

GOV 207 Politics of Public Policy

GOV 306 Seminar in American Government

Philosophy

PHI 304 Colloquium in Applied Ethics

Spanish and Portuguese

POR 220 Contemporary Cityscapes: Mapping Brazilian Culture onto an Urban Grid

This course addresses a broad range of urban, social and cultural issues while also strengthening skills in oral expression, reading and writing, through the medium of short stories, essays, articles, images, music and film. In order to promote a hands-on approach to understanding culture, class assignments also encourage students to explore the Brazilian community in Boston. Prerequisite: POR 100Y or POR 125 or the equivalent. Credits: 4

Members of the department

Expected to be offered in the next 3 years

Latin American and Latino/a Studies

Advisers and Members of the Latin American and Latino/a Studies Committee

Ginetta E. B. Candelario, Ph.D., Professor of Sociology and of Latin American and Latino/a Studies

Marguerite I. Harrison, Ph.D., Associate Professor of Portuguese and Brazilian Studies

Michelle Joffroy, Ph.D., Associate Professor of Spanish, *Director* ^{*2}

Affiliated Faculty

Fernando Armstrong-Fumero, Ph.D., Associate Professor of Anthropology

Velma E. García, Ph.D., Professor of Government ^{†2}

Maria Estela Harrette, Ph.D., Professor of Spanish ^{*2}

Elizabeth A. Klarich, Ph.D., Five Colleges Assistant Professor of Anthropology

Dana Leibsohn, Ph.D., Priscilla Paine Van der Poel Professor of Art ^{**1,*2}

Malcolm Kenneth McNee, Ph.D., Associate Professor of Portuguese and Brazilian Studies ^{†1}

Maria Helena Rueda, Ph.D., Associate Professor of Spanish

Nancy Saporta Sternbach, Ph.D., Professor of Spanish ^{†1}

Lester Tomé, Ph.D., Assistant Professor of Dance

Jamie Worms, Ph.D., Visiting Lecturer of Latin American and Latina/o Studies

The Major in Latin American Studies

The major builds on an interdisciplinary approach to the study of Latin America as well as proficiency in Spanish. (A reading knowledge of Portuguese is also recommended.) A program of studies is developed that includes courses related to Spanish America and/or Brazil from the disciplines of anthropology, art, dance, economics, government, history, literature, sociology and theatre.

The S/U grading option is not allowed for courses counting toward the major.

Students choosing to spend the junior year studying in a Latin American country should consult with the appropriate advisers: Students interested in completing an honors thesis should consult the program honors director.

Advisers for Study Abroad:

Ginetta E.B. Candelario (Spanish language, Latin American and Caribbean Programs), Marguerite Itamar Harrison (Portuguese language, Brazilian and Lusophone Programs)

Honors Director: Ginetta E.B. Candelario (2017–18)

Five-Year option with Georgetown University: Students interested in pursuing graduate studies in LAS have the option of completing a master of arts in Latin American studies at Georgetown University in only one extra year and a summer. Those interested must consult with an IALS adviser during their sophomore year or early in their junior year.

Basis: LAS 150

Other Core Requirements: LAS 250 and LAS 310

All students must also complete seven electives:

- Two humanities courses (e.g., literary studies, historical studies, cultural studies) in Spanish or Portuguese; normally these will be at the 200-level [8 credits]
- Two courses in the social sciences (e.g., sociology, anthropology, government, economics); normally these will be at the 200-level [8 credits]
- One historically focused class on Latin America; normally at the 200-level [4 credits]

- One course that focuses on the arts in/of Latin America (art history, film studies, theatre, dance); normally this will be at the 200-level [4 credits]
- One course on Latin America at the 300-level; this class may be in any discipline [4 credits]

Of these seven courses, at least one must focus on the period before Independence (e.g., pre-1825) and one must focus on Latino/a Studies.

To build coherence across this range of classes, we expect students to work with their major advisers, choosing their seven courses to develop an intellectual focus. Such foci may be:

- Thematic (e.g., race/diaspora, indigeneity, gender/sexuality, Latinidades, migration/immigration)
- Geographic (e.g., national, transborder/border studies, regional)
- Temporal (e.g., pre-1825, 19th/20th century, contemporary)

The Minor in Latino/a Studies

The minor in Latino/a studies consists of six semester-long courses (24 credits). This minor emphasizes key intellectual and methodological capacities for Latino/a studies: exposure to the shared transnational histories of Latin and Latino/a America; critical engagement with Spanish as a language of thought and cultural production; a shared intellectual and interdisciplinary experience with a community of majors and minors in the program.

All students must complete three core courses:

- One course in the history of Latin American and/or the Caribbean
- One humanities or cultural communication course in Spanish (normally at the 200-level)
- LAS 310

All students must also complete three Latino/a focused courses that fulfill these distribution requirements:

- At least one course in the social sciences, normally at the 200-level (anthropology, economics, government, sociology, history)
- At least one course in the humanities/arts, normally at the 200-level (art history, comparative literature, dance, English, Spanish, theatre)
- At least one course on a topic of particular interest to the student, preferable at the 200- or 300-level

Students may count up to two classes taken in the Five Colleges or during study away from Smith toward the minor.

We strongly recommend that students take a community-based research and learning course, either as part of the distribution requirements or in addition to the 24-credit minimum required to complete the minor.

Honors

Director: Ginetta E.B. Candelario (2017–18)

LAS 430D Honors Project

Credits: 8

Normally offered each academic year

LAS 431 Honors Project

Credits: 8

Normally offered each academic year

Please consult the director of honors or the departmental website for specific requirements and application procedures.

See also the Five College Certificate in Latin American Studies.

LAS 150 Introduction to Latin American Studies

LAS 150 is a multidisciplinary, thematically organized introduction to the cultures and societies of Latin America and serves as a primary gateway to the Latin American Studies major. This course surveys a variety of topics in culture, geography, politics, history, literature, language, and the arts through readings, films, discussions and guest lectures. Required for the major in Latin American studies. Recommended for the minor in Latino/a studies. {A} {H} {S} Credits: 4

Members of the department

Normally offered each academic year

LAS 201 Colloquium in Latin American and Latino/a Studies

Topics course. Topics rotate.

Landscapes of Work, Wealth, and Power: The Economic Geography of Latin America

This course will critically examine the economic history of Latin America to understand how its economies and societies have evolved from colonial legacies. This course will discuss social structures, distributions of power and wealth, the role and strengths of its elites, and the complex process of state-building to illustrate the ways in which Latin America compares with the rest of the world. {H} {S} Credits: 4

Jamie Worms

Mapping the Cultural Geography of Latin America: Landscapes of Development and Identity

This course serves as an introduction to the development of regions, places, and the people of Latin America from the pre-Hispanic era to the present. This course will cover its cultural history, environment and physical geography, land use, agriculture, urbanization, social and economic processes, and the Latin American diaspora. {H} {S} Credits: 4

Jamie Worms

Normally offered each academic year

LAS 250 Inquiry and Interpretation in Latin American Studies

In this inquiry-driven course, students explore a topic from different disciplinary and interdisciplinary perspectives central to Latin American studies. Students will be exposed to writing in the humanities, social and natural sciences and gain a solid foundation for evaluating, contextualizing and applying current methodological trends within Latin American studies. Case studies illustrate the diversity of thought, interdisciplinary approaches, and innovative directions in the field. Discussions address the roles and responsibilities of researchers, analysts and practitioners across a range of professions. Required for the major in Latin American studies. Topics rotate. {A} {H} {S} Credits: 4

Members of the department

Normally offered each academic year

LAS 260 (L) Colonial Latin America, 1492–1821

Same as HST 260. The development of Latin American society during the period of Spanish and Portuguese rule. Social and cultural change in Native American societies as a result of colonialism. The contributions of Africans, Europeans and Native Americans to the new multi-ethnic societies that emerged during the three centuries of colonization and resistance. The study of sexuality, gender ideologies and the experiences of women are integral to the course and essential for understanding political power and cultural change in colonial Latin America. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

LAS 261 Latin America Since 1821

Same as HST 261. This course provides an overview of Latin American history, from the nineteenth to twenty-first century. We will focus on key themes such as liberal-

ism, nationalism, imperialism, social movements, state violence, and neoliberalism, and highlight the experiences of ordinary people, from enslaved persons to indigenous peasants and workers. Unit 1 focuses on the independence wars and abolition, nation-building, and the boom of export economies. Unit 2 examines the mass mobilizations that challenged authoritarianism, from the Mexican Revolution to the revolutionary movements in the Cold War era. Unit 3 traces challenges to neoliberalism in the form of center-left governments and grassroots movements. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

LAS 301 Seminar: Topics in Latin American and Latino/a Studies

Topics course. Topics rotate.

Favelas in Brazil: The Commodification of Places of Protest

Afavela is a distinct, irregular, unplanned community in Brazil. Characterized by self-help construction methods and inadequate access to public services, these communities grew out of protest and have etched themselves into the permanent landscape and fabric of Brazil. Intrinsically, the culture of slavery, which was successfully maintained through terror and spectacular punishment, continues to inform the favelas today as many actors including local leaders, politicians, the Church, drug traffickers, militias, NGOs, residents, and the police have tried to govern these sprawling communities with varying degrees of success. Through articles, books, films, and guest lecturers, this course will introduce the rich history of favelas and describe how the distinct spectacle of violence, commodification, and speculation is deeply embedded in the (re)production of favelas in Brazil. {H} {S} Credits: 4

Jamie Worms

Expected to be offered in the next 3 years

LAS 310 Latin American Studies: Issues, Methods and Debates

This course studies how people trained in the field of Latin American and Latin@ studies “do their work,” asking: what constitutes a compelling research topic and what methodologies are required to complete such research. Focus rests on the last decade. We explore a wide range of authors, from those interested in the arts to those who study immigration or climate change. This class also asks each student to develop and present an independent research project, teaching others in class about her topic. Throughout we consider and debate the implications of working in this field—both inside and outside academic settings. {A} {L} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

LAS 400 Special Studies

Credits: 1–4

Members of the department

Normally offered each academic year

LAS 404 Special Studies

Credits: 4

Members of the department

Normally offered each academic year

Approved Courses

ANT 220 Collecting the Past: Art and Artifacts of the Ancient Americas

Normally offered in alternate years

ANT 234 Culture, Power and Politics

Expected to be offered in the next 3 years

ANT 269 Indigenous Cultures and the State in Mesoamerica

Normally offered each academic year

ARH 207 Translating New Worlds

Expected to be offered in the next 3 years

ARH 218 Modern Architectures in North America

Expected to be offered in the next 3 years

ARH 280 Art Historical Studies*Global Modernism in Architecture*

Expected to be offered in the next 3 years

DAN 144 Tango I

Expected to be offered in the next 3 years

DAN 244 Tango II

Normally offered each spring

DAN 377 Advanced Studies in History and Aesthetics*Salsa in Theory and Practice*

Normally offered each academic year

FYS 127 Cuba and the U.S. Embargo

Expected to be offered in the next 3 years

FYS 129 *Tierra y Vida*: Land and the Ecological Imagination in U.S. Latino/a Literature

Expected to be offered in the next 3 years

GOV 220 Introduction to Comparative Politics

Normally offered each spring

GOV 226 Latin American Political Systems

Normally offered each fall

GOV 237 Colloquium: Politics of the U.S./Mexico Border

Normally offered each spring

GOV 307 Seminar in American Government*Latinos and Immigration Politics in the U.S.*

Normally offered in alternate years

GOV 322 Seminar in Comparative Government*Latin American Social Movements*

Normally offered in alternate years

HST 260 (L) Colonial Latin America, 1492–1825

Expected to be offered in the next 3 years

HST 261 (L) Latin America, 1821 to the Present

Expected to be offered in the next 3 years

HST 263 (C) Aspects of Latin American History*Women and Gender in Latin America*

Expected to be offered in the next 3 years

HST 280 (C) Inquiries into United States Social History*Globalization, Im/migration and Transnational Cultures*

Normally offered each academic year

POR 201 Brazilian Art Inside and Out

Expected to be offered in the next 3 years

POR 229 Brazil for All Seasons

Normally offered each fall

POR 381 Seminar in Portuguese and Brazilian Studies*Multiple Lenses of Marginality: New Brazilian Filmmaking by Women*

Expected to be offered in the next 3 years

SOC 213 Race and National Identity in the United States

Normally offered each spring

SOC 214 Sociology of Hispanic Caribbean Communities in the United States

Expected to be offered in the next 3 years

SPN 230 Latin American and Peninsular Literature*Doméstica*

Expected to be offered in the next 3 years

A Transatlantic Search for Identity

Expected to be offered in the next 3 years

SPN 240 From Page to Stage*Argentina 2000–17: Searching From the Stage*

Expected to be offered in the next 3 years

SPN 245 Topics in Latin American and Peninsular Studies*Buen Provecho: Food and the Spanish-Speaking World*

Expected to be offered in the next 3 years

SPN 246 Latin American Literature*Reinterpreting Magical Realism*

Expected to be offered in the next 3 years

Race and Rebellion: Palenques and Cimarrones in the Americas

Expected to be offered in the next 3 years

The City in Words and Colors

Expected to be offered in the next 3 years

Literary Constructions of Afro-Cuban Identity

Expected to be offered in the next 3 years

Zapatismo Now: Cultural Revolution on Mexico's "Other" Border

Expected to be offered in the next 3 years

SPN 260 Survey of Latin American Literature I

Normally offered each fall

SPN 261 Survey of Latin American Literature II

Normally offered each spring

SPN 372 Seminar: Topics in Latin American and Iberian Studies*Stages of Conflict: Performing Memory and Change in Spain and Latin America*

Expected to be offered in the next 3 years

Teatro x la identidad (2000–17): Social, Political and Cultural Dislocations in Argentine Society

Expected to be offered in the next 3 years

SPN 373 Seminar: Literary Movements in Spanish America*Contesting Feminisms: Indigenous Voices Rethinking Latin American Feminism*

Expected to be offered in the next 3 years

Decoding Love: Affect and Subjectivity in Contemporary Latin American Culture

Expected to be offered in the next 3 years

Literature, Film and the Transnational Imagination in Latin America

Expected to be offered in the next 3 years

Linguistics

Jill Gibson de Villiers, Ph.D., Professor of Philosophy and Psychology, *Director*

Advisers

Giovanna Bellesia, Ph.D., Professor of Italian Studies

Nalini Bhushan, Ph.D., Professor of Philosophy

Craig R. Davis, Ph.D., Professor of English Language of Literature

Peter A. de Villiers, Ph.D., Professor of Psychology

Jay Lazar Garfield, Ph.D., Professor of Philosophy

Joseph O'Rourke, Ph.D., Professor of Computer Science **1

Thalia A. Pandiri, Ph.D., Professor of Classical Languages and Literatures and Comparative Literature †1

Douglas Lane Patey, Ph.D., Professor of English Language and Literature

Fernando Armstrong-Fumero, Ph.D., Associate Professor of Anthropology

Shannon Audley, Ph.D., Assistant Professor Education & Child Studies

Renata Pienkawa, M.A., Lecturer in Education & Child Studies

The Minor

Linguistics is the science of human language: what is common to the languages of the world, and how it can best be described. It addresses questions concerning how languages diversify, and what the connections are among them. It also asks: What do humans know when they know a language? The minor allows students to explore some of these questions, making it a useful conjunction to several majors, for example in a language, or philosophy, education, logic, psychology, computer science or anthropology. An alternative minor in linguistics and philosophy of language is listed under philosophy.

Requirements:

Six courses in linguistics and related fields.

1. Basis: PHI 236 Linguistics Structures (or its equivalent at the Five Colleges e.g. LING 201 at UMass.)
2. Four linguistics-related courses (see list below). One year long college course in a foreign language may substitute for one of these four.
3. A seminar (or other advanced work) to be agreed on with the adviser.

Note: The five colleges are rich in linguistics offerings. For more offerings, consult the Five College catalog and your adviser.

Related courses at Smith (Note: some may have prerequisites).

Classics

CLS 150 Roots: Greek and Latin Elements in English

Comparative Literature

CLT 220 Colloquium: Imagining Language

East Asian Languages and Literatures

EAL 240 Japanese Language and Culture

Education

EDC 338 Children Learning to Read

English

ENG 207 The Technology of Reading and Writing

Italian

ITL 340 The Theory and Practice of Translation

Logic

LOG 100 Valid and Invalid Reasoning: What Follows From What?

LOG 220 Intermediate Logic

Philosophy

PHI 213 Language Acquisition

PHI 262 Meaning and Truth: The Semantics of Natural Language

Psychology

PSY 213 Colloquium: Language Acquisition

PSY 214 Colloquium: Disorders of Language and Communication

PSY 313 Seminar in Psycholinguistics

Logic

Advisers

James Marston Henle, Ph.D., Professor of Mathematics,

Albert G. Mosley, Ph.D., Professor of Philosophy **1

Jay Lazar Garfield, Ph.D., Professor of Philosophy, Logic and Buddhist Studies,
Director

In the last century, logic has grown into a major discipline, with applications to mathematics, philosophy, computer science, linguistics and cognitive science. The goal of the logic minor is to provide students with the tools, techniques and concepts necessary to appreciate logic and to apply it to other fields.

The Minor

Minors in logic, to be designed in consultation with the director, consist of at least 20 credits, including the following:

LOG 100

MTH 153 or CSC 250

LOG 400

Additional courses may be chosen from the following list:

- CSC 111 Introduction to Computer Science Through Programming
- CSC 250 Theoretical Foundations of Computer Science
- CSC 270 Digital Circuits and Computer Systems
- CSC 290 Introduction to Artificial Intelligence
- CSC 294 Introduction to Computational Linguistics
- LOG 404 Special Studies
- MTH 153 Introduction to Discrete Mathematics
- PHI 203 Topics in Symbolic Logic
- PHI 220 Incompleteness and Inconsistency: Topics in the Philosophy of Logic
- PHI 236 Linguistic Structures
- PHI 262 Meaning and Truth: The Semantics of Natural Language

Depending on the topic, the courses listed below may also be taken for logic minor credit:

- MTH 220 Probability and Statistics
- MTH 238 Topics in Number Theory
- MTH 246 Probability
- MTH 270 Topics in Geometry
- MTH 343 Topics in Mathematical Analysis

There are also courses in the Five College system that may be acceptable, such as courses in linguistics and law.

LOG 100 Valid and Invalid Reasoning: What Follows From What?

Formal logic and informal logic. The study of abstract logic together with the construction and deconstruction of everyday arguments. Logical symbolism and operations, deduction and induction, consistency and inconsistency, paradoxes and puzzles. Examples drawn from law, philosophy, politics, literary criticism, computer science, history, commercials, mathematics, economics and the popular press. {M} Credits: 4

Jay Lazar Garfield, James Marston Henle

Normally offered each fall

LOG 101 Plausible and Implausible Reasoning: What Happened? What Will Happen Next?

The course provides an introduction to deductive and inductive logic. It introduces classical Aristotelian and modern truth-functional logic; explains the relationship between truth-functional logic, information science and probability; and it introduces basic features of statistical and causal reasoning in the sciences. This course is designed for students who are uncomfortable with symbolic systems. It is not a follow-up to LOG 100. Students who have taken LOG 100 cannot receive credit for taking LOG 101 subsequently. Students who have taken LOG 101 can subsequently receive credit for taking LOG 100.

Enrollment limited to 24. {M} Credits: 4

Members of the department

Normally offered each spring

LOG 400 Special Studies

Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

Marine Science and Policy

Marine Science and Policy Advisers

Paulette M. Peckol, Ph.D., Professor of Biological Sciences, *Co-Director*

L. David Smith, Ph.D., Professor of Biological Sciences, *Co-Director*^{†2}

Sara B. Pruss, Ph.D., Associate Professor of Geosciences

The marine science and policy minor permits students to pursue interests in coastal and oceanic systems through an integrated sequence of courses in the natural and social sciences.

An introduction to marine science is obtained through completion of the two basis courses. Students then choose among upper-level courses that focus on or complement scientific investigation of the oceans and the policy aspects of ocean conservation, exploitation and management. Students should consult with one of the co-directors as early as possible in the course selection process.

Requirements: Six courses, including three required courses as follows: GEO 108, BIO 268 (BIO 269 must be taken concurrently), and a Special Studies or 300-level course on a marine-related topic chosen in consultation with the minor adviser. Students select the three remaining courses as electives (example courses are listed below). Other appropriate courses offered at Smith, within the Five College Consortium, or in study-away programs may be used to satisfy the requirements with consultation and approval of the minor adviser.

Biological Sciences

- BIO 260 Invertebrate Diversity
- BIO 366 Biogeography
- BIO 390 Seminar: Topics in Environmental Biology
The Ecological Impacts of Global Change
Coral Reef Ecology and Conservation
- BIO 400 Special Studies

Environmental Science and Policy

- ENV 101 Sustainability and Social-Ecological Systems
- ENV 108 Environmental Chemistry
- ENV 150 Mapping Our World: An Introduction to Geographic Information Systems
- ENV 201 Researching Environmental Problems
- ENV 202 Researching Environmental Problems Laboratory
- ENV 311 Interpreting and Communicating Environmental Information

Geosciences

- GEO 231 Invertebrate Paleontology and the History of Life
- GEO 232 Sedimentary Geology
- GEO 334 Carbonate Sedimentology
- GEO 400 Advanced Work or Special Problems in Geosciences

Social Sciences & Humanities

- ECO 224 Environmental Economics
- ENG 118 Colloquia in Writing
Writing About Science
Water: Science and Politics
- ENV 326 Seminar: Natural Resource Management and Environmental Justice in the US and the Global South

- GOV 207 Politics of Public Policy
- GOV 254 Colloquium: Politics of the Global Environment
- GOV 404 Special Studies
- PHI 304 Colloquium in Applied Ethics
Sustainability
- PPL 220 Public Policy Analysis

Five College Course Possibilities

Courses may be chosen from within the Five Colleges with approval of minor advisers; a sample of possible courses follows:

Amherst College

- Geology 107 Marine Environments

Hampshire College

- CS 0259 Marine Mammals
- CS 0261 Oceans of Change

Mount Holyoke College

- BIOL 321C Marine Conservation Biology
- BIOL 326 Ocean Blues: World's Oceans

UMass

- GEO-SCI 190BH Biological Oceanography
- BIOLOGY 273 Marine Vertebrates
- BIOLOGY 487H Tropical Field Biology
- NRC 260 Fish Conservation and Management
- MICROBIO 494 A Sea of Microbes

Off-Campus Course Possibilities

Students may choose to fulfill up to three of their minor courses away from Smith through participation in a marine-oriented, off-campus program. In recent years, Smith students have been enrolled in the following programs:

Marine Biological Laboratory (Boston University Marine Program, fall semester); Williams-Mystic Maritime Studies Program; SEA Semester; Duke University Marine Laboratory (semester and summer programs); University of Maine Semester by the Sea (fall semester); marine programs of the School for Field Studies, the School for International Training and Shoals Marine Laboratory.

Mathematics and Statistics

Professors

James Marston Henle, Ph.D.
Joseph O'Rourke, Ph.D. (Computer Science) ^{**1}
Katherine Taylor Halvorsen, D.Sc. ^{†1}
Ileana Streinu, Ph.D. (Computer Science)
Pau Atela, Ph.D.
Christophe Golé, Ph.D.

Associate Professors

Julianna S. Tymoczko, Ph.D., Chair
Rajan Mehta, Ph.D.

Assistant Professors

Patricia Renate Cahn, Ph.D.
Gwen Spencer, Ph.D. ^{*1, †2}
Nessy Tania, Ph.D.

Lecturers

Jennifer Beichman
Daniel Schultheis

Visiting Assistant Professors

Tamar Friedmann, Ph.D.

Research Associates

Danielle D. Carr Ramdath, Ph.D.
Sarah-Marie Belcastro, Ph.D.
Nicholas J. Horton, D.Sc.
Catherine McCune, Ph.D.
Anne Schwartz, Ph.D.

100, PHY 210, PHY 317, PHY 318, PHY 319, PHY 327, and SDS 293. A student may petition the department if she wishes credit for any course not on this list.

Normally, all courses that are counted towards either the major or minor must be taken for a letter grade.

The Minor in Mathematical Sciences

The minor in mathematical sciences consists of 211 and 16 credits from 153, 205, and courses numbered above 211, including two courses above 218. Four of the credits may be replaced by eight credits from the list in the description of major requirements found above.

The Minor in Applied Statistics

Information on the interdepartmental minor in applied statistics can be found on the Statistical and Data Sciences page of this catalogue.

Honors

A student majoring in mathematics and statistics may apply for the departmental honors program. An honors project consists of directed reading, investigation and a thesis. This is an opportunity to engage in scholarship at a high level. A student at any level considering an honors project is encouraged to consult with the director of honors and any member of the department to obtain advice and further information.

Director: James Henle

MTH 430D Honors Project

Credits: 8

Normally offered each academic year

MTH 431 Honors Project

Credits: 8

Normally offered each academic year

MTH 432D Honors Project

Credits: 12

Normally offered both fall and spring semesters

Eligibility and application: Normally, a student who applies to do honors work must have an overall 3.0 g.p.a. for courses through her junior year, and a 3.3 g.p.a. for courses in her major. A student may apply either in the second semester of her junior year or by the second week of the first semester of her senior year; we strongly recommend the former.

Requirements: In addition to the credits required for the major, students must take 430d or 432d (for either eight or twelve credits). In unusual circumstances, a student may instead take 431. The length of the thesis depends upon the topic and the nature of the investigation, and is determined by the student, her adviser, and the department. The student will give an oral presentation of the thesis. The department recommends the designation of Highest Honors, High Honors, Honors, Pass or Fail based on the following three criteria at the given percentages:

The Major

Advisers: Pau Atela, Benjamin Baumer, Patricia Cahn, Christophe Golé, Katherine Halvorsen, James Henle, Rajan Mehta, Gwen Spencer, Nessy Tania, Julianna Tymoczko

Adviser for Study Abroad: Pau Atela

Requirements: The mathematics major has a foundation requirement, a core requirement, a depth requirement and a total credit requirement.

The entryway foundation requirement consists of MTH 111, MTH 112, MTH 153, MTH 211 and MTH 212. Some of these requirements might be waived for a well-prepared student.

The core requirement consists of one course in algebra (MTH 233 or MTH 238) and one course in analysis (MTH 280 or MTH 281). Alternatively, a student may focus on statistics; students pursuing this track through the major are not required to take a course in algebra and instead must complete MTH 220, MTH 246, MTH 320, and either MTH 290 or MTH 291.

Majors are required to take at least one advanced course. This is the depth requirement. An advanced course is a mathematics course at Smith numbered between 310 and 390.

Majors are required to take at least 12 additional credits in courses numbered MTH 111 and above, totaling at least 36 credits, with the following exceptions. With the approval of the department, up to 8 of the 40 credits may be satisfied by courses taken outside the mathematics and statistics department. Courses taken outside the department must contain either substantial mathematical content at a level more advanced than MTH 211 and 212 or statistical content at a level more advanced than MTH 220. Generally, such a 4-credit course will be given 2 credits toward the mathematics major. Note that courses that are cross-listed with mathematics and another department (CSC 250, PHI 202, PHI 203, PHI 220, and SDS 292) are counted as mathematics courses and given full credit toward the mathematics major, as does ECO 220. The following courses meet the criteria for 2 credits toward mathematics major: AST 337, AST 351, AST 352, CHM 331, CHM 332, CSC 240, CSC 252, CSC 274, CSC 334, ECO 240, ECO 255, EGR 220, EGR 315, EGR 320, EGR 326, EGR 374, EGR 389, LOG

60 percent thesis
20 percent oral presentation
20 percent grades in the major

Specific guidelines and deadlines for completion of the various stages of an honors project are set by the department as well as by the college. The student should obtain the department's requirements and deadlines from the director of honors.

Graduate

MTH 580 Graduate Special Studies

Credits: 4

Normally offered both fall and spring semesters

Courses

A student with three or four years of high school mathematics (the final year may be called precalculus, trigonometry, functions, or analysis), but no calculus, normally enrolls in Calculus I (111). A student with a year of AB calculus, A levels, or IB math SL normally enrolls in Discrete Mathematics (153) and/or either Calculus II (112) during her first year. Placement in 112 is determined not only by the amount of previous calculus but also by the strength of the student's preparation. If a student has a year of BC calculus or IB math HL, she may omit MTH 112.

A student with two years of high school mathematics, but no calculus or precalculus, should enroll in Elementary Functions (102). This course provides a solid basis for calculus.

Discovering Mathematics (105), and Statistical Thinking MTH/SDS (107) are intended for students not expecting to major in mathematics or the sciences.

A student who receives credit for taking MTH 111 may not have AP calculus credits applied toward her degree. A student with 8 AP Calculus credits (available to students with a 4 or 5 on the AP exam for BC Calculus) may apply only 4 of them if she also receives credit for MTH 112. A student who has a score of 4 or 5 on the AP Statistics examination may receive 4 AP credits. She may not however, use them toward her degree requirements if she also receives credit for MTH/SDS 107, 201, or 220, PSY 201, (AP credits can be used to meet degree requirements only under circumstances specified by the college).

Students who are considering a major or minor in mathematics or a minor in statistics should talk with members of the department.

For further information about the mathematics and statistics program, consult our website, www.math.smith.edu.

MTH 101 Math Skills Studio

Same as QSK 101. This course is for students who need additional preparation to succeed in courses containing quantitative material. It provides a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical and algebraic skills by working with numbers drawn from a variety of sources. Enrollment limited to 20. Permission of the instructor required. This course does not carry a Latin Honors designation. Credits: 4

Catherine McCune

Normally offered each fall

MTH 102 Elementary Functions

Linear, polynomial, exponential, logarithmic and trigonometric functions graphs, verbal descriptions, tables and mathematical formulae. For students who intend to take calculus or quantitative courses in scientific fields,

economics, government and sociology. Also recommended for prospective teachers preparing for certification. {M} Credits: 4

Jennifer Beichman

Normally offered each fall

MTH 103 Precalculus and Calculus Bootcamp

Same as QSK 103. This course provides a fast-paced review of and intense practice of computational skills, graphing skills, algebra, trigonometry, elementary functions (pre-calculus) and computations used in calculus. Featuring a daily review followed by problem-solving drills and exercises stressing technique and application, this course provides concentrated practice in the skills needed to succeed in courses that apply elementary functions and calculus. Students gain credit by completing all course assignments, including a final self-assessment they use in developing their own future math skills study plan. Enrollment limited to 20 students, the course is usually full by early December. This course to be graded S/U only. Permission of the instructor required. This course does not count towards the major. {QS} Credits: 2

Members of the department

Normally offered each interterm

MTH 105 Discovering Mathematics

Topics course.

Math as Art

Mathematics sometimes function as artists, creating structures that are described as "beautiful," "elegant" and "mysterious." The structures are not physical; they are ideas. The art of mathematics is an art of ideas. This is a studio course. Students create structures in several mathematical genres while exploring the nature of mathematical beauty. At the end of the course, students exhibit their best pieces in an art show on campus. {M} Credits: 4

Members of the department

Normally offered each spring

MTH 107 Statistical Thinking

Same as SDS 107. An introduction to statistics that teaches broadly relevant concepts. Students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial and normal probability distributions; point and interval estimates for means and for proportions; one- and two-sample tests for means and for proportions; principles of experimental design. The class meets in a computer lab and emphasizes using the computer for analysis of data. Students design experiments, collect and analyze the data, and write reports on findings. Enrollment limited to 25. Prerequisite: high school algebra. {M} Credits: 4

Members of the department

Normally offered each fall

MTH 111 Calculus I

Rates of change, differentiation, applications of derivatives including differential equations and the fundamental theorem of the calculus. Written communication and applications to other sciences and social sciences motivate course content. {M} Credits: 4

Jennifer Beichman, Rajan Mehta, Daniel Schulteis, Nissy Tania

Normally offered both fall and spring semesters

MTH 112 Calculus II

Techniques of integration, geometric applications of the integral, differential equations and modeling, infinite series and approximation of functions. Written communication and applications to other sciences and social sciences motivate course content. Prerequisite: MTH 111 or the equivalent. {M} Credits: 4

Patricia Renate Cabn, Tamar Friedmann, James Marston Henle, Daniel Schulteis

Normally offered both fall and spring semesters

MTH 153 Introduction to Discrete Mathematics

An introduction to discrete (finite) mathematics with emphasis on the study of algorithms and on applications to mathematical modeling and computer science. Topics include sets, logic, graph theory, induction, recursion, counting and combinatorics. {M} Credits: 4

Members of the department

Normally offered both fall and spring semesters

MTH 205 Modeling in the Sciences

Same as CSC 205. This course integrates the use of mathematics and computers for modeling various phenomena drawn from the natural and social sciences. Scientific topics, organized as case studies, span a wide range of systems at all scales, with special emphasis on the life sciences. Mathematical tools include data analysis, discrete and continuous dynamical systems and discrete geometry. The course provides training through programming in Mathematica and/or MATLAB. Prerequisites: MTH 112. CSC 111 recommended. Enrollment limited to 20. {M} Credits: 4

Ileana Streinu

Normally offered each spring

MTH 212 Calculus III

Theory and applications of limits, derivatives and integrals of functions of one, two and three variables. Curves in two and three dimensional space, vector functions, double and triple integrals, polar, cylindrical, spherical coordinates. Path integration and Green's Theorem. Prerequisites: MTH 112. It is suggested that MTH 211 be taken before or concurrently with MTH 212. {M} Credits: 4

Pau Atela, Christophe Golé

Normally offered both fall and spring semesters

MTH 220 Introduction to Probability and Statistics

Same as SDS 220. An application-oriented introduction to modern statistical inference: study design, descriptive statistics; random variables; probability and sampling distributions; point and interval estimates; hypothesis tests, resampling procedures and multiple regression. A wide variety of applications from the natural and social sciences are used. Classes meet for lecture/discussion and for a required laboratory that emphasizes analysis of real data. MTH 220 satisfies the basis requirement for biological science, engineering, environmental science, neuroscience and psychology. Normally students receive credit for only one of the following introductory statistics courses: PSY 201, GOV 190, ECO 220, MTH 220 or SOC 201. Exceptions may be allowed in special circumstances and require the permission of the adviser and the instructor. Prerequisite: MTH 111 or the equivalent, or permission of the instructor. Lab sections limited to 20. {M} Credits: 0–5

Benjamin Capistrant, Amelia McNamara, Miles Q. Ott

Normally offered both fall and spring semesters

MTH 233 An Introduction to Modern Algebra

An introduction to the concepts of abstract algebra, including groups, quotient groups and, if time allows, rings and fields. Prerequisites: MTH 153 and MTH 211, or permission of the instructor. {M} Credits: 4

Members of the department

Normally offered each spring

MTH 238 Topics in Number Theory

Topics to be covered include properties of the integers, prime numbers, congruences, various Diophantine problems, arithmetical functions and cryptography. Prerequisite: MTH 153, and MTH 211, or permission of the instructor. {M} Credits: 4

Rajan Mehta

Normally offered each fall

MTH 246 Probability

Same as SDS 246. An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions.

Prerequisites: MTH 153 and MTH 212 (may be taken concurrently), or permission of the instructor. {M} Credits: 4

Members of the department

Normally offered each fall

MTH 254 Combinatorics

Enumeration, including recurrence relations and generating functions. Special attention paid to binomial coefficients, Fibonacci numbers, Catalan numbers and Stirling numbers. Combinatorial designs, including Latin squares, finite projective planes Hadamard matrices and block designs. Necessary conditions and constructions. Error correcting codes. Applications. Prerequisites: MTH 153 and MTH 211 or permission of the instructor. {M} Credits: 4

Members of the department

Normally offered in alternate years

MTH 255 Graph Theory

The course begins with the basic structure of graphs including connectivity, paths, cycles and planarity. We proceed to study independence, stability, matchings and colorings. Directed graphs and networks are considered. In particular, some optimization problems including maximum flow are covered. The material includes theory and mathematical proofs as well as algorithms and applications. Prerequisites: MTH 153 and MTH 211 or permission of the instructor. {M} Credits: 4

Members of the department

Normally offered in alternate years

MTH 264 Differential Equations

This course gives an introduction to the theory and applications of ordinary differential equations. We explore different applications in physics, chemistry, biology, engineering and social sciences. We learn to predict the behavior of a particular system described by differential equations by finding exact solutions, making numerical approximations, and performing qualitative and geometric analysis. Specific topics include solutions to first order equations and linear systems, existence and uniqueness of solutions, nonlinear systems and linear stability analysis, forcing and resonance, Laplace transforms. Prerequisites: MTH 112, MTH 212 and MTH 211 (recommended) or PHY 210, or permission of the instructor. {M} Credits: 4

Members of the department

Expected to be offered in the next 3 years

MTH 270 Topics in Geometry

Euclidean and non-Euclidean Geometry

Euclidean and non-Euclidean geometry. We review some fundamentals of Euclidean geometry and see how, with a tweak of some of the postulates, we can unravel new geometries. Then we explore those geometries, including spaces where through a point outside a line there could be infinitely many parallels to that line—or none! Credits: 4

Members of the department

Normally offered in alternate years

MTH 280 Advanced Calculus

Functions of several variables; vector fields; divergence and curl, critical point theory; implicit functions; transformations and their Jacobians; theory and applications of multiple integration; and the theorems of Green, Gauss and Stokes. Prerequisites: MTH 211 and MTH 212, or permission of the instructor. MTH 153 is encouraged. {M} Credits: 4

Members of the department

Normally offered each spring

MTH 281 Introduction to Analysis

The topological structure of the real line, compactness, connectedness, functions, continuity, uniform continuity, sequences and series of functions, uniform convergence, introduction to Lebesgue measure and integration. Prerequisites: MTH 211 and MTH 212, or permission of the instructor. MTH 153 is strongly encouraged. {M} Credits: 4

Christophe Golé

Normally offered each fall

MTH 290 Research Design and Analysis

Same as SDS 290. Note: This course is no longer considered the same as PSY 301, starting in the 2014–15 academic year. A survey of statistical methods needed for scientific research, including planning data collection and data analyses that provide evidence about a research hypothesis. The course can include coverage of analyses of variance, interactions, contrasts, multiple comparisons, multiple regression, factor analysis, causal inference for observational and randomized studies and graphical methods for displaying data. Special attention is given to analysis of data from student projects such as theses and special studies. Statistical software is used for data analysis. Prerequisites: One of the following: PSY 201, GOV 190, ECO 220, MTH 220 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 20. {M} Credits: 4

Randi Garcia

Normally offered each spring

MTH 291 Multiple Regression

Same as SDS 291. Formerly MTH 247. Theory and applications of regression techniques; linear and nonlinear multiple regression models, residual and influence analysis, correlation, covariance analysis, indicator variables and time series analysis. This course includes methods for choosing, fitting, evaluating and comparing statistical models and analyzes data sets taken from the natural, physical and social sciences. Prerequisite: one of the following: PSY 201, GOV 190, MTH 220, ECO 220, or the equivalent or a score of 4 or 5 on the AP Statistics examination. Enrollment limited to 25. {N} Credits: 4

Benjamin Capistrant, Lu Lu, Miles Q. Ott

Normally offered each fall

MTH 300 Dialogues in Mathematics and Statistics

In the class we don't do math as much as we talk about doing math and the culture of mathematics. The class includes lectures by students, faculty and visitors on a wide variety of topics, and opportunities to talk with mathematicians about their lives. This course is especially helpful for those considering graduate school in the mathematical sciences. Prerequisites: MTH 211, MTH 212 and two additional mathematical courses at the 200-level, or permission of the instructor. May be repeated once for credit. This course is graded satisfactory/unsatisfactory only. {M} Credits: 1

Julianna S. Tymoczko

Normally offered both fall and spring semesters

MTH 301 Topics in Advanced Mathematics and Statistics

Topics course.

Research in Mathematics

In this course students work in small groups on original research projects. The course is specifically designed for students in the Center for Women in Mathematics, but open to all serious mathematics students. Prerequisites: At least one of MTH 233, 238 or 281 and permission of the instructor. {M} Credits: 3

Members of the department

Normally offered both fall and spring semesters

MTH 320 Seminar: Mathematical Statistics

Same as SDS 320. An introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include functions of

random variables, estimation, likelihood and Bayesian methods, hypothesis testing and linear models. Prerequisites: a course in introductory statistics, MTH 212 and MTH 246, or permission of the instructor. {M} Credits: 4

Members of the department

Normally offered in alternate years

MTH 333 Topics in Abstract Algebra

Advanced Linear Algebra

This is a second course in linear algebra that explores the structure of matrices. Topics may include characteristic and minimal polynomials, diagonalization and canonical forms of matrices, the spectral theorem, the singular value decomposition theorem, an introduction to modules, and applications to problems in optimization, Markov chains, and others. Credits: 4

Members of the department

Normally offered in alternate years

Galois Theory

In high school algebra you learned a formula for finding the roots of a quadratic equation. The advanced algebra courses you have had in college probably seemed to have very little in common with that early goal. In this course we return to the problem of how to factor a polynomial. Our work requires learning about the algebraic structures rings and fields. This course begins with the fundamentals of rings and fields and then cover extension fields and Galois theory. Finally, using all this structure we are able to understand fully how to factor polynomials and find their roots. Prerequisite: MTH 233. Credits: 4

Members of the department

Normally offered in alternate years

MTH 353 Advanced Topics in Discrete Applied Mathematics

Topics course.

Stochastic Processes

A stochastic process describes how random variables change over time. This course provides an introduction to the theory of stochastic processes, as well as applications and simulation techniques. Examples of applications include Brownian motions, chemical reactions, fluctuations in financial market, and reliability theory. Specific topics include conditional probability, Markov chains, Poisson processes, queueing theory, random walk, and a brief introduction to stochastic calculus. Prerequisites: MTH 153, MTH 211, MTH 212, and MTH 246 (recommended) or MTH/SDS 220, or permission of the instructor. Prior experience in computing (using R, Matlab, Python, Java, etc.) will be helpful. {M} Credits: 4

Members of the department

Normally offered in alternate years

Optimization

A senior-level course in Mathematical Optimization. Develops geometric and algebraic views of linear programming in parallel. Proof-based treatment of the Simplex Algorithm and LP Duality. Introduction to classical models in combinatorial optimization (including problems in networks and scheduling). Also covers: modeling logical constraints, integer programming for NP-hard problems, branch-and-bound algorithm, integrality gap, specialized algorithmic methods, dynamic programming, intro to provably-good approximation, and intro to rigorous notions of efficiency. Course is lecture-based, and includes weekly homework, regular computational lab sessions, two exams, and a final presentation (which connects to the applied optimization literature). Prerequisites: Linear Algebra (Math 211), Discrete Mathematics (Math 153) or similar, and preferred: some previous exposure to computing (either a software like Matlab, R, SPSS, Excel, etc, or a coding language like Java, Python, etc). {M} Credits: 4

Members of the department

Normally offered in alternate years

MTH 364 Advanced Topics in Continuous Applied Mathematics*Partial Differential Equations*

Partial differential equations allow us to track how quantities change over multiple variables e.g. space and time. This course provides an introduction to techniques for analyzing and solving partial differential equations and surveys applications from the sciences and engineering. Specific topics include Fourier series, separation of variables, heat, wave and Laplace's equations, finite difference numerical methods, and introduction to pattern formations. Prerequisite: MTH 211, MTH 212, and MTH 264 (strongly recommended) or MTH 280/281, or permission of the instructor. Prior exposure to computing (using Matlab, Mathematica, Python, etc.) will be helpful. {M} Credits: 4

Members of the department

Normally offered in alternate years

MTH 370 Topics in Topology and Geometry

Topics course.

Topology

Topology is a kind of geometry in which important properties of a shape are preserved under continuous motions (homeomorphisms)—for instance, properties like whether one object can be transformed into another by stretching and squishing but not tearing. This course gives students an introduction to some of the classical topics in the area: the basic notions of point set topology (including connectedness and compactness) and the definition and use of the fundamental group. Prerequisites: MTH 280 or 281, or permission of the instructor. {M} Credits: 4

Members of the department

Normally offered in alternate years

Geometry of Curves and Surfaces

An introduction to the local and global geometry of curves in the plane, and curves and surfaces in 3-dimensional space, including connections to topology. Topics include the Four Vertex Theorem, the Fary-Milnor Theorem, the Isoperimetric Problem, and the Gauss-Bonnet Theorem. Prerequisites: MTH 280 or 281, or permission of the instructor. {M} Credits: 4

Members of the department

Normally offered in alternate years

MTH 381 Topics in Mathematical Analysis

Topics course.

Geometry and Mechanics

Introduction to modern geometric approaches to classical physics. The essential idea is that the notion of symmetry can be used to simplify the analysis of physical systems. Topics may include Lagrangian and Hamiltonian mechanics, Noether's Theorem and conservation laws, quantization and special relativity. Prerequisite: MTH 280 or MTH 281. MTH 233 is suggested (possibly concurrently). No prior exposure to physics is necessary. {M} Credits: 4

Members of the department

Normally offered in alternate years

Fourier Analysis and Wavelets

The mathematics of how you can stream videos while your mom is using the same cable to call on the phone. Hilbert spaces, Fourier series, Fourier transform, discrete Fourier transforms, wavelets, multiresolution analysis, applications. MTH 281 is required. {M} Credits: 4

Members of the department

Normally offered in alternate years

MTH 382 Complex Analysis

Complex numbers, functions of a complex variable, algebra and geometry of the complex plane. Differentiation, integration, Cauchy integral formula,

calculus of residues, applications. Prerequisite: MTH 280 or MTH 281, or permission of the instructor. Credits: 4

Members of the department

Normally offered in alternate years

MTH 400 Special Studies

By permission of the department, normally for majors who have had at least four semester courses at the intermediate level. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

Cross-Listed Courses

IDP 325 Art/Math Studio

This course is a combination of two distinct but related areas of study: studio art and mathematics. Students are actively engaged in the design and fabrication of three-dimensional models that deal directly with aspects of mathematics.

The class includes an introduction to basic building techniques with a variety of tools and media. At the same time each student pursues an intensive examination of a particular-individual-theme within studio art practice. The mathematical projects are pursued in small groups. The studio artwork is done individually. Group discussions of reading, oral presentations and critiques, as well as several small written assignments, are a major aspect of the class. Prerequisite: Juniors and seniors with permission of the instructor/s. Enrollment is limited to 15. (E)

{A} {M} Credits: 4

Pau Atela

Expected to be offered in the next 3 years

QSK 102 Quantitative Skills in Practice

A course continuing the development of quantitative skills and quantitative literacy begun in MTH/QSK 101. Students continue to exercise and review basic mathematical skills, to reason with quantitative information, to explore the use and power of quantitative reasoning in rhetorical argument, and to cultivate the habit of mind to use quantitative skills as part of critical thinking. Attention is given to visual literacy in reading graphs, tables and other displays of quantitative information and to cultural attitudes surrounding mathematics. Prerequisites: MTH 101/QSK 101. Enrollment limit of 18.

{M} Credits: 4

Catherine McCune

Normally offered each spring

PSY 201 Statistical Methods for Undergraduate Research

An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized, and students use R and other statistical software for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent or who have taken AP STAT should take SDS 220, which also satisfies the major requirement. Enrollment is restricted to psychology majors or permission of instructor. Normally students receive credit for only one of the following introductory statistics courses: PSY 201, ECO 220, GOV 190, SDS 220, SDS 201, SOC 201, EDC 206.

{M} {QS} Credits: 5

David C. Palmer

Normally offered both fall and spring semesters

Medieval Studies

Advisers and Members of the Medieval Studies Council

Nancy Mason Bradbury, Ph.D., Professor of English Language and Literature **1, *2

Brigitte Buettner, Ph.D., Professor of Art

Craig R. Davis, Ph.D., Professor of English Language and Literature and Comparative Literature

Eglal Doss-Quinby, Ph.D., Professor of French Studies *1

Suleiman Ali Mourad, Ph.D., Professor of Religion

Alfonso Procaccini, Ph.D., Professor of Italian Studies

Vera Shevzov, Ph.D., Professor of Religion

Joshua Birk, Ph.D., Associate Professor of History, *Director*

Ibtissam Bouachrine, Ph.D., Associate Professor of Spanish and Portuguese

The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multi-disciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals, Latin and vernacular literature, and music and the visual arts.

The medieval studies major and minor provide students with an opportunity to re-create for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

The Major

Latin Requirement:

All medieval studies majors are expected to achieve a working knowledge of the Latin language. This requirement may be satisfied by taking at least one Latin course (4 credits) at the 200 level or above. If a student has no prior Latin or is insufficiently prepared for a 200-level course, she will take Latin 100d (8 credits) in order to fulfill this requirement. However, all students are urged to continue Latin at the 200 level. A biblical or Koranic language (Greek, Hebrew, Arabic) can substitute for Latin with permission of the adviser. The student must pursue the classical or scriptural form of the language, not modern Greek, Hebrew or Arabic.

Required Courses:

A total of 10 semester courses from the following list of approved courses, excluding the Latin requirement, distributed in four areas as follows:

- Two courses in medieval history: normally these are HST 224, HST 225 or HST 226;
- One course in medieval religion or philosophy;
- One course in medieval art;
- Two courses in medieval language and/or literature, not necessarily taken in the same department; one course in classical Latin literature may be taken in fulfillment of this requirement;
- Two additional courses from the list of approved courses below;
- Concentration requirement: two additional courses, at least one at the advanced level, in one of the four areas listed above (history, religion or philosophy, art, language and/or literature).

The S/U grading option is not allowed for courses counting toward the major.

In addition to courses listed below, courses that devote at least eight weeks of the semester to medieval material may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject.

Students are encouraged to consult the current Five College catalog of courses for offerings at the other four institutions. We also encourage medieval studies majors to consider proposing a Special Studies project or an honors thesis.

The Minor

Required Courses:

Students who wish to qualify for a minor in medieval studies have the option of demonstrating a working knowledge of Latin as per the major requirement or demonstrating a working knowledge of one of the medieval vernaculars (these currently include ENG 216, ENG 217, ENG 218, ITL 332 and SPN 250). Beyond the language requirement, students must take four courses from the list of approved medieval studies courses at the 200 level or above: these courses must include at least one course in history and one course in art or music. Students are encouraged to select courses that deal with different aspects of the same time period and comprise together a meaningful examination of a segment of medieval civilization.

Honors

Director: Craig Davis

MED 430D Honors Project

Please consult the director of medieval studies or the program website for specific requirements or application procedures.

Approved Courses

Art

ARH 233 Medieval Art on the Move: Pilgrimages and Crusades

Brigitte Buettner

Normally offered in alternate years

ARH 234 The Age of Cathedrals

Members of the department

Expected to be offered in the next 3 years

ARH 352 Studies in Art History

Art and Natural History c. 1250–1650

Members of the department

Expected to be offered in the next 3 years

English and Comparative Literature

CLT 177 Journeys in World Literature

Epic Worlds

Members of the department

Expected to be offered in the next 3 years

CLT 202 Western Classics in Translation, from Homer to Dante

Nancy J. Shumate, Michael T. Thurston

Normally offered each fall

ENG 210 Old English

Craig R. Davis

Normally offered in alternate years

ENG 211 *Beowulf*

Members of the department

Normally offered in alternate years

ENG 217 Studies in Medieval Literature

Old Irish

Members of the department

Expected to be offered in the next 3 years

ENG 250 Chaucer

Nancy Mason Bradbury

Normally offered each academic year

ENG 333 Seminar: A Major British or American Writer

J. R. R. Tolkien

Members of the department

Normally offered each academic year

First-Year Seminar

FYS 134 Bookmarks: Reading and Writing From Plato to the Digital Age

Members of the department

Expected to be offered in the next 3 years

French

FRN 253 The Lady, the Knight and the King

{F} {L} Credits: 4

Members of the department

Normally offered in alternate years

FRN 320 Women Defamed, Women Defended

{F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

History

HST 224 (L) History of the Early Middle Ages

Joshua Birk

Normally offered in alternate years

HST 225 (L) Making of the Medieval World, 1000–1350

Joshua Birk

Normally offered in alternate years

HST 226 (L) Renaissance and Reformation? Europe in the Late Middle Ages: Society, Culture and Politics From 1300 to 1600

Members of the department

Normally offered in alternate years

HST 227 (C) Aspects of Medieval European History

Magic in the Middle Ages

Members of the department

Normally offered each academic year

HST 229 (C) A World Before Race?: Ethnicity, Culture and Difference in the Middle Ages

Joshua Birk

Expected to be offered in the next 3 years

Italian

ITL 332 Dante: Divina Commedia—*Inferno*

Alfonso Procaccini

Normally offered each fall

Latin

LAT 100Y Elementary Latin

Rebecca Worsham

Normally offered each academic year

LAT 212 Introduction to Latin Prose and Poetry

Scott A. Bradbury

Normally offered each fall

LAT 213 Introduction to Virgil's *Aeneid*

Nancy J. Shumate

Normally offered each spring

LAT 330 Advanced Readings in Latin Literature I & II

Cicero and the Power of Rhetoric at Rome

Members of the department

Myths and Legends of Early Rome

Members of the department

Normally offered each fall

Religion

REL 245 The Islamic Tradition

Suleiman Ali Mourad

Normally offered each academic year

REL 247 The Qur'an

Members of the department

Expected to be offered in the next 3 years

REL 248 Topics in Modern Islam

Jihad

Members of the department

Expected to be offered in the next 3 years

Spanish and Portuguese

SPN 250 Survey of Iberian Literatures and Society I

Sex and the Medieval City

Members of the department

Expected to be offered in the next 3 years

SPN 332 Seminar: The Middle Ages Today

Islam in the West

Members of the department

Expected to be offered in the next 3 years

Special Studies

MED 408D Special Studies

This is a full-year course. Credits: 8

Members of the department

Normally offered each academic year

MED 404 Special Studies

Admission by permission of the instructor and the Medieval Studies Council.

Credits: 4

Members of the department

Normally offered each academic year

Middle East Studies

Middle East Studies Advisory Committee

Joshua Birk, Ph.D., Associate Professor of History
 Ibtissam Bouachrine, Ph.D., Associate Professor of Spanish and Portuguese
 Joanna Caravita, Ph.D., Lecturer in Modern Hebrew Language
 Justin Daniel Cammy, Ph.D., Associate Professor of Jewish Studies and
 Comparative Literature ^{†2}
 May George, Ph.D., Lecturer in Middle East Studies
 Steven Heydemann, Ph.D., Janet Wright Ketcham 1953 Professor in Middle East
 Studies ^{**2}
 John O. Weinert, Lecturer in Arabic
 Bozena C. Welborne, Ph.D., Assistant Professor of Government ^{*1}
 Gregory Whayne White, Ph.D., Professor of Government, *Director of Middle
 East Studies*

Middle East Studies Faculty

May George, Ph.D., Lecturer in Middle East Studies
 Steven Heydemann, Ph.D., Janet Wright Ketcham 1953 Professor in Middle East
 Studies ^{**2}
 Mukaram Hhana, Ph.D., McPherson/Eveillard Postdoctoral Fellow
 John O. Weinert, Lecturer in Arabic

Major in Middle East Studies

Requirements

11 courses (a minimum of 44 credits) are needed to satisfy the requirements of a major in Middle East Studies, and meet the following distribution requirements.

1. Basis

MES 100: Introduction to Middle East Studies (1 credit).

2. Language

At least two years of language study in Modern Standard Arabic, Hebrew, Farsi, Turkish or another approved Middle Eastern languages. Only the second year of language instruction will be counted toward the major. (8 credits). Please refer to Additional Guidelines for further information on language requirements.

3. Concentration

Four courses in an area of concentration, one of which is an upper-level capstone (300-level seminar or research-based special studies—MES 400). Areas of concentration may focus on the religion, history, politics, cultures (literature, film, music, art), or may explore an interdisciplinary topic such as gender in the Middle East, ethno-religious diversity of the region, etc. Students design a concentration in consultation with an adviser. (16 credits)

4. Electives

Four elective courses, of which at least three must be in areas other than the student's concentration. Advanced study of a Middle Eastern language may count towards the elective courses (16 credits).

Additional Guidelines

1. All courses taken for major credit shall be drawn from courses listed or cross-listed by the Program in Middle Eastern Studies. Any First-Year Seminar

cross-listed in MES may count towards the major.

2. Students will take at least one course with a primary focus on the Middle East beyond the Arab world (Iran, Israel, Turkey) in the fulfillment of major requirements.
3. Courses in the major may not be taken S/U.
4. Capstone: Majors must take one 300-level seminar or research based MES 400 special studies course in their field of concentration. When MES 400 functions as the capstone for the major it must be a research intensive course approved as the capstone by the major adviser.
5. No more than four courses in the major may be applied toward a double major.
6. Language study beyond the requirements of the major in Arabic, Hebrew, Farsi, or Turkish at Smith or within the Five Colleges is strongly encouraged. Students may apply to the Middle East Studies Committee for funding of summer language study (e, g., Arabic, Farsi, Hebrew, Turkish). In addition, courses in Arabic dialects offered by any of the Five Colleges or by the Five College Center for the Study of World Languages may be applied toward the major, with approval of the student's adviser. If a course offered by the FCCSWL is worth less than 4 credits, students will be expected to make up the credit shortfall through supplemental language instruction. Participation in study abroad programs offering intensive language instruction may count toward the MES major language requirement, on approval of the student's adviser.
7. Students proficient in Modern Standard Arabic, Hebrew, Farsi or Turkish may take a placement exam in lieu of coursework. Students who place out of the MES major language requirement are expected to make up 8 credits of coursework through electives or the study of a second, approved regional language.
8. Normally, at least half of a student's courses towards the major shall be taken at Smith. Students who study abroad may petition the Program in Middle East Studies should they seek credit toward the major of non-Smith courses that exceed half of those required by the major.

Study Abroad

The Program in Middle East studies encourages students to explore study abroad opportunities which allow them to deepen their understanding of Middle Eastern languages, history and cultures. A list of Smith-approved semester and yearlong programs is available from the Office of International Study. A list of recommended summer language programs is available on the MES program website.

Two Tracks for Students Interested in the Minor

Minor in Middle East Studies and Minor in Arabic

Minor in Middle East Studies

The Middle East studies minor at Smith provides students with the opportunity to complement a major with a concentration of courses that treat the region in its historical, political, social and cultural complexity. The minor provides the opportunity to study the region in an interdisciplinary fashion, with attention to key fields of knowledge.

Requirements: Six semester courses are required.

Language (1 course)

Completion of at least one year of college-level Arabic or modern Hebrew. Only the second semester of the beginner's language sequence counts as one of the six courses required for the minor, though students earn course credit towards overall Smith degree requirements for the full year. Additional language study of Arabic and Hebrew at the intermediate and advanced levels at Smith or within the Five College consortium is strongly encouraged. Students may petition the MES Committee to substitute the minimum requirement of a year of Arabic or Hebrew with the study of another Middle Eastern language (Farsi, Turkish, etc).

Breadth Requirements (2 courses)

1. A course on classical Islam or pre-modern (prior to 1800) Middle Eastern history, broadly defined. (Courses do not necessarily have to be offerings from the history department, but must be historically oriented.)
2. A course on modern history, contemporary politics/economics/cultures/sociology/anthropology or modern/contemporary Islamic thought.

Electives (3 courses)

In consultation with their adviser, students may choose additional electives in religion, literature, arts and/or history and the social sciences.

Students who wish to conduct independent research may approach an adviser for permission to enroll in MES 400 (Special Studies). MES 400 is a research-intensive course, available only to qualified juniors and seniors, and would serve as one of the electives.

Apart from language classes, no more than two courses may be taken from the same department or program. And normally no more than three courses can be taken away from Smith.

Minor in Arabic

The minor in Arabic is designed for students wishing to achieve proficiency in modern Arabic.

Requirements: Six semester courses (4 credits each) in Arabic.

Students may count only the second semester of Elementary Arabic as one of the six courses to be counted towards fulfillment of the minor.

Students must complete the equivalent of a full year of both Intermediate Arabic and Advanced Arabic.

Capstone course: At least one course, offered in Arabic, should be a non-language course which focuses on a topic or issue. Such courses, which may consist of a special studies, might include Media Arabic, Arabic literature, Arabic translation, Arabic linguistics (syntax, semantics, pragmatics, discourse analysis), aspects of Arabic culture, film, religions or philosophy.

Special studies in Arabic may count for as many as two of the six courses, so long as the special studies is worth 4 credits.

Courses in Arabic dialects offered by any of the Five Colleges or by the Five College Center for the Study of World Languages count toward the minor. If a course offered by the FCCSWL is worth less than 4 credits, students will have to make up the credit shortfall elsewhere.

Courses taught in English do not count toward the minor in Arabic.

Students are encouraged to fulfill some of the requirements toward the minor in an Arabic-speaking country, either during a semester or summer of study abroad. Courses taken outside Smith College or the Five College Arabic Program in Arabic language or in Arabic in any discipline must be approved by the head of the Arabic program at Smith (and by the student's adviser).

Language Courses

ARA 100Y Elementary Arabic

A yearlong course that introduces the basics of Modern Standard Arabic, this course concentrates on all four skills: speaking, listening, reading and writing. Beginning with the study of Arabic script and sound, students complete the Georgetown text *Alif Baa* and finish Chapter 13 in *Al-Kitaab I*, Book by the end of the academic year. Students acquire vocabulary and usage for everyday interactions as well as skills that allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students write short essays and participate in role plays, debates and conversations throughout the year. Enrollment limited to 18 students. ARA 100Y may not be taken S/U. Credits: 5

May George

Normally offered each academic year

ARA 200 Intermediate Arabic I

According to the ACTFL standards, this course is Intermediate Low Arabic. It covers the four skills of the language. Writers at the intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. At the intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics while readers at the same level can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement. Speakers at the intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Students should expect text assignments as well as work with DVDs, audio materials and websites. Exercises include writing, social interactions, role plays, and the interplay of language and culture. Prerequisite is ARA 100Y or the equivalent. {F} Credits: 4

May George

Normally offered each fall

ARA 201 Intermediate Arabic II

A continuation of ARA 200. We complete the study of the *Al Kitaab II* book sequence along with additional instructional materials. In this course, we continue perfecting knowledge of Arabic integrating the four skills: speaking, listening, reading and writing, using a communicative-oriented, proficiency-based approach. By the end of this semester, you should have sufficient comprehension in Arabic to understand most routine social demands and most nontechnical real-life conversations as well as some discussions on concrete topics related to particular interests and special fields of competence in a general professional proficiency level. You gain a broad enough vocabulary that enables you to read within a normal range of speed with almost complete comprehension a variety of authentic prose material and be able to write about similar topics. Also by the end of this semester, you should have a wide range of communicative language ability including grammatical knowledge, discourse knowledge and sociolinguistic knowledge of the Arabic language. You should expect text assignments as well as work with DVDs, audio and video materials and websites. Exercises and activities include essay writing, social interactions, role plays and in-class conversations, oral and video presentations that cover the interplay of language and culture, extracurricular activities and a final project. Prerequisite: Arabic 201 or permission of the instructor. {F} Credits: 4

John O. Weinert

Normally offered each spring

ARA 300 Advanced Arabic I

This helps students achieve an advanced level of proficiency in Modern Standard Arabic with an exposure to one Arabic colloquial variety using the four-skills (reading, writing, speaking, listening) approach. Students read within a normal range of speed, listen to, discuss and respond in writing to authentic texts by writers from across the Arab world. Text types address a range of political, social, religious and literary themes and represent a range of genres, styles and periods. All of these texts may include hypothesis, argumentation and supported opinions that covers both linguistic and cultural knowledge. This course covers *Al-Kitaab*, Book 3, units 1–5 in addition to extra instructional materials. Prerequisite: ARA 202, or the completion of *Al-Kitaab*, Book 2, or its equivalent. Students must be able to use formal spoken Arabic as the medium of communication in the classroom. {F} Credits: 4

John O. Weinert

Normally offered each fall

ARA 301 Advanced Arabic 2

This course helps students reach advanced proficiency in Arabic through language study and content work focused on Arab history, literature and current events. We continue to focus on developing truly active control of a large vocabulary through communicative activities. Grammatical work focuses on complex grammatical constructions and demands increased accuracy in understanding and producing complex structures in extended discourse. Preparation for class and active, cooperative participation in group activities are essential to students' progress in this course. Requirements also include active participation in class, weekly essays, occasional exams and presentations and a final written exam. This course covers *Al-Kitaab*, Book 3, units 5–10 in addition to extra instructional materials. Prerequisite: ARA 301, or the completion of *Al-Kitaab*, Book 3, lessons 1–5, or the equivalent. Students must be able to use formal spoken Arabic as the medium of communication in the classroom. {F} Credits: 4

John O. Weinert

Normally offered each spring

JUD 101 Elementary Modern Hebrew I

The first half of a two-semester sequence introducing modern Hebrew language and culture, with a focus on equal development of the four language skills: reading, writing, speaking and listening. Learning is amplified by use of online resources (YouTube, Facebook newspapers) and examples from Hebrew song and television/film. No previous knowledge of modern Hebrew is necessary. Enrollment limited to 18. Credits: 5

Joanna Caravita

Normally offered each academic year

JUD 102 Elementary Modern Hebrew II

The second half of a two-semester sequence introducing modern Hebrew language and culture, with a focus on equal development of the four language skills: reading, writing, speaking and listening. By the end of the year, students are able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, and express their thoughts and opinions. Learning is amplified by use of online resources (YouTube, Facebook newspapers) and examples from Hebrew song and television/film. Prerequisite: JUD 101 or equivalent. Enrollment limited to 18. {F} Credits: 5

Joanna Caravita

Normally offered each spring

The Program in Jewish Studies at Smith College partners with the Department of Judaic and Near Eastern Studies at the University of Massachusetts to offer Smith students a full complement of courses to bring them to advanced proficiency in modern Hebrew. Normally, students who have completed JUD 102 at Smith College will enter UMASS Hebrew 301 in the fall and follow it with Hebrew 302 in the spring. In fall 2017 Hebrew 301 will be taught by Joanna Caravita. Smith

students will not have to travel to UMASS if they enroll in this course. They will be able to participate in the class through videoconference at Smith. For more information on the Hebrew program, or if you have a question about language placement please contact Joanna Caravita.

Advanced study in Hebrew is offered at UMass or through Special Studies at Smith.

Please consult the website of the Program in Jewish Studies (www.smith.edu/jud) for a full list of summer Hebrew language programs.

Middle East Studies Courses**MES 100 Introduction to Middle East Studies**

This 8-week course of weekly lectures will provide students with a comprehensive overview of the Middle East by focusing on the big questions that animate the teaching and research of faculty in Middle East Studies and related fields. Graded S/U. Credits: 1

Steven Heydemann

Normally offered each fall

MES 217 International Relations and Regional Order in the Middle East

The focus of this lecture course will be on the dynamics of inter-state relations in the broader Middle East (encompassing Turkey, Israel, and Iran). It will provide a brief introduction to relevant theoretical frameworks that have been used to explain the international and regional relations of the Middle East. It then applies these theoretical frameworks through in-depth attention to a wide range of themes and cases. In addition to readings on specific cases, the course will cover the origins and development of the Arab state system, alliance dynamics, the effects of oil on international relations, war and international relations, and the domestic sources of Middle East international relations. {S} Credits: 4

Steven Heydemann

Expected to be offered in the next 3 years

MES 200 Syria Beyond the Headlines

Syria today is experiencing a brutal civil war that has left hundreds of thousands dead, more than a million wounded, and over 12 million displaced. How did this happen? Why did Syrians embark on a national uprising in 2011? Why did peaceful protests give rise to civil war? How is Syria's conflict re-shaping politics, society, and economy? What have been its effects on neighboring states, and on regional dynamics? To address these and other questions, this course provides an in-depth exploration of the origins, dynamics, and effects of the Syrian uprising. It will also cover regional and international responses to the uprising. By the end of the seminar, students will have a deeper understanding not only of the Syrian conflict, but also of Middle East politics more broadly. Students who have taken FYS 157 Syria behind the Headlines cannot take this course for credit. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

MES 203 Introduction to Middle East Comparative Politics

This lecture class provides an introduction to the comparative politics of the Middle East. Readings, lectures, and discussions will examine political environments in the Middle East, with a focus on states as units of analysis, and on the general processes and conditions that have shaped state formation, the formation of national markets, and state-society relations in the region. The course will equip students to understand and critically assess how political interests are organized; the development of major political, social, and economic structures and institutions; and sources of political contestation within Middle Eastern societies. {S} Credits: 4

Steven Heydemann

Expected to be offered in the next 3 years

MES 210 Modern Middle Eastern Cinema

Same as HST 210. This course explores the history of Middle Eastern culture and socio-political thought through cinema. It will focus on the representations of gender, sexuality, class, and the evolution of socio-political ideologies over the course of the 20th-21st centuries. Further, it investigates how Arab filmmakers portrayed their reality cinematically, and how they viewed the lens a medium for socio-political debate. {H} Credits: 4

Mukaram Hbana

Expected to be offered in the next 3 years

MES 220 The Arab Spring

Explores the social, economic and political causes and effects of the mass protest movements that came to be known as the Arab Spring or the Arab Uprisings. Through a wide range of readings, documentaries, media accounts, social media content, and other materials we dissect the most significant, and still unresolved, political transformations in the Middle East in the last 100 years. A previous course in Middle Eastern politics, history or culture recommended, but not required. {H} {S} Credits: 4

Steven Heydemann

Normally offered in alternate years

MES 230 Society and Development in the Middle East

This course focuses on the political economy of the Arab Middle East with emphasis on the social dimensions of economic development. It provides students with insight into the effects of shifting economic and social policies and economic conditions on the peoples of the Middle East and the social transformations that have accompanied post-colonial processes of state- and market-building. It explores how economic conditions shaped political activism, social movements, modes of protest, and broader patterns of state-society relations. Students will become familiar with theories of economic and social development and major analytic frameworks that are used to assess and make sense of society and development in the Middle East. (E) {S} Credits: 4

Members of the department

Normally offered in alternate years

MES 235 Perspectives on the Arab-Israeli Conflict

Same as JUD 235. Explores key issues in the political, social and cultural history of Zionism and the State of Israel, as examined through a specific topic of current interest. Discussions over controversies in historiography may be amplified by exploring a series of turning-points in the conflict and the quest for peace, and the ways in which public memory is consistently reshaped through film, museums, and/or literary texts that challenge existing historical narratives. No prerequisites. Credits: 4

Members of the department

Expected to be offered in the next 3 years

MES 380 Seminar: Authoritarianism in the Middle East

This upper-level seminar focuses on the durability of authoritarian regimes in the Middle East and North Africa. The course examines the emergence of authoritarian regimes in the Arab world; their consolidation into full-fledged systems of rule; patterns and variation in authoritarian governance among Arab states; the political economy of authoritarianism; state-society relations under authoritarian rule; and authoritarian responses to democratization, economic globalization and pressures for political reform. Prior course work on the history, politics, sociology, anthropology of the modern Middle East is useful. (E) {S} Credits: 4

Members of the department

Normally offered in alternate years

Cross-listed Courses**ARH 228 Islamic Art and Architecture**

This course surveys Islamic visual art and architecture from the spread of Islam in the seventh-century until the present day, covering the Dome of the Rock and Persian miniatures to French Orientalism and Arab Spring graffiti. Attention is focused upon the relationships between Islamic visual idioms and localized religious, political and socioeconomic circumstances. In particular, lectures and readings examine the vital roles played by theology, royal patronage, gift exchange, trade and workshop practices in the formulation of visual traditions. Direct analysis of Islamic artworks at the Smith museum expand students' command of critical visual analysis. Group A, Group B

{A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

ARH 280 Art Historical Studies

Topics course. Students may take up to four semesters of ARH 280 Art Historical Studies, as long as the topics are different.

Age of Imperial Encounter: 19th-Century Art of the Middle East

The 19th-century Middle East witnessed a flourishing of strange and hybrid architecture and visual culture that blended local traditions with global trends. As local empires waned, European forces spread new models of elite culture. How did art of the 19th-century Middle East respond to shifts in political, social and cultural power? How do we define hybridity in art and can we break it free from Orientalist paradigms? Students acquire knowledge of 19th-century Islamic art and history, develop skills of critical looking, and gain an advanced vocabulary to evaluate visual culture under colonialism. Group B {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

FRN 230 Colloquium in French Studies

Topics course.

A gateway to more advanced courses. These colloquia develop skills in expository writing and critical thinking in French. Materials include novels, films, essays and cultural documents. Students may receive credit for only one section of 230. Enrollment limited to 18. Basis for the major. Prerequisite: 220 or permission of the instructor.

"Banlieue Lit"

In this course, students study fiction, memoir, slam poetry and hip-hop authored by residents of France's multi-ethnic suburbs and housing projects, also known as the *banlieues* and *cités*. We examine the question of whether *banlieue* authors can escape various pressures: to become native informants; to write realistic rather than fantastical novels; to leave the "ghetto"; to denounce the sometimes difficult traditions, religions, neighborhoods and family members that have challenged but also molded them. Often seen as spaces of regression and decay, the *banlieues* nevertheless produce vibrant cultural expressions that beg the question: Is the *banlieue* a mere suburb of French cultural life, or more like one of its centers? {F} {L} Credits: 4

Members of the department

Normally offered each academic year

FYS 157 Syria Beyond the Headlines

Syria today is at the center of turmoil that is remaking the Middle East and challenging global security. Civil war, violent extremism, sectarian polarization and the globalization of terrorism have devastated the country, leading to mass population displacement and the most severe humanitarian crisis since WWII. By exploring the historical origins and the current trajectory of Syria's

revolution in 2011 and its collapse into violent conflict, the seminar provides critical insight into the forces that are defining the future of Syria and the Middle East. Enrollment limited to 16 first-year students. **WI {S}** Credits: 4
Steven Heydemann

Expected to be offered in the next 3 years

FYS 186 Israel: Texts and Contexts

What is the role of the writer in constructing a nation's founding myths and interpreting its present realities? How do literature and film about Zionism and Israel navigate and interpret tensions between sacred and secular; exile and homeland; language and identity; indigenous and colonial; war and peace? Intended for students with an interest in the relationships between history, politics, and narrative. Enrollment limited to 16 first-year students.

WI Credits: 4

Justin Daniel Cammy

Expected to be offered in the next 3 years

GOV 224 Colloquium: Globalization From an Islamic Perspective

This course introduces students to the diversity of political and economic challenges and opportunities facing the Muslim world in a globalizing context. We cover a range of contemporary topics from the legacies of colonialism, evolving human security issues, and the emergence of Islamist politics to the popularity of Islamic banking and commerce, as well as changing gender roles. Enrollment limited to 20. **{S}** Credits: 4

Members of the department

Normally offered in alternate years

GOV 248 The Arab-Israeli Dispute

This course investigates the causes and effects of the Arab-Israeli disputes of the past and present as well as the viability of efforts to resolve them. We consider the influence of Great Power Politics on the relationship between Arab states and Israel, and between Palestinian Arabs and Israelis. Our exploration of the conflict touches on issues related to human security, terrorism and political violence as well as broader questions of human rights, national identity and international governance. **{S}** Credits: 4

Members of the department

Normally offered in alternate years

GOV 326 Seminar in Comparative Politics

Topics course.

The Middle East and North Africa

This course serves as an overview of major themes in political science research pertaining to the Middle East and North Africa (MENA), while exploring the politics of individual countries from a comparative perspective. We investigate topics concerned with regime type and existing political institutions, political ideology and social movements, economic development, and civil-military relations. Assigned literature considers the interdisciplinary exchange of ideas on the contemporary MENA through a political, economic, and sociological lens, while explaining both regional trends and intra-regional variation. **{S}** Credits: 4

Members of the department

Expected to be offered in the next 3 years

GOV 347 Seminar in International Politics and Comparative Politics

Topics course.

North Africa in the International System

This seminar examines the history and political economy of Morocco, Tunisia, Algeria and Libya, focusing on the post-independence era. Where relevant, Egypt and Mauritania will be treated. The seminar sets Maghrebi (North Africa) politics in the broader context of its regional situation within the Mediterranean (Europe and the Middle East), as well as its relationship to sub-Saharan Africa and North America. Study is devoted to: (1) the independence struggle; (2) the

colonial legacy; (3) contemporary political economy; and (4) post-colonial politics and society. Special attention will be devoted to the politics of Islam, the "status" of women and political change. **{S}** Credits: 4

Members of the department

Normally offered each fall

HST 208 (L) The Making of the Modern Middle East

This is an introductory course on modern Middle Eastern history, (1789–2011), focusing on the main socio-political and cultural forces that affected the region. It analyzes how specific events and long-term processes informed the realities of Middle Eastern life with emphasis on significant developments, including Ottoman reform; role of imperialism and colonialism; the emergence of nationalism(s) the rise of nation-states; and ideologies such as Zionism and Islamism. **{H}** Credits: 4

Mukaram Hbana

Normally offered each academic year

HST 209 (C) Aspects of Middle Eastern History

Topics course.

Women, Gender and Power in the Middle East

This course analyses the development of gender discourses and the lived experiences of women throughout the history of the region. The topics covered include the politics of marriage, divorce and reproduction; women's political and economic participation; questions of masculinity; sexuality; the impact of Islamist movements; power dynamics within households; and historical questions around the female body. It provides an introduction to the main themes and offers a nuanced historical understanding of approaches to the study of gender in the region. **{H}** Credits: 4

Members of the department

Normally offered each academic year

HST 227 (C) Aspects of Medieval European History

Topics course.

Crusade and Jihad: Religious Violence in the Islamo-Christian Tradition

This course juxtaposes the medieval understanding of religious violence and war in the Western Christian and Islamic traditions with modern understandings of those same phenomena. It traces the intellectual development of these concepts during the Middle Ages, and how medieval conceptions of violence are reinterpreted and redeployed in the 19th through 21st centuries. **{H}** Credits: 4

Members of the department

Expected to be offered in the next 3 years

JUD 200 Intermediate Modern Hebrew

Continuation of JUD 100y. Emphasizes skills necessary for proficiency in reading, writing and conversational Hebrew. Transitions from simple Hebrew to more colloquial and literary forms of language. Elaborates and presents new grammatical concepts and vocabulary, through texts about Israeli popular culture and everyday life, newspapers, films, music and readings from Hebrew short stories and poetry. Prerequisite: one year of college Hebrew or equivalent or permission of the instructor. Enrollment limited to 18. Offered at Smith in alternate years. **{F}** Credits: 4

Members of the department

Expected to be offered in the next 3 years

JUD 210j Jewish Studies in the Field

Enables students to focus on the intersection of Jewish Studies and a topic of regional, national, or global concern through intensive field study. Instructor permission only. **(E)**

Members of the department

Expected to be offered in the next 3 years

JUD 288 History of Israel

Israel, from the pre-state origins of Zionism in the late 19th century to the present. Analysis of ongoing challenges, with special attention to competing identities, the place of religion in civil life, political conflict, and traditions of critical self-reflection. Interpretation of Israeli political and cultural history through discussion of primary sources and documentary film. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

MUS 220 Topics in World Music

Topics course.

Popular Music of the Islamic World

Music is a thorny issue in many Islamic societies. There is often tension between hardliners who believe that music has no place in Islam and thus try to prohibit it and those who tolerate it, albeit within well-defined parameters. The debate intensifies in the case of popular music. Despite this, there is an incredible variety of vibrant popular music traditions throughout the Islamic world. In this course, we engage with Islamic debates on popular music, explore music in a variety of cultures (e.g., Afghanistan, Algeria, Egypt, Iran, Malaysia, Pakistan, Senegal and Turkey), and examine the ways they illuminate different themes (forms of Islam, issues of diaspora, gender considerations, musical diversity, etc.). No prerequisites, though MUS 101 is helpful. {A} {S} Credits: 4

Members of the department

Normally offered in alternate years

REL 110 Colloquia: Thematic Studies in Religion

Topics course.

The Holy Land

This course examines the concept of the “Holy Land” according to the religious traditions of Judaism, Christianity and Islam. It explores the ways the Holy Land has been defined and sanctified in scripture and in works of art, architecture, literature, poetry and film. It also explores the ways that political rulers have tried to tap into the sanctity of the Holy Land to promote their own legitimacy. The course emphasizes the significance of the common heritage of the Holy Land, as well as how it has inspired religious and political conflict. Enrollment limited to 20. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

REL 245 The Islamic Tradition

The Islamic religious tradition from its beginnings in seventh century Arabia through the present day, with particular emphasis on the formative period (A.D. 600–1000) and on modern efforts at reinterpretation. Topics include Muhammad and the Qur’an, prophetic tradition, sacred Law, ritual, sectarianism, mysticism, dogmatic theology and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. {H} Credits: 4

Suleiman Ali Mourad

Normally offered each academic year

REL 246 Islamic Thought and the Challenge of Modernity

Major themes addressed by Muslim thinkers since the 18th century, such as Islamic reform and revival, the encounters with colonialism and imperialism, nationalism and other modern ideologies; and Islamic discussions of modernity, liberalism, conservatism, fundamentalism and militancy. Reading of primary sources in translation. {H} Credits: 4

Suleiman Ali Mourad

Normally offered each academic year

REL 247 The Qur’an

The Qur’an, according to the majority of Muslims, is God’s word revealed to Muhammad through the angel Gabriel over a period of 22 years (610–632 C.E.). This course introduces students to Islam’s scriptural text: its content, form, structure and history. It also situates the Qur’an in the larger frame of the genre of Scripture: What does it mean for a text to be revealed? Study of the Qur’an as a seventh-century product, as well as the history of reception of this text. Analysis of its varying impact on the formulation of Islamic salvation history, law and legal theory, theology, ritual, intellectual trends, and art and popular culture. {H} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

REL 248 Topics in Modern Islam

Topics course.

Jihad

The persistence of the ideology of jihad in modern Islam drives revivalists and apologists to disagree over the meaning of “jihad” and whether it should be understood to necessitate violence or as an interpersonal spiritual struggle. This course examines the most important modern debates about Jihad and how each position engages and appeals to the foundational Islamic sources (e.g. Qur’an, Muhammad, Sharia/Islamic Law) and Islamic history for legitimacy. It also explores the factors that make the rhetoric used by modern jihadists popular among certain Muslim constituencies, inspiring them to wage holy war against “infidels” as well as fellow Muslims. Course may be repeated for credit with a different topic. Enrollment limited to 35. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

REL 345 Seminar: Islamic Thought*Muslims and Shari’a Law*

This seminar explores the complexity and history of Shari’a Law in Islam. It examines the formation of a variety of schools of practice of Shari’a from very early on in Islamic history until today and the way Muslim jurists have maintained the relevance of Shari’a to their respective societies and times. It covers topics such as: the theory and application of Shari’a, purpose of Shari’a, sources of Shari’a (e.g., Qur’an, Muhammad, customs), hermeneutical tools (e.g., reason, public good, doubt), and the laws themselves. The course also discusses the interaction of Shari’a with other legal systems, especially in the context of today where Shari’a is restricted to a small realm (primarily family and personal law). Limited to juniors, seniors (and others by permission of the instructor).

{H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SPN 245 Topics in Latin American and Peninsular Studies

Topics course. May be repeated once with a different topic. Normally offered both fall and spring semesters.

Jewish Women of the Muslim Mediterranean

This course examines the experiences of Jewish women in al-Andalus and North Africa from the Middle Ages until today. Discussions focus on Jewish women’s literary and cultural contributions to predominantly Muslim societies, primarily in the western Mediterranean. Students are also invited to think critically about concepts such as “tolerance” and “dhimma,” as well as what it means to be a woman and a religious minority in mostly-Muslim countries. Course taught in Spanish. Prerequisite: SPN 220 or above, or permission of the instructor. Cannot be repeated for credit. Enrollment limited to 19. {A} {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SPN 250 Survey of Iberian Literatures and Society I

Topics course. Normally offered each fall.

Sex and the Medieval City

This course examines the medieval understanding of sex and the woman's body within an urban context. We read medieval texts on love, medicine and women's sexuality by Iberian and North African scholars. We investigate the ways in which medieval Iberian medical traditions have viewed women's bodies and defined their health and illness. We also address women's role as practitioners of medicine, and how such a role was affected by the gradual emergence of "modern" medical institutions such as the hospital and the medical profession. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. Offered Fall 2017.

{F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SPN 332 Seminar: The Middle Ages Today

Topics course. Normally offered each spring.

Islam in the West

This transdisciplinary course examines the intimate, complex and longstanding relationship between Islam and the West in the context of the Iberian Peninsula from the Middle Ages until the present. Discussions focus on religious, historical, philosophical and political narratives about the place of Islam and Muslims in the West. Students are also invited to think critically about "convivencia," "clash of civilizations," "multiculturalism" and other theories that seek to make sense of the relationship between Islam and the West. Enrollment limited to 14. Permission of the instructor. Offered Spring 2018. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Special Studies**MES 400 Special Studies**

Admission by permission of the Program in Middle East Studies, normally for junior and senior minors in Middle East studies, and for qualified juniors and seniors from other departments. Offered both semesters each year. Credits: 1–4

Members of the department

Normally offered each academic year

MES 430D Honors Project

Credits: 4

Members of the department

Normally offered each academic year

Museums Concentration

Advisory Committee

Jessica F. Nicoll, *Museums Concentration Director*; Director and Louise Ines Doyle '34 Chief Curator, Smith College Museum of Art
 Rosetta Marantz Cohen, Professor of Education & Child Study; Director, Smithsonian Program
 Aprile Gallant, Curator of Prints, Drawing and Photographs, Smith College Museum of Art
 Elizabeth Redding Jamieson, Professor of Chemistry; Director, Center for Aqueous Biogeochemical Research ^{†2}
 Barbara A. Kellum, Professor of Art
 Dana Leibsohn, Priscilla Paine Van der Poel Professor of Art ^{**1, *2}
 Caroline M. Melly, Associate Professor of Anthropology ^{**1, *2}
 Charlene Shang Miller, Associate Educator for Academic Programs, Smith College Museum of Art
 Christen Mucher, Assistant Professor of American Studies
 Margaret Lind Newey, Associate Director of Academic Programs & Public Education, Smith College Museum of Art
 Kiki Smith, Professor of Theatre
 Fraser Stables, Associate Professor of Art
 Frazer D. Ward, Associate Professor of Art ^{*1}

The museums concentration gives students a foundation in the history of museums and the critical issues they engage. Through a combination of academic coursework, two internships and independent research, students learn about institutions that shape knowledge and understanding through collection, preservation, interpretation and display of material culture. The museums concentration provides a unique opportunity at the undergraduate level for students to consider how their academic studies might connect to their future lives and careers. Students are introduced to issues such as community access, cultural ownership and public accountability—areas of study that will be important whatever they decide to do after Smith.

The museums concentration draws on the educational resource of the Smith College Museum of Art's collection of more than 25,000 original works of art and the other special collections at Smith, on the expertise of SCMA's professional staff, and on the exceptional academic programs of Smith College and the other Five Colleges that support learning in this area. Students are encouraged to apply for participation in the museums concentration in the fall of their sophomore year, and up to fifteen students from each graduating class are accepted into the program. For more information about the museums concentration, please visit: <http://www.smith.edu/museums/>.

Students may apply to participate in the museums concentration beginning in their sophomore year. The application deadline each year is December 1. Students are strongly encouraged to have taken MUX 119 before they apply. Once admitted they will be required to take MUX 300 (in the spring semester of senior year), as well as four electives. Students may count up to two courses from their major and one course from a minor toward the museums concentration. In addition to their courses, students in this concentration must complete two relevant internships or other practical experiences. For more information see www.smith.edu/museums.

Students interested in considering the museums concentration may wish to enroll in the fall lecture course: MUX 119, Museums in Society. In this course, which is required for the concentration, Smith faculty and guests introduce students to key topics reflecting the history of collecting institutions, their evolving public mission, and critical issues central to their work today. Interested students are also encouraged to take introductory courses from such departments as anthropology, archaeology, american studies, art history, history, and the history

of science, which can count towards the elective requirements for the museums concentration. Students can consult a full list of suggested courses here: <http://www.smith.edu/museums/courses.php>.

Required Courses

MUX 119 Museums in Society

Museums are multi-layered institutions with complex histories. Their role in society reflects contemporary perspectives on the ways knowledge is produced, categorized, and communicated. This half-semester course introduces students to key topics reflecting the history of collecting institutions, their evolving public mission, and critical issues central to their work today. {H} Credits: 1

Margaret Lind Newey

Normally offered each fall

MUX 300 Museums Concentration Research Capstone Seminar

Required for all seniors pursuing the museums concentration, this seminar provides a forum for students to develop research capstone projects that synthesize their previous coursework and practical experiences for the museums concentration. These projects are supplemented by weekly seminar meetings in which students explore and critique the mission and work of museums and contemporary forces shaping them. Class sections also provide a forum for progress reports and discussion of individual research projects as well as final presentations. Students must have completed the requirements for the museums concentration (www.smith.edu/museums). Enrollment limited to 15 seniors completing the museums concentration. Credits: 4

Members of the department

Normally offered each spring

MUX 400 Special Studies

Admission by permission of the museums concentration director. Normally, enrollment limited to museums concentrators only. Credits: 1–4

Members of the department

Normally offered each academic year

Recommended Courses

These are courses that have been offered over the past several years and are relevant to the museums concentration. Consult the course catalog for current availability. Other courses are eligible with adviser approval.

American Studies

AMS 210 Fashion and American Culture

AMS 302 Seminar: The Material Culture of New England, 1630–1860

AMS 411 Seminar: American Culture—Conventions and Contexts

Anthropology

ANT 135 Introduction to Archaeology

ANT 249 Visual Anthropology

Art History

All art history courses can count toward the museums concentration; the following are recommended selections.

- ARH 247 Colloquium: The Art and History of the Book
- ARH 110 Art and Its Histories
- ARH 141 Introduction to Art History: Western Traditions to 1500
- ARH 268 The Artist's Book in the 20th Century

Studio Art

- ARS 388 Advanced Architecture: Complex Places, Multiple Spaces
- ARS 171 Introduction to the Materials of Art

Chemistry

- CHM 118 Advanced General Chemistry
- CHM 100 Perspectives in Chemistry

Education and Child Study

- EDC 235 Child and Adolescent Growth and Development
- EDC 238 Introduction to the Learning Sciences
- EDC 390 The Teaching of Science, Engineering and Technology
- EDC 347 Individual Differences Among Learners

English

- ENG 215 Mid-Century Experimental Art and Literature in the U.S.

First Year Seminars

- FYS 197 On Display: Museums, Collections and Exhibitions

Geosciences

- GEO 112 Archaeological Geology of Rock Art and Stone Artifacts
- GEO 231 Invertebrate Paleontology and the History of Life

History

- HST 390 Seminar: Teaching History

History of Science

The history of science offerings change regularly; other relevant courses in this area of study can count towards the museums concentration provided the course is approved by the Museums Concentration Advisory Committee.

- HSC 207 The Technology of Reading and Writing

Museums Concentration

MUX 117 Collecting 101

An introduction to the issues and practical matters of collecting for an institution, Collecting 101 will allow students to directly participate in researching and purchasing a work on paper for the Smith College Museum of Art. Through readings and discussions, the class will develop criteria for the acquisition and learn about the history and issues of connoisseurship in the study of printmaking. They will also write and present proposals for the acquisition. The purchase decision (with funds provided by the museum) will be jointly made by the class members and museum staff. Credits: 2

Members of the department

Normally offered each interterm

Selection of Recommended Five College Courses

The following are Five College courses that are recommended for museum concentration credit. Consult current catalog to check availability.

Amherst College

Anthropology

- ANTH 41-01 Visual Anthropology
- ANTH 332-01 Contemporary Anthropology

Art and Art History

- ARHA 92-05 Art and Its Display
- ARHA 380-01 Museums and Society

Geology

- GEOL 224-01 Vertebrate Paleontology

History

- HIST 301-01 Writing the Past

Hampshire College

Humanities, Arts, and Cultural Studies

- HACU 0112-1 Investigating Women's Art
- HACU 0120-1 The Anatomy of Pictures: Visual Cultures
- HACU 204 Investigating Art: Latin American and Latino Objects in Collections

Interdisciplinary Arts

- IA 0166-1 Introduction to Art Education

Social Science

- SS 0203-1 Artivism and the Social Imagination
- SS 0258-1 Preserving the Past

Mount Holyoke College

Anthropology

- ANTHR 216-01 Collecting the Past
- ANTHR 310-01 Visual Anthropology in a Material World
- ANTHR 334-01 Memory, History and Forgetting

Art History

- ARTH 310-01 Who Owns the Past

University of Massachusetts at Amherst

Anthropology

- ANTHRO 325 Analysis of Material Culture

Art and Art History

- ART 310/1 Visual Arts and Human Development I & II
- ART-HIST 782 Museum Studies

Biology

- BIO 392C Museum Specimen Prep

History

- HIST 391P Politics of Preservation
- HIST 659 Public History
- HIST 661 American Material Culture

Music

Professors

Karen Smith-Emerson, M.M.
Raphael Atlas, Ph.D. ^{***2}
Margaret Sarkissian, Ph.D.
Joel Lee Pitchon, M.M.
Steve Waksman, Ph.D., Chair

Associate Professor

Judith Gordon, B.Mus.

Assistant Professor

Andrea Moore, Ph.D.
Katharine P. Soper, D.M.A.

Senior Lecturers

Grant R. Moss, D.M.A.
Jonathan M. Hirsh, D.M.A., Director of
Orchestral and Choral Activities ^{*1}

Lecturer

Marie-Volcy Pelletier, G.D.M.

Lecturer and Assistant Director of Choral Activities

Amanda Grizzle Huntleigh, M.M.

Visiting Artist and Lecturer

Jiayan Sun, M.M.

Staff Pianist

Clifton J. Noble, M.A.

The Minor

Advisers: Members of the department

Requirements: Six semester courses, including the basis (102, 110, 202) and three additional classroom courses of which at least two should be above the 100 level. Students may be exempted from courses required for the basis of the minor as a result of Advanced Placement exams or departmental placement tests. Such exemption does not affect the number of courses required for the minor. The S/U grading option is not allowed for courses counting toward the minor.

Honors

Director: Raphael Atlas

Requirements: A GPA of 3.5 in classroom courses in music through the end of the junior year; a GPA of 3.3 in courses outside music through the end of the junior year. Honors students will fulfill the requirements of the major; will present a thesis or composition (430d or 431) equivalent to 8 credits, and will take an oral examination on the subject of the thesis. The thesis in history or cultural studies will normally be a research paper of approximately 50 pages. The thesis in composition will normally be a chamber work of substantial duration. The final grade (highest honors, high honors, honors, pass) will be calculated as follows: thesis (60 percent); grades in music (20 percent); performance on the oral examination (20 percent).

Examination: Students will take an oral examination on the subject of their thesis.

The Major

Advisers: Members of the department

Adviser for Study Abroad: Raphael Atlas

Requirements: Ten semester courses, including the basis (102, 110, and 202), six additional classroom courses above the 100 level, and 325 in the senior year. Of the six additional classroom courses, at least one must be taken in three of the following areas:

- History of Western music
- World music
- American music
- Music theory and analysis
- Composition and digital music

In world music and in American music, 101 and 105 or 106, respectively, may be substituted for an additional classroom course above the 100 level.

Students may be exempted from courses required for the basis of the major as a result of Advanced Placement exams or departmental placement tests. Such exemption does not affect the number of courses required for the major.

Students who are contemplating graduate work in any branch of music should consult an appropriate member of the department for advice in selecting suitable elective courses. Students interested in graduate work in music are urged to acquire some knowledge of German, French or Italian (for studies in the Western tradition) or of a relevant foreign language (for studies beyond the Western tradition).

With the approval of the department, students may substitute one 4-credit Special Studies for one of the six additional classroom courses in the major.

The S/U grading option is not allowed for courses counting towards the major.

Music Major with Concentration in Performance

Majors who intend to pursue graduate studies in performance may, before March of their junior year, seek via audition before a department committee admission to the concentration in performance, which consists of enrollment in MUS 940y and the preparation of a full recital during the senior year.

The Five College Ethnomusicology Certificate Program

Advisors: Members of the Five College Ethnomusicology Committee

The Certificate Program in Ethnomusicology will provide a coherent framework for navigating course offerings and engaging with ethnomusicologists throughout the Five Colleges.

Requirements: To obtain a Five College certificate in ethnomusicology, students must successfully complete a total of seven courses distributed as indicated in the following four categories. No more than five courses can be from any one department/discipline, and introductory courses in basic musicianship do not count towards the requirements:

- Area studies or topics courses: at least two courses
- Methodology: at least two courses
- Performance: at least one course
- Electives: negotiated in consultation with the student's ethnomusicology adviser, including courses from related disciplines such as anthropology, sociology, history or media studies; area studies fields such as African studies, American studies, Asian studies or Middle East studies; or other fields related to a particular student's ethnomusicological interests.

Since ethnomusicological research and related musical performance may require understanding of and competence in a foreign language, students are

encouraged (but not required) to achieve relevant language proficiency. Other areas that students are encouraged to explore include experiential learning, a study-abroad or domestic-exchange experience, in-depth study of a single musical tradition or comparative studies of several musical traditions.

List of Courses and Ensembles

Will be posted and updated on our website: www.fivecolleges.edu/ethnomusicology

Introductory Courses

MUS 100 Colloquia

Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they emphasize class discussion and written work, which consists of either music or critical prose as appropriate to the topic. Open to all students, but particularly recommended for first-year students and sophomores.

Fundamentals of Music

An introduction to music notation and to principles of musical organization, including scales, keys, rhythm and meter. Limited to beginners and those who did not place into 110. {A} Credits: 4

Members of the department

Normally offered each spring

MUS 101 Introduction to World Music

Music may not be a “universal language,” but it is a universal phenomenon; every culture has something that we recognize as music. This course introduces you to a number of musical systems—traditional, classical and popular—from around the world and uses case studies to explore the complex relationships between music and culture. By engaging with music analytically, as musicologists (paying attention to the sounds you hear) and ethnographically, as anthropologists (paying attention to the cultural context), you learn basic principles that enhance your understanding of music globally speaking. No prerequisites. {A} {S} Credits: 4

Margaret Sarkissian

Normally offered each academic year

MUS 102 First Nights

This course serves as an introduction to the history of Western music by studying in detail the first performances of a small number of singularly important works in the Western tradition including *Orfeo* (Monteverdi), *Messiah* (Handel), the Ninth Symphony (Beethoven), the *Symphonie fantastique* (Berlioz), and *Le Sacre du printemps* (Stravinsky). Using Thomas Kelly’s textbook *First Nights* (which treats these five compositions), we analyze musical monuments as aesthetic objects and consider their relation to such issues as exoticism, politics and religious belief, as well as the status of this canon in the early 21st century. {A} {H} Credits: 4

Andrea Moore

Normally offered each fall

MUS 105 Roll Over Beethoven: A History of Rock

This course provides a critical survey of rock music, tracing the music’s development from blues and blackface minstrelsy to heavy metal, grunge, and techno. Emphasis throughout is placed upon understanding musical developments in the context of American race and gender relations and the politics of youth cultures in the U.S. Topics to be covered include: Elvis Presley and American race relations; Jimi Hendrix and the blues; girl groups; the rise of arena rock; and the significance of the DJ in hip hop. Enrollment limited to 45. {A} {H} Credits: 4

Steve Waksman

Normally offered in alternate years

MUS 106 American Sounds

This course surveys developments in the history of American music, with a primary focus on the 20th century. We pay particular attention to blues and country music, two styles that arose early in the century and provided the foundation for much of what followed. The course may cover other styles such as: blackface minstrelsy, Tin Pan Alley, folk, jazz, classical or varieties of Latino music. Throughout, we attend to musical aspects of these styles, and connect them to larger historical themes and social issues concerning race, class, gender and the making of “American” identity through music. Formal knowledge of music is not required. Enrollment limited to 45. {A} {H} Credits: 4

Members of the department

Normally offered in alternate years

MUS 110 Analysis and Repertory

An introduction to formal analysis and tonal harmony, and a study of pieces in the standard repertory. Regular exercises in harmony. Prerequisites: ability to read standard notation in treble and bass clefs, including key signatures and time signatures, and the ability to name intervals. (A placement test is given before the fall semester for incoming students.) One 50-minute ear training section required per week, in addition to classroom meetings. Class sections limited to 20. {A} Credits: 0–4

Raphael Atlas

Normally offered each fall

MUS 120 Music Decoded: What Do You Hear?

The primary goal of this course is to deepen your understanding of the music you like, while forging connections to music that is unfamiliar to you, making you a more well-informed music consumer. Throughout the course, you hone active listening skills, helping you to identify technical components and to connect with the music on an emotional level. These skills help you describe more specifically what you hear, and decode increasingly complex music. Classes cover folk, popular, jazz, non-western classical and other styles. {A} Credits: 2

Amanda Grizzle Huntleigh

Expected to be offered in the next 3 years

Intermediate and Advanced Courses

MUS 202 Thinking About Music

This course explores different approaches to the study of music as a cultural phenomenon. We consider basic questions, such as: Why is music so often at the center of our most profound personal and social experiences? Why is music a fundamental means of connecting with our own lives, our communities and the wider world in which we live? Through in-depth reading and in-class discussion, we study the institutions of music (concerts, recording studios) and the varied practices of music making (classical, popular; amateur, professional) in order to construct a picture of the musical worlds around us and to understand what they tell us about the societies in which we live. {A} {S} Credits: 4

Margaret Sarkissian

Normally offered each spring

MUS 203 Music as Memorial and Monument

Music has long played an important role in both memorialization and monumentalization. In this class, we use music as a lens through which to consider the agendas and values behind public displays of memory, history, and political strength. We will study music written to commemorate victims of war, state violence, and illness, from requiems to 9/11 memorial works. We will also consider how composers, performers, and listeners have participated in monumentalizing historical or political occasions, from composer anniversary celebrations to national anthems. {A} {H} Credits: 4

Andrea Moore

Expected to be offered in the next 3 years

MUS 205 Topics in Popular Music

Topics course.

Improvising History: The Development of Jazz

The course combines exploration of jazz music with examination of topics in the social and cultural history of jazz. Musically, the development of jazz is traced from the early styles that took root in New Orleans and Chicago to the challenging “free jazz” sounds of the 1960s and the 1970s, and into the current “postmodern” moment of jazz history. Historically, the course considers such issues as the key importance of race to the social development of jazz, the shifting status of jazz as “popular” or “art” music, and the nature and significance of improvisation as a medium of creative expression in 20th century American culture. Some previous knowledge of African American music and history or permission of the instructor required. Enrollment limited to 20. {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Metal and Punk: Rock History Out Loud

In-depth examination of the historical, musical and social development of heavy metal and punk rock, two key genres in the recent history of rock. In this course, we explore metal and punk as interrelated musical responses to the “crisis” that beset post-1960’s rock, and use the two genres as a lens for examining the nature and definition of popular music genres, the status of rock music as commodity, the politics of “noise,” and the shifting qualities of the rock audience from the 1970s to the present. Enrollment limited to 20 students.

{A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

MUS 210 Analysis and Repertory

A continuation of 110. One 50-minute musicianship section required per week, in addition to classroom meetings. Prerequisite: 110 or permission of the instructor. Enrollment limited to 18. {A} Credits: 4

Raphael Atlas

Normally offered each spring

MUS 220 Topics in World Music

Topics course.

Popular Music of the Islamic World

Music is a thorny issue in many Islamic societies. There is often tension between hardliners who believe that music has no place in Islam and thus try to prohibit it, and those who tolerate it, albeit within well-defined parameters. The debate intensifies in the case of popular music. Despite this, there is an incredible variety of vibrant popular music traditions throughout the Islamic world. In this course, we engage with Islamic debates on popular music, explore music in a variety of cultures (e.g., Afghanistan, Algeria, Egypt, Iran, Malaysia, Pakistan, Senegal and Turkey), and examine the ways they illuminate different themes (forms of Islam, issues of diaspora, gender considerations, musical diversity, etc.). No prerequisites, though MUS 101 is helpful. {A} {S} Credits: 4

Members of the department

Normally offered in alternate years

MUS 233 Composition

Basic techniques of composition, including melody, simple two-part writing and instrumentation. Analysis of representative literature. No previous composition experience required. Prerequisite: 110 or permission of the instructor.

{A} Credits: 4

Katharine P. Soper

Normally offered each fall

FMS 235 Listening to Cinema

Topics course.

Listening to Cinema

This course explores the sound worlds of narrative, experimental and documentary cinema. Emphasis is placed on critical listening with regular sound exercises and focused analysis of individual films. Topics addressed include the aesthetics and politics of sound design; noise and silence; the voice; film music; and the history of sound technology. The first half of the course will be devoted to sound theory and analysis, with sound-oriented readings drawn from disparate fields including philosophy, film theory, musicology and short fiction. In the second half, we will undertake an historical survey of sound technology since the late nineteenth century. (E) {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

MUS 250 The Original Instrument: Music for Voice

An introduction to a broad range of vocal music, from the Middle Ages to the present, and an investigation of such issues as text setting, interpretation, extended vocal techniques and the use of technology as it relates to vocal performance. Topics of study include chant, 19th-century art song, opera and experimental music. Composers to be considered include Hildegard of Bingen, Mozart and Wagner as well as such recent and contemporary figures as Meredith Monk, Pauline Oliveros and Julius Eastman, and popular artists including Beyoncé and Björk. Open to all students (including first-year students) who have had previous musical experience or who have obtained the permission of the instructor. (E) {A} Credits: 4

Katharine P. Soper

Normally offered each spring

MUS 258 Performing Culture

Same as ANT 258. This course analyzes cultural performances as sites for the expression and formation of social identity. Students study various performance genres such as rituals, festivals, parades, cultural shows, music, dance and theater. Topics include expressive culture as resistance; debates around authenticity and heritage; the performance of race, class and ethnic identities; the construction of national identity; and the effects of globalization on indigenous performances. Prerequisite: ANT 130 or permission of the instructor. Enrollment limited to 30. {A} {S} Credits: 4

Margaret Sarkissian

Normally offered in alternate years

MUS 315 Digital Orchestration

A practical introduction to principles of orchestration at the digital audio workstation, the basis of the production studio for music in media today. Following models from chiefly late Romantic repertory, students explore various instrumental combinations among the four sections of the orchestra—strings, winds, brass, percussion—in their own digital realizations. Working with libraries of digital samples, they develop a foundation in the production of music for film and video. For a final project, they orchestrate a given piano piece of two to three minutes, and produce a sound file of their work. Prerequisite: MUS 210 and permission of the instructor. {A} Credits: 4

Raphael Atlas

Normally offered each spring

MUS 325 Writing About Music

In this seminar, we consider various kinds of writing—from daily journalism and popular criticism to academic monographs and scholarly essays—that concern the broad history of music. Via regular writing assignments and group discussions of substance and style, students have opportunities to improve the mechanics, tone and range of their written prose. Required of senior majors; open to others by permission of the instructor. {A} Credits: 4

Steve Waksman

Normally offered each spring

MUS 341 Seminar in Composition

Prerequisite: a course in composition. Admission by permission of the instructor. May be repeated for credit. {A} Credits: 4

Katharine P. Soper

Normally offered each spring

MUS 345 Electro-Acoustic Music

Introduction to musique concrète, analog synthesis, digital synthesis and sampling through practical work, assigned reading, and listening. Enrollment limited to eight. Prerequisites: a semester course in music theory or composition and permission of the instructor. {A} Credits: 4

Katharine P. Soper

Normally offered each fall

MUS 400 Special Studies

In the history of Western music, world music, American music, composition and digital music, or music theory and analysis. For juniors and seniors, by permission of the department. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

MUS 430D Honors Project

Credits: 8

Members of the department

Normally offered each academic year

MUS 431 Honors Project

Credits: 8

Members of the department

Normally offered each fall

Graduate Courses

The department offers no graduate program but in exceptional circumstances considers admitting an advanced student whose independent studies leading to the A.M. degree would be overseen by the appropriate members of the faculty.

Performance

The music department offers a range of performance courses: individual lessons, which are numbered MUS 914Y, 924Y, 930Y and 940Y; chamber music coaching (MUS 901); conducting (MUS 903); and large ensembles, numbered MUS 951 and above.

Admission to individual lessons, chamber music, and some ensembles is determined by audition during fall semester orientation period and the first days of the semester. Students are accepted on the basis of musicianship, competence and potential. With the exception of voice, some prior experience is assumed. Information and sign-up sheets for auditions may be found at the Music Department office. Individual lessons require an additional fee, which is waived for music majors and minors. Other students can apply for departmental scholarship funds.

When no instructor for a particular instrument is available at Smith College, every effort is made to provide students with qualified instructors from the Five College community. Such arrangements may require Smith students to travel to other campuses within the Five College system. Students wishing to study performance with Five College faculty must obtain departmental approval.

Individual voice or instrument performance courses consist of weekly private lessons, with specific expectations determined by each instructor. Individual lessons require a yearlong commitment and are normally taken in addition to a regular course load. Two such courses may only be taken concurrently with departmental approval. (This restriction does not apply to enrollment in MUS 901 or MUS 903, or to participation in large ensembles for credit.)

For more detailed information on instrumental and voice lessons and a list of current faculty please see the Music Department website, www.smith.edu/music.

All performance students are encouraged to study music in the classroom. Non-majors and non-minors studying performance should talk with their instructors about which courses will best complement their interests.

No more than 24 credits in performance may be counted toward graduation. This includes participation in the various large ensembles described below.

All large ensembles are graded on an S/U basis.

Individual performance lessons carry the following numbering sequence and credits:

MUS 914Y

This is a full-year course. {8} {A} Credits: 2

Normally offered each academic year

MUS 924Y

This is a full-year course. {8} {A} Credits: 2

Normally offered each academic year

MUS 930Y

Advanced level. May be repeated once. Prerequisite: MUS 924Y. This is a full-year course. {8} {A} Credits: 2

Normally offered each academic year

MUS 940Y

Reserved for students who are admitted to the Concentration in Performance.

Two hours of performance lessons per week during the senior year.

{8} {A} Credits: 4

Normally offered each academic year

MUS 901 Chamber Music

This semester-long course consists of weekly group meetings for exploration and coaching of varied repertory for duos and small ensembles. Open to instrumental and voice students. Admission by permission of instructors. May be repeated for credit. {8} {A} Credits: 1

Judith Gordon, Joel Lee Pitchon

Normally offered both fall and spring semesters

MUS 903 Conducting

Introduction to the art of conducting. This course examines philosophical and practical aspects of the modern conductor's role. Topics include a musical gestural vocabulary, baton technique and score study/internalization of the printed page. Prior music performance experience and study of Western music theory is highly recommended; admission by permission of the instructor. May be repeated for credit. {A} Credits: 2

Members of the department

Normally offered in alternate years

Large Ensembles: Choral

Encompassing four dynamic and diverse ensembles, the **Smith College Choirs** perform annually at Commencement and Family Weekends, Montage, Autumn Serenade, Christmas Vespers, at a cappella jams, and at various college events including Opening Convocation and Rally Day. Each choir selects music from a diverse repertoire, including major works for women's choir, jazz, contemporary, and folk music of the U.S. and from international traditions. Every spring, men's glee clubs from such universities as Harvard, Rutgers, Cornell, Michigan and Virginia come to campus to collaborate with Smith Choirs on a major work. Recent performances have included Mendelssohn's *Elijah*, Mozart's *Requiem*, Orff's *Carmina Burana* and Bach's *B-minor Mass*. In alternate years, the **Smith College Chamber Singers** perform on tour in the United States and abroad.

All students (including Ada Comstock scholars) are welcome to join a Smith College choir, regardless of prior experience. First-year students, with no need to audition, sing in the **Smith College Chorus**. On most occasions the Chorus sings together with the **Smith College Glee Club**, an ensemble for students who have completed one year of college. All members of the Chorus and Glee Club may audition for the **Smith College Chamber Singers**, a small and selective ensemble that tours internationally, and for **Groove**, the choral program's student-run *a cappella* group. The Chorus, Glee Club and Chamber Singers rehearse on Mondays and Wednesdays in the late afternoon. Groove rehearses at various times during the week.

MUS 951 Smith College Chorus

{8} {A} Credits: 1

Amanda Grizzle Huntleigh

Normally offered both fall and spring semesters

MUS 952 Smith College Glee Club

{8} {A} Credits: 1

Jonathan M. Hirsh

Normally offered both fall and spring semesters

MUS 953 Smith College Chamber Singers

{8} {A} Credits: 1

Jonathan M. Hirsh, Amanda Grizzle Huntleigh

Normally offered both fall and spring semesters

Large Ensembles: Instrumental

MUS 954 Smith College Orchestra

A symphony orchestra open to Smith and Five College students, and members of the community. The orchestra gives at least one concert each semester and performs at annual events such as Family Weekend and Christmas vespers. Rehearsals on Tuesday evenings. {8} {A} Credits: 1

Jonathan M. Hirsh

Normally offered both fall and spring semesters

MUS 955 Smith College Javanese Gamelan Ensemble

One rehearsal per week; one concert per semester. Open (subject to space) to Smith and Five College students, faculty and staff. No prior experience necessary. Rehearsals on Wednesday evenings. {8} {A} Credits: 1

Maho Amy Ishiguro

Normally offered both fall and spring semesters

MUS 956 Smith College Jazz Ensemble

The jazz ensemble rehearses once per week on Wednesday evenings 7–9 p.m. in Earle Recital Hall, and performs at least one concert per semester. Favoring traditional big band instrumentation, and performing a variety of jazz styles, the ensemble is open to Smith and Five College students, as well as and members of the community (space permitting, and by permission of the instructor) with all levels of music training. Prior jazz experience is recommended but not required. {8} {A} Credits: 1

Genevieve Rose

Normally offered both fall and spring semesters

MUS 957 Smith College Wind Ensemble

One rehearsal per week; at least one concert per semester. Open to Smith and Five College students, faculty, staff and members of the community with prior instrumental experience. {8} {A} Credits: 1

Ellen Redman

Normally offered both fall and spring semesters

MUS 958 Smith College Irish Music Ensemble: The Wailing Banshees

One rehearsal per week; at least one concert per semester. Open by audition or permission of the director to Smith and Five College students, faculty and staff, and members of the community. {8} {A} Credits: 1

Ellen Redman

Normally offered both fall and spring semesters

MUS 959 Handbell Choir

The choir rehearses twice weekly and performs at the Family Weekend Montage concert, the annual Advent Dinner for the Roman Catholic community, Christmas Vespers and the second semester Spring Ring. In addition, the choir occasionally performs in off-campus community concerts. Rehearsals are Tuesdays and Thursdays at 5 p.m. in the John M. Greene Hall Handbell Room. {8} {A} Credits: 1

Grant R. Moss

Normally offered both fall and spring semesters

The Five College Collegium and Early Music at the Five Colleges

The Five College Early Music Program seeks to provide educational and musical experience for those interested in the instrumental and vocal music of the Middle Ages, the Renaissance, and the baroque period. An extensive collection of medieval, Renaissance, and baroque instruments is available to students for study and performance, and there are large holdings in the music libraries of the Five Colleges. Students may participate in the Five College Collegium (open by audition), may join ensembles organized on the various campuses, and may take, for a fee, individual and noncredit group instruction. More information may be found at www.fivecolleges.edu/earlymusic.

Neuroscience

Neuroscience Committee

Mary Ellen Harrington, Ph.D., Professor of Psychology, *Director*
 Virginia Hayssen, Ph.D., Professor of Biological Sciences
 Richard E. Olivo, Ph.D., Professor of Biological Sciences
 David Bickar, Ph.D., Professor of Chemistry
 Adam Charles Hall, Ph.D., Professor of Biological Sciences
 Michael Joseph Barresi, Ph.D., Associate Professor of Biological Sciences **2
 Annaliese K. Beery, Ph.D., Associate Professor of Psychology ***1
 Beth Powell, Ph.D., Senior Lecturer in Psychology
 Lisa A. Mangiamele, Ph.D., Assistant Professor of Biological Sciences *1

Major

Required Core Courses

Take each of these core courses:

- BIO 132/133 Cells, Physiology and Development + lab
- CHM 111 (or CHM 118), CHM 222 Chemistry I and II
- NSC 210 Fundamentals of Neuroscience or NSC 110 Introduction to Neuroscience
- NSC 230 Experimental Methods in Neuroscience
- MTH 201 / PSY 201 or MTH 219 or MTH 220 Statistics

Take two of these biology courses as part of the core:

BIO 200 Animal Physiology
 BIO 202 Cell Biology
 BIO 230 Genomes and Genetic Analysis

Advanced Lecture / Research Lab Courses

Take **three** advanced courses, at least **one** of which must be a lab course and **one** a lecture course, from these options:

Lecture courses:

NSC 314 Neuroendocrinology
 NSC 318 Systems Neurobiology
 BIO 300 Neurophysiology
 BIO 302 Developmental Biology
 BIO 310 Cell & Molecular Neuroscience
 BIO 362 Animal Behavior

Lab courses:

NSC 324 Research in Behavioral Neuroscience
 NSC 328 Research in Systems Neurobiology
 NSC 330 Research in Cellular Neurophysiology
 BIO 303 Research in Developmental Biology
 BIO 363 Research in Animal Behavior
 PSY 320 Research in Biological Rhythms

Seminars

Take **one** seminar from these options:

NSC 312 Seminar in Neuroscience
 NSC 313 Seminar in Organismal Neuroscience
 NSC 316 Neuroscience in the Public Eye
 BCH 380 Topics in Biochemistry: Protein Misfolding
 BIO 323 Topics in Developmental Biology: Regeneration
 PSY 314 Seminar in Foundations of Behavior

PSY 315 Seminar in Autism Spectrum Disorders
 PSY 326 Seminar in Biopsychology
 PSY 327 Seminar in Mind and Brain: Alzheimer's Disease

Elective Courses

Complete **one** elective course:

PSY 120 Human Cognition
 NSC/PSY 125 Sensation and Perception
 NSC/PSY 130 Clinical Neuroscience
 PSY 227 Brain, Behavior and Emotion
 PSY 230 Psychopharmacology

The neuroscience major requires 51-56 credits, depending on which courses are chosen. The S/U option may not be used for courses in the major. A student who places out of required courses with AP or IB credits is expected to replace those courses with others offered in the major. NSC 230 is not open to seniors.

Advisor for Study Abroad: Mary Harrington

Advisor for Transfer Students: Virginia Hayssen

The Minor

Two required core courses:

1. NSC/PSY 110 Introduction to Neuroscience or BIO 132 and NSC/PSY 210 Fundamentals of Neuroscience
2. One 300-level advanced lecture/research lab course (selected in consultation with your advisor)

Four electives (choose any four additional courses from this list):

PSY 105, 120, 230, 314, 315, 326, 327
 NSC 125, 130, 230, 312, 314, 316, 318
 BIO 230, 200, 202, 230, 300, 302, 310, 323, 362, 363

Six courses are required for the minor. One course must include a laboratory component. No more than two courses in the minor can also be counted to fulfill a major. The S/U option may not be used for courses in the minor.

Honors

Director: Adam Hall

NSC 430D Honors Project

This is a full-year course. Credits: 8

Normally offered both fall and spring semesters

Please consult the director of honors or the departmental website for specific requirements and application procedures.

NSC 125 Sensation and Perception

Same as PSY 125. An introduction to how the sense organs of animals and people signal characteristics of the surrounding physical world, and how the nervous system sends this information to the brain for interpretation. Topics: touch, the most basic of senses; audition and balance, an elaboration of touch

reception; olfaction and taste, detecting the chemical world; and vision, our most sophisticated sensory system, allowing us to build a model of the world around us. {N} Credits: 4

Richard F. Olivo

Normally offered each spring

NSC 210 Fundamentals of Neuroscience

The course will provide an introduction to the organization and function of the mammalian nervous system along with an exploration of the brain using multiple levels of analysis ranging from molecular to cognitive and behavioral approaches. The course will develop an appreciation of how brain cells interact to orchestrate responses and experiences. Emphasis will be placed on the cellular and molecular physiology of the nervous system with a focus on retinal phototransduction and mechanisms governing motor control. The material will be presented at a level accessible for life science majors. Prerequisites: BIO 132 Cells, Physiology and Development or AP BIO 4/5, or permission of the instructor. A basic appreciation of this level of biology is essential in order to understand the cellular and molecular underpinnings of the nervous system and the biological bases of behavior. {N} Credits: 4

Adam Charles Hall

Normally offered each spring

NSC 230 Experimental Methods in Neuroscience

A laboratory course exploring anatomical research methods, neurochemical techniques, behavioral testing, design of experiments and data analysis.

Prerequisites: CHM 111 or 118, and PSY 130 or NSC 125 or NSC 210 (can be taken concurrently) or permission of the instructor. Not open to seniors. Enrollment limited to 16. {N} Credits: 4

Mary Ellen Harrington, Narendra H. Patbak, Beth Powell

Normally offered both fall and spring semesters

NSC 312 Seminar in Neuroscience

Topics course.

Neuroscience, Ethics, and Policy

This seminar will highlight ethical and controversial issues that have arisen as a result of advances in the fields of behavioral, clinical, and cognitive neuroscience. Topics might include neuroscience and the law, the application of neurotechnology, brain enhancement, the nature of consciousness, the use of brain imaging, invasive brain treatment, and other issues of interest to the class. The seminar will include reading primary and secondary literature outside of class and oral presentations, group discussions, and debates in class. An emphasis will be placed on understanding the ramifications of these advances on our personal lives, health-care, and public health policy. Prerequisites: PSY 130, PSY/NSC110, or PSY/NSC 125 and permission of the instructor. {N} Credits: 4

Members of the department

Expected to be offered in the next 3 years

General Anesthesia

This seminar explores the history of general anesthesia, current anesthetic practices and primarily focus on the molecular mechanisms of anesthetic actions in the mammalian brain. Prerequisite: either BIO 202, 200, 310 or 330 (formerly 300). Enrollment limited to 12. {N} Credits: 4

Members of the department

Normally offered in alternate years

Biological Rhythms

Molecular, physiological and behavioral studies of circadian and circa-annual rhythms. Prerequisites: NSC 230, a course in statistics, one of: BIO 200, 202, or 230, and permission of the instructor. Enrollment limited to 12. {N} Credits: 4

Members of the department

Expected to be offered in the next 3 years

NSC 313 Seminar in Organismal Neuroscience

Topics course.

Neuroethology

This seminar approaches studying the nervous system by examining the mechanisms that have evolved to solve problems encountered by animals in their natural environment. Topics covered include behaviors related to orientation and migration, social communication, feeding and reproduction. Prerequisites: NSC 230 or BIO 363 and either BIO 200, NSC 210, or permission of the instructor. BIO 362 is recommended but not required. Enrollment limited to 12. {N} Credits: 4

Members of the department

Normally offered in alternate years

Social Neuroscience

As members of a highly social species, we recognize and interact with many different individuals in specific and nuanced ways. This seminar focuses on the neural mechanisms that support social behaviors, from individual recognition and social memory to formation of social attachments. We will discuss how different combinations of prosocial and antisocial traits contribute to particular social or mating systems (group living, monogamy, etc.), and how the evolution of social behaviors is reflected in the brain. Emphasis will be placed on current research in social neuroscience. Prerequisites: NSC 230 and PSY 130 or NSC 200, or permission of the instructor. Enrollment limit of 12. {N} Credits: 4

Members of the department

Normally offered in alternate years

NSC 314 Neuroendocrinology

This course investigates how the brain regulates the production and release of hormones, as well as how hormones act on the brain to affect behaviors such as aggression, affiliation, parenting, sexual behavior, feeding and learning. Concurrent enrollment in NSC 315 is recommended but not required. Prerequisites: NSC/PSY 210 and one of BIO 200, 202 or 230, or permission of the instructor. Enrollment limited to 20. {N} Credits: 4

Members of the department

Normally offered in alternate years

NSC 315 Neuroendocrinology Laboratory

Laboratory sessions in this course complement the material in NSC 314 by exploring the neuroanatomy of the endocrine system, methods of detecting and assessing hormone action, and correlations between hormone levels and experiences of daily life. Enrollment limited to 16. Prerequisite: NSC 314 (must be taken concurrently). {N} Credits: 1

Members of the department

Normally offered in alternate years

NSC 316 Seminar: Neuroscience in the Public Eye

Students enter this seminar with a topic of current public interest that they research. Students critically analyze public media, original research reports and historical background on this topic. They conduct interviews with experts and produce media meant for the general public interpreting the current scientific understanding. Open to juniors and seniors, by permission. Prerequisites: background adequate for reading original neuroscience research reports (NSC/PSY 210, NSC 230, a course in statistics), a suitable research topic, and background adequate for research on that selected topic. Enrollment limited to 12. {N} Credits: 4

Members of the department

Expected to be offered in the next 3 years

NSC 318 Systems Neurobiology

Systems neurobiology is the study of how networks of neurons function, and how these networks mediate sensation, movement and higher-order functions such as decision-making, language and emotion. Course material focuses primarily on the neuroanatomy, functional organization and evolution of the

vertebrate brain. Students demonstrate their mastery of course material through group work, discussions of the primary literature, and short writing projects. Prerequisites: NSC/PSY 210 and BIO 200 or 202 or permission of the instructor. {N} Credits: 4

Members of the department

Normally offered in alternate years

NSC 324 Research in Behavioral Neuroscience

This course consists of laboratory investigations of neuroscience research questions linking brain and behavior. In each semester, students may take on different questions in behavioral neuroscience from the effects of endocrine disruptors on behavioral development to the role of oxytocin in social behaviors. Students will spend the first portion of the semester learning techniques, discussing relevant articles, and developing research proposals. This will lay the foundation for open-ended research in the second part of the semester. Concurrent or prior enrollment in Neuroendocrinology, Systems Neuroscience or Neurobiology of Reproduction is highly recommended. Prerequisites: BIO 132 or equivalent and NSC 230. Enrollment limit of 12. {N} Credits: 3

Members of the department

Normally offered in alternate years

NSC 328 Research in Systems Neurobiology

Understanding how organisms sense the external world, how they move around in their environment, and why they exhibit complex behaviors requires studying the nervous system function at many levels of biological organization – from genes to whole animals, and everything in between. In this course, you will gain experience with methods that enable neuroscientists to ask questions at the systems level. Students will begin the semester reading and discussing relevant literature and developing research proposals. The second part of the semester will focus on testing student-generated hypotheses about neural system function using the widely-used model organism, *Caenorhabditis elegans*, a microscopic nematode worm. Prerequisites: BIO 132 or equivalent and NSC 230. Enrollment limit of 12. {N} Credits: 3

Members of the department

Normally offered in alternate years

NSC 330 Research in Cellular Neurophysiology

Same as BIO 330. A laboratory investigation of membrane channels and post-synaptic receptors using intracellular and extracellular recording and voltage clamping. Students will design two independent research projects, one on acetylcholine receptors in motoneurons, and a second project on chloride channels in oocytes. In addition to one laboratory afternoon each week, the class will meet as a seminar one evening each week to read and discuss research articles related to their projects. Prerequisite: NSC 210. Enrollment limit 20. {N} Credits: 2

Adam Charles Hall

Normally offered each spring

NSC 400 Special Studies

A scholarly project completed under the supervision of any member of the program. Permission of the instructor required. Credits: 1–5

Members of the department

Normally offered both fall and spring semesters

Cross-Listed Courses

BCH 380 Seminar: Topics in Biochemistry

Topics course.

Molecular Bases of Epilepsy

Following the decade of the brain there has been a surge in understanding the biochemical and molecular bases of epilepsy. This seminar explores how devel-

opmental factors, brain trauma and mutations can result in epileptogenesis in the mammalian brain. Prerequisites: BIO 202 {N} Credits: 3

Members of the department

Expected to be offered in the next 3 years

Biochemical Bases of Neurological Disorders

Recently there has been a surge in our understanding of the biochemical and molecular bases of neurological disorders. This seminar will explore how protein misfolding relates to a number of neuronal diseases, for example spongiform encephalopathies (e.g. 'mad cow'), Lou Gehrig's, Alzheimer's and Parkinson's. Prerequisite: BIO 202 or 230. {N} Credits: 3

Members of the department

Normally offered in alternate years

BIO 132 Cells, Physiology and Development

(Formerly BIO 150) Students in this course investigate the structure, function and physiology of cells; the properties of biological molecules; information transfer from the level of DNA to cell-cell communication; and cellular energy generation and transfer. The development of multicellular organisms and the physiology of selected organ systems is also explored. In addition to attending lectures, each student participates in discussion sections that focus on data analysis and interpretation while integrating mechanisms across scales. Laboratory (BIO 133 (151)) is recommended but not required. {N} Credits: 4

Nathan D. Derr; Danielle Denise Ignace

Normally offered both fall and spring semesters

BIO 133 Cells, Physiology and Development Laboratory

(Formerly BIO 151) Laboratory sessions in this course combine observational and experimental protocols. Students examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students also examine embryology and the process of differentiation, the structure and function of plant systems, and the physiology of certain animal systems. Prerequisite: BIO 132 (150), (normally taken concurrently). {N} Credits: 1

Graham R. Kent, Lori Jean Saunders, Jan AC Vriezen

Normally offered both fall and spring semesters

BIO 200 Animal Physiology

Functions of animals, including humans, required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Prerequisites: BIO 132/133 (formerly 150/151) and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended. {N} Credits: 4

Richard Thomas Briggs

Normally offered each fall

BIO 201 Animal Physiology Laboratory

Experiments demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. Prerequisite: BIO 200 (normally taken concurrently). {N} Credits: 1

Marney C. Pratt

Normally offered each fall

BIO 202 Cell Biology

The structure and function of eukaryotic cells. This course examines contemporary topics in cellular biology: cellular structures, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, bioelectricity, communication and cellular energetics. This course is a prerequisite for Biochemistry I (BCH 252). Prerequisites:

BIO 132/133 (formerly 150/151) and CHM 222. Laboratory (BIO 203) is recommended but not required. {N} Credits: 4

Stylianios P. Scordilis

Normally offered each fall

BIO 203 Cell Biology Laboratory

Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy and scanning electron microscopy. The emphasis is on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202, (should be taken concurrently). {N} Credits: 1

Graham R. Kent, Jan AC Vriezen

Normally offered each fall

BIO 230 Genomes and Genetic Analysis

An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. Topics include DNA and RNA, protein structure and function, gene organization, mechanisms and control of gene expression, origins and evolution of molecular mechanisms, and gene networks. The course also deals with the principal experimental and computational tools that have advanced relevant fields, and introduces students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we explore selected topics including the molecular biology of infectious diseases, genetic underpinnings of development, the comparative analysis of whole genomes and the origin and evolution of genome structure and content. Prerequisites: 130(154), BIO 132(150), or permission of the instructor. Laboratory (BIO 231) is recommended but not required.

{N} Credits: 4

Steven A. Williams

Normally offered each spring

BIO 231 Genomes and Genetic Analysis Laboratory

A laboratory designed to complement the lecture material in 230. Laboratory and computer projects investigate methods in molecular biology including recombinant DNA, gene cloning and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of complex genome databases. Prerequisite: BIO 230 (should be taken concurrently). {N} Credits: 1

Lori Jean Saunders

Normally offered each spring

BIO 300 Neurophysiology

Fundamental concepts of nervous system function at the cellular level (electrical signals, membrane potentials, propagation, synapses) and also the systems level (motor control, generating behavior, perception of visual form, color and movement). This course provides a strong foundation for BIO 310 and NSC 318. See website (tinyurl.com/bio300) for full syllabus. Prerequisites: BIO 200 or 202 or NSC 230. Laboratory (BIO 301) must be taken concurrently.

{N} Credits: 4

Members of the department

Normally offered each spring

BIO 302 Developmental Biology

How does a single cell give rise to the complexity and diversity of cells and forms that make us the way we are? Developmental biology answers this question by spanning disciplines from cell biology and genetics to ecology and evolution. The remarkable phenomena that occur during embryonic development will be presented in concert with the experiments underlying our current knowledge. This will be an interactive class experience using "flipped classroom" approaches as well as web conferencing with the prominent developmental biologists whose research we are covering. Students will write a mock federal grant proposal as a major assessment of the course along with several take home exams. Prerequisites: BIO 150 (now 132), and BIO 202 or BIO 230; BIO 154 (now 130) is suggested. Credits: 4

Michael Joseph Barresi

Normally offered each spring

BIO 303 Research in Developmental Biology

Students design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered include embryology, indirect immunocytochemistry, in situ hybridization, microinjection of RNA for gain or loss of function studies, pharmacological analysis, GFP-transgenics, an array of microscopy techniques. This laboratory is designed as a true research experience and thus requires time outside of the normally scheduled lab period. Enrollment limited to 18. {N} Credits: 3

Michael Joseph Barresi

Normally offered each fall

BIO 310 Cellular and Molecular Neuroscience

Molecular level structure-function relationships in the nervous system. Topics include development of neurons, neuron-specific gene expression, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular biology of neurological disorders, and molecular neuropharmacology.

Prerequisites: BIO 202, or BIO 230, or permission of the instructor. Enrollment limited to 20. {N} Credits: 4

Adam Charles Hall

Normally offered each fall

BIO 323 Seminar: Topics in Developmental Biology

Topics course.

Regeneration

"I'd give my right arm to know the secret of regeneration." A quote by Oscar E. Schotté (1950) that captures the fascination science has had with the remarkable ability of some organisms to rebuild themselves. Why can some worms and salamanders regrow whole body parts, yet mammals have very restricted regenerative capabilities? This seminar explores the developmental mechanisms known to enable regeneration in some species, and delves into the possibility of whether we can harness these mechanisms to foster regeneration in humans. Course materials use primary research literature as a springboard to hold video conferences with the researchers who conducted the work. Students create a documentary movie focused as different aspects of regeneration. Prerequisites: BIO 132 (formerly 150) and at least one upper-level BIO course. BIO 202, 230, and 302 are recommended. May not be repeated for credit. Enrollment limited to 12. {N} Credits: 4

Members of the department

Normally offered each spring

BIO 362 Animal Behavior

Examination of the many approaches to the study of animal behavior. Topics include history of the field, physiological bases of behavior, and behavioral ecology and evolution. Prerequisite: one of the following: BIO 260, 272, 363, a statistics course or permission of the instructor. {N} Credits: 3

Virginia Hayssen

Normally offered in alternate years

BIO 363 Research in Animal Behavior

Research design and methodology for field and laboratory studies of animal behavior. Prerequisite, one of the following: BIO 260, 272, 362, a statistics course, or permission of the instructor. Enrollment limited to 15 students. {N} Credits: 3

Members of the department

Normally offered in alternate years

PSY 218 Human Cognition

Theory and research on human cognition, from the fields of cognitive psychology and cognitive neuroscience. Topics include visual perception, attention, knowledge representation, memory, language, problem-solving and consciousness. Prerequisite: PSY 100. {N} Credits: 4

Maryjane Wraga

Normally offered in alternate years

PSY 130 Clinical Neuroscience

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. The course focuses on clinical cases in human neuroscience. Open to entering students. {N} {S} Credits: 4

Beth Powell

Normally offered each fall

PSY 314 Seminar in Foundations of Behavior

Topics course.

Cognition in Film

This seminar explores the cognitive processes underlying human perception and comprehension of film, the techniques filmmakers use to capitalize on these processes, as well as the general portrayal of cognition by filmmakers. We read and discuss empirical articles and view relevant examples of film. Topics range from change blindness and apparent motion to various depictions of amnesia in 20th-century film. Prerequisite: PSY 100. {N} Credits: 4

Members of the department

Normally offered each spring

PSY 320 Research Seminar in Biological Rhythms

Design and execution of original research on topics related to the physiology of biological rhythms. Health consequences of disruption in biological rhythms are studied. Prerequisites: PSY 130 or NSC/PSY 125, a course in statistics, and PSY 202 or NSC 230, or equivalents, laboratory experience, and permission of the instructor. Enrollment limited to 12. {N} Credits: 4

Mary Ellen Harrington

Normally offered in alternate years

PSY 326 Seminar in Biopsychology

Topics course.

Environmental Origins

How does experience get “under the skin” to influence health, physiology and behavior? This seminar explores how environmental factors become biologically encoded across the life-course. Topics include prenatal origins of adult disorders, endocrine disruption and behavior, and aspects of the physical and social environments that impact outcomes from depression to longevity. We critically examine biomarkers used as proxies of experience including hormone levels, markers of cellular aging, inflammation, and epigenetic regulation of the genome. Prerequisites: a 200-level course in biopsychology or neuroscience, and an introductory biology course, or permission of the instructor. Enrollment limited to 12. Credits: 4

Members of the department

Expected to be offered in the next 3 years

PSY 327 Seminar in Mind and Brain

Topics course.

Alzheimer's Disease

In this seminar we discuss the history of Alzheimer's Disease, the underlying cellular and molecular changes associated with this disease, and the range of symptoms. Both motor, cognitive and emotional disturbances are studied. Current treatments and potential future therapies are covered. Prerequisites: a course in experimental methods, a course in statistics, a course in neuroscience and permission of the instructor. {N} Credits: 4

Members of the department

Normally offered each fall

Philosophy

Professors

Jill Gibson de Villiers, Ph.D., Professor
of Philosophy and Psychology
Elizabeth V. Spelman, Ph.D. ^{†1}
Jay Lazar Garfield, Ph.D.
Albert G. Mosley, Ph.D. ^{**1}
Susan Levin, Ph.D. ^{**2}
Nalini Bhushan, Ph.D.

Associate Professor

Jeffrey Lee Ramsey, Ph.D., *Chair* ^{**2}

Lecturer

Joshua M. Wood, Ph.D.

Research Associates

Ernest Alleva, Ph.D.
Janice Moulton, Ph.D.
Meredith W. Michaels, Ph.D.

3. traditions: tracing philosophical dialogues through time—ancient, medieval, and modern philosophy, continental philosophy, Indian philosophy, Buddhism, African philosophy, and so on;
4. perspectives: understanding the joining or clashing of perspectives across cultures or subcultures—courses such as The Meaning of Life, Cosmopolitanism, Hermeneutics, Meaning and Interpretation, and those that explore the significance of race, class, gender and nation;
5. extensive study of the philosophy of a single major figure;
6. an element of study in a related field or fields.

The Major

Advisers: Members of the department

Advisers for Study Abroad: Jay Garfield

Requirements: Ten semester courses in philosophy including:

1. Two courses in the history of philosophy, at least one of which must be PHI 124 or PHI 125
2. LOG 100, LOG 101 or PHI 202
3. Three 200-level courses, one each from three of the following areas (check department website for designation of current courses): (1) Value Theory; (2) Social/Political Philosophy; (3) Culture and Material Life; (4) Metaphysics and Epistemology; (5) Language and Logic; (6) Science and Technology
4. PHI 200. The spring semester course must be taken by the end of the student's sophomore year unless the department grants a deferral or the student declares the major itself during the spring of her sophomore year.
5. Two 300-level courses

Note

- Topics courses, such as 210, may fall under different rubrics in different years
- Courses in related departments may be included in the major program of ten courses only with approval of the department; petitions for approval must be filed with the department at least one week before the beginning of the semester in which the course is offered

Students and their faculty advisers together will regularly assess the student's progress in the major in light of the following desiderata:

- Skills and competencies: e.g., LOG 100, PHI 200, the ability to write papers of varying lengths (from 2 to 25 pages to honors theses), knowing how to locate and assess scholarly literature, being comfortable at presenting philosophical material orally. Philosophy majors are expected to master all of these; and
- Breadth and depth of understanding of texts, topics and themes, traditions and perspectives. Each of the following is a strong desideratum for a philosophy major:
 1. systematic study of one or more major philosophical texts;
 2. topics and themes: such as human beings' relationship to technology, to the environment; the relationship between language and reality; the nature and functions of human cognition; human flourishing; the human body; the significance of race, gender and class; the meaning of work; the meaning of life; and end-of-life care;

The Minor

Advisers for the Minor: Members of the department

The minor in philosophy consists of at least five courses: a two-course "basis," which typically will include two courses at the 100-level, and a three-course "concentration," to be built by the student in close consultation with her adviser and with the approval of the department.

Honors

Director: Susan Levin

PHI 430D Honors Project

Credits: 8

Normally offered both fall and spring semesters

PHI 431 Honors Project

Credits: 8

Normally offered both fall and spring semesters

PHI 432D Honors Project

Credits: 12

Normally offered both fall and spring semesters

Please consult the director of honors or the departmental website for specific requirements and application procedures.

Introductory and intermediate courses are open to all students, unless otherwise noted. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for juniors and seniors. Where special preparation is required, the prerequisite is indicated in the description.

LOG 100 Valid and Invalid Reasoning: What Follows From What?

Formal logic and informal logic. The study of abstract logic together with the construction and deconstruction of everyday arguments. Logical symbolism and operations, deduction and induction, consistency and inconsistency, paradoxes and puzzles. Examples drawn from law, philosophy, politics, literary criticism, computer science, history, commercials, mathematics, economics and the popular press. {M} Credits: 4

Jay Lazar Garfield, James Marston Henle

Normally offered each fall

LOG 101 Plausible and Implausible Reasoning: What Happened? What Will Happen Next?

The course provides an introduction to deductive and inductive logic. It introduces classical Aristotelian and modern truth-functional logic; explains the relationship between truth-functional logic, information science and probability; and it introduces basic features of statistical and causal reasoning in the sciences. This course is designed for students who are uncomfortable with symbolic systems. It is not a follow-up to LOG 100. Students who have taken LOG 100 cannot receive credit for taking LOG 101 subsequently. Students who have taken LOG 101 can subsequently receive credit for taking LOG 100. Enrollment limited to 24. {M} Credits: 4

Members of the department

Normally offered each spring

PHI 108 The Meaning of Life

Same as REL 108. This course asks the big question, "What is the Meaning of Life?" and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We explore a variety of forms of philosophical and religious thinking and consider the ways in which philosophical and religious thinking can be directly relevant to our own lives. {H} {L} Credits: 4

Nalini Bhushan, Andy N. Rotman

Normally offered each academic year

PHI 112 Chinese Philosophy

Introduction to some of the canonical texts and most influential ideas in the early Chinese philosophical schools, including those of Confucius, Mencius and Zhuangzi. Questions to be covered include: What is the nature of reality? How can we know what is the right thing to do? What is the self? How important is the family and obeying parents and guardians? Is there such a thing as "human nature"? Does anyone have access to the truth? How should we understand the relationship between humans and the natural world? (E) {H} Credits: 4

Jay Lazar Garfield

Normally offered in alternate years

PHI 124 History of Ancient and Medieval Western Philosophy

A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers. {H} {M} Credits: 4

Susan Levin

Normally offered each fall

PHI 125 History of Early Modern European Philosophy

A study of Western philosophy from Bacon through the 18th century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and especially Kant. Maximum number of students per section 15. Credits: 4

Jeffrey Lee Ramsey

Normally offered each spring

PHI 200 Philosophy Colloquium

Intensive practice in writing and discussing philosophy and in applying philosophical methods to key problems raised in essays written by members of the philosophy department. The spring semester course must be taken by the end of the student's sophomore year unless the department grants a deferral or the student declares the major itself during the spring of her sophomore year. Minors are encouraged but not required to take the class. Prerequisite: Two college courses in philosophy, one of which may be taken concurrently, or permission of the instructor. WI Credits: 4

Nalini Bhushan

Normally offered each spring

PHI 209 Philosophy and History of Psychology

Same as PSY 209. The course introduces you to the philosophical debates behind the psychology of the mind, focusing mostly on work from the 20th century onwards. We focus on the philosophical implications of major historical figures in psychology and their approach to Mind (James, Freud, Skinner). We read contemporary work on the problems of reductionism (can we just talk about brains?), consciousness (why do we have it, is it necessary? could we be zombies or automata?) and the nature of a coherent self (is there one? do we construct it? does it end with our bodies?). Discussion and writing are weekly requirements. It is not intended as an introduction to psychology or philosophy, which is why there is a prerequisite. Prerequisite: At least one college-level course in philosophy or psychology. Preference given to psychology and philosophy majors. {N} Credits: 4

Jill Gibson de Villiers

Normally offered in alternate years

PHI 210 Colloquium: Issues in Recent and Contemporary Philosophy

Topics course

African-American Philosophy

This course explores debates about race, racism, moral status, and identity in recent and contemporary American Philosophy. While examining the very concepts of race and racism, we will also investigate philosophical responses to race issues in America. Enrollment limited to 20. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

PHI 213 Language Acquisition

Same as PSY 213. A detailed examination of how children learn their language. Theories of acquisition of word meaning, syntax and pragmatics are examined, as well as methodology for assessment of children's knowledge. Cross-linguistic and cross-cultural data and perspectives are considered, as well as applications in language therapy and education. Students undertake an original research project using transcript analysis, and read original research literature.

Background in linguistics or child development is necessary. Prerequisites: Any of the following is required for entry to the course: PSY 160, PHI 236 or EDC 235. Enrollment limit of 25 students. {N} Credits: 4

Jill Gibson de Villiers

Normally offered each fall

PHI 222 Ethics

An examination of the works of some major moral theorists of the Western philosophical tradition and their implications for our understanding of the nature of the good life and the sources and scope of our moral responsibilities.

Enrollment limited to 25 students. {H} {S} Credits: 4

Josbua M. Wood

Normally offered each academic year

PHI 225 Continental Philosophy

This course provides a survey of major figures and developments in continental philosophy. Topics to be addressed include human nature and the nature of morality; conceptions of human history; the character and basis of societal hierarchies; and human beings' relationship to technology. Readings from Hegel, Kierkegaard, Nietzsche, Marx, Heidegger, Sartre, Beauvoir and others. Prerequisite: one course in philosophy. {H} Credits: 4

Susan Levin

Normally offered in alternate years

PHI 226 Topics in the History of Philosophy

Topics course.

Hume

An examination of Hume's arguments and his influence in matters of epistemology, philosophy of religion, morals, aesthetics, political theory and economic theory. We read Hume's *Treatise of Human Nature*. Additional readings include excerpts from some of Hume's other works and contemporary and recent commentary on Hume. Prerequisite: one course in philosophy.

{H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

PHI 230 American Philosophy

Topics course.

Pragmatism and Neo-Pragmatism

This course will survey the unique contributions of American philosophers to the development of the Western philosophical tradition. Pragmatism rejected a number of the basic assumptions of ancient, medieval, and modern philosophy, and has played a leading role in reconfiguring our conceptions of knowledge, truth, beauty, and morality. We will read selections from the founders of pragmatism (Ralph Waldo Emerson, Charles Peirce, William James, John Dewey, George Herbert Mead, Alain Locke) and from neo-pragmatists (W.V. Quine, Hilary Putnam, Richard Rorty, Stanley Cavell, Richard Shusterman) in order to show the relevance of pragmatism to contemporary debates concerning the nature of science, technology, aesthetics, politics, and the law. Enrollment limited to 25. Credits: 4

Members of the department

Normally offered in alternate years

PHI 234 Philosophy and Human Nature: Theories of the Self

Topics course.

Philosophy of Mind

This course examines pre-theoretic intuitions about the mind and the theories of mind that have been offered to account for such. Some of the questions considered are: whether the mental is identical with or distinct from the body; whether consciousness is essentially private; whether we could build a machine that is conscious; and what, if anything, do contemporary investigations in cognitive science and artificial intelligence have to teach us about the nature of the mind? {S} Credits: 4

Members of the department

Normally offered in alternate years

PHI 236 Linguistic Structures

Introduction to the issues and methods of modern linguistics, including morphology, syntax, semantics, phonology and pragmatics. The focus is on the revolution in linguistics introduced by Noam Chomsky, and the profound questions it raises for human nature, linguistic universals and language acquisition. {M} {N} Credits: 4

Jill Gibson de Villiers

Normally offered in alternate years

PHI 242 Medical Ethics

An exploration of key issues in the area of medical ethics. Following the consideration of relevant philosophical background, topics to be addressed include patient autonomy and medical paternalism; informed consent; resource allocation and social justice; reproductive technologies and genetic screening; euthanasia and the withdrawal of life-sustaining treatment; and the experimental use of human subjects. Prerequisite: one course in philosophy or health studies. {S} Credits: 4

Susan Levin

Normally offered in alternate years

PHI 246 Race Matters: Philosophy, Science and Politics

This course will examine the origins, evolution, and contemporary status of racial thinking. It will explore how religion and science have both supported and rejected notions of racial superiority; and how pre-existing European races became generically white in Africa, Asia, and the Americas. The course will also examine current debates concerning the reality of racial differences, the role of racial classifications, and the value of racial diversity. {H} {S} Credits: 4

Albert G. Mosley

Expected to be offered in the next 3 years

PHI 254 African Philosophy

This course will explore the debate as to whether traditional African beliefs should be used as the foundation of contemporary African philosophy; the relationship between tradition and modernity in colonial and postcolonial Africa; and the relationship between African and African-American beliefs and practices. In exploring this issue we will read selections from Africans (Mbiti, Senghor, Hountondji, Bodunrin, Wiredu, Appiah, Sodips, Eze), African-Americans (Blyden, Dubois, Mosley, Gates, Gilroy), Europeans (Levy-Bruhl, Tempels, Horton), and European-Americans (Crawford, Bernasconi, Janz). {E} {H} {L} {S} Credits: 4

Albert G. Mosley

Normally offered in alternate years

PHI 304 Colloquium in Applied Ethics

Topics course.

Sustainability

An examination of the conceptual and moral underpinnings of sustainability. Questions to be discussed include: What exactly is sustainability? What conceptions of the world (as resource, as machine, as something with functional integrity, etc.) does sustainability rely on, and are these conceptions justifiable? How is sustainability related to future people? What values are affirmed by sustainability, and how can we argue those are values that should be endorsed? How does sustainability compare with environmental objectives of longer standing such as conservation? Preference given to majors in either philosophy or environmental science and policy. {H} {S} Credits: 4

Members of the department

Normally offered in alternate years

Enhancing Humans: How We Could Do It, Whether We Should

Humans have always sought to elevate the conditions of their existence. What differentiates enhancement's strongest proponents, so-called transhumanists, from earlier thinkers like the ancient Greeks is their belief that crossing the divide from our plane of being to a higher one is possible, even inevitable, through humans' technological ingenuity. Given their content and implications, scrutiny of transhumanists' views is essential. Areas this colloquium addresses include transhumanists' and their critics' views of human nature; the implications of existing brain science for transhumanists' more extravagant claims; their notions of knowledge, values and education; and transhumanists' handling of risks, including those that are potentially grave.

{H} {S} Credits: 4

Members of the department

Normally offered in alternate years

PHI 330 Seminar in the History of Philosophy

Topics Course.

Candrakīrti's Introduction to the Middle Way

In this seminar we will read the 6th century Indian Buddhist philosopher Candrakīrti's *Introduction to the Middle Way* (Madhyamakāvatāra) along with its auto commentary and commentaries by three Tibetan scholars: Rendawa from the Sakaya tradition; the 7th Karmapa Mikyoe Dorje from the Karma Kagyu tradition and the nonsectarian Nyingma-trained philosopher Ju Mipham

rinpoche. Students will learn how to read Indian Madhyamaka texts and how to read such a text through a commentarial tradition. {H} {S} Credits: 4

Members of the department

Normally offered in alternate years

Whose Voice? Whose Tongue? The Indian Renaissance and Its Aftermath

The Indian Renaissance in the mid-19th century represented a resurgence of interest in and development of classical Indian culture and learning. It also involved an explosion of new art, political and social movements and philosophy arising from the confluence of indigenous Indian ideas and imports brought by British colonialists and foreign-returned Indians who traveled in the context of the colonial situation. The ferment generated by the renaissance fueled the Indian independence movement and is the context against which contemporary Indian society is constituted. We will examine India's vast contributions to contemporary world culture against the backdrop of this fascinating period, reading the philosophy, art, theatre, poetry, politics and religious texts this period produced. Pre-requisites: at least two intermediate level courses either in philosophy or south Asian history, including Indian history, literature, art or philosophy. Enrollment limited to 15 juniors and seniors. {H} {S} Credits: 4

Members of the department

Normally offered in alternate years

PHI 400 Special Studies

For senior majors, by arrangement with the department. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

PHI 408D Special Studies

For senior majors, by arrangement with the department. This is a full-year course. Credits: 8

Members of the department

Normally offered both fall and spring semesters

Cross-Listed Courses

HSC 211 Perspectives in the History of Science

Topics course.

The Scientific Revolution

What was the Scientific Revolution of the 16th and 17th centuries? Did a revolution even occur? If it did, was it really revolutionary? If it occurred, what forces produced it? How did the boundaries of “science,” which was known as “natural philosophy,” change during this time period? Readings are drawn from primary and secondary sources. {H} {N} Credits: 4

Members of the department

Normally offered each spring

PSY 313 Seminar in Psycholinguistics

Topics course.

Language and Thought

The seminar considers contemporary work on the relationship between language and thought, including the recent rise in “Neo-Whorfianism” or cross-cultural work on whether the language we speak influences the way that we think, also the relationship of concepts and linguistic labels, and on the potential role of syntax on conceptions of events. Prerequisites: at least one of PSY 120, PSY 160, PSY/PHI 209, PSY/PHI 213, PHI 236, PHI 262, or permission of instructor. {N} Credits: 4

Members of the department

Normally offered each fall

Physics

Professors

Nalini Easwar, Ph.D. **2
 Nathanael Alexander Fortune, Ph.D. *2
 Doreen Anne Weinberger, Ph.D.
 Gary Neil Felder, Ph.D.

Associate Professors

Courtney Lannert, Ph.D., *Chair*

Assistant Professor

William Douglas Williams, Ph.D. *1

Lecturer/Laboratory Instructor

Joyce Palmer-Fortune, Ph.D.

Lab Supervisor/Instructor

Dana Parsons, M.S.

Professors Emeriti

Bruce Hawkins, Ph.D.
 Malgorzata Z. Pfabe, Ph.D.

Students are advised to check with members of the physics department to choose appropriate course substitutions; other courses may qualify, with advanced permission of the department.

Physics majors and minors are advised to acquire a facility in scientific computing and numerical analysis (e.g. CSC 111 Introduction to Computer Science or CSC 205 Modeling in the Sciences) and to learn to design and fabricate a working tool, instrument or device in the Center for Design and Fabrication. Students planning graduate study in physics are advised to take as many 300level physics courses as possible.

Entering students planning to major in physics should take PHY 117 along with courses in mathematics in the first year. Students entering with a particularly strong background in physics should confer with a member of the department about taking a more advanced course in place of one or more of our introductory courses. Students with scores of 4 and 5 on the Advancement Placement tests in physics B and C may apply that credit toward the degree unless they complete 117 and 118 for credit, respectively.

The Major

Advisers: Members of the department

Physics is crucial to understanding our world. Physics challenges our imagination, provides insight into our most important challenges and leads to great discoveries and new technologies. Physicists are problem solvers whose analytical skills and training make them versatile and adaptable. A foundation in physics provides a gateway to interdisciplinary careers incorporating many scientific and educational fields, including astronomy, engineering, biology, chemistry, climate science, environmental science, geoscience, mathematics, medicine and teaching.

The undergraduate physics curriculum at Smith stresses the fundamental principles, concepts and methods of physics with emphasis placed on analytical reasoning, problem-solving and the critical evaluation of underlying assumptions in theory and experiment. Built around the core courses that achieve this goal, the major allows options within the requirements that provide flexibility to students primarily interested in interdisciplinary applications of physics.

The requirements for the major are as follows: 117, 118, 210, 215, 240, 317, 318, 319, 327, 350 (at least 4 credits), 360 (or an approved 300level alternative in physics or a related field), and 399.

Students double majoring in engineering may substitute EGR 220 for PHY 240 but are encouraged to take both.

Students may substitute CHM 331 for PHY 327 and CHM 332 for PHY 319. This option is intended for students double majoring (and/or planning on graduate work) in chemistry.

Students double majoring in astronomy and/or planning on graduate work in astrophysics may substitute AST 330, 335, 337 or 352 for PHY 360 as their 300 level physics elective.

Students planning on graduate work in chemistry may substitute CHM 335, 336, 338, or 398 for PHY 360 as their 300 level physics elective.

Students planning on graduate work in the geosciences may substitute GEO 309 or 311 for PHY 360 as their 300 level physics elective.

The Education Track

Advisers: Members of the department

Besides the standard physics major, we also offer a physics education track within the major. The regular major track includes 300 level course requirements necessary for preparation for graduate school. The education track replaces some of the upper level courses with courses in physics pedagogy and education and engages students in practical experience in the physics classroom. Students interested in teaching and science journalism should consider this track.

Requirements

- Physics Courses: PHY 117 and PHY 118, PHY 210, PHY 215, PHY 240, 2 modules of PHY 350, PHY 300, PHY 301 and one of PHY 317, PHY 318, PHY 319, or PHY 327.
- Astronomy: AST 111.
- Education Courses: EDC 232, EDC 238
- One Additional Course: EDC 390, a second run through of PHY 300 & PHY 301, or any other 300 level physics course

Note: This track does not lead to Educator Licensure. Students who wish to satisfy licensure requirements would need to take EDC courses EDC 342, 347, 352, 390, plus EDC 346 (Clinical Internship in Teaching), and should consult with a faculty member of the Department of Education and Child Study.

The Minor

Advisers: Members of the department

The minor consists of: 117, 118, 215 and three additional 200- or 300-level physics courses. When appropriate, and with prior approval, one qualifying course in the student's major can be substituted for one of the three physics electives required for the physics minor. Interested students should consult with a member of the department.

Honors

Director: Gary Felder

Please consult the director of honors for specific requirements and application procedures.

PHY 432D Honors Project

This is a full-year course. Credits: 6

Normally offered both fall and spring semesters

PHY 117 Introductory Physics I

The concepts and relations (force, energy and momentum) describing physical interactions and the changes in motion they produce, along with applications to the physical and life sciences. Lab experiments, lectures and problem-solving activities are interwoven into each class. Discussion sections offer additional help with mathematics, data analysis and problem solving. This course satisfies medical school and engineering requirements for an introductory physics I course with labs. Prerequisite: one semester introductory calculus course covering the basic principles and methods of integration and differentiation (MTH 111 or equivalent). In the spring semester, first-year students have the first opportunity to enroll. Students are enrolled in the following priority order: first-year students, then second-years, then juniors, then seniors. All upper-class student are wait-listed until first-years have registered. Sections are capped at 28. {N} Credits: 5

Gary Neil Felder, Courtney Lannert, Travis T. Norsen, Doreen Anne Weinberger, William Douglas Williams

Normally offered both fall and spring semesters

PHY 118 Introductory Physics II

Simple harmonic motion, fluids, electricity and magnetisms. Lab experiments are integrated into the in-class lectures, discussions and problem solving activities. Three extended-length classes/week plus a discussion section. Satisfies medical school and engineering requirements for an introductory physics II course with labs. Prerequisite: PHY 117 or permission of the instructor. Enrollment limited to 28. {N} Credits: 5

Joyce Palmer-Fortune

Normally offered both fall and spring semesters

PHY 209 The Big Bang and Beyond

According to modern science the universe as we know it began expanding about 14 billion years ago from an unimaginably hot, dense fireball. Why was the universe in that particular state? How did the universe get from that state to the way it is today, full of galaxies, stars and planets? What evidence supports this "big bang model"? Throughout this course we focus not simply on what we know about these questions, but also on how we know it and on the limitations of our knowledge. Designed for non-science majors. Enrollment limited to 20. {N} Credits: 4

Members of the department

Expected to be offered in the next 3 years

PHY 210 Mathematical Methods of Physical Sciences and Engineering

This course covers a variety of math topics of particular use to physics and engineering students. Topics include differential equations, complex numbers, Taylor series, linear algebra, Fourier analysis, partial differential equations, and a review of multivariate calculus, with particular focus on physical interpretation and application. Prerequisites: MTH 212 and PHY 117, or permission of the instructor. Enrollment limit of 30. {M} {N} Credits: 0–4

Gary Neil Felder, Travis T. Norsen

Normally offered both fall and spring semesters

PHY 215 Introductory Physics III

The special theory of relativity; the wave equation and mathematics of waves; optical phenomena of interference and diffraction; particle and wave models of matter and radiation, Bohr model of atomic structure; introduction to fundamental principles and problems in quantum mechanics; introduction to nuclear physics. Prerequisite: PHY 118 and prior or concurrent enrollment in PHY 210. {N} Credits: 4

Doreen Anne Weinberger

Normally offered each spring

PHY 240 Electronics

A semester of experiments in electronics, with emphasis on designing, building and trouble-shooting circuits. Discrete electronic components: physics and applications of diodes and transistors. Analog and digital IC circuits: logic gates, operational amplifiers, timers, counters and displays. Final individual design project. Prerequisite: 118 or permission of the instructor. Enrollment limit of 14. {N} Credits: 4

Nalini Easwar

Normally offered each fall

PHY 300 Physics Pedagogy: Theory

A course emphasizing the pedagogy in physics based on Physics Education Research (PER). Readings and discussion emphasize the research literature and strategies for implementing successful and effective methods of teaching physics at the introductory level in the classroom. Permission of the instructor required. May be repeated once for credit. Prerequisites: PHY 117 and/or PHY 118. (E) {N} Credits: 2

Joyce Palmer-Fortune

Normally offered both fall and spring semesters

PHY 301 Physics Pedagogy: Practicum

A practicum course involving actual classroom experience in implementing methods of teaching based on Physics Education Research (PER). Students have direct interaction with learners in the classroom during group activities, laboratory exercises and problem-solving. PHY300, the theory course based on PER, is a pre requisite/co-requisite. Permission of the instructor required. May be repeated once for credit. Prerequisites: PHY 117 and/or PHY 118. (E) {N} Credits: 2

Joyce Palmer-Fortune

Normally offered both fall and spring semesters

PHY 317 Classical Mechanics

Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 215 or permission of the instructor. {N} Credits: 4

Travis T. Norsen

Normally offered each fall

PHY 318 Electricity and Magnetism

Electrostatic and magnetostatic fields in vacuum and in matter, electrodynamics and electromagnetic waves. Prerequisite: PHY 215 or permission of the instructor. {N} Credits: 4

Doreen Anne Weinberger

Normally offered each spring

PHY 319 Thermal Physics

Introduction to statistical mechanics and thermodynamics. Prerequisites: 215 or permission of the instructor. {N} Credits: 4

Nalini Easwar

Normally offered each spring

PHY 327 Quantum Mechanics

The formal structure of nonrelativistic quantum mechanics, including operator methods. Wave packets; quantum mechanical scattering and tunneling; central potentials; matrix mechanics of spin, addition of angular momenta; corrections to the hydrogen spectrum; identical particles and exchange symmetry; EPR paradox, Bell's Theorem and the interpretation of quantum mechanics. Prerequisites: 215 or permission of the instructor. Taking 317 before 327 is recommended. {N} Credits: 4

Gary Neil Felder

Normally offered each spring

PHY 350 Experimental Physics

An advanced laboratory course in which students make use of advanced signal recovery methods to design and perform laboratory experiments covering a wide range of topics in modern physics. Available experimental modules include pulsed and CW NMR, optical pumping of atoms, single photon quantum interference, magneto-optical polarization, the Franck-Hertz experiment and the Hall effect. Experimental methods include signal averaging, filtering, modulation techniques and phase-sensitive detection. Students select up to four extended experiments per semester, planning their experiment, preparing equipment, performing measurements, analyzing data and presenting written and/or oral reports. Each module counts for 1 credit. Prerequisites: PHY 215 and PHY 240 or permission of the instructor. May be repeated for credit up to a maximum of 8 credits. Enrollment limited to 8 per lab section. (E)

{N} Credits: 4

Nalini Easwar, Nathanael Alexander Fortune, Dana Parsons

Expected to be offered in the next 3 years

PHY 360 Advanced Topics in Physics

Selected special topics that vary from year to year; typically some subset of the following: climate physics, cosmology, general relativity, nuclear and particle physics, optics, solid state physics. Prerequisites vary with the topics of the course.

Cosmology

An introduction to the structure and history of the universe. Topics include the big bang model, inflation and the early universe, dark matter and dark energy, accelerated expansion and the possible futures of the universe and multiverse theories. The course also introduces some of the basic conceptual ideas behind general relativity and their application to cosmology. Prerequisites: PHY 210 and PHY 215, or permission of the instructor. {N} Credits: 4

Members of the department

Expected to be offered in the next 3 years

PHY 399 Current Topics in Physics

For this course we read articles and attend talks on diverse topics in physics. The emphasis is put on oral presentation and discussion of the new phenomena using knowledge from other physics courses. Prerequisite: PHY 215, or permission of the instructor. Restricted to juniors and seniors. Enrollment limit 8. {N} Credits: 2

Nalini Easwar

Expected to be offered in the next 3 years

PHY 410 Capstone Physics

This course is intended to give students who plan to continue in graduate school with the study of physics (or a related discipline) an opportunity to synthesize bodies of knowledge from the different sub-disciplines of physics. Administering of GRE practice exams will be used as an assessment tool of this understanding and of relevant analytical skills needed for problem-solving. {N} Credits: 1

Members of the department

Expected to be offered in the next 3 years

PHY 432D Honors Project

This is a full-year course. Credits: 6

Members of the department

Normally offered both fall and spring semesters

PHY 400 Special Studies

By permission of the department. Credits: 1–4

Normally offered each academic year

Poetry Concentration

Poetry Committee

Ellen Doré Watson, M.F.A. Poetry,
Chair

Floyd D. Cheung, Ph.D.

Judith Gordon, B.Mus.

Maria Estela Harrette, Ph.D. ^{**2}

Jessica D. Moyer, Ph.D.

Other Participating Faculty

Rosetta Marantz Cohen, Ed.D.

Barry Moser, B.S.

Cornelia D.J. Pearsall, Ph.D. ^{*1}

Renata Pienkawa, M.A.

Kevin Everod Quashie, Ph.D. ^{†1}

Thalia A. Pandiri, Ph.D. ^{†1}

Michael T. Thurston, Ph.D.

Sujane Wu, Ph.D. ^{**2}

Depending on what is offered, PYX 300 or 400 may be taken to satisfy the capstone requirement.

Five possible foci or strands may be pursued in the poetry concentration. These include:

1. Poetry Writing
2. Poetry Translation
3. Book Arts/Presentation of Poetry
4. The Teaching of Poetry, and
5. Writing about Poetry

The poetry concentration allows students to pursue work on and about poetry through a range of different experiences and courses. Through a combination of academic study, practical work and independent projects, students gain a deeper understanding of the craft of writing, the business of publication and the dissemination of poetry to others. The poetry concentration supports the study of poetry within a range of scholarly disciplines and lets students explore areas of professional practice (writing poetry, teaching poetry, writing about poetry, translating poetry and book arts/publishing of poetry) through meaningful connections with local, regional and national presses, journals, book-arts centers and other sites where poetry is made, critiqued and taught. The concentration draws on the educational resources of the Poetry Center and the Mortimer Rare Book Room, as well on the unique expertise of poets and artists working both at the college and in the larger Pioneer Valley. For more information see www.smith.edu/poetry.

Requirements

1. Gateway Courses

PYX 140 The Art and Business of Poetry

Normally offered each interterm

ENG 112 Reading Contemporary Poetry

Normally offered both fall and spring semesters

2. Three electives

One of these electives must include any 200-level poetry/literature course (literary analysis, not creative writing) in any department. Some of the electives should relate to the thread of the concentration the student wishes to pursue.

3. Two practical experiences

Coursework is complemented by at least two practical experiences relating broadly to the field of poetry. These may include both internships and paid or volunteer work.

4. Capstone Course

PYX 300 Poetry Concentration Capstone

Normally offered each spring

PYX 400 Poetry Concentration Capstone Special Studies

Expected to be offered in the next 3 years

The total combined coursework accrues no fewer than 19 credits.

ENG 112 Reading Contemporary Poetry

This course offers the opportunity to read contemporary poetry and meet the poets who write it. The course consists of class meetings alternating with public poetry readings by visiting poets. On five selected Tuesdays, the course also includes Tuesday Q&As with the poets, which meet from 4–5 p.m. Students with class, lab or required work conflicts are excused from Q&As. Graded Satisfactory/Unsatisfactory only. Course may be repeated. {L} Credits: 2

Patrick Donnelly

Normally offered both fall and spring semesters

PYX 140 The Art and Business of Poetry

A required gateway course for the poetry concentration, this interactive workshop-based course offers a sampling of the diverse components of the concentration. Each daily session features faculty members with particular expertise (and may serve as consultants for the senior capstone projects that focus in one of these areas: writing poetry, printing/presenting poetry, writing about poetry, translating poetry and teaching poetry. Students complete a creative exercise and reflection for each day of the course. Enrollment limited to 15 with priority to declared concentrators. Graded S/U only. Credits: 1

Members of the department

Normally offered each interterm

PYX 300 Poetry Concentration Capstone

The undergraduate culmination of concentrator's work in poetry, this course features a rigorous immersion in creative generation and revision. Student poets write a chapbook manuscript with thematic and/or stylistic cohesion (rather than disparate poems, as in prior workshop settings); students who choose one of the other strands—translation, teaching, book arts, or writing about poetry—complete a project beyond the scope of prior coursework in their area (with additional oversight/advice from faculty with relevant expertise, when necessary). Class is run as a seminar, and includes discussion of the reading, student presentations, and peer critique. Prerequisite: PYX Gateways: 140 & ENG 112. Credits: 4

Ellen Dore Watson

Normally offered each spring

PYX 400 Poetry Concentration Capstone Special Studies

May be taken in place of PYX 300 in years when 300 is not offered. Credits: 1–4

Members of the department

Expected to be offered in the next 3 years

Psychology

Professors

Kathleen McCartney, Ph.D.
 Jill Gibson de Villiers, Ph.D.
 (Philosophy and Psychology)
 Peter A. de Villiers, Ph.D., Chair
 Randy O. Frost, Ph.D. ^{**2}
 Fletcher A. Blanchard, Ph.D. ^{†1}
 Mary Ellen Harrington, Ph.D.
 Philip K. Peake, Ph.D. ^{†2}
 Patricia DiBartolo, Ph.D. ^{†1}
 Bill Ed Peterson, Ph.D. ^{†1†2}
 Lauren E. Duncan, Ph.D.
 Maryjane Wraga, Ph.D.
 Byron L. Zamboanga, Ph.D. ^{†1}
 Nnamdi Pole, Ph.D.

Adjunct Professors

Marsha K. Pruett, Ph.D., M.S.L.

Associate Professors

Benita Sibia Jackson, Ph.D., M.P.H. ^{*2}
 Annaliese K. Beery, Ph.D. ^{**1}

Assistant Professor

Randi Garcia, Ph.D., M.S.

Lecturer

Katherine H. Clemans, Ph.D.

Senior Lecturers

Beth Powell, Ph.D.
 David C. Palmer, Ph.D. ^{*1}

Assistant in Statistics

David C. Palmer, Ph.D. ^{*1}

Research Associates

Ted Plimpton, Ph.D.
 Martha Teghtsoonian, Ph.D.
 George Robinson, Ph.D.
 Peter B. Pufall, Ph.D.
 Michele Turin Wick, Ph.D.
 Janet Chang, Ph.D.

Post-Doctoral Fellow

Alexandra Michaela Burgess, Ph.D.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

The Minor

Advisers: Members of the department

Requirements: Six semester courses including two of the three courses that compose the foundational courses for the major, and four additional courses selected from at least two of the three areas. In addition, one of these four courses must be a colloquium and one must be a seminar. All courses must be taken using the regular grading option.

Honors

Director: MJ Wraga

Completion of PSY 301 or another advanced statistics course or research seminar is strongly recommended for students planning to complete honors in psychology.

PSY 431 Honors Project

Credits: 8

PSY 432D Honors Project

This is a full-year course. Credits: 6

Please consult the director of honors or the departmental website for specific requirements and application procedures.

The Major

Advisers: Members of the department

Adviser for Study Abroad:

Foundation Courses: PSY 100, PSY 201 and PSY 202 or NSC 230.

Each student, with the approval of her major adviser, elects a carefully planned program of course selections designed to meet the following requirements: 10 semester courses including the foundational courses in psychology (100, 201, 202). Students should normally complete these foundational courses by the end of their sophomore year. Foundational courses must be taken using the regular grading option (not S/U).

Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas, as well as adequate depth of course selections. Breadth is achieved by selecting at least one course within each of the department's three curricular areas. Depth is achieved by selecting two colloquia as well as two courses at the advanced level (300- or above), at least one of which is a seminar. Furthermore, depth requires that at least one course at the advanced level combines with the student's other courses to create a constellation of three courses that represent a depth in a field of study that is important to the student and recognized by the department. Students may count no more than three 100-level courses toward the major, not including PSY 100. Although we discourage the use of the S/U option for courses in the major, students are allowed to *take one* non-foundational course S/U. All students (including transfer students) must take at least one colloquium and one advanced seminar within the department.

Students are encouraged to attend departmental colloquia. Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or paraprofessional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Courses

Courses in psychology are divided into four main sections:

1. Breadth courses (100-level): introductory courses, open to all students
2. Foundational courses (PSY 100, PSY 201, PSY 202): required courses that serve as the gateway to the major
3. Intermediate colloquia (numbered PSY 205–299): intended for sophomores and juniors who have taken the department's foundational courses
4. Advanced courses (300- and 400-level), including seminars, special studies, and honors theses: open to juniors and seniors

1. Breadth Courses

Normally, breadth courses have no prerequisites and are open to all students. Students who are planning to major in psychology are encouraged to take PSY 100 and to do so as soon as possible because it is a foundational course that emphasizes reading and writing in the discipline and is required for most intermediate and advanced classes in the department. Potential majors are also urged to take additional breadth courses at the 100-level of the curriculum as they begin their course of study in the major, but may take no more than three (excluding PSY 100).

A. Mind and Brain

PSY 218 Human Cognition

Theory and research on human cognition, from the fields of cognitive psychology and cognitive neuroscience. Topics include visual perception, attention, knowledge representation, memory, language, problem-solving and consciousness. Prerequisite: PSY 100. {N} Credits: 4

Maryjane Wraga

Normally offered in alternate years

EDC 238 Introduction to the Learning Sciences

This course combines perspectives on cognition and learning to examine the teaching-learning process in educational settings. In addition to cognitive factors, the course incorporates contextual factors, such as classroom structure, teacher belief systems, peer relationships and educational policy. Consideration of the teaching-learning process highlights subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning. Priority given to majors, minors, first-year students and sophomores. Enrollment limited to 55. {N} {S} Credits: 4

Members of the department

Normally offered each fall

B. Health and Illness

PSY 130 Clinical Neuroscience

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. The course focuses on clinical cases in human neuroscience. Open to entering students. {N} {S} Credits: 4

Beth Powell

Normally offered each fall

PSY 140 Health Psychology

This course provides a broad overview of the field of health psychology using foundational concepts, theories, methods and applications. With a critical lens, we examine state-of-the-art research and current gaps in knowledge to explore topics including conceptualizations of health and illness, stress and coping, and health behaviors. We focus on how health is constituted by and interacts with its multiple contexts, particularly social and environmental ones. Students gain competency in this field through lectures, facilitated discussions, weekly quizzes, and written work. {N} {S} Credits: 4

Benita Sibia Jackson

Normally offered each fall

PSY 150 Abnormal Psychology

A study of psychopathology and related issues. Course covers a broad range of mental and personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness. Prerequisite: PSY 100. {N} Credits: 4

Randy O. Frost

Normally offered each fall

EDC 239 Counseling Theory and Education

This course introduces various theories of counseling and their applications to children, adolescents and families. Behaviors that signal a need for attention and counseling are discussed. Students gain knowledge about themselves as individuals and learners, and learn how to listen actively to others. Enrollment limited to 55. {S} Credits: 4

Janice C. Gatty

Normally offered each fall

C. Person and Social Context

PSY 180 Psychology of Personality

The study of the origin, development, structure and dynamics of personality from a variety of theoretical perspectives. {N} Credits: 4

Members of the department

Expected to be offered in the next 3 years

EDC 235 Child and Adolescent Growth and Development

This course is a study of the theories of growth and development of children, from prenatal development through adolescence; looks at basic considerations of theoretical application to the educative process and child study. Involves directed observations in a variety of child-care and educational settings.

Enrollment limited to 55. {S} Credits: 4

Shannon Audley

Normally offered both fall and spring semesters

2. Foundational Courses

Along with PSY 100, PSY 201 and 202 serve as the required foundational courses for the psychology major. Students who are planning to major in psychology are encouraged to take all three of their foundational courses as soon as possible.

Normally, we require majors to complete these three foundational courses (or their equivalents) by the end of their sophomore year. We also recommend that students take PSY 201 prior to, or concurrent with, PSY 202.

PSY 100 Introduction to Psychology

An introductory course surveying fundamental principles and findings in classical and contemporary psychology. Topics typically include: the brain, learning, memory, development, emotion, behavioral genetics, personality, social psychology, psychopathology, and therapies. In addition to these topics, students will learn how to read and summarize primary psychological research. Students attend a weekly lecture and must enroll in a discussion section that meets twice per week. Discussion sections are limited to 22. {N} Credits: 4

Nnamdi Pole

Normally offered each fall

PSY 201 Statistical Methods for Undergraduate Research

An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized, and students use R and other statistical software for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent or who have taken AP STAT should take SDS 220, which also satisfies the major requirement. Enrollment is restricted to psychology majors or permission of instructor. Normally students receive credit for only one of the following introductory statistics courses: PSY 201, ECO 220, GOV 190, SDS 220, SDS 201, SOC 201, EDC 206. {M} {QS} Credits: 5

David C. Palmer

Normally offered both fall and spring semesters

PSY 202 Introduction to Research Methods

Introduces students to a variety of methods used in psychological research. All sections of this course cover the basic methodological techniques of contemporary psychology such as observational, experimental and survey methods. Sections differ in the particular content theme used to illustrate these methods. PSY 100 or equivalent is required for PSY 202. We recommended that

PSY 201 is taken prior to, or concurrently with, PSY 202. Priority is given to Smith College psychology majors and minors. {N} Credits: 4
Katherine H. Clemans, Lauren E. Duncan, Randi Garcia, Benita Sibia Jackson, Beth Powell
 Normally offered both fall and spring semesters

3. Intermediate Colloquia PSY 205–299

Intermediate colloquia are primarily intended for sophomores and juniors who have taken the foundational courses in psychology. These courses further scaffold the methodological, quantitative and critical thinking skills necessary for more advanced work within the discipline. Prerequisites are common. Consistent with college policy, each colloquium has an enrollment limit (specifically, 25 students).

A. Mind and Brain

PSY 209 Colloquium: Philosophy and History of Psychology

Same as PHI 209. The course introduces you to the philosophical debates behind the psychology of the mind, focusing mostly on work from the 20th century onwards. We focus on the philosophical implications of major historical figures in psychology and their approach to Mind (James, Freud, Skinner). We read contemporary work on the problems of reductionism (Can we just talk about brains?), consciousness (Why do we have it, is it necessary? Could we be zombies or automata?) and the nature of a coherent self (Is there one? Do we construct it? Does it end with our bodies?). Discussion and writing are weekly requirements. It is not intended as an introduction to psychology or philosophy, which is why there is a prerequisite. Prerequisite: At least one college-level course in philosophy or psychology. Preference given to psychology and philosophy majors. Enrollment limit of 25 students. {N} Credits: 4

Jill Gibson de Villiers

Normally offered in alternate years

PSY 213 Colloquium: Language Acquisition

Same as PHI 213. A detailed examination of how children learn their language. Theories of acquisition of word meaning, syntax and pragmatics are examined, as well as methodology for assessment of children's knowledge. Cross-linguistic and cross-cultural data and perspectives are considered, as well as applications in language therapy and education. Students undertake an original research project using transcript analysis, and read original research literature. Background in linguistics or child development is necessary. Prerequisites: Any of the following is required for entry to the course: PHI 236 or EDC 235. Enrollment limit of 25 students. {N} Credits: 4

Jill Gibson de Villiers

Normally offered each academic year

PSY 214 Colloquium: Disorders of Language and Communication

Considers language and communication difficulties and disorders in adults and children arising from such factors as sensory impairment (deafness and blindness), cognitive and social impairment (Down's syndrome and autism), and specific language impairment. Studies the brain mechanisms underlying language disorders through cases of adult and childhood aphasia resulting from brain damage. Also covers issues of language assessment and intervention. Prerequisites: PSY/PHI 213 Language Acquisition or PHI 236 Linguistic Structures or by permission of instructor. Enrollment limit of 25 students. {N} Credits: 4

Peter A. de Villiers

Normally offered each spring

PSY 215 Colloquium: Brain States

An exploration of how states of consciousness arise from differential brain activity. Analysis of neurological case studies, ethical dilemmas, experiments addressing mind-body interactions. Active participation in discussions of readings is required. Prerequisites: PSY 100, PSY 201 and PSY 202, or permission of the instructor. Enrollment limit of 25 students. {N} Credits: 4

Mary Ellen Harrington

Normally offered each fall

PSY 216 Colloquium: Understanding Minds

We consider people's understanding of their own and others' mental states from a variety of perspectives: comparative psychology, neuroscience, cognitive, cross-cultural and developmental. The class analyzes and discusses primary psychological research on how such a "theory of mind" develops and the role it plays in social behavior and communication, as well as what is known about the brain mechanisms that underlie it and individual variations in theory of mind development arising from cultural, sensory and neurological differences. Enrollment limit of 25 students. (E) {N} Credits: 4

Peter A. de Villiers

Normally offered each fall

PSY 224 Colloquium: Learning and Behavior Change: Methods, Theory and Practice

Complex behavior interpreted from a behavioral perspective, supplemented, when possible, with evolutionary and neurophysiological accounts. In the laboratory component of the course, students conduct a self-control project and experiment with instructional technology with humans. Enrollment limit of 25 students. Credits: 4

Members of the department

Normally offered in alternate years

PSY 225 Memory in Literature

This course examines the scientific basis of human memory function in the context of traditional and contemporary American and Continental literature. Topics include memory acquisition and reconstruction, trauma and collective memory. Possible authors include Joyce, Nabokov, Sebald and Orwell.

Prerequisites: Introduction to Psychology or the equivalent; or permission of the instructor. Enrollment limit of 25. {L} {N} Credits: 4

Members of the department

Normally offered in alternate years

PSY 227 Brain, Behavior and Emotion

This course explores emotions and emotional behaviors from their evolution to their neural substrates. Topics include functions of emotions, fear, stress, social bonding, motivation and happiness. Special attention is paid to the ways in which the environment interacts with biology to shape subjective experience and behavior. Prerequisites: PSY 100 or PSY 110 and PSY 202. Enrollment limit of 25. {N} Credits: 4

Members of the department

Normally offered in alternate years

B. Health and Illness

PSY 230 Colloquium: Psychopharmacology

This course examines the effects of drugs on the nervous system and associated changes in mood, cognition and behavior. Legal and illegal recreational drugs are considered, as well as therapeutic agents used to treat psychological illnesses such as depression and anxiety. Focus is on controversial issues such as binge drinking, addiction to prescription medications, the medical and recreational use of marijuana, the therapeutic use of psychedelic drugs, medication of children, the power of the pharmaceutical industry and the use of cognitive/

performance enhancers. Prerequisites: NSC 110 or PSY 110 or PSY 130 AND PSY 202 or NSC 230. Enrollment limit of 25 students. {N} {S} Credits: 4

Beth Powell

Normally offered each spring

PSY 240 Colloquium: Health Promotion

Why are so many people—even those whose basic physical needs are met—still challenged to eat adequately, exercise and sleep enough? We consider how human willpower tendencies interact with social, cultural and physical contexts to support (or thwart) health promoting activities. Based on a close reading of current psychological science and related areas of inquiry, students will study interventions to improve individual-level health, and in groups, design and implement a project focused on campus-level health promotion. Emphasis is on critically evaluating and applying primary empirical articles. Prerequisites: PSY 100 and 202. Recommended: PSY 140. Enrollment limit of 25 students.

{N} {S} Credits: 4

Benita Sibia Jackson

Normally offered each fall

PSY 253 Colloquium: Developmental Psychopathology

Survey of child psychopathology from a developmental perspective. Course covers theories of etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties. Prerequisite: 202 and either 150 or EDC 235 (or their equivalent) or permission of the instructor. Enrollment limit of 25 students. {N} Credits: 4

Members of the department

Normally offered each fall

PSY 287 Colloquium: Abnormal Psychology: Evidence-Based Practice

In-depth study of anxiety disorders. Course examines research on the phenomenology, etiology and treatment for selected anxiety disorders and clarifies the nature and quantity of evidence supporting the efficacy of current treatments. Attention is devoted to the strengths and weaknesses of different research designs for answering specific questions about psychopathology and psychotherapy. The course highlights landmark studies and documents which treatments have been shown to be most effective for which types of patients.

Prerequisites: PSY 100, PSY 202 and PSY 150. {N} Credits: 4

Randy O. Frost

Normally offered each spring

C. Person and Social Context

PSY 250 Colloquium in Culture, Ethnicity and Mental Health

This course aims to advance multicultural thinking in the study and practice of psychology by increasing understanding about mental health problems affecting the major U.S. ethnic minority groups. First, the course uses self-examination to provide an experiential understanding of ethnocultural development. Second, it provides theoretical models and concepts for understanding ethnic minority mental health in a sociocultural, historical, psychological and methodological context. Third, it reviews culturally sensitive and responsive approaches to psychological assessment and treatment of psychological distress. Prerequisites: PSY 100 and research methods, statistics and permission of instructor. {S} Credits: 4

Members of the department

Normally offered in alternate years

PSY 260 Colloquium: Psychology of Adolescence and Emerging Adulthood

Exploring adolescents' developing identity, psychosocial and cultural adjustment and their needs for acceptance, autonomy and intimacy in light of the major biological, cognitive and social changes of this phase. Emphasis is

given to cultural concepts in adolescent/emerging adulthood psychology and development. Prerequisite: PSY 100, PSY 201, PSY 202. Enrollment limit of 25 students. Credits: 4

Members of the department

Expected to be offered in the next 3 years

PSY 263 Psychology of the Black Experience

The purpose of this course is to educate, sensitize, and stimulate thinking about varied psychological issues affecting African Americans. A major emphasis will be to provide foundational frameworks, models, and concepts for understanding African American psychology in a context that includes an historical analysis of African American adaptation to American society. Prerequisites: PSY 100, PSY 201, or permission of instructor. Enrollment limit of 25 students. {N} Credits: 4

Nnamdi Pole

Normally offered in alternate years

PSY 264 Lifespan Development

A study of human development across the lifespan. In this course, we learn about milestones of human development from conception to death, discuss and critically evaluate current theories of developmental psychology, and investigate the interplay of biological, psychological and contextual factors that shape development over time. Prerequisite: PSY 202. Enrollment limit of 25. {E} {S} Credits: 4

Katherine H. Clemans

Normally offered each fall

PSY 265 Colloquium: Political Psychology

This colloquium is concerned with the psychological processes underlying political phenomena. The course is divided into three sections: Leaders, Followers and Social Movements. In each of these sections, we examine how psychological factors influence political behavior, and how political acts affect individual psychology. Prerequisites: PSY 100, PSY 202. Enrollment limit of 25 students. {S} Credits: 4

Members of the department

Normally offered each academic year

PSY 266 Colloquium: Psychology of Women and Gender

An in-depth examination of controversial issues of concern to the study of the psychology of women and gender. Students are introduced to current psychological theory and empirical research relating to the existence, origins and implications of behavioral similarities and differences associated with gender. We examine the development of gender roles and stereotypes, power within the family, workplace and politics, and women's mental health and sexuality, paying attention to social context, and intersectional identities. Prerequisites: PSY 100, PSY 202. Enrollment limit of 25 students.

{N} Credits: 4

Members of the department

Normally offered in alternate years

PSY 267 Moral Psychology

An exploration of the nature of moral psychology. We discuss how reason, emotion, cultural norms and social pressures shape our moral judgments; how brain activity correlates with moral decision-making; and how we can use psychological research on moral intuition to evaluate cultural and political disagreements. Prerequisites: PSY 202. Enrollment limit of 25. {E} {S} Credits: 4

Katherine H. Clemans

Normally offered each spring

PSY 268 The Human Side of Climate Change

This course explores the human side of climate change. Drawing from the domains of social, cognitive, developmental, and clinical psychology as well as interdisciplinary theories related to human decision-making, behavior and

motivation, we will explore questions raised by the American Psychological Association's Task Force on global climate change. Prerequisites: PSY 100 Introduction to Psychology or the equivalent. Enrollment limit of 25. (E) {S} Credits: 4

Members of the department

Normally offered each spring

PSY 269 Colloquium: Categorization and Intergroup Behavior

A broad consideration of the nature of prejudice, stereotypes and intergroup relations from the perspective of social cognition with emphasis on issues of race and ethnicity. We encounter theories and research concerning the processes of self-and-other categorization, social identity, stereotyping, prejudice and strategies from the reduction of intergroup hostility that these approaches inform. Enrollment limited to 18. {N} {S} Credits: 4

Members of the department

Normally offered each fall

PSY 270 Colloquium: Social Psychology

The study of social behavior considered from a psychological point of view. Topics include interpersonal behavior, intergroup behavior and social cognition. Prerequisite: PSY 100 or PSY 269. Concurrent enrollment in PSY 372 is encouraged. Enrollment limited to 25 students. {N} Credits: 4

Members of the department

Normally offered each spring

4. Advanced Courses PSY 300–400

Advanced courses, including seminars, special studies and honors theses, are primarily intended for junior and senior students who have taken the foundational courses in psychology and built upon their disciplinary expertise with one or more intermediate colloquia. Permission of the instructor is required for advanced courses.

PSY 301 Research Design and Analysis

A tour via SPSS of the major statistical models encountered in psychology. Topics include most of the following each year: complex and mixed analysis of variance, analysis of covariance, multi-item scale analyses, factor and cluster analysis, multiple regression, path analysis and structural equation modeling. Adopting a pragmatic approach, we emphasize assumptions and requirements, rules of thumb, decision-making considerations, interpretation and writing statistical results according to the conventions of psychology. Prerequisites: One of the following: PSY 201, GOV 190, MTH 219, MTH/SDS 220, ECO 220, SOC 201, EDC 206 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 20 and priority to psychology majors. {M} Credits: 4

Members of the department

Normally offered each fall

A. Mind and Brain

PSY 313 Seminar in Psycholinguistics

Topics course.

Language and Thought

The seminar considers contemporary work on the relationship between language and thought, including the recent rise in “Neo-Whorfianism” or cross-cultural work on whether the language we speak influences the way that we think, also the relationship of concepts and linguistic labels, and on the potential role of syntax on conceptions of events. Prerequisites: at least one of PSY 120, PSY 160, PSY/PHI 209, PSY/PHI 213, PHI 236, PHI 262, or permission of instructor. {N} Credits: 4

Members of the department

Normally offered each fall

PSY 314 Seminar in Foundations of Behavior

Topics course.

Cognition in Film

This seminar explores the cognitive processes underlying human perception and comprehension of film, the techniques filmmakers use to capitalize on these processes, as well as the general portrayal of cognition by filmmakers. We read and discuss empirical articles and view relevant examples of film. Topics range from change blindness and apparent motion to various depictions of amnesia in 20th-century film. Prerequisite: PSY 100. {N} Credits: 4

Members of the department

Normally offered each spring

NSC 314 Neuroendocrinology

This course investigates how the brain regulates the production and release of hormones, as well as how hormones act on the brain to affect behaviors such as aggression, affiliation, parenting, sexual behavior, feeding and learning. Concurrent enrollment in NSC 315 is recommended but not required. Prerequisites: NSC/PSY 210 and one of BIO 200, 202 or 230, or permission of the instructor. Enrollment limited to 20. {N} Credits: 4

Members of the department

Normally offered in alternate years

PSY 315 Autism Spectrum Disorders

This seminar discusses research on the neurocognitive basis of autism spectrum disorders, considering genetic, neuroscientific, psychological and linguistic factors in their etiology and characterization. Topics include the history of the diagnosis, the incidence of the disorders, cross-cultural conceptions of autism, studies of the underlying neural mechanisms, and the cognition and language of children with ASD. Prerequisites: One of EDC 235, PSY 216, or PSY 253, or permission of the instructor. {N} Credits: 4

Peter A. de Villiers

Normally offered each spring

PSY 319 Research Seminar in Adult Cognition

The course introduces students to experimental research in adult human cognition. Topics include concept formation, analogical reasoning, event perception, theory of mind, memory and attention. The emphasis is on designing and conducting new studies using the eyetracker laboratory and other methods. Permission of instructor required. Prerequisites: PSY 100, 201 and 202 or equivalents. Enrollment limit of 12. {M} {N} Credits: 4

Members of the department

Normally offered each spring

PSY 320 Research Seminar in Biological Rhythms

Design and execution of original research on topics related to the physiology of biological rhythms. Health consequences of disruption in biological rhythms are studied. Prerequisites: PSY 130 or NSC/PSY 125, a course in statistics, and PSY 202 or NSC 230, or equivalents, laboratory experience, and permission of the instructor. Enrollment limited to 12. {N} Credits: 4

Mary Ellen Harrington

Normally offered in alternate years

PSY 326 Seminar in Biopsychology

Topics course.

Behavioral Epigenetics

How does experience get “under the skin” to influence health, physiology and behavior? This seminar explores how environmental factors become biologically encoded across the life-course. Topics include prenatal origins of adult disorders, endocrine disruption and behavior, and aspects of the physical and social environments that impact outcomes from depression to longevity. We introduce epigenetics and critically examine how epigenetic mechanisms and others reflect and contribute to experience. Prerequisites: a 200-level course in biopsy-

chology or neuroscience, and an introductory biology course, or permission of the instructor. Credits: 4

Members of the department

Expected to be offered in the next 3 years

PSY 327 Seminar in Mind and Brain

Topics course.

Alzheimer's Disease

In this seminar we discuss the history of Alzheimer's Disease, the underlying cellular and molecular changes associated with this disease, and the range of symptoms. Both motor, cognitive and emotional disturbances are studied. Current treatments and potential future therapies are covered. Prerequisites: a course in experimental methods, a course in statistics, a course in neuroscience and permission of the instructor. {N} Credits: 4

Members of the department

Normally offered each fall

B. Health and Illness

PSY 353 Seminar in Advanced Developmental Psychopathology

Examination of the empirical and theoretical research relevant to anxiety disorders and their associated features in youth. Using a developmental perspective, we focus on risk factors, theoretical models, and methods of assessment and intervention. Prerequisite: 111 and 150 or 253 (or their equivalent). Permission of the instructor required. {N} Credits: 4

Members of the department

Normally offered each spring

PSY 340 Psychosocial Determinants of Health

Seminar. We examine scientific perspectives on how psychological and social factors influence the development and progression of physical health and illness. Major topics include psychosocial origins of health disparities, relationships and health, emotion and disease, placebo effects, and complementary and alternative medical approaches. Emphasis is placed on critically evaluating current research and designing appropriate future studies. Prerequisites: PSY 100 and PSY 202. Enrollment preference is given to those who have completed a health psychology course. {N} {S} Credits: 4

Benita Sibia Jackson

Normally offered in alternate years

PSY 354 Seminar in Advanced Abnormal Psychology

Topics course.

The Meaning of Possessions

A seminar on the role of possessions in people's lives, especially as related to compulsive hoarding, a form of obsessive compulsive disorder and related disorders. We study the empirical research, theories of OCD and hoarding behavior, and efforts to develop treatments for this condition. Related constructs such as compulsive buying and acquisition, materialism, kleptomania and psychopathologies of acquisition are also addressed. Prerequisites: PSY 150 or PSY 287. {N} Credits: 4

Members of the department

Normally offered each fall

PSY 355 Practicum Seminar in Clinical Psychology

This course provides group instruction and supervision for a variety of mental health practicum placements. Undergraduate students are placed in community settings and have local mentoring by masters level social work students. The seminar includes a thorough examination of community entry and engagement, clinical ethics and relevant obligations. It also includes a review of evidence based interventions and the theories that accompany them. Special focus is given to issues of diversity and inclusion. Prerequisites PSY100, and

one or more of the following: PSY130, 150, 230, 250, 287, 350, 353, or 354 or equivalent. Permission of instructor required for admission. {N} Credits: 4

Nnamdi Pole

Normally offered each spring

PSY 356 The Scientific Basis of Psychotherapy

This seminar provides a guided tour through the scientific literature on psychotherapy. We begin with a historical overview of the field including a review of the major systems of psychotherapy (psychodynamic, behavioral, cognitive and humanistic). We then devote some time to developing critical skills for reading the scientific literature. These skills are nurtured throughout the semester as we move through the major research on psychotherapy "outcome" and "process." Outcome research traditionally asks the question, "Does psychotherapy work?" We explore the field's current position on that question and demonstrate that it leads naturally to the process question, "How does psychotherapy work?" We discuss the current literature on this question and gain some "hands-on" experience with psychotherapy process measures. Course readings are supplemented with videotapes and transcript material from actual psychotherapies. Prerequisites PSY 100, PSY 202, and one or more of the following: PSY 130, 150, 230, 250, 287, 350, 353, 354, or equivalent. Permission of instructor required for admission. {N} Credits: 4

Members of the department

Normally offered in alternate years

PSY 358 Research Seminar in Clinical Psychology

An introduction to research methods in clinical psychology and psychopathology. Includes discussion of current research as well as design and execution of original research in selected areas such as anxiety disorders, PTSD and depression. Prerequisite: PSY 100, PSY 201, PSY 202 and a relevant PSY intermediate colloquium course. {N} Credits: 4

Randy O. Frost

Normally offered both fall and spring semesters

C. Person and Social Context

PSY 304 Happiness: Buddhist and Psychological Understanding of Personal Well-Being

Same as REL 304. What is happiness? What is personal well-being? How are they achieved? This course examines the core ideas of the Buddhist science of mind and how they are being studied and employed by psychologists, neuroscientists, cognitive scientists and psychotherapists. The focus of the course is the notion of "happiness"—its cross-cultural and cross-disciplinary definition as well as the techniques advocated for its achievement by both the Buddhist and the psychologist. Prerequisite: PSY 111 or REL 105; or one course in Buddhist traditions; or permission of an instructor. Enrollment limited to 15 juniors and seniors. {N} {S} Credits: 4

Jamie Hubbard, Philip K. Peake

Normally offered in alternate years

NSC 316 Seminar: Neuroscience in the Public Eye

Students enter this seminar with a topic of current public interest that they research. Students critically analyze public media, original research reports and historical background on this topic. They conduct interviews with experts and produce media meant for the general public interpreting the current scientific understanding. Open to juniors and seniors, by permission. Prerequisites: background adequate for reading original neuroscience research reports (NSC/PSY 210, NSC 230, a course in statistics), a suitable research topic, and background adequate for research on that selected topic. Enrollment limited to 12. {N} Credits: 4

Members of the department

Expected to be offered in the next 3 years

PSY 345 Feminist Perspective on Psychological Science

Research Seminar. In this advanced methods course, we study feminist empirical approaches to psychological research. The first part considers several key feminist empiricist philosophies of science, including positivist, experiential and discursive approaches. The second part focuses on conceptualizations of gender beyond difference-based approaches and their operationalization in recent empirical articles. The capstone will be an application of feminist perspectives on psychological science to two group projects—quantitative and qualitative, respectively—in the domain of health and well-being. Prerequisites: PSY 100, 202, and a gender studies course (from any department). Instructor permission is required. Credits: 4

Members of the department

Normally offered in alternate years

PSY 360 Peer Relationships

Covers theory and research on childhood and adolescent peer relationships. Topics include socialization processes, friendships and peer networks, and the interplay of biological, psychological and contextual factors that shape social interactions in the peer group. Some questions we address are: How do we form friendships? What qualities make us liked by our peers? Is there a difference between being ignored by other kids and being rejected by them? Have text messaging and social media sites changed the way we communicate with each other? Students are expected to complete weekly assignments, participate in course discussion and construct a research proposal. Prerequisites: PSY 100 and PSY 201 or similar. A previous course in developmental psychology is recommended but not required. Enrollment limit of 12. (E) {S} Credits: 4

Katherine H. Clemans

Normally offered each spring

PSY 361 Research Seminar: Alcohol Use and Misuse Among High School and College Students

An introduction to research techniques through the discussion of current research, design and execution of original research in selected areas such as drinking games, pregameing/prepartying (i.e., “drinking before drinking”), acculturation and alcohol use, motivations to drink, expectations about the effects of alcohol use, and athletic involvement and drinking behaviors among adolescents and emerging adults. Prerequisites: Permission of the instructor; PSY 201, PSY 202, with PSY 220 preferred. Enrollment preference is given to those who have discussed their research interests and goals with the instructor at least one semester prior to enrollment. {N} Credits: 4

Members of the department

Normally offered each spring

PSY 369 Research Seminar on Categorization and Intergroup Behavior

An exploration of methods of inquiry in social psychology with emphasis on experimental approaches to current questions in respect to processes of categorization and social identity and their implications for behavior among groups. Prerequisites: PSY 202 and either PSY 170, PSY 180, PSY 266 or PSY 269. Concurrent enrollment in PSY 270 is encouraged. {N} Credits: 4

Members of the department

Normally offered each spring

PSY 371 Seminar in Personality

Topics course.

Well-Being

A survey of current psychological research on the factors that contribute to a person's sense of well-being. What are the components of happiness? What are the biological, personality and contextual factors that contribute to that happiness? How does a person's sense of well-being influence health, relationships and other important life outcomes? Prerequisites: PSY 202 and any course in the Person and Society area. Credits: 4

Members of the department

Normally offered in alternate years

PSY 373 Research Seminar in Personality

An introduction to techniques of personality research and their application to the experimental study of personality. Based on discussions of current research, students design and conduct original research either individually or in teams. Prerequisites: 112 and either 270 or 271 and permission of the instructor.

{N} Credits: 4

Philip K. Peake

Normally offered each spring

PSY 374 Psychology of Political Activism

This seminar focuses on people's motivations to participate in political activism, especially activism around social issues. Readings include theoretical and empirical work from political psychology paired with personal accounts of activists. We consider accounts of some large-scale liberal and conservative social movements in the United States. Students conduct an in-depth analysis of an activists oral history obtained from the Voices of Feminism archive of the Sophia Smith collection. Prerequisite: Permission of the instructor.

{S} Credits: 4

Members of the department

Normally offered in alternate years

PSY 375 Research Seminar on Political Psychology

An introduction to research methods in political psychology. Includes discussion of current research as well as design and execution of original research in selected areas such as right wing authoritarianism, group consciousness, and political activism. Prerequisite: PSY 192 or GOV 190 and PSY 266, and permission of the instructor. Enrollment limited to 16. {N} Credits: 4

Lauren E. Duncan

Expected to be offered in the next 3 years

PSY 400 Special Studies

By permission of the instructor, for qualified juniors and seniors. A scholarly project conducted under the supervision of any member of the department. Credits: 1–4

Members of the department

Expected to be offered in the next 3 years

Public Policy

Director

Donald C. Baumer, Ph.D., Professor of Government **1*2

Advisory Committee

Carrie N. Baker, J.D., Ph.D., Associate Professor, Study of Women and Gender

Randall K. Bartlett, Ph.D., Professor of Economics **1,*2

Brent M. Durbin, Ph.D., Associate Professor of Government †2

Deborah Haas-Wilson, Ph.D., Professor of Economics

Leslie L. King, Ph.D., Associate Professor of Sociology **2

The program in public policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program serve as interdisciplinary complements to departmental offerings. Likewise, the minor in public policy is designed to be a valuable complement to majors in both the social and the natural sciences.

The Minor

Director: Donald C. Baumer, Professor of Government

Advisers: Carrie Baker (Study of Women and Gender), Donald Baumer (Government); Randall Bartlett (Economics); Brent Durbin (Government), Deborah Haas-Wilson (Economics), and Leslie King (Sociology).

The minor consists of six courses:

1. GOV 207 or PPL 220
2. Any two public policy electives (listed below)
3. Any two courses from other departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser)
4. PPL 390, PPL 400 or an alternate selected in consultation with a minor adviser

GOV 207 Politics of Public Policy

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. {S} Credits: 4

Donald C. Baumer

Normally offered in alternate years

IDP 208 Women's Medical Issues

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted infections, abortion, mental health, nutrition, osteoporosis, the media's representation of women and gender bias in health care. Social, cultural, ethical and political issues are considered, as well as an international perspective. {N} Credits: 4

Leslie Richard Jaffe

Normally offered each spring

PPL 220 Public Policy Analysis

Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose purpose is to "improve" policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools. {S} Credits: 4

Members of the department

Normally offered in alternate years

SWG 222 Gender, Law and Policy

This course explores the impact of gender on law and policy in the United States historically and today, focusing in the areas of constitutional equality, employment, education, reproduction, the family, violence against women, and immigration. We study constitutional and statutory law as well as public policy. Some of the topics we will cover are sexual orientation and gender identity discrimination, pregnancy/caregiver discrimination, pay equity, sexual harassment, school athletics, marriage, sterilization, contraception and abortion, reproductive technologies, sexual assault, intimate partner violence, and gender-based asylum. We will study feminist efforts to reform the law and examine how inequalities based on gender, race, class and sexuality shape the law. We also discuss and debate contemporary policy and future directions.

{H} {S} Credits: 4

Carrie N. Baker

Normally offered each fall

ECO 224 Environmental Economics

The economic causes of environmental degradation and the role that markets can play in both causing and solving pollution and resource allocation problems. Topics include resource allocation and sustainability, cost-benefit analysis, pollution standards, taxes, and permits, public goods and common property resources. Prerequisite: ECO 150. {S} Credits: 4

Susan Stratton Sayre

Normally offered each academic year

SOC 232 World Population

This course introduces students to environmental, economic, feminist and nationalist perspectives on population growth and decline. We examine current population trends and processes (fertility, mortality and migration) and consider the social, political, economic and environmental implications of those trends.

The course also provides an overview of various sources of demographic data as well as basic demographic methods. Enrollment limited to 35. Prerequisite: SOC 101. {S} Credits: 4

Leslie L. King

Normally offered each academic year

ECO 234 Partisan Economic Issues

An analysis of selected microeconomic and macroeconomic issues about which our two political parties disagree. Specific issues include health care; Social Security and other entitlement programs; taxes, government spending and budget deficits; immigration; and the role of government in the economy. Prerequisites: ECO 150, ECO 153 and ECO 220 or its equivalent. Credits: 4

Members of the department

Normally offered in alternate years

GOV 244 Foreign Policy of the United States

In this course we ask and answer the following questions: Just what is "United States foreign policy"? By what processes does the United States define its interests in the global arena? What instruments does the U.S. possess to further those interests? Finally, what specific foreign policy questions are generating debate today? Prerequisite: 241 or permission of the instructor. Credits: 4

Brent M. Durbin

Normally offered each academic year

PPL 250 Race and Public Policy in the United States

Explanation of current policy issues regarding race. Topics include voting rights, compensation, public and private education, bilingual education and

affirmative action in employment. Recommended background: PPL 220 or a course in American government. {S} Credits: 4

Randall K. Bartlett

Normally offered in alternate years

SWG 271 Colloquium: Reproductive Justice

This course is an interdisciplinary exploration of reproductive health, rights and justice in the United States, examining history, activism, law, policy, and public discourses related to reproduction. A central framework for analysis is how gender, race, ethnicity, class, sexuality, disability and nationality intersect to shape people's experiences of reproductive oppression and their resistance strategies. Topics include eugenics and the birth control movement; the reproductive rights and justice movements; U.S. population control policies; criminalization of pregnant people; fetal personhood and birth parents' citizenship; the medicalization of reproduction; reproductive technologies; the influence of disability, incarceration and poverty on pregnancy and parenting; the anti-abortion movement; and reproductive coercion and violence.

Prerequisite SWG 150 or permission of the instructor. {S} Credits: 4

Carrie N. Baker

Normally offered each spring

GOV 306 Seminar in American Government

Topics Course

Politics and the Environment

An examination of environmental policy making within the federal government, with special emphasis on how Congress deals with environmental policy issues. A variety of substantive policy areas from clean air to toxic waste is covered. Students complete research papers on an environmental policy topic of their choice. Prerequisite: a 200-level course in American government.

Credits: 4

Members of the department

Expected to be offered in the next 3 years

ENV 323 Climate and Energy Policy

This course examines climate change and energy policy from several perspectives including scientific, economic, equity, political and practical considerations. We examine sources and trends of greenhouse gas emissions and climate impacts and then focus on a specific sector (e.g., electric power) to consider existing policies, market structures and the spectrum of approaches to reduce emissions. Students work in small groups on projects in an active policy area and prepare a briefing and paper. Prerequisite: ENV 101, 201/202 or permission of the instructor. (E) {N} {S} Credits: 4

Alexander Richard Barron

Normally offered each academic year

ECO 324 Seminar

Topics course.

Economics of the Environment and Natural Resources

How do we expect competitive markets to allocate natural resources? Will market systems result in excess pollution? Can we improve market outcomes in relation to the environment and natural resources? If so, what are the relative strengths and weaknesses of different approaches? This course examines these issues through discussion of the economic theories of externalities, common property and public goods and their implications for the allocation of resources. We explore these questions by analyzing specific policy issues and debates related to the environment and resource use including: climate change, pollution, biodiversity, energy, sustainability, land use and fishing rights. Through this exploration, we touch upon a number of other theories and techniques including dynamic optimization and intertemporal choice, price vs. quantity regulation, nonmarket valuation, cost-benefit analysis and the use of incentive-based

regulation. Prerequisites: ECO 250 and ECO 220 or permission of the instructor. {S} Credits: 4

Members of the department

Normally offered in alternate years

SOC 333 Seminar: Social Justice, the Environment and the Corporation

Over the last century, the reach of corporations has gradually extended into all facets of our lives, yet most of us rarely stop to think about the corporation as a social entity. This course focuses on the social, economic and legal foundations that both shape its power and provide a dominant logic for its actions. We examine the implications of corporate power and processes for communities, workers and the environment. We also focus on the ways that governments and various social groups have sought to change corporate assumptions and behaviors concerning their social and environmental responsibilities.

Enrollment limited to 12 students. Prerequisite: SOC 101 and permission of instructor. Credits: 4

Leslie L. King

Normally offered in alternate years

ECO 395 Seminar: Topics in International Trade

The globalization of the world economy has contributed to both boom and crisis. This seminar explores selected topics relating to the increased openness of national borders to the flow of goods and services, labor and real capital. For 2017, the seminar will pay special attention to the impact of globalization on income inequality and national identity. In particular, we will examine whether international trade, immigration and emigration play a significant role in the growth of income inequality, both within and among nations, over the past several decades and, if they do, what, if anything, might be done to attenuate or reverse these trends? Prerequisites: ECO 250, and one 200-level course in international economics or the equivalent. {S} Credits: 4

Charles P. Staelin

Normally offered in alternate years

PPL 400 Special Studies

By permission of the director. Variable credit. Credits: 1–4

Members of the department

Normally offered each academic year

Quantitative Courses for Beginning Students

These courses engage students in quantitative analysis or develop quantitative skills. Some courses may have prerequisites.

AST 103 Sky and Telescopes

View the sky with the telescopes of the McConnell Rooftop Observatory, including the Moon, the Sun, the planets, nebulae and galaxies. Learn to use a telescope on your own and find out about celestial coordinates and time-keeping systems. Designed for nonscience majors. Enrollment limited to 20 students per section. {N} Credits: 3

Margaret Glynn Lysaght Thacher

Normally offered each fall

CHM 111 Chemistry I: General Chemistry

The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 16 per lab section. {N} Credits: 5

Christian S Hamann, Nuru Stracey, Cristina Suarez

Normally offered each fall

CHM 118 Advanced General Chemistry

This course is for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions are quickly reviewed. The major portions of the course involve a detailed analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. The laboratory deals with synthesis, physical properties and kinetics. The course prepares students for CHM 222/223 and replaces both CHM 111 and 224. A student who passes this course cannot take either 111 or 224. Enrollment limited to 32. {N} Credits: 5

Members of the department

Normally offered each fall

ECO 150 Introductory Microeconomics

How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what is produced and decide who gets the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty. {QS} {S} Credits: 4

Deborah Haas-Wilson, Roger T. Kaufman, Yuanyuan Liu, Charles P. Staelin, Mariyana Zapryanova

Normally offered both fall and spring semesters

ECO 220 Introduction to Statistics and Econometrics

Summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of statistical software and micro computers to analyze labor market and other economic data. Prerequisite: ECO 150 or ECO 153. Students are not given credit for both ECO 220 and any of the following courses: GOV 190, SOC 201, MTH 201, PSY 201 MTH 220. Course limited to 55 students. {M} {QS} {S} Credits: 0–5

Simon Halliday, Mariyana Zapryanova

Normally offered both fall and spring semesters

ESS 175 Applied Exercise Science

An experiential course designed to introduce students to applied exercise physiology and kinesiology. Such subjects as energy expenditure, energy systems, aerobic power, effort perception, applied anatomy and training principles are studied using a system of lecture and laboratory sessions. Enrollment limited to 20. Credits: 2

Emily Morgan Lopez

Normally offered each interterm

GOV 203 Empirical Methods in Political Science

The fundamental problems in summarizing, interpreting and analyzing empirical data. Topics include research design and measurement, descriptive statistics, sampling, significance tests, correlation and regression. Special attention is paid to survey data and to data analysis using computer software. Enrollment limit of 75. {M} {S} Credits: 5

Howard Jonah Gold

Normally offered each spring

MTH 101 Math Skills Studio

Same as QSK 101. This course is for students who need additional preparation to succeed in courses containing quantitative material. It provides a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical and algebraic skills by working with numbers drawn from a variety of sources. Enrollment limited to 20. Permission of the instructor required. This course does not carry a Latin Honors designation. Credits: 4

Catherine McCune

Normally offered each fall

MTH 102 Elementary Functions

Linear, polynomial, exponential, logarithmic and trigonometric functions graphs, verbal descriptions, tables and mathematical formulae. For students who intend to take calculus or quantitative courses in scientific fields, economics, government and sociology. Also recommended for prospective teachers preparing for certification. {M} Credits: 4

Jennifer Beichman

Normally offered each fall

MTH 103 Precalculus and Calculus Bootcamp

Same as QSK 103. This course provides a fast-paced review of and intense practice of computational skills, graphing skills, algebra, trigonometry, elementary functions (pre-calculus) and computations used in calculus. Featuring a daily review followed by problem-solving drills and exercises stressing technique and application, this course provides concentrated practice in the skills needed to succeed in courses that apply elementary functions and calculus. Students gain credit by completing all course assignments, including a final self-assessment they use in developing their own future math skills study plan. Enrollment limited to 20 students, the course is usually full by early December. This course to be graded S/U only. Permission of the instructor required. This course does not count towards the major. {QS} Credits: 2

Members of the department

Normally offered each interterm

MTH 107 Statistical Thinking

Same as SDS 107. An introduction to statistics that teaches broadly relevant concepts. Students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial and normal

probability distributions; point and interval estimates for means and for proportions; one- and two-sample tests for means and for proportions; principles of experimental design. The class meets in a computer lab and emphasizes using the computer for analysis of data. Students design experiments, collect and analyze the data, and write reports on findings. Enrollment limited to 25. Prerequisite: high school algebra. {M} Credits: 4

Members of the department

Normally offered each fall

MTH 111 Calculus I

Rates of change, differentiation, applications of derivatives including differential equations and the fundamental theorem of the calculus. Written communication and applications to other sciences and social sciences motivate course content. {M} Credits: 4

Jennifer Beichman, Rajan Mehta, Daniel Schulteis, Nesity Tania

Normally offered both fall and spring semesters

MTH 201 Statistical Methods for Undergraduate Research

Same as PSY 201. (Formerly MTH/PSY 190). An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized, and students use SPSS and other statistical software for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent should take MTH 220, which also satisfies the basis requirement. Normally students receive credit for only one of the following introductory statistics courses: MTH 201/PSY 201; ECO 220, GOV 190, MTH 219, MTH 220 or SOC 201. Credits: 0–5

Members of the department

Expected to be offered in the next 3 years

PSY 201 Statistical Methods for Undergraduate Research

An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized, and students use R and other statistical software for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent or who have taken AP STAT should take SDS 220, which also satisfies the major requirement. Enrollment is restricted to psychology majors or permission of instructor. Normally students receive credit for only one of the following introductory statistics courses: PSY 201, ECO 220, GOV 190, SDS 220, SDS 201, SOC 201, EDC 206. {M} {QS} Credits: 5

David C. Palmer

Normally offered both fall and spring semesters

QSK 101 Math Skills Studio

Same as MTH 101. This course is intended for students who need additional preparation to succeed in courses containing quantitative material. It provides a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical and algebraic skills by working with numbers drawn from a variety of sources. Enrollment limited to 20. Permission of the instructor required. This course does not carry a Latin Honors designation. {QS} Credits: 4

Catherine McCune

Normally offered each fall

QSK 102 Quantitative Skills in Practice

A course continuing the development of quantitative skills and quantitative literacy begun in MTH/QSK 101. Students continue to exercise and review basic mathematical skills, to reason with quantitative information, to explore the use and power of quantitative reasoning in rhetorical argument, and to cultivate the habit of mind to use quantitative skills as part of critical thinking. Attention is given to visual literacy in reading graphs, tables and other displays of quantitative information and to cultural attitudes surrounding mathematics. Prerequisites: MTH 101/QSK 101. Enrollment limit of 18. {M} Credits: 4

Catherine McCune

Normally offered each spring

QSK 103 Precalculus and Calculus Bootcamp

Same as MTH 103. This course provides a fast paced review of and intense practice of computational skills, graphing skills, algebra, trigonometry, elementary functions (pre-calculus) and computations used in calculus. Featuring a daily review followed by problem solving drills and exercises stressing technique and application, this course provides concentrated practice in the skills needed to succeed in courses that apply elementary functions and calculus. Students gain credit by completing all course assignments, including a final assessment to use in developing their own future math skills study plan. Enrollment limited to 20 students. This course is graded S/U only. Permission of the instructor required. This course does not count towards the major.

Credits: 2

Members of the department

Normally offered each interterm

SDS 136 Communicating with Data

The world is growing increasingly reliant on collecting and analyzing information to help people make decisions. Because of this, the ability to communicate effectively about data is an important component of future job prospects across nearly all disciplines. In this course, students learn the foundations of information visualization and sharpen their skills in communicating using data. Throughout the semester, we explore concepts in decision-making, human perception, color theory and storytelling as they apply to data-driven communication. Whether you're an aspiring data scientist or you just want to learn new ways of presenting information, this course helps you build a strong foundation in how to talk to people about data. (E)

{M} Credits: 4

Amelia McNamara

Normally offered each academic year

SDS 192 Introduction to Data Science

An introduction to data science using Python, R and SQL. Students learn how to scrape, process and clean data from the web; manipulate data in a variety of formats; contextualize variation in data; construct point and interval estimates using resampling techniques; visualize multidimensional data; design accurate, clear and appropriate data graphics; create data maps and perform basic spatial analysis; and query large relational databases. No prerequisites, but a willingness to write code is necessary. Enrollment limit of 30. (E)

{M} Credits: 4

Benjamin S. Baumer

Normally offered each academic year

SDS 201 Statistical Methods for Undergraduates

(Formerly MTH/PSY 201 and MTH/PSY 190). An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized, and students use R for data analysis. Classes meet for lecture/discussion and a required laboratory that

emphasizes the analysis of real data. This course satisfies the basic requirement for the psychology major. Students who have taken MTH 111 or the equivalent should take MTH 220, which also satisfies the basic requirement. Normally students receive credit for only one of the following introductory statistics courses: MTH 201/PSY 201; ECO 220, GOV 190, MTH 219, MTH 220 or SOC 201.

Credits: 5

Randi Garcia

Expected to be offered in the next 3 years

SDS 220 Introduction to Probability and Statistics

Same as MTH 220. (Formerly MTH 245). An application-oriented introduction to modern statistical inference: study design, descriptive statistics; random variables; probability and sampling distributions; point and interval estimates; hypothesis tests, resampling procedures and multiple regression. A wide variety of applications from the natural and social sciences are used. Classes meet for lecture/discussion and for a required laboratory that emphasizes analysis of real data. MTH 220 satisfies the basic requirement for biological science, engineering, environmental science, neuroscience and psychology. Normally students receive credit for only one of the following introductory statistics courses: MTH 201/ PSY 201, GOV 190, ECO 220, MTH 219, MTH 220 or SOC 201. Exceptions may be allowed in special circumstances and require the permission of the adviser and the instructor. Prerequisite: MTH 111 or the equivalent, or permission of the instructor. Lab sections limited to 20. {M} Credits: 5

Benjamin Capistrant, Amelia McNamara, Miles Q. Ott

Normally offered each academic year

SOC 201 Statistics for Sociology

An introduction to statistical and other strategies for summarizing and evaluating sociological data. Topics include descriptive statistics, probability theory, correlation, presentation and assessment of research findings, deduction and induction, error and bias, confidence. Enrollment limited to 40.

Prerequisite: SOC 101. {M} Credits: 5

Members of the department

Expected to be offered in the next 3 years

SOC 202 Quantitative Research Methods

This course explores both the philosophy and practice of research methods. The first part of the course focuses on the scientific method and positivism as a model for social research and contemporary techniques of this model. Here we discuss alternative social science paradigms and the relationship between sociological theory and research methods. The second part of the course focuses on the practice of quantitative research methods. Students design and carry out a research project using survey methodology, along with exercises in additional quantitative methods. Prerequisite: 201. {M} Credits: 4

Members of the department

Normally offered each spring

Religion

Professors

Carol Zaleski, Ph.D. ^{†2}
 Jamie Hubbard, Ph.D.
 Lois C. Dubin, Ph.D.
 Joel S. Kaminsky, Ph.D. ^{†1}
 Suleiman Ali Mourad, Ph.D.
 Vera Shevzov, Ph.D., *Chair*
 Andy N. Rotman, Ph.D. ^{**1, *2}

Research Associates

Benjamin Braude, Ph.D.
 Philip Zaleski, B.A.
 Edward Feld, M.H.L.
 Karen Smyers, Ph.D.

The Major

Advisers: Lois Dubin, Jamie Hubbard, Joel Kaminsky, Suleiman Mourad, Andy Rotman, Vera Shevzov, Carol Zaleski

Requirements for Majors

12 semester courses are required. Courses counting toward the major may not be taken S/U.

Breadth (Courses 1–4)

A student will normally take four 200-level courses in the religion department choosing one each from four of the following seven categories: (1) Philosophical, Theoretical, or Comparative; (2) Biblical Literature; (3) Jewish Traditions; (4) Christian Traditions; (5) Islamic Traditions; (6) Buddhist Traditions; (7) South Asian Traditions. In fulfilling this requirement, a student may count no more than two courses in Biblical Literature, Jewish Traditions, and Christian Traditions. A student may also count one of the broad-based departmental introductory courses (e.g., REL 105, REL 106, REL 108) in place of one of these four courses.

Colloquium (Course 5)

A student will take Approaches to the Study of Religion (REL 200).

Seminar (Course 6)

A student will take a seminar in the religion department.

Depth (Courses 7–8 or 7–9)

A student will take three related courses, defined by religious tradition, geographical area, discipline or theme. Examples of possible concentrations are the Bible and its subsequent interpretations, philosophy of religion, women and gender, religion and politics, religion and the arts, ritual studies, and religion in America. In most cases, this will involve adding two more courses to one already counted, though in some cases, it may involve three courses independent of those counted above. In short, no more than one course from courses 1–6 may be counted toward this requirement. A student will define her concentration in consultation with her adviser and then submit it to the departmental curriculum committee. A student may count any departmental course toward this requirement, but no more than one 100-level course. A student may also count one course taken outside the department toward this requirement.

Electives (Courses 9–12 or 10–12)

A student will take three or four additional religion courses to complete the 12 courses for the major.

In consultation with her adviser, a student may count two relevant courses outside the department toward these electives. If no course outside the religion

department has been used to count toward the depth requirement, a student may take two courses outside the department as electives. If one outside course has been used to count toward the depth requirement, only one such course may be taken as an elective.

For relevant outside courses, students should check current offerings by other departments and programs, such as anthropology, archaeology, art, classics, government, history, Jewish studies, medieval studies, Middle East studies, music, and philosophy.

The Minor

Advisers: Same as for the major

Requirements for Minors

Five semester courses are required. Courses counting toward the minor may not be taken S/U. No course may be counted twice toward the fulfillment of the requirements.

Breadth (Courses 1–3)

A student will normally take three 200-level courses, choosing one each from three of the following seven categories: (1) Philosophical, Theoretical or Comparative; (2) Biblical Literature; (3) Jewish Traditions; (4) Christian Traditions; (5) Islamic Traditions; (6) Buddhist Traditions; (7) South Asian Traditions. In fulfilling this requirement, a student may count no more than two courses in Biblical Literature, Jewish Traditions, and Christian Traditions.

Electives (Courses 4–5)

A student will take two additional courses of her choice in the religion department.

Honors

Director: Vera Shevzov

REL 430D Honors Project

Credits: 8

Normally offered each academic year

The religion department encourages majors to apply to the departmental honors program and pursue a significant research project of their own design. Students in the honors program develop, research, write and defend a thesis in close consultation with a faculty mentor. For further details please contact the director of honors.

Language Courses

Students who take an introductory year in an ancient or modern language and who complete an advanced class in religious texts of that language will receive credit for two courses toward the religion major for the introductory year of study, in addition to the credit received for the advanced class (counted in courses 7–10). Students interested in pursuing courses at an advanced level in a particular language should contact the appropriate department member or their adviser.

Students who take a language related to their area of concentration (but without an advanced class in religious texts) may receive up to one course credit toward the major, with that course counted as an elective outside the department (courses 11–12).

100-level courses are open to all students. They are either broad-based introductory courses that address multiple traditions or courses that have a more narrow focus.

200-level courses are specific to a tradition or methodology. They are open to all students and do not have prerequisites, unless otherwise indicated.

300-level courses have prerequisites as specified.

A reading knowledge of foreign languages, both modern and classical, is highly desirable for those students planning to major in religion. For more information on language study, see “Language Courses.”

100-Level Courses

Introduction to the Study of Religion

REL 105 An Introduction to World Religions

An exploration of the religious texts and practices of major traditions (Hindu, Buddhist, Chinese, Jewish, Christian, Islamic) as well as those of smaller, more localized communities. Diverse forms of classical and contemporary religious experience and expression are analyzed through texts, rituals and films as well as through fieldwork. {H} Credits: 4

Lois C. Dubin, Carol Zaleski

Normally offered each fall

REL 108 The Meaning of Life

Same as PHI 108. This course asks the big question, “What is the Meaning of Life?” and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We explore a variety of forms of philosophical and religious thinking and the ways that they can be directly relevant to our lives. {H} {L} Credits: 4

Nalini Bhushan, Andy N. Rotman

Expected to be offered in the next 3 years

REL 112 Introduction to the Bible I

The Hebrew scriptures (Tanakh/Old Testament). A survey of the Hebrew Bible and its historical and cultural context. Critical reading and discussion of its narrative and legal components as well as an introduction to the prophetic corpus and selections from the wisdom literature. {H} {L} Credits: 4

Jason Gaines

Normally offered each fall

REL 125 The Jewish Tradition

Same as JUD 125. Who are the Jews? What is Judaism? How have Jews understood core ideas and texts, and put their values into practice, from biblical times until today? An interdisciplinary introduction to the dramatic story of Jewish civilization and its conversation with different cultures from religious, historical, political, philosophical, literary, and cultural perspectives, organized around different themes; the theme for spring 2018 is Food and Foodways. {H} {L} Credits: 4

Lois C. Dubin

Normally offered each academic year

REL 161 Introduction to Buddhist Thought

Enduring patterns of Buddhist thought concerning the interpretations of self, world, nature, good and evil, love, wisdom, time and enlightenment as revealed through major primary texts, contemporary writings and films. Enrollment limited to 35. {H} Credits: 4

Jamie Hubbard

Normally offered each academic year

BUS 120 The Study of Buddhism

This course introduces students to the academic study of Buddhism through readings, lectures by Smith faculty and guests, and trips to local Buddhist centers. We critically examine the history of Buddhist studies within the context of numerous disciplines, including anthropology, art, cultural studies, gender studies, government, literature, philosophy and religion, with a focus on regional, sectarian and historical differences. Materials to be considered include poetry, painting, philosophy, political tracts and more. This course meets during the first half of the semester only. Graded S/U only. (E) {H} Credits: 2

Jay Lazar Garfield

Normally offered each fall

200-Level Courses

No prerequisites unless specified.

Religious Studies: Philosophical, Theoretical or Comparative

REL 200 Colloquium: Approaches to the Study of Religion

This course is an introduction to various approaches that have characterized the modern and postmodern critical study of religion. The course explores the development of the field, addressing fundamental theoretical and methodological issues as well as their implications. The first part of the course focuses on the interdisciplinary nature of religious studies, examining approaches found in disciplines such as anthropology, sociology, psychology and phenomenology. The second part examines the application of these approaches to the study of particular religious phenomena. {H} {S} Credits: 4

Andy N. Rotman

Normally offered each academic year

REL 204 Blasphemy

Commonly associated with pre-modern societies, the term “blasphemy” has taken on new life in today’s global and technologically-connected world. This course examines the notion of blasphemy—its meanings, the invisible boundaries it invokes in some of the world’s major religious traditions and the different ways of seeing it often signifies—and the contemporary public uses of this term. Based on case studies, it explores the challenges the term poses and the nature of the emotional responses it often triggers. The course considers the implications of the charge of blasphemy in light of such issues as religion and secularism, religious tolerance and intolerance, ethics and civility, religion and human rights. Religious, philosophical, literary and legal texts, as well as media accounts, images and film. Enrollment limit of 25. (E)

Members of the department

Expected to be offered in the next 3 years

REL 205 Philosophy of Religion

Classic and contemporary discussions of the existence of God, the problem of evil, faith and reason, life after death, mysticism and religious experience. Readings from Plato, Anselm, Aquinas, Hume, Kant, Kierkegaard, William James and others. {H} Credits: 4

Carol Zaleski

Expected to be offered in the next 3 years

REL 208 The Inklings: Religion and Imagination in the Works of C.S. Lewis, J.R.R. Tolkien and Their Circle

The Inklings were a group of Oxford intellectuals who met in the Magdalen College rooms of the literary historian, apologist and fantasist C.S. Lewis to read aloud and discuss their works in progress. This course examines the Inklings' shared concerns, among them mythology, philology, recovery of the Christian intellectual tradition, and resistance to "the machine." Readings include essays and letters by Tolkien, Lewis, Charles Williams, Owen Barfield and quasi-Inkling Dorothy Sayers, as well as selections from their major works of fiction, theology and criticism. Enrollment limited to 35. {H} {L} Credits: 4

Carol Zaleski

Expected to be offered in the next 3 years

ANT 274 The Anthropology of Religion

What can anthropologists teach us about religion as a social phenomenon? This course traces significant anthropological approaches to the study of religion, asking what these approaches contribute to our understanding of religion in the contemporary world. Topics include religious experience and rationality; myth, ritual and magic; rites of passage; function and meaning; power and alienation; religion and politics. Readings are drawn from important texts in the history of anthropology and from contemporary ethnographies of religion. {S} Credits: 4

Pinky Hota

Normally offered each academic year

Biblical Literature

REL 213 Social Justice in the Hebrew Bible

An exploration of biblical prophecy with a focus on how the prophets called for social and religious reform in language that continues to resonate today.

{H} {L} Credits: 4

Jason Gaines

Expected to be offered in the next 3 years

REL 215 Introduction to the Bible II

An introduction to the New Testament and its many genres (Gospel, Parable, Epistle, Apocalypse), its ancient Jewish and Greco-Roman contexts, and to an array of modern methods (historical criticism, sociological and ideological analysis, feminist approaches) for studying perhaps the most influential set of books in the Western world. Enrollment limited to 35. {H} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Jewish Traditions

REL 223 The Modern Jewish Experience

A thematic survey of Jewish history and thought from the 16th century to the present, examining Jews as a minority in modern Europe and in global diaspora. We analyze changing dynamics of integration and exclusion of Jews in various societies as well as diverse forms of Jewish religion, culture and identity among Sephardic, Ashkenazic and Mizrahi Jews. Readings include major philosophic, mystical and political works in addition to primary sources on the lives of Jewish women and men, families and communities, and messianic and popular movements. Throughout the course, we explore tensions between assimilation and cohesion, tradition and renewal, and history and memory.

{H} Credits: 4

Lois C. Dubin

Normally offered in alternate years

REL 227 Women and Gender in Jewish History

An exploration of Jewish women's changing social roles, religious stances and cultural expressions in a variety of historical settings from ancient to modern times. How did Jewish women negotiate religious tradition, gender

and cultural norms to fashion lives for themselves as individuals and as family and community members in diverse societies? Readings from a wide range of historical, religious, theoretical and literary works in order to address examples drawn from Biblical and rabbinic Judaism, medieval Islamic and Christian lands, modern Europe, America and the Middle East. {H} {S} Credits: 4

Lois C. Dubin

Expected to be offered in the next 3 years

Christian Traditions

REL 230 Jesus

"Who do you say that I am"? Reportedly posed by Jesus to his disciples, this question remained no less relevant to future generations of his followers as well as their detractors, and it continues to challenge views of Christianity's Christ to this day. This course examines some of the most prominent texts, images and films that have informed understandings of Jesus over the past two millennia and have contributed to making Jesus one of the most well-known yet controversial figures in history. Enrollment limited to 35. Open to first-year students. {H} {L} Credits: 4

Vera Shevzov

Expected to be offered in the next 3 years

REL 235 Catholic Philosophical Tradition

Faith and reason, worship and the intellectual life, the meaning of redemption and the nature of Catholicism according to major thinkers in the Catholic tradition. Readings from Augustine, Anselm, Aquinas, Pascal, John Henry Newman, G.K. Chesterton, Simone Weil, Hans Urs von Balthasar, Karol Wojtyla (Pope John Paul II), Elizabeth Anscombe, Alasdair MacIntyre and others.

{H} Credits: 4

Carol Zaleski

Expected to be offered in the next 3 years

REL 242 The Russian Icon: Culture, Politics and the Sacred

Same as RES 242. As devotional object, political symbol and art commodity, the Russian icon has been revered as sacred, vilified as reactionary, and displayed and sold as masterpiece. This course examines the complex and multifaceted world of the Russian icon from its Byzantine roots to its contemporary re-emergence in the public sphere of post-Soviet Russia. Consideration of the iconographic vocation and craft, beauty and the sacred, devotions and rituals, the icon and Russian national identity, the "discovery" of the icon by the modern art world, controversial images and forms of iconoclasm. In addition to icons themselves, sources include historical, devotional, liturgical, philosophical and literary texts. No prerequisites required. Open to first-year students.

{H} {L} Credits: 4

Vera Shevzov

Expected to be offered in the next 3 years

Islamic Traditions

REL 245 The Islamic Tradition

The Islamic religious tradition from its beginnings in seventh century Arabia through the present day, with particular emphasis on the formative period (A.D. 600–1000) and on modern efforts at reinterpretation. Topics include Muhammad and the Qur'an, prophetic tradition, sacred Law, ritual, sectarianism, mysticism, dogmatic theology and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. {H} Credits: 4

Suleiman Ali Mourad

Normally offered each academic year

REL 246 Islamic Thought and the Challenge of Modernity

Major themes addressed by Muslim thinkers since the 18th century, such as Islamic reform and revival, the encounters with colonialism and imperialism, nationalism and other modern ideologies; and Islamic discussions of modernity, liberalism, conservatism, fundamentalism and militancy. Reading of primary sources in translation. {H} Credits: 4

Suleiman Ali Mourad

Normally offered each academic year

REL 248 Topics in Modern Islam

Topics course.

Jihad

The persistence of the ideology of jihad in modern Islam drives revivalists and apologists to disagree over the meaning of “jihad” and whether it should be understood to necessitate violence or as an interpersonal spiritual struggle. This course examines the most important modern debates about Jihad and how each position engages and appeals to the foundational Islamic sources (e.g. Qur’an, Muhammad, Sharia/Islamic Law) and Islamic history for legitimacy. It also explores the factors that make the rhetoric used by modern jihadists popular among certain Muslim constituencies, inspiring them to wage holy war against “infidels” as well as fellow Muslims. Course may be repeated for credit with a different topic. Enrollment limited to 35. {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

300-Level Courses

REL 304 Happiness: Buddhist and Psychological Understandings of Personal Well-Being

Same as PSY 304. What is happiness? What is personal well-being? How are they achieved? This course examines the core ideas of the Buddhist science of mind and how they are being studied and employed by psychologists, neuroscientists, cognitive scientists and psychotherapists. The focus of the course is the notion of “happiness,” its cross-cultural and cross-disciplinary definition as well as the techniques advocated for its achievement by both the Buddhist and the psychologist. Prerequisite: PSY 100 or REL 105; or one course in Buddhist traditions; or permission of an instructor. {N} {S} Credits: 4

Jamie Hubbard, Philip K. Peake

Expected to be offered in the next 3 years

REL 345 Seminar: Islamic Thought*Muslims and Shari’a Law*

This seminar explores the complexity and history of Shari’a Law in Islam. It examines the formation of a variety of schools of practice of Shari’a from very early on in Islamic history until today and the way Muslim jurists have maintained the relevance of Shari’a to their respective societies and times. It covers topics such as: the theory and application of Shari’a, purpose of Shari’a, sources of Shari’a (e.g., Qur’an, Muhammad, customs), hermeneutical tools (e.g., reason, public good, doubt), and the laws themselves. The course also discusses the interaction of Shari’a with other legal systems, especially in the context of today where Shari’a is restricted to a small realm (primarily family and personal law). Limited to juniors, seniors (and others by permission of the instructor).

{H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

REL 400 Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. Credits: 2–4

Members of the department

Normally offered each academic year

REL 408D Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. Credits: 8

Members of the department

Expected to be offered in the next 3 years

Russian, East European and Eurasian Studies

REEES Advisory Committee

Sergey Glebov, Associate Professor of History

Thomas Roberts, Assistant Professor in Russian, East European and Eurasian Studies

Vera Shevzov, Professor of Religion, *Director*

Justin Daniel Cammy, Associate Professor of Jewish Studies and of Comparative Literature ⁺²

The Program in Russian, East European and Eurasian Studies (REEES) offers students the opportunity to study the cultures and peoples of Russia, Eastern Europe and Eurasia from a broad, interdisciplinary perspective. In addition to completing the foundation courses in language, students take courses that are offered by faculty who teach in a wide variety of departments and programs that include but are not limited to comparative literature, history, government, Jewish studies and religion.

The Major

Advisers: Justin Cammy, Sergey Glebov, Thomas Roberts, Vera Shevzov

The Russian, East European and Eurasian Studies Program (REEES) allows students to major choosing from two tracks: **Russian, East European and Eurasian Studies** or **Russian Language and Literature**. To complete their course of study, students may choose from courses offered both at Smith and through the Five College Consortium; they are also encouraged to study abroad.

Both tracks comprise 12 semester courses to complete the major.

I. Russian, East European and Eurasian Studies track

Requirements:

1. Language basis: RES 220Y (yearlong, 8-credit course)
2. Nine 4-credit courses from the REEES list of approved courses. Students are expected to take at least one course from each of four fields: government, history, literature and religion
3. A seminar or advanced Special Studies
4. An 8-credit honors thesis may be written during the senior year. This thesis will count as two courses.

II. Russian Language and Literature track

Requirements:

1. Seven required courses:
 - RES 126 Nineteenth-Century Russian Literature
 - RES 127 Twentieth-Century Russian Literature
 - RES 220Y Intermediate Russian (counted as 2 courses)
 - RES 331 Advanced Russian
 - RES 332 Advanced Russian
 - RES 338 Seminar in Language and Literature (capstone for the major)
2. Three additional 4-credit literature or language courses from the REEES list of approved courses.
3. Two 4-credit elective courses (not from language or literature) from the REEES list of approved courses
4. An 8-credit honors thesis may be written during the senior year. This thesis will count as two courses.

Specific course distribution appropriate for each student is to be created in consultation with the student's major adviser.

Additional Guidelines for the Major

1. Students are encouraged to take advantage of the rich offerings in REEES available in the Five College Consortium (Amherst College, Hampshire College, Mount Holyoke College and UMASS) which will count towards the major. Please consult the Five College REEES page for a current list of approved courses at <http://www.fivecolleges.edu/sites/REEES/courses>.
2. Courses taken while studying abroad or at an accredited institution during the summer may be counted toward the major. Students must petition the REEES Advisory Committee to count these courses after the completion of coursework; they should also consult with their adviser prior to embarking on such coursework.
3. Students are normally expected to take first- and second-year Russian at Smith.
4. No course counting toward the major may be taken as an S/U grade.

Honors

Students are encouraged to pursue a semester or yearlong Honors project in order to engage in in-depth research on a project of their own choice. In order to be considered for the Honors Program, students must have a 3.4 cumulative g.p.a. through the junior year, have discussed their thesis with a REEES adviser of their choice and have their project approved by the REEES Advisory Committee. For further details, please consult the REEES website.

RES 430D Honors Thesis

Honors Project Credits: 4

Members of the department

Normally offered each academic year

Study Abroad

Students are encouraged to study abroad in an academic semester or year. Usually one year of language study is required prior to study abroad. Students normally pursue study abroad during their junior year. In some circumstances, students may choose to study abroad during the summer. Students who wish to count courses taken while abroad must petition the REEES Advisory Committee.

Courses

Language Courses

RES 100Y Elementary Russian

The four-skills (listening, speaking, reading and writing) introduction to the Russian language with the focus on communicative skills development. Major structural topics include pronunciation and intonation, all six cases, all tenses and verbal aspect. By the end of the course, students are able to sustain conversation on basic topics, write short compositions, read short authentic texts, as well as develop an understanding of Russian culture through watching, discussing and writing on movies, short stories, folk tales and poems. This is a

full-year course. Yearlong courses cannot be divided at midyear with credit for the first semester. Credits: 5

Evgeny S. Dengub

Expected to be offered in the next 3 years

RES 220Y Intermediate Russian

The course is designed to address the needs of both second language learners (those who completed Elementary Russian) and heritage students (who speak Russian at home). Students practice all four language modalities: reading, listening, writing and speaking. The course incorporates a variety of activities that are based on a range of topics, text types and different socio-cultural situations. Authentic texts (poems, short stories, TV programs, films, songs and articles) are used to create the context for reviewing and expanding on grammar, syntax and vocabulary. This is a full-year course. {F} Credits: 4

Susanna Nazarova

Expected to be offered in the next 3 years

RES 331 Advanced Russian

This course aims at expansion of students' vocabulary and improvement of reading, writing, and speaking skills. The course is intended for students who have completed at least four semesters of Russian or the equivalent. Heritage learners of Russian (those who speak the language) will also benefit from the course. With a strong emphasis on integrating vocabulary in context, this course aims to help students advance their lexicon and grammar, increase fluency, and overcome speaking inhibitions. We will read and discuss a variety of texts in the original Russian including articles, short stories, and poems. Prerequisite: 220Y or permission of the instructor. {F} Credits: 4

Members of the department

Expected to be offered in the next 3 years

RES 332 Advanced Russian

A continuation of 331. Prerequisite: 331 or permission of the instructor. Credits: 4

Members of the department

Expected to be offered in the next 3 years

History and Politics

GOV 223 Russian Politics

This course examines recurring issues facing the Russian state and its citizens: the complex interplay between formal institutions and informal politics, patterns of cooperation and antagonism in relationships with other countries, and the "resource curse." It also addresses the importance of public opinion in a hybrid political regime; the use of the Internet and the mass media; and human rights in contemporary Russia. It examines history to provide sufficient context, but will concentrate on the period between the end of the Soviet Union and the present day. Enrollment limit of 40. {S} Credits: 4

Alla N Baranovsky

Expected to be offered in the next 3 years

HST 239 (L) Imperial Russia, 1650–1917

The emergence, expansion and maintenance of the Russian Empire to 1929. The dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement), as well as the development of the multitude of nations and ethnic groups conquered by or included into the empire. Focus on how the multinational Russian empire dealt with pressures of modernization (nationalist challenges in particular), internal instability and external threats. {H} Credits: 4

Sergey Glebov

Expected to be offered in the next 3 years

RES 100j St. Petersburg: History, Politics and Culture; Interterm in Russia

This course consists of four meetings at Smith in the fall, as well as a trip to Moscow and St. Petersburg, where students stay on the premises of the National Research University–Higher School of Economics (NRU-HSE) in St. Petersburg, take academic classes with NRU-HSE faculty, socialize with NRU-HSE students, and explore the history and contemporary culture of Russia's second capital. Students are required to write two reflection papers and a 10-page paper based on readings and assignments in one of three tracks (cultural history of St. Petersburg, contemporary Russian youth culture, or international politics). Students are required to attend four meetings during the fall semester, one of which is an orientation meeting. The three other two-hour meetings introduce students to Russian history and culture and provide necessary background. Enrollment limit of 10. {E}

Members of the department

Normally offered each interterm

Literature

CLT 203 Western Classics in Translation, From Chrétien de Troyes to Tolstoy

Same as ENG 203. Chrétien de Troyes's *Yvain*; Shakespeare's *Antony and Cleopatra*; Cervantes' *Don Quixote*; Lafayette's *The Princesse de Clèves*; Goethe's *Faust*; Tolstoy's *War and Peace*. Lecture and discussion. CLT 203/ENG 203, like CLT 202/ENG 202, is among the courses from which comparative literature majors choose two as the basis of the major. Students interested in comparative literature and/or the foundations of Western literature and wanting a writing-intensive course should take 202 or 203 or both. WI {L} Credits: 4

Maria Nemcova Banerjee

Normally offered each spring

CLT 264 Dostoevsky

A close reading of all the major literary works by Dostoevsky, with special attention to the philosophical, religious and political issues that inform Dostoevsky's search for a definition of Russia's spiritual and cultural identity. In translation. {L} Credits: 4

Maria Nemcova Banerjee

Normally offered each academic year

CLT 277 Jewish Fiction

What is the relationship between the homeless imagination and imagined homecomings, political upheaval and artistic revolution, the particularity of national experience and the universality of the Jew? Focuses on four masters of the 20th century short story and novel: Franz Kafka's enigmatic narratives of modern alienation; Isaac Babel's bloody tales of Revolution; Isaac Bashevis Singer's Yiddish demons and Nobel Prize laureate S. Y. Agnon's neo-religious parables of loss and redemption. All readings in translation; open to any student with a love of great literature. {L} Credits: 4

Justin Daniel Cammy

Expected to be offered in the next 3 years

CLT 342 Seminar: A Double Vision: Heroine/Victim

We examine how the iconic status of woman as moral redeemer and social pathbreaker is shadowed by a darker view of female self and sexuality in some representative works by male authors of the Russian 19th century. The primary texts are Pushkin's *Eugene Onegin*, Turgenev's *On The Eve*, Chernyshevsky's *What Is To Be Done?*, Dostoevsky's *A Gentle Spirit* and Tolstoy's *Anna Karenina* and the *Kreutzer Sonata*. These novelistic narratives are supplemented with theoretical essays by Belinsky, J.S. Mill, Schopenhauer and Vladimir Soloviev. {F} {L} Credits: 4

Maria Nemcova Banerjee

Normally offered in alternate years

FYS 154 The World of Anna Karenina

The FYS explores the social, cultural and political history of late imperial Russia through Leo Tolstoy's iconic novel *Anna Karenina*. Students will learn about the production of the novel but also focus on such themes as modernization and industrialization, gender and sexuality, social construction of family and marriage, empire and colonialism. They will also study the rise of realism in art and the ways in which the Russian educated classes used the new style as a form of social critique. Enrollment limited to 16 first-year students. (E)

WI {H} Credits: 4

Sergey Glebov

Expected to be offered in the next 3 years

JUD 110 Introduction to Yiddish Culture

An introduction to Yiddish, the Jewish language of dreamers, scholars, workers, and rebels for almost 1,000 years in Europe and its diaspora. Explores folk tales, short stories, theater, film, and popular culture in historical context. How does Yiddish continue to function today as a site of radical political engagement and cultural disruption? No prerequisites; all readings in translation.

{H} {L} Credits: 4

Justin Daniel Cammy

Expected to be offered in the next 3 years

JUD 362 Seminar in Jewish Studies

Topics course.

Yiddishland

Explores the relationship between East European Jewish history and post-Holocaust and post-Communist memory through the prism of Yiddishland, the dream of a transnational homeland defined by language and culture rather than borders. The seminar includes a course field trip to Poland over March break. Enrollment by instructor permission. **{L}** Credits: 4

Members of the department

Expected to be offered in the next 3 years

RES 126 Nineteenth-Century Russian Literature: Madmen, Conmen and Government Clerks

Populated with many unique and eccentric characters — from revolutionary socialists to runaway human noses — nineteenth-century Russian literature displays a startling experimentation and innovation that advanced Russia to the vanguard of Western literature. Encompassing poetry, fiction, and journalism, this survey explores how authors such as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov positioned literature at the center of public discourse, as a venue for addressing important philosophical, political, religious, and social issues, including gender and class relations; personal and national identity; and the role of the writer in public life. Conducted in English. No previous knowledge of Russian is required. **{L}** Credits: 4

Thomas Lee Roberts

Normally offered each fall

RES 127 Twentieth-Century Russian Literature and Art: Culture on the Barricades

Explores how Russian writers and artists responded to the tumult and upheaval of the twentieth century, an epoch encompassing the Bolshevik Revolution, two World Wars, the ascent of Stalin, and the decline and collapse of the Soviet Union, as well as unprecedented innovation in artistic cultures. Tracing points of intersections across poetry, prose, and visual art, this survey considers key works of the Russian avant-garde, modernism, Socialist Realism, critical realism, conceptualism, and postmodernism in historical context. Conducted in English, no previous knowledge of Russian required. **{L}** Credits: 4

Thomas Lee Roberts

Normally offered each spring

RES 273 Cosmic Cold War: Russian and Western Science Fiction in Political Context

Same as CLT 273. How did the “final frontier” of space become a “front” in the Cold War? As the US and USSR competed in the Space Race, science fiction reflected political discourses in literature, film, visual art, and popular culture. This course explores Russian and Western science fiction in the contexts of twentieth-century geopolitics and artistic modernism (and postmodernism), examining works by Bogdanov, Kubrick, Tarkovsky, Butler, Haraway, Pelevin, and others. The survey considers science fiction's utopian content and political function, as well as critical and dystopian modes of the genre. No prerequisites or knowledge of Russian required; first-year students are welcome to enroll.

{A} {H} {L} Credits: 4

Thomas Lee Roberts

Expected to be offered in the next 3 years

RES 275 Avant-Garde as Lifestyle: Cinema and Socialism in the Soviet Union and Eastern Europe

Explores the avant-garde film traditions of Eastern and Central Europe, including works from the Soviet Union, Poland, Hungary, Czechoslovakia, and Yugoslavia. The course focuses on how avant-garde filmmakers engaged with the socialist project in the USSR and Eastern Bloc, and its call for new forms, sites, and life practices. We will investigate how avant-garde cinema represents everyday life amidst the public and private spaces of socialism. In approaching the relationship between cinema and space, we will consider examples of architecture (Constructivist, Functionalist, Brutalist), as well as theoretical writings by and about the avant-garde. Conducted in English, no prerequisites.

{A} {H} {S} Credits: 4

Thomas Lee Roberts

Expected to be offered in the next 3 years

Religion**RES 242 The Russian Icon: Culture, Politics and the Sacred**

Same as REL 242. As devotional object, political symbol and art commodity, the Russian icon has been revered as sacred, vilified as reactionary, and displayed and sold as masterpiece. This course examines the complex and multifaceted world of the Russian icon from its Byzantine roots to its contemporary re-emergence in the public sphere of post-Soviet Russia. Consideration of the iconographic vocation and craft; beauty and the sacred; devotions and rituals; the icon and Russian national identity; the “discovery” of the icon by the modern art world; controversial images and forms of iconoclasm. In addition to icons themselves, sources include historical, devotional, liturgical, philosophical and literary texts. No prerequisite required. Open to first-year students.

{H} {L} Credits: 4

Vera Shevzov

Expected to be offered in the next 3 years

Special Studies**RES 400 Special Studies**

Offered both semesters of each year. Credits: 1–4

Members of the department

Normally offered each academic year

RUS 404 Special Studies

By permission of the department, for majors who have had four semester courses above the introductory level. Credits: 4

Members of the department

Normally offered each academic year

Sociology

Professors

Ginetta E. B. Candelario, Ph.D. (Sociology and Latin American Studies)

Rick Fantasia, Ph.D. ^{*2}

Marc William Steinberg, Ph.D. ^{†1}

Nancy E. Whittier, Ph.D., *Chair* ^{**2}

Associate Professors

Payal Banerjee, Ph.D. ^{*2}

Leslie L. King, Ph.D. ^{**2}

Tina Wildhagen, Ph.D.

Lecturers

Mary Larue Scherer

The Major

Advisers: Payal Banerjee, Ginetta Candelario, Rick Fantasia, Leslie King, Nancy Whittier, Tina Wildhagen

Basis: 101.

Requirements: 10 semester courses beyond the introductory course (SOC 101), including 204, 203, 250, four courses at the 200- or 300-level, two additional courses either in sociology or, with approval of the major adviser, in related fields, and one Sociology seminar at Smith during the senior year—any 300-level course. Majors should consult with their advisers about the list of recommended courses approved by the department before selecting courses in related fields for major credit.

Majors are strongly urged to take 204 and 250 in their sophomore or junior year. Normally, majors may not take 203, 204, 250 or their senior seminar on a satisfactory/unsatisfactory basis.

The department will permit Introduction to Sociology and up to four upper-level transfer courses from outside the Five Colleges to be used for the completion of major requirements.

The Minor

Advisers: Payal Banerjee, Ginetta Candelario, Rick Fantasia, Leslie King, Nancy Whittier, Tina Wildhagen

Requirements: 101, 204 and 250, three additional courses at the 200 or 300 level. Only two of the six courses required from the minor may be taken outside of Smith College.

Honors

Honors Director for 2017–18: Leslie King

Please consult the director of honors or the departmental website for specific requirements and application procedures.

SOC 430D Honors Project

Credits: 4

SOC 431 Honors Project

Credits: 8

SOC 432D Honors Project

Credits: 6–12

Requirements

1. 10 semester courses beyond the introductory course (SOC 101): 201, either 202 or 203, 250, four courses at the 200 or 300 level, and a senior seminar most appropriate to the thesis research;
2. a thesis (430, 432) written during two semesters; or a thesis (431) written during one semester;
3. an oral examination on the thesis.

The prerequisite for all sociology courses is 101, or permission of the instructor. All 300-level courses require the permission of the instructor.

SOC 101 Introduction to Sociology

For first-year students and sophomores; juniors and seniors with permission of the course director. Perspectives on society, culture and social interaction. Topics include the self, emotions, culture, community, class, ethnicity, family, sex roles, deviance and economy. Colloquium format. Enrollment limited to 30.

{S} Credits: 4

William Cory Albertson, Ginetta E. B. Candelario, Rick Fantasia, Mary Larue Scherer, Tina Wildhagen

Normally offered both fall and spring semesters

SOC 203 Qualitative Methods

Qualitative research methods offer a means of gaining insight and understanding into complex perspectives held by people about social practices and social phenomena. Whereas good quantitative research captures scale, good qualitative research reaches the depth of perceptions, views, experiences, behaviors and beliefs. Qualitative research deals with meanings; it seeks to understand not just what people do, but why they choose to do what they do. This course provides students with a theoretical as well as practical grounding in qualitative research including research ethics, research design, practicalities in research, research techniques, data analysis and theorizing and dissemination of research findings. Prerequisite: 201. Enrollment limit of 35. {S} Credits: 4

Members of the department

Normally offered each spring

SOC 204 Statistics and Quantitative Research Methods for Sociology

This project-based course covers the study of statistics for the analysis of sociological data and the study of methods for quantitative sociological research more generally. Topics in statistics include descriptive statistics, probability theory, correlation, deduction and induction, error and bias, confidence intervals, and simple linear regression. Topics in research methods will include positivism, research design, measurement, sampling methods, and survey design. All students will participate in a lab, which emphasizes the use of computer software to analyze real data. Students will design and complete a survey research project over the course of the semester. Prerequisite: SOC 101. Enrollment limit of 40. {M} {S} Credits: 5

Leslie L. King, Nancy E. Whittier

Normally offered each fall

SOC 207 Religion of the Marketplace: A Sociological Demystification

Same as REL 207. Many view the marketplace and religion as discrete spheres of activity, not recognizing the important ways that religion functions as a marketplace, with merit and salvation to be earned or lost, and the ways that the marketplace itself functions as a religion, with its own creeds, rituals, sacred texts and unquestioned truths. This course takes this proposition seriously, for it provides enormous insight into the workings of markets, from the logic of gift exchange to the metaphor of the invisible hand, from the interest in apparent disinterestedness to the status of economics as a master discipline. This course draws upon the concepts and methods of sociology and religious studies to examine the logic, practice and mythology of markets, their institutions, and the faithful, with particular emphasis on the United States. Readings include classic works of sociology, economics and religious studies, as well as recent work in economic sociology, economic anthropology and cultural studies. (E) {H} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SOC 212 Class and Society

An introduction to classical and contemporary approaches to class relations, status and social inequality. Topics include Marxian and Weberian analysis, social mobility, class consciousness, class reproduction, and the place of race and gender in the class order. Enrollment limited to 35. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4

Rick Fantasia

Normally offered each academic year

SOC 213 Race and National Identity in the United States

The sociology of a multiracial and ethnically diverse society. Comparative examinations of several American groups and subcultures. Enrollment limited to 35. {S} Credits: 4

Ginetta E. B. Candenario

Normally offered each spring

SOC 214 Sociology of Hispanic Caribbean Communities in the United States

This service learning course surveys social science research, literary texts and film media on Cuban, Dominican and Puerto Rican communities in the United States. Historic and contemporary causes and contexts of (im)migration, settlement patterns, labor market experiences, demographic profiles, identity formations and cultural expressions are considered. Special attention is paid to both inter- and intra-group diversity, particularly along the lines of race, gender, sexuality and class. Students are required to dedicate four (4) hours per week to a local community-based organization. In addition, students are required to participate in a laboratory component (time to be arranged individually by the instructor) Enrollment limited to 35. Credits: 0–5

Members of the department

Expected to be offered in the next 3 years

SOC 216 Social Movements

This course provides an in-depth examination of major sociological theories of collective action and social movements. Emphasis is placed on the analysis of social movement dynamics including recruitment and mobilization, strategies and tactic, and movement outcomes. The empirical emphasis is on modern American social movements including student protest, feminist, civil rights and sexual identity movements. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4

Members of the department

Normally offered each academic year

SOC 218 Urban Sociology

A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urban change; the city as a locus of various social relationships and

cultural forms; urban poverty and social conflict; homelessness; and strategies for urban revitalization. Enrollment limited to 35. {S} Credits: 4

Rick Fantasia

Normally offered each academic year

SOC 220 The Sociology of Culture

Drawing upon a variety of sociological perspectives and analytical methods, this course considers the place of culture in social life and examines its socially constituted character. Culture, treated as a set of distinctive practices, as symbolic representation and as a domain of creative expression, will be viewed contextually, in specific social, historical and institutional locations. The course considers such matters as the relationship between culture and social inequality, culture and social change, the commoditization of cultural goods, global cultural markets, and the complex processes by which cultural forms are used, appropriated and transformed by social groups. Enrollment limited to 35.

{S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SOC 222 Blackness in America

This course comparatively examines the African experience in both Central and South American and Caribbean contexts, historically and contemporarily. A relative consideration of the impact of these various hemispheric race ideologies are undertaken. Prerequisites: SOC 101 required; LAS 100 or AAS 117 helpful.

Enrollment limited to 35. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SOC 226 Sociological Perspectives on Power and Privilege in American Education

This course examines the institution of education from a sociological perspective, exploring issues of power and privilege, relationships between education and other social institutions, and the varying purposes of education in society. A recurring theme throughout the course is meritocracy. We consider how merit is defined in education, factors that affect who succeeds in the educational system and whether meritocratic education is a viable goal. Course readings include current empirical research in the sociology of education and both classical and contemporary sociological theories of education. Enrollment limited to 35. Prerequisite: SOC 101. {S} Credits: 4

Tina Wildbagen

Normally offered each academic year

SOC 229 Sex and Gender in American Society

An examination of the ways in which the social system creates, maintains and reproduces gender dichotomies with specific attention to the significance of gender in interaction, culture and a number of institutional contexts, including work, politics, families and sexuality. Enrollment limited to 35. Prerequisite:

SOC 101. {S} Credits: 4

William Cory Albertson

Normally offered each academic year

SOC 232 World Population

This course introduces students to environmental, economic, feminist and nationalist perspectives on population growth and decline. We examine current population trends and processes (fertility, mortality and migration) and consider the social, political, economic and environmental implications of those trends.

The course also provides an overview of various sources of demographic data as well as basic demographic methods. Enrollment limited to 35. Prerequisite: SOC 101. {S} Credits: 4

Leslie L. King

Normally offered each academic year

SOC 233 Environment and Society

This class explores the relationship between people and their environments. Using sociological theories, we examine how environmental issues are constructed and how they are contested. In examining a series of particular environmental problems, we consider how social, political and economic structures are related to environmental degradation. Enrollment limited to 35.

Prerequisite: SOC 101. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SOC 236 Beyond Borders: The New Global Political Economy

This course introduces students to the basic concepts and theories in global political economy. It covers the history of economic restructuring, global division of labor, development, North-South state relations, and modes of resistance from a transnational and feminist perspective. Issues central to migration, borders and security, health and the environment are central to the course. Prerequisite: SOC 101. Enrollment limited to 35. Credits: 4

Payal Banerjee

Normally offered each academic year

SOC 237 Gender and Globalization

This course engages with the various dimensions of globalization through the lens of gender, race and class relations. We study how gender and race intersect in global manufacturing and supply chains as well as in the transnational politics of representation and access in global media, culture, consumption, fashion, food, water, war and dissenting voices. Prerequisite: SOC 101.

Enrollment limited to 35. {S} Credits: 4

Payal Banerjee

Normally offered each academic year

SOC 239 How Power Works

This course focuses on a series of perspectives that examine the workings of power. These include Bourdieu, critical race, feminist, Foucault, Marxist, and post-structuralist and queer theories. The course spans the very micro-bases of social life, starting with the body, to the very macro-ending with the nation-state and the world system. On the macro side specific attention is given to the neoliberal state, including welfare and incarceration. In addition, the course focuses on several key institutions and spheres of social life, including education, media and culture, and work. Enrollment limited to 35 students.

Prerequisite: SOC 101. {S} Credits: 4

Members of the department

Normally offered each academic year

SOC 244 Feminisms and Women's Movements: Latin American Women's and Latinas' Pursuit of Social Justice

Same as LAS 244. This course is designed to familiarize students with the history of Latin American and Latina (primarily Chicana) feminist thought and activism. A central goal of the course is to provide an understanding of the relationship between feminist thought, women's movements and local/national contexts and conditions. The writings of Latin American and Latina feminists will comprise the majority of the texts; thus we are limited to the work of those who write and/or publish in English. (Students who are proficient in Spanish or Portuguese will have an opportunity to read feminist materials in those languages for their written projects.) Prerequisites: SOC 101, LAS 100 or SWG 150. Enrollment limited to 35. {H} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SOC 250 Theories of Society

This course introduces majors to widely used theoretical perspectives that inform the sociological imagination. It focuses on how these perspectives analyze core facets of social life, such as structure and stratification, power and

inequality, culture, agency, self and identity. Each topic is surveyed from several major perspectives, providing a comparative view so that students can make assessments of the insights each theory offers. Enrollment limited to 40 with majors and minors having priority. Prerequisite: SOC 101. {S} Credits: 4

Payal Banerjee

Normally offered each fall

SOC 253 Sociology of Sexuality: Institutions, Identities and Cultures

This course examines sexuality from a sociological perspective, focusing on how sexuality is constructed by and structures major social institutions. We examine the social construction of individual and collective identities, norms and behaviors, discourses, institutional regulation, and the place of sexuality in the state, education, science and other institutions, and social movements. Consideration of gender, race, class, time and place are integrated throughout. Topics include the social construction of sexual desire and practice, sexuality and labor, reproduction, science, technology, sexuality and the state, sexuality education, globalization, commodification, and social movements for sexual purity, sexual freedom and against sexual violence. Enrollment limited to 35.

Prerequisite: SOC 101. {S} Credits: 4

William Cory Albertson

Normally offered each academic year

SOC 270 Media, Technology and Sociology

Save for the brief Y2K scare, we rarely think critically about technology, how it shapes and informs our lives. Furthermore, as students of the social world, sociologists are a little behind the times in thinking about how technology affects data collection, analysis, and representation. For this course we first develop a critical perspective on media and technology, but then take a unique next step: throughout the semester there are workshops on podcasting, PowerPoint, wikis, video and photography to put those lessons into practice. SOC 101 is required. Three short papers and a final project are assigned. Enrollment limited to 35. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SOC 308 Practicum in Community-Based Research

This community-based learning course trains students in identifying and researching social problems in Holyoke, Mass., and collaborating as a research team. Weekly work with a community-based organization, utilization of quantitative and/or qualitative sociological methods, and a consideration of both primary and secondary sources on the community are expected. Prerequisites: SOC 101, 201, 202 or 203. Enrollment limited to 14. SOC 309 must be taken concurrently. Credits: 4

Members of the department

Expected to be offered in the next 3 years

SOC 309 Practicum in Community-Based Research Lab

Laboratory course to be taken concurrently with SOC 308. Time will be arranged individually by the instructor. Credits: 1

Members of the department

Expected to be offered in the next 3 years

SOC 314 Seminar in Latina/o Identity

Topics course.

Latina/o Racial Identities in the United States

This seminar explores theories of race and ethnicity, and the manner in which those theories have been confronted, challenged and/or assimilated by Latina/os in the United States. Special attention is paid to the relationship of Latina/os to the white/black dichotomy. A particular concern throughout the course is the theoretical and empirical relationship between Latina/o racial, national, class, gender and sexual identities. Students are expected to engage in extensive and

intensive critical reading and discussion of course texts. Credits: 4

Members of the department

Expected to be offered in the next 3 years

SOC 317 Seminar: Inequality in Higher Education

This course applies a sociological lens to understanding inequality in American higher education. We examine how the conflicting purposes of higher education have led to a highly stratified system of colleges and universities. We also address the question of how students' social class, race, ethnicity and gender affect their chances of successfully navigating this stratified system of higher education.

Finally, we examine selected public policies aimed at minimizing inequality in students' access to and success in college. Prerequisites: SOC 101 and permission of the instructor. Enrollment limited to 12. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SOC 320 Seminar: Special Topics in the Sociology of Culture

Topics course.

Sociology of the Arts

Sociological perspectives on the arts in society, with particular attention to the fine arts (primarily painting), to literature, and to theatre, among other forms of cultural expression. Theories of the place of art in society, the social context of artistic production and the social production of the artist, as well as sociological perspectives on the changing nature of arts institutions and audiences, and the social position and aesthetic disposition of the artist. Prerequisite: SOC 101 and permission of instructor. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SOC 323 Seminar: Topics in Gender and Social Change

Topics course. This course can be repeated once for credit with a different topic and instructor. Enrollment limited to 12.

Gender, Sexuality and Social Movements in Conservative Times

{S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SOC 327 Seminar: Global Migration in the 21st Century

This 300-level seminar provides an in-depth engagement with global migration. It covers such areas as theories of migration, the significance of global political economy and state policies across the world in shaping migration patterns and immigrant identities. Questions about imperialism, post-colonial conditions, nation-building/national borders, citizenship and the gendered racialization of immigration intersect as critical contexts for our discussions. Prerequisite: SOC 101, a course on global political economy, or permission of the instructor. Enrollment limited to 12. {S} Credits: 4

Payal Banerjee

Normally offered in alternate years

SOC 333 Seminar: Social Justice, the Environment and the Corporation

Over the last century, the reach of corporations has gradually extended into all facets of our lives, yet most of us rarely stop to think about the corporation as a social entity. This course focuses on the social, economic and legal foundations that both shape its power and provide a dominant logic for its actions. We examine the implications of corporate power and processes for communities, workers and the environment. We also focus on the ways that governments and various social groups have sought to change corporate assumptions and behaviors concerning their social and environmental responsibilities. Enrollment limited to 12 students. Prerequisite: SOC 101 and permission of instructor. Credits: 4

Leslie L. King

Normally offered in alternate years

General Courses

SOC 408D Special Studies

This is a full-year course. Credits: 8

Normally offered each academic year

SOC 404 Special Studies

By permission of the department, for junior and senior majors. Credits: 1–4

Normally offered each academic year

Cross-listed Courses

CCX 320 Capstone Seminar for the CESC Concentration

The CCX 320 seminar provides a forum for Community Engagement and Social Change concentration students to develop research projects that synthesize their prior coursework and practical experiences. In a typical capstone project, a small group of students focus on a particular social justice issue, research past and present community-based efforts around the issue, and develop a community action plan in collaboration with an off-campus community partner. Students are provided with readings, discussions, mentoring and other support to complete capstone projects. Enrollment limited to 15; priority is given to seniors and juniors. (E) Credits: 4

Members of the department

Normally offered each spring

South Asia Concentration

Director: Andy Rotman ^{**1,*2}

Smith College Participating Faculty

Elisabeth Armstrong, Payal Banerjee, Nalini Bhushan, Jay Garfield, Ambreen Hai, Pinky Hota, Leslie Jaffe, Margaret Sarkissian, Charles Staelin, Vis Taraz

Five College Faculty

Amherst College: Amrita Basu, Nusrat Chowdhury, Christopher Dole, Maria Heim, Tariq Jaffer, Yael Rice, Krupa Shandilya, Dwaipayan Sen, Adam Sitze

Hampshire College: Dula Amarasiriwardena, Salman Hameed, Talya Kingston, Junko Oba, Udit Sen

Mount Holyoke College: Kavita Datla, Girma Kebede, Kavita Khory, Susanne Mrozik, Indira Peterson, Ajay Sinha, Amina Steinfelds

UMass: Anne Ciecko, Ranjana Devi, Asha Nadkarni, Svati Shah, Priyanka Srivastava

Requirements

1. The gateway course and an introductory course
 - a) The 1-credit gateway course
 - b) An additional introductory course with a focus on South Asia
2. Additional requirements
 - a) One course in the visual, literary or performing arts
 - b) One course in history, philosophy or religion
 - c) One course in the social sciences
3. One advanced seminar and the capstone seminar
 - a) One advanced seminar in any discipline that addresses South Asia
 - b) The 1-credit capstone seminar, typically offered in the spring semester.
4. Each student is also required to complete two internships or a study abroad program and an internship (which may coincide with study abroad programs).

The gateway course and capstone seminar are to be taken at Smith, the remaining courses can be taken at Smith or at any of the other Five Colleges.

The South Asia concentration is open to any student by application. Applications can be made at www.smith.edu/southasia/about_reqs.php.

Courses

The South Asia concentration focuses on the interdisciplinary study of South Asia. It brings together the perspectives of various disciplines to develop a sustained curricular and co-curricular focus on South Asian life and culture. For more information see www.smith.edu/southasia.

SAX 140 Introduction to South Asia Studies

The subcontinent of South Asia includes the modern nations India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan and the Maldives. This course introduces students to the study of South Asia: the history of the region; its cultures and cultural productions; the economic, political and religious forces that shape South Asia; the intersections, cross-affiliations, and linkages among its different nations; and the cross-connections among South Asia, its diaspora, and the

contemporary world. It is the gateway course to the South Asia concentration and is required for all concentrators. It is co-taught by all of the Smith faculty associated with the South Asia concentration. Offered second half of the semester only. Graded S/U only. Credits: 1

Payal Banerjee

Normally offered each fall

SAX 300 Integrating Capstone Seminar for South Asia Concentrators

This course is designed for graduating South Asia concentrators. The goal is to provide an opportunity for every student to synthesize the material to which she has been exposed through her concentration courses and internships, and to present her integrating project to the rest of the class for feedback. The product of such work is presented publicly at the Collaborations event in April. Students read assigned material, do Moodle posts and participate in class discussion. The course meets for the first seven weeks in a semester. Credits: 1

Nalini Bhushan

Normally offered each spring

SAX 400 Special Studies in South Asia Concentration

Admission by permission of the director of the South Asia concentration.

Normally, enrollment limited to South Asia concentrators only.

Credits: 1–4

Members of the department

Normally offered each academic year

Listed below are courses offered this year at Smith College that may be counted toward the South Asia concentration. All core courses count toward the concentration. A supplemental course may also count toward the concentration if the course includes at least one third South Asia content and the course instructor agrees to allow the student to do work with a South Asia focus. For both core and supplemental courses, students intending to take a course toward the concentration are advised to inform the instructor in advance as some aspects of content and assignments may be tailored.

There are also many South Asia-related courses offered throughout the Five Colleges.

Core

ANT 267 Self and Society in South Asia

Pinky Hota

Normally offered each academic year

BUS 253 Indo-Tibetan Buddhist Philosophy and Hermeneutics

Members of the department

Normally offered each interterm

ECO 311 Seminar: Topics in Economic Development

The Economic Development of India

Members of the department

Normally offered in alternate years

ENG 391 Modern South Asian Writers in English

Ambreen Hai

Expected to be offered in the next 3 years

MUS 220 Topics in World Music*Popular Music of the Islamic World**Members of the department*

Normally offered in alternate years

PHI 330 Seminar in the History of Philosophy*Whose Voice? Whose Tongue? The Indian Renaissance and Its Aftermath**Members of the department*

Normally offered in alternate years

SOC 236 Beyond Borders: The New Global Political Economy*Payal Banerjee*

Normally offered each academic year

SOC 237 Gender and Globalization*Payal Banerjee*

Normally offered each academic year

SOC 327 Seminar: Global Migration in the 21st Century*Payal Banerjee*

Normally offered in alternate years

Supplemental courses**ECO 211 Economic Development***Vis Taraz*

Normally offered each academic year

ENG 229 Turning Novels into Films: Imperialism, Race, Gender and Cinematic Adaptation*Ambreen Hai*

Expected to be offered in the next 3 years

ENG 277 Postcolonial Women Writers*Members of the department*

Normally offered in alternate years

IDP 320 Seminar on Global Learning: Women's Health in India, Including Tibetans Living in Exile*Leslie Richard Jaffe*

Normally offered each fall

MUS 101 Introduction to World Music*Margaret Sarkissian*

Normally offered each academic year

REL 108 The Meaning of Life*Nalini Bhushan, Andy N. Rotman*

Expected to be offered in the next 3 years

Spanish and Portuguese

Professors

Nancy Saporta Sternbach, Ph.D. ^{†1}
Maria Estela Harretche, Ph.D. ^{*2}

Associate Professors

Reyes Lázaro, Ph.D.
Michelle Joffroy, Ph.D. ^{*2}
Marguerite I. Harrison, Ph.D.
Maria Helena Rueda, Ph.D., Chair
Ibtissam Bouachrine, Ph.D.
Malcolm Kenneth McNee, Ph.D. ^{†1}

Senior Lecturer

Patricia E. González, Ph.D. ^{**1}
Silvia Berger, Ph.D. ^{*1}

Lecturers

Molly Falsetti-Yu, M.A.
Simone M. Gugliotta, M.A.
Elena Longdon
Denise Barberet
Adrián Gras-Velázquez

Teaching Assistant

Melissa M. Belmonte, M.A.

The Majors

Majors, as well as non-majors interested in gaining intensive linguistic and cultural proficiency, are strongly encouraged to go abroad for one semester or one year.

Teacher Certification: A major in Spanish and five courses in education will certify students to teach in Massachusetts.

The S/U grading option is not allowed for courses counting toward the majors. The S/U option is normally not available for courses SPN 220 and below.

300-level courses that are the basis for the majors are normally to be taken at Smith College during the senior year.

Advisers for the Spanish Major: Members of the Spanish faculty

Advisers for the Portuguese-Brazilian Studies Major: Marguerite Itamar Harrison, Malcolm K. McNee

Advisers for Study Abroad

For students interested in Smith Consortium Program PRESHCO, Córdoba, Spain: Nancy Saporta Sternbach. Students interested in Approved Programs in Latin America and Spain should consult SPN Faculty. Students interested in Brazil and other Portuguese-speaking countries should consult POR Faculty: Marguerite Itamar Harrison, Malcolm K. McNee.

Major in Spanish

Ten semester courses. Two core courses (any combination of SPN 250/251/260/261). Advanced Composition (SPN 225), one semester of Introductory Portuguese (POR 100 or 125), two 300-level SPN courses taken at Smith during the senior year. The remaining four courses will be electives, offered by or cross-listed with the Department of Spanish and Portuguese at Smith, at Smith programs in the Five Colleges, or in approved Spanish language programs abroad. Two of these electives may be Portuguese 200 or above, and one may be taught in English. For classes taken abroad, credit will be granted at the 200-level.

Major in Portuguese–Brazilian Studies

Eight semester courses. POR 100Y or POR 125, POR 200 or POR 215, and one 200-level course in Brazilian or Comparative Lusophone Studies taught in

Portuguese. Five other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses may be selected from any number of fields such as literature and language, history, Africana studies, anthropology, art, dance, music, economics and government.

The Minors

Advisers: Members of the department

Spanish Minor

Requirements: Five semester courses in Spanish above the 100-level, with SPN designation. A maximum of two can be language courses.

Portuguese–Brazilian Studies Minor

Requirements: Five semester courses. POR 100Y or POR 125, POR 200 or POR 215, and one 200-level course in Brazilian or Comparative Lusophone Studies taught in Portuguese. Two other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses may be selected from any number of fields such as literature and language, history, Africana studies, anthropology, art, dance, music, economics and government.

Honors

Directors: Marguerite Harrison (*Portuguese and Brazilian Studies*), Michelle Joffroy (*Spanish*)

SPB 430D Honors Project

Credits: 8

Normally offered each fall

SPB 431 Honors Project

Credits: 8

Normally offered each fall

SPN 430D Honors Project

Credits: 8

Normally offered both fall and spring semesters

SPN 431 Honors Project

Credits: 8

Normally offered each fall

Please consult the director of honors or the departmental website for specific requirements and application procedures.

The department has two abbreviations for the language and culture of three broad areas of study: POR (Portuguese-speaking world), and SPN (Spain and Spanish America).

All courses are taught in Spanish or Portuguese unless otherwise indicated. Students with prior Spanish language experience must take the placement test.

Approved courses on FYS, CLT, LAS, REL, SWG are cross-listed after POR and SPN.

The department strongly encourages students to spend a semester or a year studying abroad in a Spanish- or Portuguese-speaking country. In recent years, some 40–50 students have benefited annually from this experience, profiting

from the total cultural immersion and the wide array of specialized courses offered in institutions of higher learning in nine different countries.

The department has official affiliations with PRESHCO for Study Abroad in Córdoba, Spain; and with Brown in Brazil for Study Abroad in Rio de Janeiro. Many other programs in Latin America and Spain are also approved for study abroad.

Those intending to spend a junior year or semester abroad in a Spanish- or Portuguese-speaking country should consult the advisers for study abroad.

Prerequisite for 300-level courses is SPN 250 or 251 or 260 or 261, or permission of the instructor. A student may repeat a course when the topic is different.

Note: Maximum enrollment in all language course sections is 18 students unless otherwise indicated. Also, please note that the S/U option is not normally granted for language classes.

Portuguese and Brazilian Studies

Credit is not granted for the first semester only of a year-long language course.

POR 100Y Elementary Portuguese

A one-year elementary course in spoken and written Brazilian Portuguese. Emphasis first semester is on development of oral proficiency and acquisition of reading and writing skills. Second semester also includes the use of music and videos to improve listening comprehension, as well as readings and discussion of short texts by modern writers of the Portuguese-speaking world from Brazil, Portugal, Angola, Mozambique and Cape Verde. Yearlong courses cannot be divided at midyear with credit for the first semester. Enrollment limited to 18. Credits: 4

Marguerite I. Harrison

Normally offered both fall and spring semesters

POR 125 Elementary Portuguese for Spanish Speakers

A one-semester introduction to Brazilian Portuguese designed for speakers of Spanish, aimed at basic proficiency in all four language modalities: listening, speaking, reading and writing. Classes are in Portuguese and students' individual knowledge of Spanish supports the accelerated pace of the course, with contrastive approaches to pronunciation and grammar. The course also provides an introduction to aspects of the cultures of Brazil, Portugal and Portuguese-speaking Africa, with discussion of authentic audio-visual materials and short texts. Enrollment limited to 18. Prerequisite: Spanish placement test or SPN 220 or its equivalent. {F} Credits: 4

Simone M. Gugliotta

Normally offered both fall and spring semesters

POR 229 Brazil for All Seasons

This course focuses on reviewing communicative skills, especially in spoken and written Portuguese, and is designed to build cultural knowledge and vocabulary. Course content and assignments focus on Brazil through the theme of the four seasons. Materials include short texts, including a young adult novel, music, and visual culture. Taught in Portuguese. Prerequisite: POR 100Y or POR 125 or the equivalent. {A} {F} {L} Credits: 4

Marguerite I. Harrison

Normally offered each fall

POR 230 Cultural Crosscurrents in Today's Portuguese-Speaking World

This course examines a range of interlocking cultural, sociopolitical, and/or environmental factors that galvanize attention in Portuguese-speaking countries. Themes might include, among others, post-colonial debates in Lusophone Africa, street children in urban Brazil, or heritage language communities in Massachusetts. Materials draw from literary and journalistic texts, as well as art, music and film. Conducted in Portuguese. Prerequisite: POR 100, POR 125 or POR 200, or the equivalent. {A} {F} {L} Credits: 4

Marguerite I. Harrison

Normally offered each spring

POR 381 Seminar in Portuguese and Brazilian Studies

Topics course.

Translating Brazil

Advanced level capstone reflection on aspects of Brazilian culture, society, and language through the framework of Translation Studies. The course examines how Brazil has been translated in film, literature, and other cultural realms (music, advertising, tourism, food). Through the lenses of power dynamics, migration, and the notion of a post-translational world, it poses questions related to the purposes, reach, and importance of translation, and how these issues have changed over time. A practicum component with ties to Brazilian communities in New England will allow students to define and complete individual translation projects. Taught in English and Portuguese. Prerequisite: 200-level course in Portuguese or the equivalent. Offered Spring 2018. {F} Credits: 4

Members of the department

Expected to be offered in the next 3 years

POR 400 Special Studies in Portuguese and Brazilian Literature

By permission of the department, normally for senior majors. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

Spanish Language, Literature and Culture

Credit is not granted for the first semester only of a year-long language course.

Students with some Spanish knowledge must take the online Placement Exam through the Registrar's Office.

All students who wish to enroll in a class 120 or above, and who have not taken Spanish at Smith before, should also take the Placement Exam.

SPN 112Y Elementary Spanish

An introduction to Spanish aimed at basic proficiency, emphasizing all modes of communication. The course also serves as an introduction to Hispanic culture. Three contact hours. Priority is given to first- and second-year students. Yearlong courses cannot be divided at midyear with credit for the first semester. Enrollment limited to 18 per section. Credits: 4

Melissa M. Belmonte, Molly Falsetti-Yu

Normally offered both fall and spring semesters

SPN 120 Low Intermediate Spanish (Intensive)

This course prepares students to communicate comfortably in Spanish about themselves and their environment, and to acquaint them with basic socio-historical aspects of the cultures of Spanish-speaking countries. Students participate in activities that involve interacting with others, presenting information and understanding (spoken, written) texts in the target language, and that allow them to learn about the structure of the language (its grammar). Five contact hours. Enrollment limited to 18 per section. {F} Credits: 6

Molly Falsetti-Yu, Adrian A Gras-Velazquez

Normally offered each fall

SPN 200 Intermediate Spanish

The chief goals of the course are to expand vocabulary and conversational skills, strengthen grammar, and learn about key social, cultural and historical issues of the Spanish-speaking world. Vocabulary and grammar are taught within the context of the specific themes chosen to enhance students' familiarity with the "realities" of Spanish-speaking countries. Prerequisite: SPN 112Y, 120 or the equivalent. Enrollment limited to 18. {F} Credits: 4

Adrian A Gras-Velazquez

Normally offered both fall and spring semesters

SPN 220 Contemporary Culture in the Spanish-Speaking World

This is a high-intermediate course that aims at increasing students' ability to communicate comfortably in Spanish (orally and in writing). The course explores an array of issues relevant to the Spanish-speaking world, and prepares students to think more critically and in depth about those issues, with the goal of achieving a deeper understanding of the target cultures. Materials used in the class include visual narratives (film), short stories, poems, plays and essays. Enrollment limited to 18 per section. Prerequisite: SPN 200 or the equivalent. {F} Credits: 4

Denise-Renee Barberet, Silvia Berger, Patricia E. González, Maria Estela Harretche

Normally offered both fall and spring semesters

SPN 225 Advanced Composition

This course provides the student with the academic writing skills necessary to successfully undertake writing assignments in the upper-division Spanish courses. The course focuses on expository and argumentative writing, but some attention is devoted to writing narratives and descriptions. Grammar is reviewed within the context of the writing assignments. Prerequisite: SPN 220 or sufficient proficiency in Spanish. Enrollment limited to 18. Priority given to majors, minors and second-year students planning to study abroad. {F} Credits: 4

Silvia Berger, Patricia E. González

Normally offered both fall and spring semesters

SPN 230 Latin American and Peninsular Literature

Topics course. May be repeated once with a different topic. Normally offered both fall and spring semesters.

Maghribi Jewish Women: Cordoba, Casablanca, Tel Aviv

This course examines constructions and representations of Maghribi Jewish women from the western Mediterranean to Israel. The first part of the course focuses on Jewish women in Andalus and Maghribi texts. Students are invited to think critically about concepts such as "tolerance," "convivencia," and "dhimma," as well as what it means to be a woman and a religious minority in Muslim-majority communities. The second half of the course examines representations and realities of Jewish women of Moroccan descent in Israeli society. This part centers on questions of immigration, class, demography, gender, diaspora and identity. Enrollment limited to 19. Offered Fall 2017. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Tales and Images of Travel and Migration in Latin America

This class will investigate questions of contact between peoples and cultures, in Latin American texts and films that tell stories of travel. We will analyze how the concept of the journey as exploration and learning appears in Latin American culture, configuring identities and negotiating conflicts raised by the transit of people, objects and ideas in the region. Assignments will include texts written since the late 19th century, and films from several countries, representing travels in different historical periods. Some theoretical writings on the cultural meanings of travel will also be included. Prerequisite: SPN 220 or above. Enrollment limited to 19. Offered Fall 2017. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Doméstica

This course explores the realities and representation of women's domestic labor from the thematic perspectives of *precariousness* (a condition and expression of subjectivity under globalization) and *intimacy* (understood as both an experience of affect and a condition of labor). This course uses short fiction, documentary and film from the Spanish-speaking world (the Americas and Spain), as well as film from the Portuguese-speaking world, where appropriate, to explore the ways in which women's transnational domestic labor has shaped new cultural subjects and political identities in the public as well as the private sphere. Students work independently and in groups on the theme of women's

domestic labor from the perspective of their choosing (for example, human rights, migration policies, racial and gendered labor regimes, neoliberal reforms and resistance). Enrollment limited to 19. Prerequisite: SPN 220 or equivalent. Offered Spring 2018. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SPN 240 From Page to Stage

Topics course. May be repeated once with a different topic. Normally offered each spring.

Argentina 2000–17: Searching From the Stage

The phenomenon of theater as a form of resistance and the use of performance made by artists and activists as a way of political protest is something already seen during the era of military dictatorship in Argentina (1981) through *Teatro Abierto*. Through the study of dramatic texts, news articles and web blogs, plus the application of actor-training methodologies, we bring stories from page to stage for a final presentation in Spanish. Performance strategies are used during the course to enhance foreign language skills. Prerequisites: SPN 220 or equivalent. No previous acting experience required. Enrollment limited to 19. Offered Spring 2018. {A} {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SPN 241 Culturas de España

A study of the Spain of today through a look at its past in art, history, film and popular culture. The course analyzes Spain's plurality of cultures, from the past relations among Jews, Christians and Muslims to its present ethnic and linguistic diversity. Highly recommended for students considering Study Abroad in Spain. Prerequisite: SPN 220 or equivalent, or permission of the instructor. Enrollment limited to 19. {F} Credits: 4

Ibtissam Bouachrine

Normally offered each spring

SPN 245 Topics in Latin American and Peninsular Studies

Topics course. May be repeated once with a different topic. Normally offered both fall and spring semesters.

Lorca: Hidden and Revealed

"Theater," in the words of Federico Garcia Lorca, "is poetry that steps off the written page to become human." All of Lorca's dramatic work is a poetic construction, whose poetry comes to life thanks to its inherent dramatic tension. Yet how are we to lift this poetry from the book and make it human on stage? Beginning with his time in Madrid, at the *Residencia de Estudiantes*, we analyze the philosophical, political and aesthetic contexts that shaped Lorca's personality as a creator: Lorca the folklorist, the visual artist, the stage director and the socially engaged writer. His stay in New York in 1929 is documented by a close reading of the two fundamental texts he wrote at this time, *El Público* and *Poeta en Nueva York*. Performance strategies are used during the course to enhance foreign language skills. Prerequisites: SPN 220 or equivalent. Enrollment limited to 19. No previous acting experience required. Offered Fall 2017. {A} {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Teledictadura: Historical Narrative in Spanish TV and Film

Contemporary Spanish TV and films reinvent the Spanish past according to the needs of the present. *Cuéntame cómo pasó* (2001–) is an extremely successful TV series which narrates the last years of Franco's dictatorship and the transition to democracy. Later TV series (*El Ministerio del Tiempo*, *Isabel*, *Carlos*, *Aguila Roja*, *Amar en Tiempos Revueltos*), films (*Las Trece Rosas*, *Salvador*, *La Buena Nueva*) and documentaries (*Pantalones a la luna*, *Libre te quiero*, *Ensayo de una revolución*) equally deal with history, past and present. Through them and complementary materials (sociological, historical, cultural)

we analyze the private and public history and the politics of historical memory of the Spanish transition and post-transition, and of the *Indignados* and 15-M movements. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19.

Offered Spring 2018. {A} {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SPN 246 Latin American Literature

Topics course. May be repeated once with a different topic. Normally offered both fall and spring semesters.

Literary Constructions of Afro-Cuban Identity

This course explores the Afro-Cuban world in literature, history and culture through the writings of Fernando Ortiz, Lydia Cabrera, Miguel Barnet, Antonio Benítez-Rojo, Nicolás Guillén and Nancy Morejón. Readings in Afro-Cuban religious practice like *Regla de Oché*, *Regla de Palo* and *Abakuá* are included, as well as examples of Cuban ritual theater in plays by Gerardo Fullea and Eugenio Hernández Espinosa. Class discussions and most readings in Spanish. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. Offered Fall 2017. {A} {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Zapatismo Now: Cultural Resistance on the "Other" Border

This course explores the social and cultural expression of Zapatismo from its initial revolutionary uprising in the Mexican indigenous borderlands of Chiapas on New Year's Eve, 1994 through its present-day global vision of an alternative world model. Through close analysis of the movement's diverse cultural media, including communiqués, radio broadcasts, visual art, web blogs and storytelling, students examine the role of media arts and literary forms in Zapatismo's cultural and political philosophies, as well as develop a broad understanding of Zapatismo's influence in popular and indigenous social movements throughout Latin America and the global south. Course taught in Spanish. Prerequisites: SPN 220. Enrollment limited to 19. Offered Spring 2018. {A} {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SPN 250 Survey of Iberian Literatures and Society I

Topics course. Normally offered each fall.

Sex and the Medieval City

This course examines the medieval understanding of sex and the woman's body within an urban context. We read medieval texts on love, medicine and women's sexuality by Iberian and North African scholars. We investigate the ways in which medieval Iberian medical traditions have viewed women's bodies and defined their health and illness. We also address women's role as practitioners of medicine, and how such a role was affected by the gradual emergence of "modern" medical institutions such as the hospital and the medical profession. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. Offered Fall 2017. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SPN 251 Survey of Iberian Literatures, Art and Society II

Through paintings, poems, songs, fiction, films and a TV series, this course provides cultural and socio-historical clues necessary to understand contemporary Spain, such as the dictatorship, the transition and post-transition to democracy, center-periphery tensions, historical prejudices and systems of exclusion, and the powerful contemporary movements for social transformation. Highly recommended for students considering study abroad in Spain. Prerequisite: SPN 220 or above. Enrollment limited to 19. {F} {L} Credits: 4

Reyes Lázaro
Normally offered each spring

SPN 260 Survey of Latin American Literature I

An historical and thematic perspective of literature and culture in the Americas and the Caribbean, from the colonial period until the present time. Topics include Coloniality, indigenous knowledge and the natural world; slavery, piracy and power; and gender, conquest and empire. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. {F} {L} Credits: 4

Michelle Joffroy

Normally offered each fall

SPN 261 Survey of Latin American Literature II

A study of the development of genres and periods in Latin American literature. Special attention is given to the relationship between the evolution of literary forms and social context. Some topics to be explored include literary periods and movements as ideological constructs, the conflictive Latin American appropriation of European ideas and styles, and the cultural debates that have surrounded hemispheric relations in the region. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. {F} {L} Credits: 4

Maria Helena Rueda

Normally offered each spring

SPN 291 Reflecting on Your International Experience with Digital Storytelling

Same as IDP 291. A course designed for students who have spent a semester, summer, Interterm or year abroad. After introducing the methodology of digital storytelling, in which images and recorded narrative are combined to create short video stories, students write and create their own stories based on their time abroad. Participants script, storyboard, and produce a 3–4 minute film about the challenges and triumphs of their experience, to then share it with others. Prerequisite: Significant experience abroad (study abroad, praxis, internship, Global Engagement Seminar, or other). For 1 additional credit in their major or in the translation concentration, students may translate and narrate their stories into the language of the country where they spent their time. Enrollment limited to 15 students. (E) {A} {L} Credits: 3

Molly Falsetti-Yu

Normally offered each spring

SPN 332 Seminar: The Middle Ages Today

Topics course. Normally offered each spring.

Islam in the West

This transdisciplinary course examines the intimate, complex and longstanding relationship between Islam and the West in the context of the Iberian Peninsula from the Middle Ages until the present. Discussions focus on religious, historical, philosophical and political narratives about the place of Islam and Muslims in the West. Students are also invited to think critically about "convivencia," "clash of civilizations," "multiculturalism" and other theories that seek to make sense of the relationship between Islam and the West. Enrollment limited to 14. Permission of the instructor. Offered Spring 2018. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SPN 356 Seminar: *Don Quixote*: Reading, Translation

Taught in Spanish, this 1-credit course must be taken in combination with CLT 204 Writings and Rewritings: Queering *Don Quixote*, a close reading of Miguel de Cervantes' novel in English (see description in cross-listed courses below). SPN 356 supplements CLT 204 through close readings and translation of selected fragments in Spanish, and additional critical literature. SPN 356 is taught once a week (F) within the same time-block as CLT 204 (MW). The combination CLT 204/SPN 356 meets the Spanish major seminar requirement. Enrollment limited to 14. {F} {L} Credits: 1

Reyes Lázaro

Expected to be offered in the next 3 years

SPN 372 Seminar: Topics in Latin American and Iberian Studies

Topics course. Normally offered both fall and spring semesters.

Blackness in Spain

In this seminar we investigate the lives of individuals of African origin who lived or travelled in Spain at different historical times: painter Juan de Pareja (Velazquez's slave) in the 17th century, whose breathtaking portrait by Velazquez hangs at the New York Metropolitan Museum; Arturo Schomburg, in the 1920s, a pioneer scholar of Afro-American Studies, who travelled to Spain in order to research Pareja; volunteers of the Lincoln Brigade in the Spanish Civil War in the 1930s, such as poet Langston Hughes, singer-actor Paul Robeson and nurse Salaria Kea; migrant workers in the late 20th century; and finally Smith student Lori L. Tharp, author of a travel memoir of her Junior Year Abroad, *Kinky Gazpacho* (2008), which she describes as a "racial coming of age." Through these different historical periods, people and situations we study the effects on racial ideology of factors such as class, marginality, love and the existence of shared projects of social transformation. The ultimate goal is to gain some understanding of racial relations in Spain, and to interrogate the meaning and causes of racism. Enrollment limited to 14. Offered Fall 2017. {A} {F} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Teatro x la identidad (2000–17): Social, Political and Cultural Dislocations in Argentine Society

Theater as a form of resistance has been present in Argentina since the last dictatorship, starting with *Teatro Abierto* in 1981. Since 2000, together with the *Abuelas de la Plaza de Mayo*, *Teatro x la identidad* has brought the search for their grandchildren, kidnapped by the military government, to the stage.

Teatro x la identidad has also expanded to embrace troubling issues like alternative markets, new immigrants, factories occupied and restored to life by workers, and the plight of the organized *cartoneros* who descend nightly on the city of Buenos Aires. It has given new alternate and subaltern realities to theatrical life. After critically reading dramatic texts, newspapers and blogs, we then bring some of the stories to life—from written word to stage—in a final performance. No previous acting experience needed. Enrollment limited to 19. Offered Spring 2018. {A} {F} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SPN 373 Seminar: Literary Movements in Spanish America

Topics course. Normally offered each fall.

Literature, Film and the Transnational Imagination in Latin America

This class will look at how Latin American filmmakers and writers have imagined this region's place in the post Cold War global configuration since the 1990s. Through the analysis of films from several Latin American Countries, as well as recent literary works by authors from various backgrounds, students will explore cultural production as an alternate means of negotiating conflicts related to globalization, neoliberalism, media and consumer culture, immigration and continuing political instability. Enrollment limited to 14. Offered Fall 2017. {F} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SPN 400 Special Studies in Spanish and Spanish American Literature

By permission of the department, normally for senior majors. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

Cross-Listed Courses

ARH 201 Brazilian Art Inside and Out

Same as POR 201. This course serves as an introduction in English to contemporary and modern Brazilian art. Course materials and class discussions address such topics as public vs. private art spaces, national vs. global identities, the role of art as agency for social change and as site of memory, activism, resistance and transformation. Taught in English. Group B {A} {H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

CLT 204 Writings and Rewritings

Topics course.

Queering Don Quixote

This course is devoted to a slow reading of *Don Quijote de la Mancha* (1605–15), allegedly the first and most influential modern novel. Our approach to this hilarious masterpiece by Cervantes is through a "queering" focus, i.e., as a text that exposes all sorts of binary oppositions (literary, sexual, social, religious and ethnic), such as: high-low, tradition vs. individual creativity, historical vs. literary truth, man vs. woman, authenticity vs. performance, Moor vs. Christian, humorous vs. tragic. The course also covers the crucial role played by *Don Quixote* in the development of modern and postmodern novelistic concepts (multiple narrators, fictional authors, palimpsest, dialogism) and examples of its worldwide impact. With an optional 1-credit course in Spanish (SPN 356) for those who want to perfect their linguistic and literary skills by reading, translating and commenting selected sections of Miguel de Cervantes' masterpiece and additional secondary literature in Spanish. Instructor Reyes Lázaro. {L} Credits: 4

Members of the department

Normally offered each fall

FYS 129 Tierra y Vida: Land and the Ecological Imagination in U.S. Latino/a Literature

Tierra y Vida explores the ecological imagination of U.S. Latinos/as as expressed in narratives from the early 20th to the 21st centuries. Expanding beyond dominant tropes of land/farm worker as the core of Latino/a ecological experience, students consider a range of texts that depict the land as a site of indigenous ecological knowledge; spiritual meaning; and ethnic, racial and gendered belonging. In dialogues between Latino/a writers and theorists students also explore the possibilities of ecological futures rooted in emancipation and liberation as alternatives to ecological imaginaries still fraught with colonial desires. Students in this course participate in a digital atlas and story-mapping project. Enrollment limited to 16 first-year students. WI {L} Credits: 4

Michelle Joffroy

Expected to be offered in the next 3 years

LAS 201 Colloquium in Latin American and Latino/a Studies

Topics course.

Latin American Film Today: Global Visions, Local Expressions

This course looks at Latin American films made since the early 2000s, a time of important changes for filmmaking in the region. We watch and analyze films from countries like México, Argentina, Brazil, Chile, Perú and Colombia, which have received national and international recognition by telling stories of both local and global significance. We study new modalities of production and distribution developed in the last two decades, and how they have contributed to an increase in production and visibility of films from the region. The class analyzes the factors that have influenced these changes, related to the cultural and socio-political effects of globalization. We reflect on the challenges brought to Latin America by this new era, and how they are impacting the content, the form, the production and the circulation of films. Readings and discussions in English. Credits: 4

Members of the department

Normally offered each academic year

Statistical and Data Sciences

Professor

Katherine Taylor Halvorsen, D.Sc., Mathematics and Statistics ^{†1}

Advisers: Members of the Program, or the Steering or Advisory Committees

Assistant Professor

Benjamin S. Baumer, Ph.D. ^{†2}

Randi Garcia, Ph.D., M.S.

Visiting Assistant Professor, MassMutual Faculty Fellow

Amelia McNamara, Ph.D.

Research Associate

Nicholas J. Horton, D.Sc.

Members of the Steering Committee

Glenn William Ellis, Ph.D., Engineering ^{†2}

Howard Jonah Gold, Ph.D., Government ^{†1}

Joseph O'Rourke, Ph.D., Computer Science, *Director* ^{**1}

Philip K. Peake, Ph.D., Psychology ^{†2}

Gwen Spencer, Ph.D., Mathematics and Statistics ^{*1, †2}

Charles P. Staelin, Ph.D., Economics

Dominique F. Thiebaut, Ph.D., Computer Science

Members of the Advisory Committee

Shannon Audley, Ph.D., Education and Child Study

Patricia DiBartolo, Ph.D., Psychology ^{†1}

Joanne Corbin, School for Social Work

Robert Dorit, Ph.D., Biological Sciences ^{§1, †2}

Simon Halliday, Ph.D., Economics

Thomas C. Laughner, Director of Educational Technology

Catherine McCune, Ph.D., Director of Spinelli Center for Quantitative Learning

David C. Palmer, Ph.D., Psychology ^{*1}

Elizabeth Savoca, Ph.D., Economics ^{**1}

L. David Smith, Ph.D., Biological Sciences ^{†2}

Vis Taraz, Ph.D., Economics

Nancy E. Whittier, Ph.D., Sociology ^{**2}

Tina Wildhagen, Ph.D., Sociology

The Major

The major in statistical and data sciences was approved by the faculty on April 27, 2016. It consists of 10 courses, including depth in both statistics and computer science, an integrating course in data science, a course that emphasizes communication, and an application domain of expertise.

Advisors

Benjamin Baumer, Randi Garcia, Katherine Halvorsen, Amelia McNamara

Requirements

See the note on course substitutions following the description of the major.

Foundations and Core (5 courses): The following required courses build foundational skills in mathematics, statistics, and computer science that are necessary for learning from modern data.

- CSC 111: Intro to Programming
- SDS 192: Intro to Data Science
- MTH 211: Linear Algebra
- MTH/SDS 220 or SDS 201: Introductory Statistics
- MTH/SDS 291: Multiple Regression

Programming Depth (1 course): One additional course that deepens exposure to programming.

- CSC 212: Data structures
- CSC 220: Advanced Programming Techniques
- SDS 235: Visual Analytics—must take programming intensive track
- CSC/SDS 352: Parallel and Distributed Computing

Statistics Depth (1 course): One additional course that provides exposure to additional statistical models

- MTH/SDS 290: Research Design and Analysis
- SDS 293: Machine Learning
- SDS 390: Topics in SDS

Communication (1 course): One course that focuses on the ability to communicate in written, graphical, and/or oral forms in the context of data.

- SDS 136: Communicating with Data
- SDS 235: Visual Analytics

Application Domain (1 course): Every student is required to take an approved 300-level course in another discipline with a substantial data analysis component. This course could be an approved Five College course, or one of two courses that could count towards a student's second major. Examples include:

- PSY 301: Research Design and Analysis
- PSY 358: Research Seminar in Clinical Psychology
- ECO 311: Seminar: Topics in Economic Development
- ECO 363: Seminar: Inequality
- EGR 389: Data Mining
- BIO 334: Bioinformatics
- NSC 318: Neurobiology
- MTH/SDS 320: Mathematical Statistics

Capstone (1 course): Every student is required to complete a capstone experience, which exposes them to real-world data analysis challenges.

- SDS 410: Capstone (not yet offered—consult your advisor for alternative substitutions)

Electives: (as needed to fill up 10 courses): Provided that the requirements listed above are met, any of the courses listed above may be counted as electives to reach the 10 course requirement. Five College courses in statistics and computer science may be taken as electives. Additionally, the following courses may be counted toward completion of the major.

- MTH/SDS 246: Probability
- CSC 252: Algorithms
- CSC 290: Artificial Intelligence

Note on course substitutions: CSC 111 may be replaced by a 4 or 5 on the AP computer science exam. MTH/SDS 220 may be replaced by a 4 or 5 on the AP statistics exam. Replacement by AP courses does not diminish the total number of courses required for either the major or the minor. MTH 211 may be replaced by petition in exceptional circumstances. Any one of ECO 220, GOV 203, PSY

201, or SOC 201 may directly substitute for MTH/SDS 220 without the need to take another course, in both the major and minor. Note that MTH/SDS 220 and ECO 220 require Calculus. Students should be aware that substituting for MTH/SDS 220 could leave them without R-programming experience, which is needed in subsequent courses, such as SDS 291 & 291. Five-College equivalents may substitute with permission of the program. MTH/SDS 107 and EDC 206 are important courses but do not count for the major or the minor.

The Minor in Statistical and Data Sciences

The minor in statistical and data sciences consists of six courses, with the following requirements:

1. four of the five foundational and core courses required for the major, not including MTH 211
2. any course satisfying the programming depth requirement for the major
3. any course satisfying the communication requirement for the major
4. Should these three requirements be fulfilled by fewer than six courses, any of the courses in SDS or CSC that count towards the major may be counted towards the minor.

The Minor in Applied Statistics

The interdepartmental minor in applied statistics offers students a chance to study statistics in the context of a field of application of interest to the student. The minor is designed with enough flexibility to allow a student to choose among many possible fields of application.

The minor consists of five courses. Among the courses used to satisfy the student's major requirement, a maximum of two courses can count towards the minor. Ordinarily, no more than one course graded S/U will be counted towards the minor.

Students who have taken AP Statistics in high school and received a 4 or 5 on the AP Statistics Examination or who have had other equivalent preparation in statistics will not be required to repeat the introductory statistics course, but they will be expected to complete five courses to satisfy the requirements for the minor in applied statistics.

The student must take one of the following courses and no more than one of these courses will count toward the minor. (Students presenting a 4 or 5 on the AP Statistics Examination or equivalent preparation will receive exemption from this requirement.)

SDS 201 Statistical Methods for Undergraduates

Credits: 5

PSY 201 Statistical Methods for Undergraduate Research

Credits: 5

ECO 220 Introduction to Statistics and Econometrics

Credits: 0–5

SOC 201 Statistics for Sociology

Credits: 5

SOC 202 Quantitative Research Methods

Credits: 4

SDS 220 Introduction to Probability and Statistics

Credits: 5

GOV 190 Empirical Methods in Political Science

Credits: 5

The student must also take both of the following courses:

SDS 290 Research Design and Analysis

Credits: 4

SDS 291 Multiple Regression

Credits: 4

The student must choose two (or more) application courses. Courses not on the following list must be approved by the student's SDS adviser if they are to count toward the minor.

| | |
|---------|--|
| BIO 232 | Evolution |
| BIO 334 | Bioinformatics and Comparative Molecular Biology |
| ECO 240 | Econometrics |
| ECO 311 | Seminar: Topics in Economic Development |
| ECO 351 | Seminar: The Economics of Higher Education |
| ECO 396 | Seminar: International Financial Markets |
| GOV 312 | Seminar in American Government |
| PSY 301 | Research Design and Analysis |
| PSY 319 | Research Seminar in Adult Cognition |
| PSY 358 | Research Seminar in Clinical Psychology |
| PSY 369 | Research Seminar on Categorization and Intergroup Behavior |
| PSY 373 | Research Seminar in Personality |
| SDS 246 | Probability |
| SOC 202 | Quantitative Research Methods |

Students planning to minor in applied statistics should consult with their advisors when selecting applications courses. Some honors theses and special studies courses may apply if these courses focus on statistical applications in a field. Also see the statistics track within the mathematics major in the Department of Mathematics and Statistics.

SDS 107 Statistical Thinking

Same as MTH 107. An introduction to statistics that teaches broadly relevant concepts. Students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial and normal probability distributions; point and interval estimates for means and for proportions; one- and two-sample tests for means and for proportions; principles of experimental design. The class meets in a computer lab and emphasizes using the computer for analysis of data. Students design experiments, collect and analyze the data, and write reports on findings. Enrollment limited to 25. Prerequisite: high school algebra. {M} Credits: 4

Members of the department

Normally offered each academic year

SDS 136 Communicating with Data

The world is growing increasingly reliant on collecting and analyzing information to help people make decisions. Because of this, the ability to communicate effectively about data is an important component of future job prospects across nearly all disciplines. In this course, students learn the foundations of information visualization and sharpen their skills in communicating using data. Throughout the semester, we explore concepts in decision-making, human perception, color theory and storytelling as they apply to data-driven communication. Whether you're an aspiring data scientist or you just want to learn new ways of presenting information, this course helps you build a strong foundation in how to talk to people about data. (E) {M} Credits: 4

Amelia McNamara

Normally offered each academic year

SDS 192 Introduction to Data Science

An introduction to data science using Python, R and SQL. Students learn how to scrape, process and clean data from the web; manipulate data in a variety of

formats; contextualize variation in data; construct point and interval estimates using resampling techniques; visualize multidimensional data; design accurate, clear and appropriate data graphics; create data maps and perform basic spatial analysis; and query large relational databases. No prerequisites, but a willingness to write code is necessary. Enrollment limit of 30. (E) {M} Credits: 4

Benjamin S. Baumer

Normally offered each academic year

SDS 201 Statistical Methods for Undergraduates

(Formerly MTH/PSY 201 and MTH/PSY 190). An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized, and students use R for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basic requirement for the psychology major. Students who have taken MTH 111 or the equivalent should take MTH 220, which also satisfies the basic requirement. Normally students receive credit for only one of the following introductory statistics courses: MTH 201/PSY 201; ECO 220, GOV 190, MTH 219, MTH 220 or SOC 201. Credits: 5

Randi Garcia

Expected to be offered in the next 3 years

SDS 220 Introduction to Probability and Statistics

Same as MTH 220. (Formerly MTH 245). An application-oriented introduction to modern statistical inference: study design, descriptive statistics; random variables; probability and sampling distributions; point and interval estimates; hypothesis tests, resampling procedures and multiple regression. A wide variety of applications from the natural and social sciences are used. Classes meet for lecture/discussion and for a required laboratory that emphasizes analysis of real data. MTH 220 satisfies the basic requirement for biological science, engineering, environmental science, neuroscience and psychology. Normally students receive credit for only one of the following introductory statistics courses: MTH 201/ PSY 201, GOV 190, ECO 220, MTH 219, MTH 220 or SOC 201. Exceptions may be allowed in special circumstances and require the permission of the adviser and the instructor. Prerequisite: MTH 111 or the equivalent, or permission of the instructor. Lab sections limited to 20. {M} Credits: 5

Benjamin Capistrant, Amelia McNamara, Miles Q. Ott

Normally offered each academic year

SDS 235 Visual Analytics

Visual analytics techniques can help people to derive insight from massive, dynamic, ambiguous and often conflicting data. During this course, students learn the foundations of the emerging, multidisciplinary field of visual analytics and apply these techniques toward a focused research problem in a domain of personal interest. Students may elect to take SDS 235 as a programming intensive course (prerequisite: CSC 212). In this track, students learn to use R, Python and HTML5/JavaScript to develop custom visual analytic tools. Students preferring a non-programming intensive track may elect to use existing visual analytic software, such as Tableau and Plotly. Prerequisite: CSC 111 or permission of instructor. (E) {M} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SDS 246 Probability

Same as MTH 246. An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisites: MTH 153 and MTH 212 (may be taken concurrently), or permission of the instructor. {M} Credits: 4

Members of the department

Normally offered each academic year

SDS 290 Research Design and Analysis

Same as MTH 290. Note: This course is no longer considered the same as PSY 301, starting in the 2014–15 academic year. A survey of statistical methods needed for scientific research, including planning data collection and data analyses that provide evidence about a research hypothesis. The course can include coverage of analyses of variance, interactions, contrasts, multiple comparisons, multiple regression, factor analysis, causal inference for observational and randomized studies and graphical methods for displaying data. Special attention is given to analysis of data from student projects such as theses and special studies. Statistical software is used for data analysis. Prerequisites: One of the following: PSY 201/MTH 201, GOV 190, ECO 220, MTH 219, MTH 220 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 20. {M} Credits: 4

Randi Garcia

Normally offered each academic year

SDS 291 Multiple Regression

Same as MTH 291. Formerly MTH 247. Theory and applications of regression techniques; linear and nonlinear multiple regression models, residual and influence analysis, correlation, covariance analysis, indicator variables and time series analysis. This course includes methods for choosing, fitting, evaluating and comparing statistical models and analyzes data sets taken from the natural, physical and social sciences. Prerequisite: one of the following: MTH 201/PSY 201, GOV 190, MTH 219, MTH 220, ECO 220, or the equivalent or a score of 4 or 5 on the AP Statistics examination. Enrollment limited to 25. {N} Credits: 4

Benjamin Capistrant, Lu Lu, Miles Q. Ott

SDS 293 Machine Learning

In the era of “big data,” statistical models are becoming increasingly sophisticated. This course begins with linear regression models and introduces students to a variety of techniques for learning from data, as well as principled methods for assessing and comparing models. Topics include bias-variance trade-off, resampling and cross-validation, linear model selection and regularization, classification and regression trees, bagging, boosting, random forests, support vector machines, generalized additive models, principal component analysis, unsupervised learning and k-means clustering. Emphasis is placed on statistical computing in a high-level language (e.g. R or Python). (E) {M} Credits: 4

R. Jordan Crouser

Normally offered each academic year

SDS 320 Mathematical Statistics

Same as MTH 320. An introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include functions of random variables, estimation, likelihood and Bayesian methods, hypothesis testing and linear models. Prerequisites: a course in introductory statistics, MTH 212 and MTH 246, or permission of the instructor. {M} Credits: 4

Members of the department

Normally offered each academic year

SDS 364 Research Seminar in Intergroup Relationships

Research on intergroup relationships and an exploration of theoretical and statistical models used to study mixed interpersonal interactions. Example research projects include examining the consequences of sexual objectification for both women and men, empathetic accuracy in interracial interactions, and gender inequality in household labor. A variety of skills including, but not limited to, literature review, research design, data collection, measurement evaluation, advanced data analysis, and scientific writing will be developed. Prerequisites: PSY 201, SDS 201, SDS 220 or equivalent and PSY 202.

{M} {N} {S} Credits: 4

Randi Garcia

Normally offered in alternate years

SDS 390 Topics in Statistical and Data Sciences

Topics in statistics and data science. Statistical methods for analyzing data must be chosen appropriately based on the type and structure of the data being analyzed. The particular methods and types of data studied in this course vary, but topics may include: categorical data analysis, time series analysis, survival analysis, structural equation modeling, survey methodology, Bayesian methods, resampling methods, spatial statistics, missing data methods, advanced linear models, statistical/machine learning, network science, relational databases, web scraping and text mining. This course may be repeated for credit with different topics. Prerequisites: MTH/SDS 290 or MTH/SDS 291 or MTH/SDS 292. (E) Credits: 4

Benjamin Capistrant

Expected to be offered in the next 3 years

SDS 400 Special Studies

Admission by permission of the program, normally for juniors and seniors.

Credits: 1–4

Members of the department

Normally offered each academic year

Theatre

Professors

Leonard Berkman, D.F.A. ^{†2}
 Catherine H. Smith, M.F.A.
 Andrea D. Hairston, M.A. (Theatre and
 Africana Studies)
 Ellen Wendy Kaplan, M.F.A.
 Kyriaki Gounaridou, Ph.D. ^{*1}

Associate Professor

Daniel Elihu Kramer, M.F.A., *Chair*

Lecturer and Professor Emeritus

John Douglas Hellweg, Ph.D.

Senior Lecturer

Edward M. Check, M.F.A. ^{**2}
 Nan Zhang, M.F.A.

Research Associates

Edward Maeder
 Nancy Rexford
 Lynne Zacek Bassett

The Major

Advisers: Members of the department

Adviser for Study Abroad: TBA

All majors are encouraged to include courses in art and music in their programs as well as dramatic literature in any of the language departments.

Requirements for a general theatre major:

Twelve semester courses, at least two of which must be at a 300-level, including

1. 198 and 199 Theatre History and Culture
2. Three courses from Division A, History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 312 (depending on course content), 313, 316, 319
3. 141 Acting I
4. 100 The Art of Theatre Design or 252 Set Design I or 253 Introduction to Lighting Design or 254 Costume Design I
5. 344 Directing I or 261 Writing for Theatre
6. Four credits of 200 Theatre Production (these count as a single semester course)
7. Two additional courses from either Division A or B
8. 398 Senior Collaboration Capstone

Requirements for a theatre major with an emphasis on acting:

Twelve semester courses, at least two of which must be at the 300-level, including

1. 198 and 199 Theatre History and Culture
2. Two courses from Division A, History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 312 (depending on course content), 313, 316, 319
3. 141 Acting I
4. Two additional acting courses from 242 Acting II and 312 Masters and Movements in Performance
5. 142 Voice for Actors
6. 100 The Art of Theatre Design or 252 Set Design I, or 253 Introduction to Lighting Design or 254 Costume Design I
7. 344 Directing I or 261 Writing for Theatre
8. Four credits of 200 Theatre Production (these count as a single semester course)
9. 398 Senior Collaboration Capstone

Requirements for a theatre major with an emphasis on design:

Twelve semester courses, at least two of which must be at the 300-level, including

1. 198 and 199 Theatre History and Culture
2. Three courses from Division A, History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 312 (depending on course content), 313, 316, 319

3. 141 Acting I
4. Two of the following: 252 Set Design I, 253 Introduction to Lighting Design, 254 Costume Design
5. One of the following: 352 Set Design II, 353 Advanced Studies of Lighting Design, 354 Costume Design II, 318 Movements in Design, 360 Production Design for Film
6. 344 Directing I or 261 Writing for Theatre
7. Four credits of 200 Theatre Production (these count as a single semester)
8. Senior Collaboration Capstone

Requirements for a theatre major with an emphasis on playwriting:

Twelve semester courses, at least two of which must be at the 300-level, including

1. 198 and 199 Theatre History and Culture
2. Two courses from Division A, History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 312 (depending on course content), 313, 316, 319
3. 141 Acting I
4. Three of any of the following playwriting and screenwriting: 261, 262, 361, 362 or the equivalent
5. 100 The Art of Theatre Design, or 252 Set Design or 253 Introduction to Lighting Design or 254 Costume Design I
6. 344 Directing I
7. 4 credits of 200 Theatre Production (these count as a single semester course)
8. 398 Senior Collaboration Capstone

Requirements for a theatre major with an emphasis on directing:

Twelve semester courses, at least two of which must be at a 300 level, including

1. 198 and 199 Theatre History and Culture
2. Two courses from Division A, History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 312 (depending on course content), 313, 316, 319
3. 141 Acting I
4. One additional acting course from 242 Acting II and 312 Masters and Movements in Performance
5. 100 The Art of Theatre Design
6. 261 Writing for Theatre
7. 344 Directing I and 345 Directing II
8. Four credits of 200 Theatre Production (these count as a single semester course)
9. 398 Senior Collaboration Capstone

Courses cross-listed under the theatre department may be considered for fulfillment towards these major requirements at the discretion of the department.

All majors are encouraged to include in their programs, as component courses counted outside of the theatre major courses in art and music in their programs as well as dramatic literature in any of the other language departments.

Students may count up to 16 credits from programs outside the Five Colleges towards the major. On a case-by-case basis, the department will accept courses from other programs towards specific course requirements. The judgment of the major advisers will prevail, without need for full theatre faculty deliberation.

The Minor

Advisers: Members of the department

Requirements: Six courses.

Basis: 198 and 199.

In addition to the basis: one semester course approved by an adviser in each of the following different divisions plus one 4-credit course of the student's choice (including, as an option, 4 credits of 200 Theatre Production):

- a. History, Literature, Criticism;
- b. Acting, Directing or Playwriting; and
- c. Design: 100, 252, 253, 254.

Honors

Director: Leonard Berkman

THE 430D Honors Project

Credits: 8

THE 431 Honors Project

Credits: 8

THE 432D Honors Project

Credits: 12

Please consult the director of honors or the departmental website for specific requirements and application procedures.

Graduate

Director: Leonard Berkman

Master of Fine Arts in playwriting: Please refer to the Graduate and Special Programs.

THE 512 Advanced Studies in Acting, Speech and Movement

Credits: 4

Members of the department

Expected to be offered in the next 3 years

THE 513 Advanced Studies in Design

Credits: 4

Members of the department

Normally offered both fall and spring semesters

THE 515 Advanced Studies in Dramatic Literature, History, Criticism and Playwriting

Credits: 4

Members of the department

Expected to be offered in the next 3 years

THE 580 Special Studies

Credits: 4

Members of the department

Normally offered each academic year

THE 590 Research and Thesis Production Project

Credits: 4

Members of the department

Normally offered each academic year

THE 590D Research and Thesis Production Project

This is a full-year course. Credits: 4

Members of the department

Normally offered each academic year

THE 100 The Art of Theatre Design

The course is designed to explore the nature of design, in theatre and the visual arts. Students study the elements of set, costume, lighting and sound design while looking at the work of some of the most influential designers, past and present. Especially designed for those with a limited background in theatre, it involves discussions about assigned plays and projects, as appropriate to the topic. It is open to all students but particularly recommended for first-year students and sophomores. Enrollment limited to 16. {A} Credits: 4

Edward M. Check

Normally offered each spring

THE 198 Theatre History and Culture: Ancient Greece to English Restoration

This course surveys the history of theatre, drama and performance from Ancient Greece to the 18th century. The main focus is on the theatres of Europe and their relationship to their respective cultures. Non-Western issues in regards to Asian theatres are also discussed. Lectures and discussions are complemented by video screenings of recent productions of some of the plays under consideration.

{A} {H} {L} Credits: 4

Members of the department

Normally offered each fall

THE 199 Theatre History and Culture: 18th Century to the Present

This course surveys the history of theatre, drama and performance from the 18th century to the present. The main focus is on the theatres of Europe and the United States and their relationship to their respective cultures. Non-Western issues in regards to African, Australian and South American theaters is also discussed. Lectures and discussions are complemented by video screenings of recent productions of some of the plays under consideration.

{A} {H} {L} Credits: 4

Kyriaki Goumaridou

Normally offered each spring

A. History, Literature, Criticism

THE 208 American Musical Comedy: From Gershwin to Sondheim

The course examines the roots of the American musical as a seminal theatrical form, with its own distinctive venues and styles; we pay particular attention to the socio-cultural factors that made the American musical stage a locus for identity-formation. The history of the American musical is deeply intertwined with the assimilationist project, particularly among Jewish-Americans, who were highly instrumental in its development. The economics of theatrical production in the early 20th century, along with the rise of a burgeoning middle class with time for leisure (a new phenomenon), gave rise to a "popular" form of musical theatre—the musical comedy—that was instrumental in creating what became "show business." {A} {H} {L} Credits: 4

Ellen Wendy Kaplan

Normally offered in alternate years

THE 213 American Theatre and Drama

This course discusses issues relevant to the theatre history and practices, as well as dramatic literature, theories and criticism of 18th-, 19th- and 20th-century United States of America, including African American, Native American, Hispanic American, Asian American, and gay and feminist theatre and performance. Lectures, discussions and presentations are complemented by

video screenings of recent productions of some of the plays under discussion.

{A} {H} {L} Credits: 4

Kyriaki Goumaridou

Normally offered each spring

THE 217 Modern European Drama 1870s–1930s

The plays, theatres and playwrights of the late 19th and early 20th centuries in Europe. A leap from Büchner to Ibsen, Strindberg, Shaw, Chekhov, Wedekind and Gorky onwards to the widespread experimentation of the 1920s and earlier avant garde (e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, Fleisser, early Brecht). Special attention to issues of gender, class, warfare and other personal/political foci. Attendance may be required at selected performances. Credits: 4

Leonard Berkman

Normally offered in alternate years

THE 218 Modern European Drama 1930s–present

Pioneering and influential contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied may include later Brecht, Camus, Sartre, Anouilh, Gombrowicz, Carr, Kirkwood, Beckett, Ionesco, Genet, Pinter, Duras, Handke, Fo, Havel, Schimmelpfennig, Page, Mrozek, Loher and Churchill. Special attention to issues of gender, class, warfare and other personal/political foci. Attendance may be required at selected performances.

{A} {H} {L} Credits: 4

Leonard Berkman

Normally offered in alternate years

THE 221 Rehearsing the Impossible: Black Women Playwrights Interrupting the Master Narrative

Building on the legacy of Alice Childress, Lorraine Hansberry, Adrienne Kennedy and Ntozake Shange, this course explores the work of Pearl Cleage, Lynne Nottage, Suzan Lori Parks, Anne D. Smith and other playwrights who from the 1950s to the present go about reinventing the narrative of America. We consider their theatrical/artistic production in the context of black feminism. As artists, audiences and critics grapple with the enduring legacy of minstrel storytelling in the late 20th and early 21st centuries, what were/are the particular artistic and intellectual challenges for these theatre artists? What are/were their strategies, missteps, triumphs? {A} {H} {L} Credits: 4

Andrea D. Hairston

Normally offered each fall

THE 241 Staging the Jew

Intensive study of selected plays and film from the U.S., Israel and the Jewish diaspora, examining the ways in which Jewish identity is rendered on stage. Particular focus is given to texts by Jewish authors, and their treatment of issues of authenticity and identity. We draw on texts which challenge or interrogate prevailing intragroup definitions, as well as those which offer positive and reinforcing viewpoints. We look at religious and communal life in Yiddish plays from Eastern Europe; plays of the Holocaust, with emphasis on the ways rendering catastrophe has evolved; assimilation and modernization in the U.S. Black-Jewish relationships explored on stage; and selected texts on the Israeli experience, as depicted from within Judaism. {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

THE 313 Masters and Movements in Drama

Topics course.

Feminist Playwrights Speaking Up: From the 1960s to the Present

This course focuses on the array of feminist perspectives and voices that we have experienced among several generations of feminist playwrights writing in English around the globe, numbers of whom have been honored as finalists and

winners of the International Susan Smith Blackburn Playwrights Prize. Playwrights whose scripts are studied and interrelated include Alice Childress, Marie-Irene Fornes, Caryl Churchill, Wendy Wasserstein, Judith Thompson, Susan Yankowitz, Sharon Pollock, Louise Page, Marina Carr, Suzan-Lori Parks, Paula Vogel, Joanna Murray-Smith, Sarah Ruhl and Lucy Kirkwood. {A} Credits: 4

Members of the department

Normally offered in alternate years

THE 316 Contemporary Canadian Drama

Michel Tremblay and contemporary Canadian playwrights. Emphasis on plays by and about women, within the context of political/personal issues of gender, class, race, sexuality and cultural identity in English Canadian and French Canadian and Native Canadian drama of the past five decades. Other playwrights explored are Judith Thompson, George Walker, Erika Ritter, David French, Rene Daniel DuBois, Margaret Hollingworth, Anne-Marie McDonald, Sally Clark, Tomson Highway, Hannah Moscovitch and Sharon Pollock.

{A} {L} Credits: 4

Members of the department

Normally offered in alternate years

THE 319 Shamans, Shapeshifters and the Magic If

To act, to perform is to speculate with your body. Theatre is a transformative experience that takes performer and audience on an extensive journey in the playground of the imagination beyond the mundane world. Theatre asks us to be other than ourselves. We can for a time inhabit someone else's skin, be shaped by another gender or ethnicity, become part of a past epoch or an alternative time and space similar to our own time but that has yet to come. As we enter this "imagined" world we investigate the normative principles of our current world. This course investigates the counterfactual, speculative, subjunctive impulse in overtly speculative drama and film with a particular focus on race and gender. We examine an international range of plays by such authors as Caryl Churchill, Tess Onwueme, Dael Orlandersmith, Derek Walcott, Bertolt Brecht, Lorraine Hansberry, Craig Lucas and Doug Wright, as well as films such as *The Curious Case of Benjamin Button*; *Pan's Labyrinth*; *Children of Men*; *Crouching Tiger, Hidden Dragon*; *X-Men*; *Contact* and *Brother From Another Planet*. Enrollment limited to 18. {A} {L} Credits: 4

Andrea D. Hairston

Normally offered each spring

B. Theory and Performance

In the following section: "L" indicates that enrollment is limited; "P" indicates that permission of the instructor is required. Please note: registration without securing permission of the instructor where required does not assure course admittance.

THE 141 Acting I: Fundamentals of Acting

Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 14.

{A} Credits: 4

Tara M. Franklin, Ellen Wendy Kaplan

Normally offered both fall and spring semesters

THE 142 Voice for Actors

An introduction to the study of voice, exploring the connections between thought, feeling and vocalization through exercises that strengthen and enhance an actor's (or speaker's) understanding and command of vocal expression. Enrollment limited to 15. {A} Credits: 4

Norma Lisbeth Noel

Normally offered each fall

THE 154 "Reading" Dress: Archival Study of Clothing

This course is an introduction to a methodology for the study of dress as material culture, examining physical structures, terminology, technology of clothing production, as well as some of the historical, social and cultural variables shaping—and shaped by—clothing. It is a hand-on class using garments from the Smith Historic Clothing Collection. Students work in small teams to study several similar garments, identifying common features as well as distinctions that may reflect different classes, aesthetic choices and industrial influences. Graded S/U only. Enrollment limit of 24 students. (E) {H} Credits: 2

Catherine H. Smith

Normally offered each fall

THE 200 Theatre Production

A laboratory course based on the preparation and performance of department productions. Students in the first semester of enrollment are assigned to a production run crew. In subsequent semesters of enrollment, students elect to fulfill course requirements from a wide array of production-related responsibilities. May be taken four times for credit, with a maximum of two credits per semester. There is one general meeting in the fall (September 11) and in the spring (January 29), in the Green Room, Theatre Building. Attendance is mandatory; attendance at weekly production meetings for some assignments may be required. Grading for this course is satisfactory/unsatisfactory.

Credits: 1

Samuel C. Rush

Normally offered both fall and spring semesters

THE 201 Theatre Production

Same description as above. There is one general meeting in the Green Room, Theatre Building. Attendance is mandatory; attendance at weekly production meetings for some assignments may be required. Grading for this course is satisfactory/unsatisfactory. Credits: 1

Samuel C. Rush

Normally offered both fall and spring semesters

THE 242 Acting II

Acting II offers intensive focus on different, specific topics pertaining to acting training. This course can be repeated for credit up to three times provided the content is different. Prerequisites: Acting I (THE 141) or its equivalent.

Improvisation for Actors

An intensive exploration of specific approaches to improvisation (authentic movement, contact improvisation, Johnstone, Boal, transformational exercises and theatre games) that enhance the agility, resourcefulness and creativity of the performer. Prerequisites: one semester of acting or one semester of dance. Enrollment limited to 12. {A} Credits: 4

Members of the department

Normally offered each spring

Acting and Directing Actors for the Camera

What is the particular nature of acting for the camera? This course examines film and television production, and develops an acting approach suited for work in film and television. Students act on camera and examine the results of their work. We work with particular emphasis on the building of a performance through the process of the shoot. A limited number of students can, with instructor approval, take the course with an emphasis on directing for the camera. Prerequisite: THE 141 or FLS 280 and permission of the instructor. Enrollment limited to 12. {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Acting Comedy

Explores the "world" of the play, physical comedy, characterization, status, choice work, physical comedy and other elements of script analysis in a variety

of forms from comedy of manners to farce, Shakespeare, Moliere, Restoration through 19th-century British comedy, and contemporary and cross-cultural comic plays. {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

Acting Bertolt Brecht

Acting seminar explores one of the giants of 20th century theatre, the seminal theatre artist and political activist Bertolt Brecht. We study Brecht in an historical, biographical and cultural context; Brecht's Marxist orientation; his work in pre-war Germany; his life as an exile in Europe and the US; his persecution under McCarthyism and the investigation into his activities by HUAC (House Un-American Activities Committee); and his theatre in Eastern Germany. Brecht's influences on contemporary theatre are incalculable; his "epic" theatre combined political analysis with vaudeville, song, buffoonery and brilliant dramaturgy to create a new form of theatre. In this class, fundamental acting work combines with focus on the texts, including development of the actor's score, choice work, and style. {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

THE 252 Set Design I

The course develops overall design skills for designing sets for the theatre. After reading assigned plays, students learn to develop their designs by concentrating on character analysis and visualizing the action of the play. Visual research, sketches, basic drafting skills and model building are some of the areas in which students learn to develop their ideas. This course also emphasizes the importance of collaborating with every member of the creative team. Enrollment limited to 12. {A} Credits: 4

Edward M. Check

Normally offered each fall

THE 253 Introduction to Lighting Design

This course introduces students to the theory and practice of stage lighting design. Over the semester, we cultivate sensitivity towards the expressiveness of light and the relationship between light, form and space, eventually learning to manipulate light to articulate ideas. Through script analyses and design projects, we learn to understand the power of light in enhancing stage presentations, acquire skills in illuminating the drama, and apply such skills to collaboration with the production team at large. Through hands-on exercises in the lab and in the theatres, we also become familiar with the mechanical aspects of lighting: instrumentation, control systems and safe electrical practice. Enrollment limited to 12. {A} Credits: 4

Nan Zhang

Normally offered each spring

THE 254 Costume Design I

The elements of line, texture and color, and their application to design and character delineation. Research of clothing styles of various cultures and eras. Enrollment limited to 15. {A} Credits: 4

Catherine H. Smith

Normally offered both fall and spring semesters

THE 261 Writing for the Theatre

The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Weekly and biweekly exercises in writing for various media. Goal for beginning playwrights: to draft a one-act play by the end of the semester. Plays by students are considered for staging. L and P with writing sample required, best submitted weeks prior to registration. {A} Credits: 4

Leonard Berkman, Andrea D. Hairston

Normally offered both fall and spring semesters

THE 262 Writing for the Theatre

Intermediate and advanced script projects. Prerequisite: 261. L and P.
{A} Credits: 4

Leonard Berkman, Andrea D. Hairston

Normally offered both fall and spring semesters

THE 312 Masters and Movements in Performance

Topics course.

Theatre for Social Change

This course explores theoretical bases of applied theatre, historical precedents from international perspectives and practical initiatives in community-based theatre work. The primary objective is to introduce theatre students (actors, director, writers) and students with an interest in the arts and education, to processes involved in creating participant-oriented theatre in community settings. Building on theories of applied theatre and examining global exemplars of theatre-in-education and theatre outreach, we examine the goals, objectives, structures and the ethical issues involved in implementing this work in the community. Students participate in community-based learning projects with partnering institutions. {A} Credits: 4

Members of the department

Expected to be offered in the next 3 years

THE 344 Directing I

This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm and style.

Prerequisites: Acting I or FLS 280. Permission of instructor required. Enrollment limited to 12. {A} Credits: 4

Daniel Elibu Kramer

Normally offered each spring

THE 345 Directing II

Advanced aspects of directing for the stage. Structural analysis of dramatic texts, with emphasis on articulating a unique vision for a text. Work on problems of visual composition, rehearsal techniques and development, in collaboration with actors and designers, of the inner score of action and its physical expression the stage. Prerequisites: Directing I. In addition, Acting II (THE 242) and a 200-level design class are strongly recommended. Permission of the instructor required. Credits: 4

Daniel Elibu Kramer

Normally offered each spring

THE 352 Set Design II

This course looks at the advanced challenges when designing sets for ballet, music theatre and opera. What must the set designer consider when live music is added to each of these performing arts? Students have the opportunity to pick which ballet, music theatre and opera they want to design for from a list of productions provided by the instructor. The syllabus can also be customized to address a specific interest of a student with the instructor's permission. The objective of this course is to build a portfolio of set designs showing the specific needs in all of the performing arts. Prerequisite: Permission of the instructor. Enrollment limited to 12. {A} Credits: 4

Members of the department

Normally offered in alternate years

THE 353 Advanced Studies in Lighting Design

This course further explores light as a tool to illuminate, sculpt and articulate ideas and their execution on and off stage. We examine various contemporary approaches to designing for a diverse range of performing arts such as drama, dance, concert and opera. We also probe light as an expressive medium in creative realms beyond theatrical venues, and investigate its role in cinematography, digital animation, architecture, interior design, industrial

design, etc. Students design lighting for the annual Spring Dance Concert and develop research and creative projects under the instructor's individual guidance. Interdisciplinary projects are strongly encouraged. Prerequisite: THE 253 and permission of the instructor. Can be repeated once for credit with permission of the instructor. {A} Credits: 4

Nan Zhang

Normally offered each spring

THE 354 Costume Design II

The integration of the design elements of line, texture, color, gesture and movement into unified production styles. Further study of the history of clothing, movement in costume, construction techniques and rendering. Production work may be required outside of the class meeting time.

Prerequisites: 254 and P. {A} Credits: 4

Catherine H. Smith

Normally offered each spring

THE 360 Production Design for Film

Filmmaking is storytelling. This story can be told by the actors or by its visuals. Every film employs a production designer who, with the director and cinematographer, is in charge of the visual design of the film. In this class we learn how a production designer breaks down a script to determine which scenes should be shot on location and which should be built as sets. Each student makes design choices for the entire script. Whether picking out locations or creating sets to be shot on a soundstage, this class examines what makes one design choice better than another. Students also learn the basic skills to communicate their designs through storyboards, photo research and drafting. Permission of the instructor. Enrollment limit of 12 students. {A} Credits: 4

Eduard M. Check

Normally offered in alternate years

THE 361 Screenwriting

The means and methods of the writer for television and the cinema. Analysis of the structure and dialogue of a few selected films. Prerequisite: 261 or 262 or permission of the instructor. Enrollment limited to 12. Writing sample required. {A} Credits: 4

Andrea D. Hairston

Normally offered each spring

THE 362 Screenwriting

Intermediate and advanced script projects. Prerequisite: 361. L and P. {A} Credits: 4

Andrea D. Hairston

Normally offered each spring

THE 398 Collaboration Capstone

This course is designed as the capstone course in the theatre major. Students from across the subdisciplines of theatre work in groups as theatre companies. Each group collaborates to establish a mission statement; ties their company to historical and contemporary theatre practice; chooses a season; writes a broad range of dramaturgical, educational and promotional materials; and presents work (scripts, designs, scenes, etc.) from the season. A range of guest artists and outside faculty work with the students on the act of collaboration, and on the building of a company and a mission. Prerequisites: THE 198 or THE 199, senior major Credits: 4

Daniel Elibu Kramer

Normally offered each fall

THE 400 Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

Cross-Listed Courses

FYS 119 Performance and Film Criticism

This First Year Seminar is an introduction to the elements and functions of criticism, an important component for the training not only of artists and scholars but of audience members as well. How do reviewers form their critical responses to theatre performances and to films? The students will attend live performances and film and video screenings, and will write their own reviews and critical responses. As this is a Writing Intensive Seminar, improvement of the students' writing skills is one of its main goals. Enrollment limited to 16 first-year students. **WI {A} {L}** Credits: 4

Members of the department

Expected to be offered in the next 3 years

Translation Studies Concentration

Director

Janie M. Vanpée ^{†2}

Advisory Committee

Maria Nemcova Banerjee ^{*2}

Giovanna Bellesia

Margaret Bruzelius

Justin Daniel Cammy ^{†2}

Dawn Fulton ^{†1}

Christophe Golé

Patricia E. González ^{**1}

Kyriaki Gounaridou ^{*1}

Mohamed H. Hassan

Judith Keyler-Mayer ^{**2}

Yuri Kumagai ^{**2}

Reyes Lázaro

Malcolm Kenneth McNee ^{†1}

Thalia A. Pandiri ^{†1}

Carolyn Shread

Caitlin Szymkowitz

Ellen Dore Watson

Sujane Wu ^{**2}

The translation studies concentration offers students studying a foreign language and culture an opportunity to refine their knowledge of the foreign language through translation. A student who wants to create a bridge between two majors, one of which is in a foreign language and culture and the other in a different discipline, will also find the concentration to be an important supplement to her curriculum. Student concentrators may not only be drawn to the literary side of translation; they may also seek to link their knowledge in the social sciences or sciences to their practice of a foreign language, translating governmental or legal documents, working with immigrant or refugee communities who need the help of a translator or interpreter, or translating scientific papers.

The translation studies concentration encourages study in a broad range of scholarly disciplines, including courses in the various departments of foreign languages and cultures, comparative literature, classics, film studies, American studies and English. The Poetry Center, the Five College Center for East Asian Studies, and the Five College journal *Metamorphoses: A Journal of Literary Translation* provide opportunities for guest translators as well as for student internships. Other resources include the Five College Center for the Study of World Languages (www.fivecolleges.edu/fclang) and the UMass Translation Center (www.umasstranslation.com).

The requirements for the concentration are deliberately flexible to allow students to pursue the translation practice that most suits their interests or needs—from literary to technical translation to the ethical complexities that arise in interpretation.

Courses

CLT 150 The Art of Translation: Poetics, Politics, Practice

We hear and read translations all the time: on television news, in radio interviews, in movie subtitles, in international bestsellers. But translations don't shift texts transparently from one language to another. Rather, they revise, censor and rewrite original works, to challenge the past and to speak to new readers. We explore translation in a range of contexts by hearing lectures by experts in the history, theory and practice of translation. Knowledge of a foreign language useful but not required. Graded S/U only. Can be taken concurrently with FRN 295 for 4 credits. {L} Credits: 2

Carolyn Shread

Normally offered each spring

TSX 330 Capstone Seminar in Translation Studies

Same as CLT 330. The capstone seminar brings together a cohort of concentrators to discuss the final translation project that each student undertakes with the guidance of their adviser in the concentration and to situate

the project within the framework of larger questions that the work of translation elicits. The seminar readings focus on renowned practitioners' reflections on the difficulties and complexities of translating, the obstacles, discoveries and solutions that the translator encounters. We read a series of essays that engage with the conflicting interpretations and nuances of translations in 14 languages of Ferdinand Oyono's iconic 1956 African novel, *Une vie de boy*. We compare how these translations transform the original novel and question the concept of original text as it interacts with the culture and the language into which it is translated. Students are responsible for presenting essays that focus on the particular challenges of translation that they have encountered in their individual project. Open to students in the Concentration in Translation Studies and students in Comparative Literature. Enrollment limit of 12 students. Prerequisite: CLT 150. {L} Credits: 4

Janie M. Vanpée

Normally offered each spring

Academic Courses

Course lists are not exhaustive. Students should consult the current catalog to verify when courses are offered and with their advisers as to whether particular courses are acceptable for credit.

Electives With a Focus on Translation Theory, Technology or Practice

| | |
|---------|---|
| CLT 271 | Bilingual Writers |
| CLT 220 | Colloquium: Imagining Language |
| CLT 300 | Foundations of Contemporary Literary Theory |
| CLS 260 | Transformations of a Text: Shape-Shifting and Translation |
| FRN 295 | French Translation in Practice [2 credits] |
| ITL 340 | The Theory and Practice of Translation |
| GER 350 | Language and the German Media |
| EAL 360 | Topics in East Asian Language and Literature |
| JPN 350 | Contemporary Texts |
| RUS 339 | Topics Course: Translation |
| SPN 290 | Reflecting on the International Experience: Depicting Journey with Digital Storytelling |
| POR 233 | Borderlands of Portuguese: Multilingualism, Language Policy, and Identity |

Amherst College

ENG 320/EUST 303 Literature as Translations

Mount Holyoke College

FRN 361 Atelier de Traduction

Hampshire College

HACU-0219 Poetry as Translation: Borders and Bridges

HACU-0278 Introduction to Comparative Literature
Writing for Film: Text and Memory in Transnational Cinema
Yiddish Literature and Culture
The Task of the Translator

University of Massachusetts

| | |
|----------------|--|
| COMP-LIT 290T | Translation, Cross-Cultural Communication and the Media |
| COMP-LIT 391CN | Comparative Literature, Cross-Cultural Communication, Neuroscience |
| COMP-LIT 391P | Transatlantic Translation: Cuba, New York, Spain |
| COMP-LIT 393T | Theory and Practice of Translation |
| COMP-LIT 551 | Translation and Technology |
| COMP-LIT 582 | Interpreting and Translation - Research and Practice I and II |
| SPANISH 597PT | Practicing Literary Translation - Spanish, Portuguese, Catalan |

Graduate courses in the translation program for qualified students

Electives in the Language/Literature/Culture of the Foreign Language

Consult with a concentration adviser.

Electives in Translation Studies, Linguistics, the Foreign Language or with a Focus on the Problems of Language

| | |
|-------------|--|
| CLS 150 | Roots: Greek and Latin Elements in English [2 credits] |
| ENG 170 | The English Language |
| ENG 207 | The Technology of Reading and Writing |
| PHI 236 | Linguistic Structures |
| PHI 263 | Meaning and Truth: The Semantics of Natural Language |
| PSY/PHI 213 | Language Acquisition |
| PSY 214 | Disorders of Language and Communication |
| PSY 313 | Seminar in Psycholinguistics: Language and Thought |

Requirements

The concentration is composed of six courses. In addition to the gateway course and the capstone experience, a student must take four courses, two of which should be in her language and culture of expertise, one with a focus on translation theory or practice, and one elective. In addition to the course work, students will engage in two practical learning experiences, one of which must be the equivalent of one semester on study abroad. The practical experiences do not carry credit. The combined course work in the concentration will total between 20 and 22 credits.

Gateway course

CLT 150: The Art of Translation

(2 credits, S/U, offered every spring semester)

Four academic courses, taken within the Five Colleges or while on study abroad, one of which may be a 2-credit translation workshop, chosen in consultation with an adviser, to be distributed as outlined in the translation studies “Courses” section (14 to 16 credits):

- One course with a focus on translation theory, technology or practice (2 or 4 credits)
- Two courses in the language/literature/culture of the foreign language, chosen from available courses in the Five Colleges or when studying abroad (8 credits)
- One elective in translation studies, linguistics, the foreign language or one elective that focuses on problems of language (4 credits).

Two practical experiences, which may include:

- A minimum of a semester, or equivalent, studying abroad in the foreign language and culture.
- An internship or independent research project that focuses on translation/interpretation or cross-cultural issues; that engages the foreign language in a significant way; and which may be undertaken while on study abroad.

Financial support for internships or practical experiences are available through Smith’s own study abroad and consortia, Praxis, and International Experience Grants, as well as a number of other grants for specific regions available for students studying or interning abroad or in immigrant communities in the United States. The Study Abroad programs, the Office for International Study, and the Lazarus Career Center have built databases of students who have worked, interned or studied abroad with organizations or companies and that offer a ready resource for concentrators.

Demonstration of achievement in the foreign language[s] from which the student translates. Student must reach a high intermediate level or B2 level according to the Common European Framework of References for Languages. Students are encouraged to take the officially recognized tests whenever possible, for example, when studying abroad on Smith’s Study Abroad programs. Normally, advanced-level courses (at the 300 or above level) will be considered to be equivalent to the B2 level of the CEFRL. For students working in “critical languages”—or non-Western languages such as Arabic, Chinese, Japanese, Korean, Russian, Turkish, Urdu—the level of achievement should be the 300-level at Smith and with consultation with their adviser. International students, or students whose native language is other than English, should consult with their concentration adviser on how best to show they have attained the equivalent of a B2 level in English, the language from which they will translate.

E-Portfolio Language Passport

Students will be expected to develop an e-portfolio Language Passport with the guidance of the Director of the Concentration. Students may include the following in their e-portfolio: a detailed language self-assessment; a reflection on their language-learning; a reflection on how their practical experiences have deepened their understanding of the language and culture they are studying; a shortened version of the introduction to their final translation project.

Capstone: A choice of three possibilities:

1. An independent translation project (10 pages minimum, depending on the type of translation) with a substantial introduction that reflects on the obstacles, difficulties and successes of the task of translation.
2. An extra translation project within the context of an existing seminar or 300-level course in the language or culture of the student’s translation focus. (If students choose this option, the course will be in addition to the other four academic courses required for the concentration.)
3. An Honors thesis that is a translation project or reflects on translation.

Whichever of the three options the student chooses for the capstone, she will consult with her concentrator adviser. All students working on their capstone project will take TSX 330/CLT 330, a 4-credit course spring semester of their final year in the concentration. The course will include readings on issues of translation and focus on discussion of the students’ projects. Offered every spring semester.

Urban Studies

Advisers

Randall K. Bartlett, Ph.D., Professor of Economics, *Director* **1, *2

Rick Fantasia, Ph.D., Professor of Sociology *2

Samuel M. Intrator, Ph.D., Professor of Education and Child Study †1

The minor in urban studies offers students a chance to study the processes and problems of urbanization from a variety of perspectives. It is designed with enough flexibility to allow a student to choose among many possible combinations, but requires her to experience at least three different disciplinary approaches.

The minor consists of six courses from at least three different departments or programs. Courses offered at other Five College campuses may be included in the minor, with the approval of one of the advisers. A sample listing of approved Smith courses can be found on this site under the “Courses” tab. However, each student will craft her own minor with the help of her adviser and may include courses not on this list. Please consult home departments for year and semester each course is offered.

Afro-American Studies

- AFR 245 The Harlem Renaissance
 AFR 278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970

Art

- ARH 101 Approaches to Visual Representation (C)
 ARH 212 Ancient Cities and Sanctuaries
 ARH 250 Building Baroque Europe
 ARH 272 Art and Revolution in Europe, 1789–1889
 ARH 281 Modern, Postmodern, Contemporary
 ARH 285 Great Cities
 ARS 388 Advanced Architecture: Complex Places, Multiple Spaces

East Asian Studies

- EAS 216 Colloquium: Gangnam Style: Seoul and Its Layered Histories

Economics

- ECO 230 Urban Economics

Education

- EDC 200 Education in the City
 EDC 336 Seminar in American Education

French

- FRN 290 The Colonial City: Global Perspectives

Government

- GOV 204 Urban Politics

History

- HST 209 (C) Aspects of Middle Eastern History
Urban Spaces/Contested Places: Social and Cultural Histories of Non-Western Cities
 HST 227 (C) Aspects of Medieval European History
Crusade and Jihad: Religious Violence in the Islamo-Christian Tradition
 HST 267 (L) Race, Capitalism, Justice: United States since 1877

Landscape Studies

- LSS 230 Power, Place, Politics and People: The Contested Urban Landscape

Sociology

- SOC 213 Race and National Identity in the United States
 SOC 214 Sociology of Hispanic Caribbean Communities in the United States
 SOC 218 Urban Sociology

Study of Women and Gender

Members of the Program Committee for the Study of Women and Gender 2017–18

Kelly P. Anderson, Ph.D., Lecturer in Study of Women and Gender
 Elisabeth Brownell Armstrong, Ph.D., Professor of the Study of Women and Gender ⁺¹
 Carrie N. Baker, J.D., Ph.D., Associate Professor of the Study of Women and Gender, *Director*
 Payal Banerjee, Ph.D., Associate Professor of Sociology ^{*2}
 Darcy C. Buerkle, Ph.D., Associate Professor of History
 Ginetta E. B. Candelario, Ph.D., Professor of Sociology
 Jennifer M. DeClue, Ph.D., Assistant Professor of the Study of Women and Gender ^{*2}
 Laura Sachiko Fugikawa, Ph.D., Visiting Assistant Professor of the Study of Women and Gender
 Jennifer Mary Guglielmo, Ph.D., Associate Professor of History ^{**2}
 Ambreen Hai, Ph.D., Professor of English Language and Literature ⁺²
 Susannah V. Howe, Ph.D., Senior Lecturer of Engineering
 Laura Aline Katz, Ph.D., Elsie Damon Simonds Professor of Biological Sciences ⁺¹
 Alexandra Linden Miller Keller, Ph.D., Professor of Film Studies
 Kimberly Kono, Ph.D., Associate Professor of East Asian Languages and Literature
 Daphne M. Lamothe, Ph.D., Associate Professor of Africana Studies ⁺¹
 Gary L. Lehring, Ph.D., Associate Professor of Government
 Mohammed A. Mack, Ph.D., Assistant Professor of French Studies
 Cornelia D.J. Pearsall, Ph.D., Professor of English Language and Literature ^{*1}
 Elizabeth S. Pryor, Ph.D., Associate Professor of History ^{**1, *2}
 Kevin Everod Quashie, Ph.D., Professor of Africana Studies and the Study of Women and Gender ⁺¹

Director: The chair of the program committee will serve as the director of the major and the minor and will verify completion of the major and the minor on recommendation of the student's adviser.

The Major

The Program for the Study of Women and Gender examines gender, race, class and sexuality as important and simultaneous aspects of social worlds and human lives. This examination requires inquiry into the construction and operation of power relations, social inequalities and resistances to them in both national and transnational contexts. We understand women, gender, feminism, queer, masculinity and transgender as politicized terms. As categories of analysis they help reveal how subjects become racialized, sexualized, gendered and class located.

Building on its origins in women's studies, our program continues to examine the experiences, ideologies, works and actions of women in a variety of national, cultural, historical and political contexts. As an interdisciplinary endeavor, the study of women and gender shows students how different academic disciplines view the operation of gender in the labor market, the family, political systems and cultural production. Research and theory emerge from these everyday realities and feminist theory, in turn, informs our analysis of political choices. The Study of Women and Gender is joined to an understanding of the forms of activism around the globe.

Requirements

The major requires the completion of 10 semester courses, including at least two 300-level seminars, totaling 40 credit hours. These courses shall comprise SWG prefix courses and department-based courses chosen from a list of possibilities compiled yearly by the Program for the Study of Women and Gender. These courses must include:

1. SWG 150 Introduction to the Study of Women and Gender (normally taken in the first or second year; may not be elected S/U)
2. One course with a Queer Studies focus
3. One course with a Race and Ethnicity Studies focus
4. One course with a Transnational, Postcolonial or Diasporic Studies focus
5. Four courses with the SWG prefix, including 150 and one 300-level seminar
6. Two 300-level courses (total)

A single course can be used to fill more than one of these requirements. Transfer students are expected to complete at least half of their major (or five courses) at Smith (or with approved Five College courses). Students with double majors may count a maximum of three courses toward both majors.

In the senior year, a student will complete a statement reflecting on the connections among the courses in their major. The senior statement and SWG advising checklist are due to the faculty adviser by the Friday prior to spring break.

The Minor

Requirements

The minor requires the completion of six semester courses, totaling 24 credit hours from SWG-prefix courses or cross-listed courses. These courses must include:

1. SWG 150, Introduction to the Study of Women and Gender (normally taken in the first or second year, and which may not be elected S/U)
2. One course with a Queer Studies focus
3. One course with a Race and Ethnicity Studies focus
4. One course with a Transnational, Postcolonial, or Diasporic Studies focus

A Single course can be used to fill more than one of these requirements. Minors are strongly encouraged to elect at least one course at the 300 level.

Advising

All members of the Program Committee for the Study of Women and Gender serve as advisers for the major and minor.

Honors

A student may honor in SWG by completing an 8-credit, two-semester thesis in addition to the 10 courses in the major and fulfilling all the general requirements. Eligibility of students for honors work, and supervision and evaluation of the thesis, are determined by the Program Committee for the Study of Women and Gender.

SWG 400 Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and director of the program. No more than 4 special studies credits may be taken in any academic year and no more than 8 special studies credits total may be applied toward the major. Credits: 1–4

Members of the department

Normally offered each academic year

SWG 430D Honors Project

An 8-credit, two-semester thesis in addition to the 10 courses that fulfill the major. Eligibility requirements for honors work, and supervision and evaluation of the thesis are determined by the Program Committee for the Study of Women and Gender as outlined on the Program website at www.smith.edu/swg/honors.html. Credits: 4

Members of the department

Normally offered each academic year

Courses with SWG prefix or taught by SWG faculty in 2017–18**SWG 100 Issues in Queer Studies**

This course introduces students to issues raised by and in the emerging interdisciplinary field of queer studies. Through a series of lectures by Smith faculty members and invited guests, students learn about subject areas, methodological issues and resources in queer studies. May not be repeated for credit. Graded S/U only. {H} {L} {S} Credits: 2

Darcy C. Buerkle

Normally offered each spring

SWG 101 SWG Reads

The course offers a series of faculty dialogues about the ways that the Study of Women and Gender reads the world around us and the times we live in. How do we read gender through, and in conversation with, race, class and sexuality? How do we understand a text differently through the lenses of sociology, cultural studies or historiography? This course introduces students to “intersectionality,” as a core concept and a distinctive methodology to read texts throughout the class. Graded S/U only. Credits: 2

Payal Banerjee, Ginetta E. B. Candelario

Normally offered each fall

SWG 150 Introduction to the Study of Women and Gender

An introduction to the interdisciplinary field of the study of women and gender through a critical examination of feminist histories, issues and practices. Focus on the U.S. with some attention to the global context. Primarily for first- and second-year students, the course includes lecture and discussion, and students are assigned to sections. {H} {S} Credits: 4

Carrie N. Baker, Jennifer M. DeClue, Laura Sachiko Fugikawa, Jennifer L. Hall-Witt

Normally offered each spring

SWG 200 The Queer '90s

In this course we will immerse ourselves in the 1990s, looking specifically at the emergences and points of contention that made the '90s a queer, radical, deeply contested decade. The Queer 90s examines the moment in lesbian and gay studies when the recuperation of the term “queer” emerged. By engaging with the readings and films assigned in this course students will gain an understanding of the AIDS crisis and the rage that mobilized ACT UP. Students will learn what the Culture Wars, Welfare Reform, and the conservative attacks against the National Endowment for the Arts have to do with one another. In order to grasp the charged feeling, the urgency, the upheaval of this era we will read foundational queer theoretical texts and analyze a selection of films from the movement known as New Queer Cinema. Prerequisite: SWG 150. {A} {H} {L} Credits: 4

Jennifer M. DeClue

Normally offered each fall

SWG 204 This Bridge Called My Back: Women of Color Cultural Production

This course examines personal narrative, literature, visual art and performance created by women of color in North America to understand ideas of identity, belonging and difference. We study the formation of women of color feminism from the 1970's to the present through an interpretation of cultural forms, looking specifically at categories of race, indigeneity, gender, sexuality and class. We analyze how women of color authors and artists articulate frameworks of intersectionality, hybridity, coalition and liberation. Students write both a personal narrative essay and an analytical essay and have the option of completing a creative project. Prerequisite SWG 150 or permission of the instructor. {A} {L} Credits: 4

Laura Sachiko Fugikawa

Expected to be offered in the next 3 years

SWG 222 Gender, Law and Policy

This course explores the impact of gender on law and policy in the United States historically and today, focusing in the areas of constitutional equality, employment, education, reproduction, the family, violence against women, and immigration. We study constitutional and statutory law as well as public policy. Some of the topics we will cover are sexual orientation and gender identity discrimination, pregnancy/caregiver discrimination, pay equity, sexual harassment, school athletics, marriage, sterilization, contraception and abortion, reproductive technologies, sexual assault, intimate partner violence, and gender-based asylum. We will study feminist efforts to reform the law and examine how inequalities based on gender, race, class and sexuality shape the law. We also discuss and debate contemporary policy and future directions. {H} {S} Credits: 4

Carrie N. Baker

Normally offered each fall

SWG 238 Women, Money and Transnational Social Movements

This course centers on the political linkages forged in those transnational social movements from the mid-20th century to the present that address the politics of women and money. We research social movements that address raced, classed and gendered inequities alongside the costs of maintaining order. We assess the alternatives proposed by global labor movements, from microfinance to worker-owned cooperatives, to shed light on the cultural fabric of the global finance industry. Assignments include community-based research on local and global political movements, short papers and written reflections. Prerequisite: SWG 150 or permission of the instructor. {S} Credits: 4

Members of the department

Normally offered each fall

SWG 270 Colloquium: Oral History and Lesbian Subjects

Grounding our work in the current scholarship in lesbian history, this course explores lesbian, queer and bisexual communities, cultures and activism. While becoming familiar with the existing narratives about lesbian/queer lives, students are introduced to the method of oral history as a key documentation strategy in the production of lesbian history. What are the gaps in the literature and how can oral history assist in filling in the spaces? What does a historical narrative that privileges categories of gender and sexuality look like? And how do we need to adapt our research methods, including oral history, in order to talk about lesbian/queer lives? Our texts include secondary literature on 20th-century lesbian cultures and communities, oral history theory and methodology, and primary sources from the Sophia Smith Collection (SSC). Students conduct, transcribe, edit and interpret their own interviews for their final project. The oral histories from this course are archived with the Documenting Lesbian Lives collection in the SSC. Enrollment limited to 20. {H} {L} Credits: 4

Kelly P. Anderson

Normally offered each spring

SWG 271 Colloquium: Reproductive Justice

This course is an interdisciplinary exploration of reproductive health, rights and justice in the United States, examining history, activism, law, policy, and public discourses related to reproduction. A central framework for analysis is how gender, race, ethnicity, class, sexuality, disability and nationality intersect to shape people's experiences of reproductive oppression and their resistance strategies. Topics include eugenics and the birth control movement; the reproductive rights and justice movements; U.S. population control policies; criminalization of pregnant people; fetal personhood and birth parents' citizenship; the medicalization of reproduction; reproductive technologies; the influence of disability, incarceration and poverty on pregnancy and parenting; the anti-abortion movement; and reproductive coercion and violence. Prerequisite: SWG 150 or permission of the instructor. {S} Credits: 4

Carrie N. Baker

Normally offered each spring

All 300-level courses in the Study of Women and Gender are seminars and are normally limited to 12 juniors or seniors; seminars have prerequisites and all require permission of the instructor to enroll.

SWG 314 Seminar: Documenting Queer Lives

This course examines visual and literary documentations of queer life by reading memoirs and screening short and feature length documentaries films. We consider the power and value of documenting queer lives while examining the politics of visibility as impacted by race, class and gender. We will attend to the expansiveness of the term "queer" and consider the performativity of gender and the fluidity of sexuality in our analysis of each text. Students will produce a short film, write a short biography or propose another mode of documenting experiences of queer life as members of, or in solidarity with, the LGBT community. Prerequisites: SWG 150 and one additional SWG course. Enrollment limit of 12. {A} {L} Credits: 4

Jennifer M. DeClue

Normally offered each spring

SWG 323 Seminar Sex, Trade and Trafficking

This seminar is an interdisciplinary examination of the international and domestic sex trade and trafficking involving women and girls, including sex trafficking; commercial sexual exploitation of girls; brokered, forced and child marriage; and sex work. We explore the social, economic and political conditions that shape these practices, including poverty and wealth inequality, globalization, war, technology, restrictions on migration, and ideologies of race, gender and nation. We also examine the social movements that address sex trafficking and sex work, particularly divisions among activists working on these issues, and learn about and assess anti-trafficking laws and public policies. Throughout the seminar, we analyze these issues from a feminist intersectional perspective. Prerequisites: SWG 150, one additional course in the major, and permission of the instructor. Enrollment limited to 15. {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SWG 324 Queering Displacement: Race, Sexuality and Space

Queering Displacement is an upper-level interdisciplinary seminar that draws from contemporary theories of race, gender and sexuality to examine the relationship between specific communities and state-sanctioned displacements in the 20th and 21st centuries. What is the relationship between spaces such as reservations, inner cities, prisons and housing projects and the state's intent to manage non-normative bodies? How are removal and displacement deployed as strategies to eradicate queer bodies? In this course, we explore how raced and sexualized bodies are constructed as a threat and what kinds of state power and cultural power mobilized to contain the threats. Prerequisites: SWG 150. (E) Credits: 4

Laura Sachiko Fugikawa

Expected to be offered in the next 3 years

SWG 329 LGBTQ Politics and Postcolonialism

This seminar covers legal, activist, and historical debates on lesbian, gay, bisexual, transgender, and queer politics in British Commonwealth countries. Focusing on Indian LGBTQ movements' efforts to overturn federal laws that harm queer and transgender people there, the course will move to cover discourses on these issues in other Commonwealth countries, including Uganda, Trinidad and Tobago, Jamaica and Nigeria. The seminar discusses efforts to repeal colonial era anti-sodomy law still in effect in countries in the Global South that were once part of the British Empire. Prerequisite: SWG 150. (E) {H} {S} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SWG 370 Women Against Empire

Anti-imperialist movements across the globe in the late 19th to mid-20th centuries led multiple projects for the liberation and equality of people. These movements sought to build sovereign nations independent of colonial power and to develop radically new social orders. For women in these movements, the problem of empire had complex regional and local inflections that began with the politics of reproduction and state formation. This course draws on the Sophia Smith Archives to examine women's involvement contesting empire. {H} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

The following courses may count toward the major and minor in the Study of Women and Gender with the approval of the adviser. Please see the SWG program website or the Smith College catalogue for descriptions.

AFR 155 Introduction to Black Women's Studies

Members of the department

Expected to be offered in the next 3 years

AFR 212 Family Matters: Representations, Policy and the Black Family

Members of the department

Expected to be offered in the next 3 years

AFR 243 Black Activist Autobiography

Members of the department

Expected to be offered in the next 3 years

AFR 289 (C) Race, Feminism and Resistance in Movements for Social Change

Samuel Galen Ng

Expected to be offered in the next 3 years

AFR 360 Seminar: Toni Morrison

Members of the department

Expected to be offered in the next 3 years

AFR 366 Seminar: Contemporary Topics in Africana Studies

Seminar: The Politics of Grief

Members of the department

Expected to be offered in the next 3 years

AMS 201 Introduction to the Study of American Society and Culture

Christen Mucher, Steve Waksman

Normally offered each spring

AMS 240 Introduction to Disability Studies

Sarah Orem

Expected to be offered in the next 3 years

AMS 310 Performing Deviant Bodies*Members of the department*

Expected to be offered in the next 3 years

ANT 250 The Anthropology of Reproduction*Members of the department*

Expected to be offered in the next 3 years

ANT 253 Introduction to East Asian Societies and Cultures*Members of the department*

Expected to be offered in the next 3 years

ANT 257 Urban Anthropology*Caroline M. Melly*

Normally offered in alternate years

ANT 347 Seminar: Topics in Anthropology*Prehistory of Food**Members of the department*

Normally offered in alternate years

ARH 374 Studies in 20th-Century Art*Gender, Sexuality and the Built Environment**Members of the department*

Expected to be offered in the next 3 years

BIO 351 Topics in Evolutionary Biology*Evolution of Mammalian Reproduction: A Female Perspective**Members of the department*

Expected to be offered in the next 3 years

CLT 100 Introduction to Comparative Literature: The Pleasures of Reading*Cannibals, Witches and Virgins**Members of the department*

Normally offered each academic year

CLT 205 20th-Century Literatures of Africa*Katwiwa Mule*

Normally offered each fall

CLT 232 Modern Chinese Literature*Sabina Knight*

Normally offered each spring

CLT 239 Intimacy in Contemporary Chinese Women's Fiction*Sabina Knight*

Normally offered each fall

CLT 260 Health and Illness: Literary Explorations*Members of the department*

Expected to be offered in the next 3 years

CLT 266 Studies in South African Literature and Film*Modern South African Literature and Cinema**Members of the department*

Normally offered each spring

CLT 268 Transnational Latina Feminisms*Members of the department*

Expected to be offered in the next 3 years

CLT 342 Seminar: A Double Vision: Heroine/Victim*Maria Nemcova Banerjee*

Normally offered in alternate years

EAL 232 Modern Chinese Literature*Sabina Knight*

Normally offered each spring

EAL 239 Intimacy in Contemporary Chinese Women's Fiction*Sabina Knight*

Normally offered each fall

EAL 242 Modern Japanese Literature*Kimberly Kono*

Normally offered each fall

ENG 223 Contemporary American Gothic Literature*Members of the department*

Expected to be offered in the next 3 years

ENG 229 Turning Novels into Films: Imperialism, Race, Gender and Cinematic Adaptation*Ambreen Hai*

Expected to be offered in the next 3 years

ENG 241 The Empire Writes Back: Postcolonial Literature*Members of the department*

Expected to be offered in the next 3 years

ENG 243 The Victorian Novel*Members of the department*

Expected to be offered in the next 3 years

ENG 279 American Women Poets*Members of the department*

Expected to be offered in the next 3 years

ENG 290 Crafting Creative Nonfiction*Topic: Writing Women**Members of the department*

Normally offered each spring

ENG 391 Modern South Asian Writers in English*Ambreen Hai*

Expected to be offered in the next 3 years

ESS 200 Sport: In Search of the American Dream*Erica S. Tibbetts*

Normally offered in alternate years

ESS 230 Body Images and Sport Media*Members of the department*

Normally offered in alternate years

ESS 340 Women's Health: Current Topics*Barbara Brehm-Curtis*

Normally offered each fall

FLS 250 Queer Cinema/Queer Media*Members of the department*

Expected to be offered in the next 3 years

FMS 261 Video Games and the Politics of Play*Jennifer C. Malkowski*

Normally offered in alternate years

FRN 230 Colloquium in French Studies

Consumers, Culture and the French Department Store
 Members of the department
 Normally offered each academic year

Women Writers of Africa and the Caribbean
 Members of the department
 Normally offered each academic year

FRN 320 Women Defamed, Women Defended

Members of the department
 Expected to be offered in the next 3 years

FRN 380 Topics in French Cultural Studies

Immigration and Sexuality
 Members of the department
 Expected to be offered in the next 3 years

FYS 129 Tierra y Vida: Land and the Ecological Imagination in U.S. Latino/a Literature

Michelle Joffroy
 Expected to be offered in the next 3 years

FYS 153 The Bollywood Matinee: Gender, Nation and Globalization Through the Lens of Popular Indian Cinema

Members of the department
 Expected to be offered in the next 3 years

FYS 166 Mammalian Reproduction: A Female Perspective

Members of the department
 Expected to be offered in the next 3 years

FYS 179 Rebellious Women

Kelly P. Anderson
 Normally offered each academic year

FYS 183 Geisha, Wise Mothers, and Working Women

Marnie S. Anderson
 Expected to be offered in the next 3 years

FYS 199 Re-Membering Marie Antoinette

Members of the department
 Expected to be offered in the next 3 years

GOV 231 Colloquium: Women's Social Movements in the Middle East

Members of the department
 Expected to be offered in the next 3 years

GOV 233 Problems in Political Development

Members of the department
 Expected to be offered in the next 3 years

GOV 249 International Human Rights

Alice L. Hearst
 Normally offered in alternate years

GOV 266 Contemporary Political Theory

Gary L. Lebring
 Normally offered in alternate years

GOV 267 Problems in Democratic Thought

Members of the department
 Expected to be offered in the next 3 years

GOV 269 Politics of Gender and Society

Gary L. Lebring
 Normally offered each academic year

GOV 305 Seminar in American Government

Strange Bedfellows: State Power and Regulation of the Family
 Members of the department
 Normally offered in alternate years

GOV 363 Civil Disobedience

Erin Pineda
 Normally offered each fall

GOV 367 Seminar in Political Theory

Politics, Wealth and Inequality
 Members of the department
 Normally offered in alternate years

HST 209 (C) Aspects of Middle Eastern History

Women, Gender and Power in the Middle East
 Members of the department
 Normally offered each academic year

HST 238 (C) Gender and the British Empire

Jennifer L. Hall-Witt
 Expected to be offered in the next 3 years

HST 252 (L) Women and Gender in Modern Europe, 1789–1918

Darcy C. Buerkle
 Normally offered each academic year

HST 256 (L) Making of Colonial West Africa: Race, Power and Society

Jeffrey S. Ablman
 Normally offered each academic year

HST 259 (C) Aspects of African History

Femininities, Masculinities and Sexualities in Africa
 Members of the department
 Expected to be offered in the next 3 years

HST 263 (C) Aspects of Latin American History

Diana Sierra Becerra
Women and Gender in Latin America
 Members of the department
 Expected to be offered in the next 3 years

HST 265 (L) Race, Gender and United States Citizenship, 1776–1861

Elizabeth S. Pryor
 Normally offered each fall

HST 270 (C) Aspects of American History

Anatomy of a Slave Revolt
 Members of the department
 Expected to be offered in the next 3 years

HST 278 (L) Decolonizing U.S. Women's History 1848–Present

Jennifer Mary Guglielmo
 Normally offered each academic year

HST 280 (C) Inquiries into United States Social History*Globalization, Im/migration and Transnational Cultures**Members of the department*

Normally offered each academic year

HST 313 Seminar: Problems in East Asian History*Writing Gender Histories of East Asia**Members of the department*

Normally offered in alternate years

HST 371 Seminar: Problems in 19th-Century United States History*African American Radicalism**Members of the department*

Expected to be offered in the next 3 years

*Remembering Slavery: A Gendered Reading of the WPA Slave Interviews**Members of the department*

Normally offered each fall

HST 383 Seminar: Research in United States Women's History: Domestic Worker Organizing*Jennifer Mary Guglielmo*

Normally offered each academic year

IDP 208 Women's Medical Issues*Leslie Richard Jaffe*

Normally offered each spring

IDP 320 Seminar on Global Learning: Women's Health in India, Including Tibetans Living in Exile*Leslie Richard Jaffe*

Normally offered each fall

LAS 201 Colloquium in Latin American and Latino/a Studies*Latin American Economic History, 1825–present**Members of the department*

Expected to be offered in the next 3 years

LAS 260 (L) Colonial Latin America, 1492–1821*Members of the department*

Expected to be offered in the next 3 years

LAS 301 Seminar: Topics in Latin American and Latino/a Studies*Women and Gender in Latin American History**Members of the department*

Expected to be offered in the next 3 years

*Latina/o Racial Identities in the United States**Members of the department*

Expected to be offered in the next 3 years

*Sexual and Reproductive Rights in Latin America**Members of the department*

Expected to be offered in the next 3 years

POR 381 Seminar in Portuguese and Brazilian Studies*Multiple Lenses of Marginality: New Brazilian Filmmaking by Women**Members of the department*

Expected to be offered in the next 3 years

PSY 166 Introduction to the Psychology of Gender*Lauren E. Duncan*

Expected to be offered in the next 3 years

PSY 265 Colloquium: Political Psychology*Members of the department*

Normally offered each academic year

PSY 345 Feminist Perspective on Psychological Science*Members of the department*

Normally offered in alternate years

PSY 374 Psychology of Political Activism*Members of the department*

Normally offered in alternate years

REL 214 Women in the Hebrew Bible*Members of the department*

Expected to be offered in the next 3 years

REL 238 Mary: Images and Cults*Members of the department*

Expected to be offered in the next 3 years

REL 227 Women and Gender in Jewish History*Lois C. Dubin*

Expected to be offered in the next 3 years

SOC 213 Race and National Identity in the United States*Ginetta E. B. Candelario*

Normally offered each spring

SOC 216 Social Movements*Members of the department*

Normally offered each academic year

SOC 229 Sex and Gender in American Society*William Cory Albertson*

Normally offered each academic year

SOC 236 Beyond Borders: The New Global Political Economy*Payal Banerjee*

Normally offered each academic year

SOC 237 Gender and Globalization*Payal Banerjee*

Normally offered each academic year

SOC 239 How Power Works*Members of the department*

Normally offered each academic year

SOC 253 Sociology of Sexuality: Institutions, Identities and Cultures*William Cory Albertson*

Normally offered each academic year

SOC 327 Seminar: Global Migration in the 21st Century*Payal Banerjee*

Normally offered in alternate years

SOC 333 Seminar: Social Justice, the Environment and the Corporation*Leslie L. King*

Normally offered in alternate years

SPN 230 Latin American and Peninsular Literature

Maghribi Jewish Women: Córdoba, Casablanca, Tel Aviv

Members of the department

Expected to be offered in the next 3 years

SPN 250 Survey of Iberian Literatures and Society I

Sex and the Medieval City

Members of the department

Expected to be offered in the next 3 years

**THE 221 Rehearsing the Impossible: Black Women Playwrights
Interrupting the Master Narrative**

Andrea D. Hairston

Normally offered each fall

THE 319 Shamans, Shapeshifters and the Magic If

Andrea D. Hairston

Normally offered each spring

Interdepartmental and Extradepartmental Course Offerings

ACC 223 Financial Accounting

Using both case studies and lectures, this class explores the decisions involved in preparing financial statements for both profit and non-profit entities, how those decisions impact financial statements and how an understanding of the accounting methods employed are necessary to assess the financial status of the entity under review. The class will first learn basic accounting techniques and then use them to construct and analyze financial statements, identify the measurement metrics that are appropriate for the situation and reach conclusions about the financial health (or otherwise) of an organization. No prior knowledge is required. No more than four credits in accounting may be applied toward a Smith degree. Credits: 4

Keith R. Fox

Normally offered each spring

EDP 291 Mellon Mays Undergraduate Fellows Research Seminar I

Seminar on research design and conduct. The development of research projects including question definition, choice of methodology, selection of sources and evidence evaluation. Participants present their research design and preliminary findings, study pedagogy and research methodologies across disciplines, develop professional skills to prepare for graduate study, and participate in weekly peer progress reports. Limited to recipients of Mellon Mays Undergraduate Fellowships in their junior year. Course cannot be repeated for credit. Graded S/U only. (E) Credits: 4

Naomi J. Miller

Normally offered each fall

EDP 292 Mellon Mays Undergraduate Fellows Research Seminar II

Advanced seminar on research design. Students refine their research methodologies and develop an academic and co-curricular plan with the goal of securing placement in a graduate program. Emphasis on the development of public speaking skills, peer-to-peer pedagogies across disciplines, peer mentoring. Limited to recipients of Mellon Mays Undergraduate Fellowships in their senior year. Normally, students enroll concurrently in a special studies course (minimum 4 credits) or departmental honors thesis on their research topic. Graded S/U only. (E) Credits: 2

Naomi J. Miller

Normally offered each fall

IDP 100 Critical Reading and Discussion

The courses' four sections represent an opportunity for students and faculty to engage in a sustained conversation about a reading of mutual interest. A book will be selected by an instructor as the core reading for the course. Attendance and participation is required. This course will be graded S/U only. Credits: 1

Members of the department

Normally offered each interterm

IDP 106 The Renaissance

The French word renaissance means "rebirth"; when capitalized, it defines both a chronological period (ca. 1300–1600) in European history and an impactful engagement with the legacy of Greco-Roman antiquity. The descriptor was devised, importantly, at the time, not retrospectively. This course describes events, activities and innovations widely understood as a defining and indispensable foundation of the modern world's global turn. Lectures treat and contextualize

various topics: history, language, education, manuscripts and printed books, court culture, trade and colonization, the invention of utopia, the rise of Protestantism, theater in Shakespeare's London, science and mathematics and the visual arts. {A} {H} Credits: 2

John E. Moore

Normally offered in alternate years

IDP 107 Digital Media Literacy

Students who are "given a voice" by leveraging digital media tools greatly increase their ability to interpret, critically challenge, communicate and retain key concepts within their disciplines. The Digital Media Literacy program is an accelerated two-week J-Term course designed to immerse students in media project planning and management, digital equipment operation, field production and post-production techniques. The goal of the Digital Media Literacy program is to empower students to control the context, content and focus of their digital communications in an ethical and persuasive manner. By permission of the instructor. Enrollment limit of 12 students. Graded S/U only. (E) Credits: 2

Members of the department

Normally offered each interterm

IDP 115 AEMES Seminar

This course shows students how to apply appropriate learning strategies to extend and refine their academic capacities. Course content includes research on learning styles, motivation, memory and retrieval, as well as application of study skills and introduction to college resources. The interactive format includes personal inventory and reflection, guest speakers, leadership activities, and study groups for science, engineering and mathematics courses. Enrollment limited to 20 AEMES scholars. Mandatory grading S/U. Credits: 2

Valerie A. Joseph

Normally offered each fall

IDP 116 Introduction to Design Thinking

This introduction to design thinking skills emphasizes hands-on, collaborative design driven by user input. Students will critique their own and each others' designs, and review existing technology designs to evaluate how well design principles are guided by the practices of the intended user. The class will focus on using qualitative research observations to inspire new approaches to design. Students will iteratively design a multimedia approach to framing problems, to communicating ideas, and to exploring the ethical, political, and social implications of design in the world. Enrollment limit of 15. Course application due Friday, January 5, 2018 at 11:59 p.m. Apply at tinyurl.com/IDP116-Interterm2018. (E) Credits: 1

Members of the department

Normally offered each interterm

IDP 136 Applied Learning Strategies

This six-week course teaches students to extend and refine their academic capacities to become autonomous learners. Course content includes research on motivation, learning styles, memory and retrieval, as well as application of goal setting, time management and study skills. Students who take this course are better prepared to handle coursework, commit to a major, and take responsibility for their own learning. Priority is given to students referred by

their dean or adviser. Since it is a six-week course, no one is admitted after the first week. Enrollment limited to 15. Graded S/U. (E) Credits: 1

Members of the department

Normally offered both fall and spring semesters

IDP 145 Process, Prose and Pedagogy

This class will help students become effective peer writing tutors. They will explore the theoretical and practical relationships among writing, learning and thinking by reading in the fields of composition studies, rhetoric, literacy studies, cognitive psychology and education. After completing the course, they will have gained the skills necessary to helping others with writing; they will learn to draw on pedagogical techniques; become aware of the diverse ways in which other students write, learn and think; and have a broader understanding of the conventions and expectations for writing in a range of disciplines. (E) Credits: 1

Peter Sapira

Normally offered each fall

IDP 150 Introduction to AutoCAD

This course provides students with an introduction to AutoCAD. Through a combination of short lecture components and hands-on drafting activities, the course covers tools and techniques for effective two-dimensional drafting. No previous computer drafting experience is required. Open to all students. Enrollment limited to 20. Graded S/U only. Credits: 1

Members of the department

Normally offered each interterm

IDP 151 Introduction to SolidWorks

This course provides students with an introduction to SolidWorks 3D CAD software. Through a combination of short lecture components and hands-on design activities, the course covers tools and techniques for effective three-dimensional modeling and parametric design. No previous computer modeling experience is required. Open to all students. Enrollment limited to 24. Graded S/U only. Credits: 1

Members of the department

Normally offered each interterm

IDP 155 Entrepreneurship I: Introduction to Innovation

Students learn about and gain immediate experience with entrepreneurial innovation by generating ideas, projects and business or organization “start-ups” using the Lean Launch methodology. This is a fast paced course using the Business Model Canvas tool to develop clear value propositions for each defined customer segment. Students are expected to work in teams to complete weekly assignments and a final presentation. This course meets for the first half of the semester. Graded S/U. Credits: 1

Monica Dean

Normally offered each fall

IDP 156 Entrepreneurship II: Entrepreneurship in Practice

Utilizing a case-study approach, students learn details about business and organization finance economics. Using the Business Model Canvas, students further explore the process of planning, testing and developing ideas, projects, businesses and organizations. Cases include those developed by teams in “Introduction to Innovation” as well as cases provided by the instructor. Enrollment in IDP 155 is encouraged but not required. Students are expected to work in teams to complete weekly assignments and a final presentation. This course meets for the second half of the semester. Graded S/U. Credits: 1

Monica Dean

Normally offered each fall

IDP 158 Economics of Innovation

This experiential course engages students in a critical exploration of innovation and financial viability. Through case studies, interactive discussions and workshops, and guest lectures, students learn and test economic models for

innovative ideas. Students are expected to complete weekly assignments and a final project. A course application <https://www.smith.edu/wfi/> is due Friday December 2 at 4:00pm. Enrollment limit: 12. Graded S/U. (E) Credits: 1

Members of the department

Normally offered each spring

IDP 170 Frontiers in Biomathematics

This course is a gateway for the Five College Bio-mathematical Sciences Program and Certificate. It also provides an introduction to collaborative research across the Five College Biomath Consortium (5CBC). The first four weeks of the course are devoted to practice with a software package (Matlab, Rstudio, etc). Afterward, two 4-week modules are presented by pairs of faculty including one from mathematical and statistical sciences, and one from the life sciences. Each pair provides the background and data that motivates the research, then introduces a question for students to investigate. Students work in groups to use the tools presented to explore the question. In the final week of each module, students present their findings and hear presentations about 5CBC research projects. Graded SU only. (E) Credits: 4

Denise Lello

Normally offered each academic year

IDP 208 Women’s Medical Issues

A study of topics and issues relating to women’s health, including menstrual cycle, contraception, sexually transmitted infections, abortion, mental health, nutrition, osteoporosis, the media’s representation of women and gender bias in health care. Social, cultural, ethical and political issues are considered, as well as an international perspective. {N} Credits: 4

Leslie Richard Jaffe

Normally offered each spring

IDP 210 The Pedagogy of Student-Faculty Partnership

Student-faculty partnerships position students to engage with their faculty and staff partners in the “collaborative, reciprocal process through which all participants have the opportunity to contribute . . . to curricular or pedagogical conceptualization, decision making, implementation, investigation, or analysis” (Cook-Sather et al.). We explore theories of teaching and learning as well as theories and practices of pedagogical partnership, and, in both writing and conversation, we reflect on your experiences of engaging in student-faculty partnerships. The course is open to students involved in pedagogical partnerships of any kind, but priority goes to students involved in Mellon-supported partnerships. S/U only. Credits: 2

Floyd D. Cheung

Normally offered both fall and spring semesters

IDP 250 Applied Design and Prototyping: Design It! Make It!

This course provides students with an introduction to applied design and prototyping. Students learn to transform an idea into a set of sketches, a computer model and a working prototype. The course covers design strategies, design communication, documentation, materials, rapid prototyping and manufacturing. Prerequisites: IDP 150j Introduction to AutoCAD or IDP 151j Introduction to SolidWorks (either in January 2015 or previously) or equivalent experience elsewhere. Enrollment limited to 12. Graded S/U only. Credits: 1

Members of the department

Normally offered each interterm

IDP 291 Reflecting on the International Experience: Depicting Journey with Digital Storytelling

Same as SPN 291. A course designed for students who have spent a semester, summer, Interterm or year abroad. After introducing the methodology of digital storytelling, in which images and recorded narrative are combined to create short video stories, students write and create their own stories based on their time abroad. Participants script, storyboard, and produce a 3–4 minute film about

the challenges and triumphs of their experience, to then share it with others. Prerequisite: Significant experience abroad (study abroad, praxis, internship, Global Engagement Seminar, or other). For 1 additional credit in their major or in the translation concentration, students may enroll in a Special Studies course to translate and narrate their stories into the language of the country where they spent their time. Enrollment limited to 15 students. {A} {L} Credits: 3

Molly Falsetti-Yu

Normally offered each spring

IDP 316 [Critical] Design Thinking Studio

This interdisciplinary project-based course emphasizes human-centered design process as well as critical social theory on the relationships between humans and designed things. Through hands-on, individual, and collaborative making students will learn design thinking skills such as: user-experience research, rapid idea generation techniques, prototyping and iterative implementation. This learning will happen alongside rich class discussions of both seminal and contemporary scholarly work on design's role in shaping the lived experience. Perspectives include: archaeology, critical psychology, civil engineering, postcolonial studies, cognitive science, sociology, and art history. Enrollment limit of 15. Course application due Thursday, September 7, 2017 at 11:59 p.m. Apply at tinyurl.com/IDP316-Fall2017. (E) Credits: 4

Zaza Kabayadondo

Normally offered each fall

IDP 320 Seminar on Global Learning: Women's Health in India, Including Tibetans Living in Exile

This seminar examines women's health and cultural issues within India, with a focus on Tibetan refugees, and then applies the knowledge experientially. During interterm, the students travel to India, visit NGOs involved with Indian women's health, and deliver workshops on reproductive health topics to students living at the Central University of Tibetan Studies in Sarnath. The seminar is by permission of the instructor; attendance at a seminar info session is required to be eligible to apply. Enrollment limited to 5 students. (E) Credits: 4

Leslie Richard Jaffe

Normally offered each fall

IDP 400 Special Studies

Special requirements apply. Credits: 1–4

Members of the department

Normally offered each academic year

QSK 101 Math Skills Studio

Same as MTH 101. This course is intended for students who need additional preparation to succeed in courses containing quantitative material. It provides a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical and algebraic skills by working with numbers drawn from a variety of sources. Enrollment limited to 20. Permission of the instructor required. This course does not carry a Latin Honors designation. {QS} Credits: 4

Catherine McCune

Normally offered each fall

QSK 102 Quantitative Skills in Practice

A course continuing the development of quantitative skills and quantitative literacy begun in MTH/QSK 101. Students continue to exercise and review basic mathematical skills, to reason with quantitative information, to explore the use and power of quantitative reasoning in rhetorical argument, and to cultivate the habit of mind to use quantitative skills as part of critical thinking. Attention is given to visual literacy in reading graphs, tables and other displays of quantitative information and to cultural attitudes surrounding mathematics. Prerequisites: MTH 101/QSK 101. Enrollment limit of 18. {M} Credits: 4

Catherine McCune

Normally offered each spring

QSK 103 Precalculus and Calculus Bootcamp

Same as MTH 103. This course provides a fast paced review of and intense practice of computational skills, graphing skills, algebra, trigonometry, elementary functions (pre-calculus) and computations used in calculus. Featuring a daily review followed by problem solving drills and exercises stressing technique and application, this course provides concentrated practice in the skills needed to succeed in courses that apply elementary functions and calculus. Students gain credit by completing all course assignments, including a final assessment to use in developing their own future math skills study plan. Enrollment limited to 20 students. This course is graded S/U only. Permission of the instructor required. This course does not count towards the major.

Credits: 2

Members of the department

Normally offered each interterm

SPE 100 The Art of Effective Speaking

This one-credit course gives students systematic practice in the range of public speaking challenges they face in their academic and professional careers. During each class meeting, the instructor presents material on an aspect of speech craft and delivery; each student then gives a presentation reflecting her mastery of that week's material. The instructor films each student's presentations and reviews them in individual conferences. During one class meeting, the students also review and analyze films of notable speeches. Classes are held for the first six weeks of the semester. Conferences are scheduled separately. Students must come to the first class prepared to deliver a 3- to 5-minute speech of introduction: "Who I Am and Where I'm Going." Enrollment limited to 10 with priority given to seniors. Credits: 1

Debra Carney, Peter Sapira

Normally offered each spring

Five College Academic Departments, Majors and Certificate Programs

African Studies Certificate Program

Smith College Advisers

Elliot Fratkin, *Anthropology*
 Caroline Melly, *Anthropology*
 Katwiwa Mule, *Comparative Literature*
 Lucy Mule, *Education and Child Study*
 Louis Wilson, *Africana Studies*
 Jeffrey Ahlman, *History*
 Dawn Fulton, *French Studies*
 Joanne Corbin, *School for Social Work*
 Kim Yi Dionne, *Government*
 Simon Halliday, *Economics*
 Albert Mosley, *Philosophy*
 Gregory White, *Government*

Please see www.fivecolleges.edu/african for requirements, courses and other information about the Five College African Studies Certificate Program.

Asian/Pacific/American Studies Certificate Program

Smith College Advisers

Payal Banerjee, *Sociology*
 Floyd Cheung, *English Language & Literature and American Studies*
 Ambreen Hai, *English Language & Literature*
 Kimberly Kono, *East Asian Languages and Literature*
 Bill E. Peterson, *Psychology*
 Dennis Yasutomo, *Government*

Please see www.fivecolleges.edu/apastudies for requirements, courses and other information about the Five College Asian/Pacific/American Studies Certificate Program.

Biomathematical Sciences Certificate Program

Smith College Advisers:

Christophe Golé, *Mathematics*
 Robert Dorit, *Biological Sciences* ^{\$1, †2}
 Ileana Streinu, *Computer Science, Mathematics*
 Nesity Tania, *Mathematics*
 Gwen Spencer, *Mathematics*

Nathan Derr, *Biological Sciences*

Susan Voss, *Engineering* ^{*1}

Mary Harrington, *Neuroscience*

L. David Smith, *Biological Sciences, Environmental Science and Policy* ^{†2}

Michael Barresi, *Biological Sciences, Neuroscience* ^{*2}

Please see www.fivecolleges.edu/biomathematics for more information about the Five College Biomathematical Sciences Certificate Program. Information is also available at <http://sophia.smith.edu/blog/4cbc/>

Buddhist Studies Certificate Program

Smith College Advisers

Jay Garfield, *Philosophy*
 Jamie Hubbard, *Religion*
 Constance Kassor, *Religion*
 Andrew Rotman, *Religion*

Please see www.fivecolleges.edu/buddhism for requirements, courses and other information about the Five College Buddhist Studies Certificate Program.

Coastal and Marine Sciences Certificate Program

Program Coordinator

Cindy Bright, Five Colleges Inc.

Smith College Advisers

Paulette Peckol, *Biological Sciences*
 Bosiljka Glumac, *Geosciences*

Please see www.fivecolleges.edu/marine for requirements, courses and other information about the Five College Coastal and Marine Sciences Certificate.

Cognitive Neuroscience Certificate Program

Smith College Advisers

Mary Harrington, *Psychology*
 Maryjane Wraga, *Psychology*

Please see www.fivecolleges.edu/cogneuro for requirements, courses and other information about the Five College Certificate in Cognitive Neuroscience.

Culture, Health and Science Certificate Program

Smith College Advisers

Suzanne Z. Gottschang, *Anthropology*
 Elliot Fratkin, *Anthropology*
 Don Joralemon, *Anthropology*
 Sabina Knight, *Comparative Literature*
 Benita Jackson, *Psychology*

Please see www.fivecolleges.edu/chs for requirements, courses and other information about the Five College Certificate in Culture, Health and Science.

Ethnomusicology Certificate Program

Smith College Advisers

Margaret Sarkissian, *Music*
 Steve Waksman, *Music and American Studies*

Please see www.fivecolleges.edu/ethnomusicology for requirements, courses and other information about the Five College Ethnomusicology Program.

Film Studies Major

Smith College Advisers

Anna Botta, Ph.D., Professor of Italian Studies and of Comparative Literature
 Dawn Fulton, Ph.D., Professor of French Studies ^{*1}
 Alexandra Linden Miller Keller, Ph.D., Professor of Film Studies
 Barbara A. Kellum, Ph.D., Professor of Art
 Daniel Elihu Kramer, M.F.A., Associate Professor of Theatre
 Richard H. Millington, Ph.D., Professor of English Language and Literature
 Fraser Stables, M.F.A., Associate Professor of Art
 Frazer D. Ward, Ph.D., Associate Professor of Art ^{*1}
 Joel P. Westerdale, Ph.D., Associate Professor of German Studies

Please see www.fivecolleges.edu/film for requirements, courses and other information about the Five College film studies major.

International Relations Certificate Program

Smith College Advisers

Mlada Bukovansky, *Government*
 Gregory White, *Government*

Please see www.fivecolleges.edu/international for requirements, courses and other information about the Five College International Relations Program.

Languages

Five College Center for the Study of World Languages

The Five College Center for the Study of World Languages encourages students to embark on language study during their first year of college so that they can achieve the fluency needed to use the language for work in their major field. The center offers courses in Less-Commonly Taught Languages (LCTLs) to undergraduate and graduate students at Amherst, Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts Amherst. The center offers multiple programs with varying pacing options for students who are interested in independent language study.

Courses offered through the **Mentored Language Program** cover all four primary language skills: speaking, listening, reading and writing. The format includes guided individual study along with one-on-one tutorials and small group conversation sessions. The format includes guided individual study along with one-on-one tutorials and small group conversation sessions. **Independent Plus** courses combine independent study with small group conversation sessions and one-on-one peer-tutoring. These courses emphasize speaking, listening and basic literacy in the language; reading and writing practice reinforces developing oral skills. Students are required to complete a standard syllabus during the semester and demonstrate competencies through regular attendance and participation in conversation and peer-tutoring sessions, a homework portfolio (with both video and written submissions), and a final oral evaluation with an external evaluator conducted at the end of the course. The **Supervised Independent Language Program (FCSILP)** offers independent study courses in many less-commonly studied languages. The courses emphasize speaking and listening skills. Students study independently following a program syllabus, meet once a week with a native speaker of the language for conversation practice and complete an oral evaluation with an outside evaluator at the end of the course.

Current and recent offerings include Afrikaans, Amharic, Bangla/Bengali, Bulgarian, Czech, Dari, Filipino, Georgian, Modern Greek, Haitian Creole, Hungarian, Malay, Mongolian, Nepali, Norwegian, Pashto, Romanian, Shona, Thai, Twi (Ghana), Ukrainian, Vietnamese, Wolof (Senegal), Xhosa (South Africa), Zulu (South Africa).

Interested students should visit www.fivecolleges.edu/fclang for complete course plan details, syllabi and application instructions. To make an appointment at the center, email fclang@fivecolleges.edu or call 413-542-5264.

Latin American Studies Certificate Program

Smith College Advisers

Fernando Armstrong-Fumero, *Anthropology*
 Ginetta E.B. Candelario, *Sociology and Latin American and Latina/o Studies*
 Velma Garcia, *Government*
 Maria Estela Harrette, *Spanish and Portuguese*
 Marguerite Itamar Harrison, *Spanish and Portuguese*
 Michelle Joffroy, *Spanish and Portuguese*
 Elizabeth Klarich, *Anthropology*
 Dana Leibsohn, *Art*
 Malcolm McNee, *Spanish and Portuguese*
 Maria Helena Rueda, *Spanish and Portuguese*
 Lestor Tome, *Dance*

Please see www.fivecolleges.edu/latinamericanstudies for requirements, courses and other information about the Five College Certificate in Latin American, Caribbean and Latino Studies.

Logic Certificate Program

Smith College Advisers

Jay Garfield, *Philosophy*
 Jim Henle, *Mathematics*
 Albert Mosley, *Philosophy*

Please see www.fivecolleges.edu/logic for requirements, courses and other information about the Five College Logic Certificate Program.

Middle East Studies Certificate Program

Smith College Advisers

Olla Al-Shalchi, *Middle East Studies*
 Joshua Birk, *History and Middle East Studies*
 Ibtissam Bouachrine, *Spanish and Portuguese and Middle East Studies*
 Justin Cammy, *Jewish Studies and Middle East Studies*
 Suleiman Mourad, *Religion and Middle East Studies*
 Nadya Sbaiti, *History and Middle East Studies*
 Gregory White, *Government*

Please see www.fivecolleges.edu/middleeast/certificate/ for requirements, courses and other information about the Five College Certificate Program in Middle Eastern Studies.

Native American Indian Studies Certificate Program

Smith College Advisers

Christen Mucher, *American Studies*

Please see www.fivecolleges.edu/natam for requirements, courses and other information about the Five College Certificate in Native American Indian Studies.

Queer and Sexuality Studies, Five College Certificate Program

Smith College Advisers

Elisabeth Armstrong, *Study of Women and Gender*
 Carrie Baker, *Study of Women and Gender*
 Darcy Buerkle, *History*
 Gary Lehring, *Government*
 Cornelia Pearsall, *English Language and Literature*

Please see www.fivecolleges.edu/queerstudies for requirements, courses and other information about the Five College Certificate in Queer and Sexuality Studies.

Russian, East European and Eurasian Studies Certificate Program

Smith College Advisers

Sergey Glebov, *History*
 Vera Shevzov, *Religion*
 Maria Nemcová Banerjee, *Russian Language and Literature*
 Susanna Nazarova, *Russian*

Please see www.fivecolleges.edu/rees for requirements, courses and other information about the Russian, East European and Eurasian Studies Certificate Program.

Index

- Abbreviations and symbols, explanation of, 70
- Absence, leaves of, 42
- Absence from classes, 42
- Academic achievements, prizes and awards, 27
- Academic calendar, 5
- Academic credit, 40
- Academic Honor System, 14
- Academic program, 11
- Academic records, disclosure of, 42
- Academic rules and procedures, 38
- Academic societies, 26
- Academic standing, 41
- Accelerated course program, 14
- Accreditation, 8
- Ada Comstock Scholars Program, 14
 - admission, 37
 - fees and expenses, 31
 - financial aid, 34
- Adding and dropping courses, 38
- Administration directory, 65
- Admission, 36
 - graduate study, 44
 - undergraduate study, 36
 - Ada Comstock Scholars, 37
 - advanced placement credit, 41
 - application fee, 32
 - deadline dates, 36
 - entrance tests, 36
 - health form, 21
 - interview, 37
 - international students, 37
 - secondary school preparation, 36
 - transfer applicants, 37
- Admission, to courses requiring special
 - permission, 38
- Advanced placement, 36, 41
- Advising, 13
 - career, 21
 - engineering, 13
 - minor advisers, 13
 - prebusiness, 13
 - prelaw, 14
 - liberal arts and major advisers, 13
 - premedical and prehealth professions, 13, 118
- African studies
 - minor, 72
 - Five College certificate in, 363
- Africana studies, 75
- Age of majority, 42
- Ainsworth/Scott Gymnasiums, 19
 - hours, 19
- Alumnae Association
 - officers, 67
- Alumnae Gymnasium, 6, 19
- American studies, 82
 - diploma in, 46, 82
- Amherst College
 - cooperative program with, 14, 16
 - Twelve College Exchange, 16
- Ancient studies, 86
- Anthropology, 87
- Application for admission
 - graduate study, 44
 - nondegree studies, 46
 - undergraduate study, 36
- Arabic courses. *See* Five College Course Offerings.
- Archaeology, 92
- Architecture and landscape architecture courses. *See* Art
- Archive concentration, 96
- Art, 98
 - Art library, 18
 - hours, 18
 - Art museum, 18
 - hours, 18
- Arts and technology, 109
- Asian/Pacific/American studies, Five College
 - certificate in, 363
- Associated Kyoto Program, 16
- Astronomy, 110
- Athletic facilities, 19
- Athletic fields, 19
- Athletic program, 20
 - See also* Exercise and sport studies.
- Athletics, 20
- Auditing
 - community: nonmatriculated students, 14, 38
 - fees for nonmatriculated students, 31
 - matriculated students, 38
- Awards, 27
- Bachelor of arts degree, 38
- Bacteriology. *See* Biological sciences.
- Bass Hall, 17
- Berenson Dance Studio, 18
- Biblical literature. *See* Religion.
- Biochemistry, 112
- Biological sciences, 116
 - master's degree, 44
- Biomathematical sciences, Five College Certificate in, 363
- Board of trustees, 48
- Boathouse, 19
- Book studies concentration, 125
- Botanic gardens, 17
- Botany. *See* Biological sciences.
- Bowdoin, study at, 16
- Brown Fine Arts Center, 18
- Buddhist studies, Five College Certificate in, 363
- Buddhist studies minor, 127
- Burton Hall, 6, 17
- Burton, Marion LeRoy, 6

- Calendar, academic, 5
Campus Center, 19
 hours, 20
Campus jobs, 35
Career counseling, 21
Career Development Office, 21
Certificate of Graduate Studies, 44, 46
Changes in course registration
 graduate, 47
 undergraduate, 38
Chemistry, 129
Chemistry lab fee, 32
Child study. *See* Education and child study.
Chinese. *See* East Asian studies.
Christ, Carol T., 7
Churches, 21
Clark Science Center, 17
Class schedule chart, inside back cover
Classical languages and literatures, 132
Coastal and marine sciences, Five College
 Certificate in, 363
Cognitive Neuroscience, Five College Certificate in, 363
College Archives, 17
College Board tests, 36
College physician, 21
Committees, 67
Comparative literature, 138
Computer facilities, 18
Computer science, 143
Concentrations
 Archives, 96
 Book studies, 125
 Community engagement and social change,
 136
 Environmental in climate change, 192
 Environmental in sustainable food, 194
 Global financial institutions, 233
 Museums, 290
 Poetry, 309
 South Asia, 333
 Translation studies, 350
Confidentiality
 of medical records, 21
 of student records, 42
Connecticut College, study at, 16
Continuation fee, 32
Continuing education. *See* Ada Comstock Scholars Program; nonmatriculated students.
Contractual limitations, 33
Conway, Jill Ker, 7, 49
Córdoba, study abroad, 16
Counseling
 career, 21
 personal, 21
 religious, 21
Course enrollments, Five College, 39
 summary, 23
Course programs
 accelerated, 14
 honors, 14
 independent study, 14, 38
 regular, 11, 38
 Smith Scholars, 15
Course registration, 38, 47
Course symbols, designations, abbreviations,
 explanation of, 68
Course Work and Class attendance, 39
Credit
 academic, 40
 advanced placement, 41
 earned before matriculation, 41
 interterm, 41
 performance, 40
 shortage, 40
 summer session, 41
 transfer, 41
Cross-country course, 19
Culture, health and science, Five College Certificate in, 364
Curricular requirements and expectations, 11
Curriculum, 11

Dance, 148
 facilities, 18
 master's degree, 45
Dartmouth, study at, 16
Davis, Herbert, 7
Deadlines
 for admission, 36
 for course changes, 38, 47
Dean's List, 26
Deferred entrance to first-year class, 37
Deferred entrance for medical reasons, 37
Degrees, requirements for
 bachelor of arts, 12
 master of arts in teaching, 45
 master of fine arts in dance, 45
 master of fine arts in playwriting, 45
 master of science in biological sciences, 44
 master of science in exercise and sport
 studies, 45
 master/doctor of social work, 45
 satisfactory progress, 42
Departmental Honors Program, 26
Deposits, 32
 for graduate students, 47
Diploma in American studies, 46, 82
Directions to the college, 4
Disability Services, Office of, 19
Divisions, academic, 68
Doctors, 21
Dormitories. *See* Residential houses for undergraduates.
Dropping and adding courses, 38, 47
Dunn, Mary Maples, 7

Early Decision Plan, 36
East Asian languages and literatures, 154
East Asian studies, 161
Economics, 165
Education and child study, 170
Emeritae, emeriti, 49
Engineering, 175
Engineering advising, 13
English language and literature, 181
Enrollment statistics, 23

- Entrance requirements, 36
- Environmental concentration in climate change, 192
- Environmental concentration in sustainable food, 194
- Environmental science and policy, 196
- Ethics, 202
- Examinations
 - final, 39
 - pre-examination period, 39
- Exercise and sport studies, 203
 - master's degree, 45
- Expenses, 31
- Extracurricular activities, 19
- Facilities, 17
- Faculty, 49
- Fees and expenses, 31
 - bed removal, 32
 - chemistry lab, 32
 - continuation, 32
 - contractual limitations, 33
 - early arrival, 32
 - graduate study, 47
 - health/fire/safety regulation, 32
 - late registration, 32
 - Study Abroad, 15
 - Twelve College Exchange, 16
- Fellowships
 - international and domestic, 30
 - research, 47
 - teaching, 47
- Film and media studies, 210
- Final examinations, 39
- Financial aid, 33, 47
 - Ada Comstock Scholars, 34
 - campus jobs, 35
 - first-year applicants, 33
 - graduate students, 47
 - grants, 35
 - international students, 34
 - loans, 35
 - outside aid, 35
 - transfer students, 34
 - work-study, 35
- Fine arts center, 18
- Fine arts, master's degree, 45
- First-year applicants, 36
- First-Year Seminars, 215
- Five College Certificate Programs, 13
 - African studies, 363
 - Asian/Pacific/American studies, 363
 - Biomathematical sciences, 363
 - Buddhist studies, 363
 - Coastal and marine sciences, 363
 - Cognitive neuroscience, 363
 - Culture, health and science, 364
 - Ethnomusicology, 364
 - Film studies major, 364
 - International relations, 364
 - Languages, Study of World Languages, 364
 - Latin American studies, 364
 - Logic, 365
 - Middle East studies, 365
 - Native American Indian studies, 365
 - Queer and Sexuality, 365
 - Russian, East European and Eurasian studies, 365
- Five College Cooperation, 14
 - course enrollment, 39
 - course interchange, 14
 - course regulations, 39
- Florence, study abroad, 15
- France, study abroad, 15
- French studies, 219
- Geneva, study abroad, 15
- Geographical distribution of students, 24
- Geosciences, 225
- German studies, 229
- Germany, study abroad, 15
- Global financial institutions concentration, 233
- Global South Development Studies, 235
- Government, 237
- Grading options, 40
- Graduate study, 44
 - admission, 44
 - enrollments, 23
 - international students, 44
- Graduation rate, 23
- Grants, 35
- Greek courses, 133
- Greene, John M., 6
- Greenhouses, 17
- Gymnasium, 19
 - hours, 19
- Hallie Flanagan Studio Theatre, 18
- Hamburg, study abroad, 15
- Hampshire College
 - cooperative program with, 14
- Health insurance, 21, 32
 - for graduate students, 47
- Health professions advising, 13
- Health professions program, 118
- Health Services, 21, 47
- Hebrew courses. *See* Religion.
- Helen Hills Hills Chapel, 21
- High school preparation for applicants, 36
- Hillyer Hall, 18
 - Art library, 18
- Hispanic studies. *See* Spanish and Portuguese.
- History, 246
- History of science and technology, 255
- History of Smith College, 6
- Honor code, 14
- Honors program, 14
- Houses, 20
 - graduate students, 46
- How to get to Smith, 4
- Independent study, 38
- Independently designed majors and minors, 13
- Infirmity, 21
- Information Technology Services, 18
- Inpatient services, 21

- Inquiries and visits, 4
Insurance, health, 21, 32
 for graduate students, 47
Intercollegiate athletics, recreation and club sports 20
Interdepartmental and extradepartmental
 course offerings, 360
Interlibrary loan, 17
International baccalaureate, 36, 46
International Relations Certificate
 Program, 364
International students
 admission, 37
 admission of graduate, 44
 Certificate of Graduate Studies, 46
 Diploma in American Studies, 47, 82
 financial aid, 34, 37
 graduate fellowships, 47
 summary of enrollment, 23
Internships
 career, 21
 Praxis summer internships, 21
 semester in Washington, 16, 237
 Smithsonian Institution, 16, 84
Interterm, 5
 credit status, 42
Interterm courses offered for credit, 256
Interview, for admission applicants, 37
 career, 21
Intramural athletics, 20
Italian studies, 257
Italy, study abroad, 15

Jacobson Center for Writing, Teaching and
 Learning, 19
Japan, study abroad, 16
Japanese. *See* East Asian studies.
Jean Picker Semester-in-Washington Program, 16, 237
Jewish studies, 260
Job, campus, 35
 summer, help with, 21
Junior Year Abroad Programs
 (*See* Study Abroad.)

Kahn Institute, 19
Kennedy professorship, 10
Kyoto, study abroad, 16

Landscape architecture. *See* Art.
Landscape studies, 265
Late course changes, 38
Late registration, 39
Latin American and Latino/a studies, 269
 Five College certificate in, 364
Latin courses, 133
Latin honors, 26
Leaves of absence, 42
 graduate, 44
Leo Weinstein Auditorium, 18
Liberal arts college, 11
Libraries, 17–18
 hours, 17–18
 career resource, 21

Linguistics, 272
Loans
 graduate study, 47
 undergraduate study, 33, 35
Logic, 273
Logic, Five College Certificate Program in, 365
Louise W. and Edmund J. Kahn Liberal Arts
 Institute, 19
Lyman Plant House, 17

Major, 12
Majority, age of, 42
Majors, enrollment, 25
Mandatory medical leave, 43
Marine science and policy, 274
Maritime studies, 16
Master of arts programs, 45
Mathematics and statistics, 275
McCartney, Kathleen, 8
McConnell Hall, 17
Medical leave of absence, 43
Medical professions program, 118
Medical services, 21
Medieval studies, 280
Mendenhall Center for the Performing Arts, 18
Mendenhall, Thomas Corwin, 7
Microbiology. *See* Biological sciences.
Middle East Studies Certificate Program, 365
Middle East studies, 283
Minor, 12
Mission of Smith College, 6
Mount Holyoke College
 cooperative program with, 14, 16
 Twelve College Exchange, 16
Museum of Art, 18
 hours, 18
Museums concentration, 290
Music, 292
 facilities, 18
 fees for practical music, 32
 grants, 35
 scholarships, 35
Mystic Seaport Program, 16

Nancy and Henry Schacht Center for Health and Wellness, 21
Neilson, William Allan, 6
Neilson chair, 9
Neilson Library, 17
 hours, 17
Neuroscience, 297
Nondegree studies, 46
Nondiscrimination policy, inside back cover
Nonmatriculated students, 14, 31, 38

Off-campus study programs, 14
Outpatient services, 21

Paris, study abroad, 15
Payment plans, 33
Pell Grant program, 35
Performing arts, 18
Perkins Loan (formerly NDSL), 35

- Personal computers, 18
- Ph.D. programs, 45
- Phi Beta Kappa Society, 26
- Philosophy, 302
- Photography, facilities for, 18
- Physical education, master's program, 45
 - See also* athletic program; exercise and sport studies.
- Physical fitness, 19
- Physics, 306
- Playwriting, master of fine arts in, 45
- Poetry Center, 8, 18
 - Reading Room, 18
- Poetry Concentration, 309
- Political science. *See* Government.
- Portuguese, 335
 - See also* Spanish and Portuguese.
- Praxis Summer Internship
 - Funding Program, 21
- Prebusiness advising, 13
- Pre-examination period, 39
- Prehealth professions program, 13, 118
- Prelaw advising, 14
- Premedical professions program, 13
- Princeton-Smith Engineering Exchange, 16
- Privacy of student records, 42
- Prizes, 27
- Probationary status, 42
- Programa de Estudios Hispánicos en Córdoba, 16
- Psychology, 310
- Public policy, 317

- Quantitative courses for beginning students, 319
- Quantitative Learning Center, 19

- Rare Book Room, 17
- Readmission, 43
- Recognition for academic achievement, 26
- Recreation and club sports, 20
- Refunds, withdrawal, 32
 - Study Abroad, 15
- Registration, course, 39, 47
 - late fee, 32, 39
- Regular Decision Plan, 36
- Religion, 322
- Religious expression, 21
- Repeating courses, 40
- Required course work for graduate students, 47
- Required Medical Leave, 43
- Requirements
 - for admission, 36
 - for completion of course work, graduate, 47
 - for the degree, 38
 - advanced placement credit toward, 41
 - residence
 - graduate, 46
 - transfer, 37
- Research fellowship, 47
- Research, scientific, 17
 - social science center, 19
- Residential houses for undergraduates, 20
- Résumés, 21

- Riding lessons, fees for, 32
- Room and board, 31
 - Ada Comstock Scholars, 31
 - graduate students, 47
 - refund policy, 32
 - undergraduates, 31
- ROTC, 35
- Russian, East European and Eurasian Studies, 326
- Ruth and Clarence Kennedy Professorship in Renaissance Studies, 10

- Sabin-Reed Hall, 17
- Sage Hall, 18
- Satisfactory progress toward degree, 41
- Satisfactory/unsatisfactory grading option, 40
- SATs, 36
- Schacht Center for Health and Wellness, 21
- Schedule of class times, inside back cover
- Scholarships, 35
 - graduate, 47
 - ROTC enlistment, 35
- Science Center, 17
- Scott Gymnasium, 19
- Secondary-school preparation, 36
- Seelye, Laureus Clark, 6
- Semester-in-Washington Program, 16, 237
- Seminars, admission to, 38
- Separation from the college, 42
- Seven major fields of knowledge, 11
 - abbreviations in course listings, 68
- Shortage of credits, 40
- Sigma Xi, Society of the, 26
- Simmons, Ruth J., 7, 51
- Smith Outdoors, 21
- Smith, Sophia, 6
- Smith Scholars Program, 14
- Smithsonian Institution internship, 16, 84
- Social work, master/doctor of, 45
- Sociology, 329
- Sophia Smith Collection, 17
- South Asia concentration, 333
- South India Term Abroad, 16
- Spanish and Portuguese, 335
- Spanish-speaking countries, foreign study in, 16
- Special Studies, admission to, 38
- Spinelli Center for Quantitative Learning, 19
- Sports, 20–21
- Squash courts, 19
- Standardized tests
 - for admission, 36
 - for graduate applicants, 44
- Standing committees, 67
- Statistical and data sciences, 340
- Student account, 31
- Student Counseling Service, 21
- Student-designed interdepartmental majors and minors, 13
- Student Government Association, 20, 31
 - activities fee, 31
- Student housing, 20
- Student organizations, religious, 21
- Students
 - enrollment statistics, 23
 - geographical distribution, 24

- Studio art fees, 32
- Study abroad, 14
- Study of women and gender, 353
- Summer courses, credit for, 14, 41
- Summer internships, 21
- Summer jobs, help finding, 21
- Swimming pool, 19
- Switzerland, study abroad, 15
- Symbols and abbreviations, explanations of, 70

- Teacher certification, 170
- Teaching fellowships, 47
- Teaching, master of arts in, 45
- Tennis courts, 19
- Theatre, 344
 - master of fine arts in playwriting, 45
- Theatre building, 18
- Track, 19
- Transfer students
 - admission, 37
 - financial aid, 33
- Translation studies concentration, 350
- Trinity, study at, 16
- Trustees, board of, 48
- Tuition
 - for graduate students, 47
 - grants to area students, 35
 - payment plans, 33
 - refund policy, 32
- Twelve College Exchange Program, 16
- TV studio, 18

- University of Massachusetts
 - cooperative program with, 14
- Urban studies, 352

- Vacations, academic, 5
- Vassar, study at, 16
- Visiting Year Programs, 37
- Visits to the college, 4

- Washington intern programs, 16, 84
- Weight training room, 19
- Wellesley, study at, 16
- Werner Josten Library, 18
 - hours, 18
- Wesleyan, study at, 16
- Wheaton, study at, 16
- William Allan Neilson Chair of Research, 9
- William Allan Neilson Library, 17
- Williams, study at, 16
- Williams–Mystic Seaport Program in
 - American Maritime Studies, 16
- Withdrawal from the college
 - medical, 43
 - personal, 42
 - refund policy, 32
 - Study Abroad Programs, 15
- Women's studies
 - (*See* Study of women and gender.)
- Work-study program, 35

- Wright, Benjamin Fletcher, 7
- Wright hall, 18
- Writing assistance, 19
- Writing courses, 182
- Writing requirements, 11

- Young library, 17
 - hours, 17

- Zoology. *See* Biological sciences.

Notice of Nondiscrimination

Smith College is committed to maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences.

Smith College does not discriminate in its educational and employment policies on the bases of race, color, creed, religion, national/ethnic origin, sex, sexual orientation, gender identity and expression, genetic information, age, disability, or service in the military or other uniformed services.

Smith's admission policies and practices are guided by the same principle, concerning applicants to the undergraduate program who identify as women, and all applicants to the graduate programs.

For more information, please contact the adviser for equity complaints, College Hall 302, 413-585-2141, or visit www.smith.edu/diversity.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

The college is required by law to publish an annual report with information regarding campus security and personal safety on the Smith College campus, educational programs available and certain crime statistics from the previous three years. Copies of the annual report are available from Campus Police, 126 West Street, Smith College, Northampton, Massachusetts 01063. Please direct all questions regarding these matters to the chief of Campus Police at 413-585-2491.

SMITH COLLEGE CATALOGUE

September 2017

Printed annually in September. Office of College Relations, Garrison Hall, Smith College, Northampton, Massachusetts 01063. Send address changes to Smith College, Northampton, Massachusetts 01063. All announcements herein are subject to revision. Changes in the list of Officers of Administration and Instruction may be made subsequent to the date of publication.

The course listings on pp. 72–361 are maintained by the Office of the Provost/Dean of the Faculty. For current information on courses offered at Smith, visit www.smith.edu/catalog.

5483-8/17

2017–18 Class Schedule

A student may not elect more than one course in a single time block except in rare cases that involve no actual time conflict.

Normally, each course is scheduled to fit into one set of lettered blocks in this time grid. Most meet two or three times a week on alternate days.

Although you must know how to read the course schedule, do not let it shape your program initially. In September, you should first choose a range of courses, and then see how they can fit together. Student and faculty advisers will help you.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|--------------------|----------------------|--------------------|----------------------|
| A 8–8:50 a.m. | A 8–8:50 a.m. | A 8–8:50 a.m. | B 8–8:50 a.m. | A 8–8:50 a.m. |
| B 9–9:50 a.m. | G 9–10:20 a.m. | B 9–9:50 a.m. | G 9–10:20 a.m. | B 9–9:50 a.m. |
| BC 9–10:20 a.m. | | BC 9–10:20 a.m. | | BC 9–10:20 a.m. |
| AB 8:30–9:50 a.m. | H 10:30–11:50 a.m. | AB 8:30–9:50 a.m. | H 10:30–11:50 a.m. | AB 8:30–9:50 a.m. |
| C 10–10:50 a.m. | | C 10–10:50 a.m. | | C 10–10:50 a.m. |
| D 11 a.m.–12:10 p.m. | J 1–2:50 p.m. | D 11 a.m.–12:10 p.m. | L 1–2:50 p.m. | D 11 a.m.–12:10 p.m. |
| E† 1:10–2:30 p.m. | | E† 1:10–2:30 p.m. | | E† 1:10–2:30 p.m. |
| F† 2:40–4 p.m. | K 3–4:50 p.m. | F† 2:40–4 p.m. | M 3–4:50 p.m. | F† 2:40–4 p.m. |
| | | | C 4–4:50 p.m. | |

4:50 p.m.

| | | | | | | | | |
|----------------|------------------|----|----------------|------------------|----|----------------|------------------|----|
| 7:30–9:30 p.m. | W 7:30–8:20 p.m. | | 7:30–9:30 p.m. | W 7:30–8:20 p.m. | | 7:30–9:30 p.m. | W 7:30–8:20 p.m. | |
| X* | | ** | Y* | | ** | Z* | | ** |

Smith College
Northampton, Massachusetts 01063
413-584-2700

- † A three-hour laboratory session scheduled across blocks E–F runs from 1:10 to 4 p.m.
- * A three-hour laboratory session scheduled in block X, Y, or Z runs from 7 to 10 p.m.
- ** Reserved for activities and events.

Smith College
Northampton, Massachusetts 01063

