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Class Schedule inside back cover
Visitors are always welcome at the college. Student guides are available to all visitors for tours of the campus; arrangements can be made through the Office of Admission. 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. vi, 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, including holidays. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone, e-mail or appointment.

**Admission**

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

We urge prospective students to make appointments for interviews in advance with the Office of Admission. The Office of Admission schedules these appointments from 9 a.m. to 3 p.m. Monday through Friday. From mid-September through January, appointments can also be made on Saturdays from 9 a.m. to noon. General information sessions are also held twice daily and on Saturdays from mid-July through January. Please visit www.smith.edu/admission for details.

**Financial Aid, Campus Jobs and Billing for Undergraduates**

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

**Academic Standing**

Maureen A. Mahoney, Dean of the College and Vice President for Campus Life
College Hall, 413-585-4900

Jane Stangl, Dean of the First-Year Class

Margaret Bruzelius, Associate Dean of the College, Dean of the Senior Class and Juniors I–Z

Erika J. Laquer, Dean of the Sophomore Class, Juniors A–H and Ada Comstock Scholars; College Hall, 413-585-3090

**Alumnae Association**

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

**Career Planning and Alumnae References**

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

**College Relations**

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

**Development**

Maureen Mahoney, Interim Vice President for Development; Alumnae House, 413-585-2020

**Disability Services**

Laura Rauscher, Director of Disability Services

**Graduate and Special Programs**

Danielle Carr Ramdath, Associate Dean of the Faculty and Director of Graduate Study; College Hall, 413-585-3000

**Medical Services and Student Health**

Leslie R. Jaffe, College Physician and Director of Health Services; Elizabeth Mason Infirmary, 413-585-2800

**Religious and Spiritual Life**

Jennifer Walters, Dean of Religious Life; Helen Hills Hills Chapel, 413-585-2750

**School for Social Work**

Carolyn Jacobs, Dean; Lilly Hall, 413-585-7950

**Student Affairs**

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

**Transcripts and Records**

Patricia O’Neil, Registrar, College Hall, 413-585-2550

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**How to Get to Smith**

**By Car:** Northampton is on Route 1-91. 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 serves Springfield, Massachusetts, which is 20 miles south of Northampton. From the train station, you can reach Northampton 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 at www.smith.edu/map.
Academic Calendar 2013–14

Fall Semester 2013

Wednesday, August 28–Monday, September 2
Orientation for entering students

Tuesday, August 27, and Wednesday, August 28
Central check-in for entering students

Monday, September 2, 7 p.m.
Opening Convocation

Tuesday, September 3, 8 a.m.
Classes begin

To be announced by the president
Mountain Day (holiday)—Classes scheduled before 7 p.m. are canceled.

Saturday, October 12–Tuesday, October 15
Autumn recess

Friday, October 25–Sunday, October 27
Family Weekend

Tuesday, November 5
Otelia Cromwell Day—Afternoon and evening classes are canceled.

Monday, November 11–Friday, November 22
Advising and course registration for the second semester

Wednesday, November 27–Sunday, December 1
Thanksgiving recess (Houses close at 10 a.m. on November 27 and open at 1 p.m. on December 1.)

Tuesday, December 10
Last day of classes

Wednesday, December 11–Sunday, December 15
Pre-examination study period

Monday, December 16–Thursday, December 19
Examinations

Friday, December 20–Saturday, January 4
Winter recess (Houses and Friedman apartments close at 10 a.m. on December 20 and open at 1 p.m. on January 4.)

Interterm 2014

Monday, January 6–Friday, January 24

Spring Semester 2014

Thursday, January 23–Sunday, January 26
Orientation for entering students

Monday, January 27, 8 a.m.
Classes begin

Wednesday, February 19
Rally Day—All classes are canceled.

Saturday, March 15–Sunday, March 23
Spring recess (Houses close at 10 a.m. on March 15 and open at 1 p.m. on March 23.)

Monday, April 7–Friday, April 18
Advising and course registration for the first semester of 2014–15

Friday, May 2
Last day of classes

Saturday, May 3–Monday, May 5
Pre-examination study period

Tuesday, May 6–Friday, May 9
Final examinations

Saturday, May 10
Houses close for all students except ’14 graduates, Commencement workers and those with Five College finals.

Sunday, May 18
Commencement

Monday, May 19
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. A college of and for the world, Smith links the power of the liberal arts to excellence in research and scholarship, developing leaders for society's challenges.

Values

- Smith is a community dedicated to learning, teaching, scholarship, discovery, creativity and critical thought.
- Smith is committed to access and diversity, recruiting and supporting talented, ambitious women of all backgrounds.
- Smith educates women to understand the complexity of human history and the variety of the world's cultures through engagement with social, political, aesthetic and scientific issues.
- Smith prepares women to fulfill their responsibilities to the local, national and global communities in which they live and to steward 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 “perverted 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 rights and privileges of women.

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 Laurens 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, dominated 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 1,655; 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 increase 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 exile 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 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.

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 Neilon 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 built 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 2002, leading the institution through the economic downturn of 2002 and the global financial crisis of 2008. Christ's administration has been characterized by an energetic program of outreach, innovation and long-range planning—including financial and capital plan-
ning—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 have come 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 has 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 has become notably more diverse and international, reflecting a commitment to educating students who are prepared to assume leadership roles around the world. Christ has 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. In spring 2012, Smith agreed to serve as the academic planning partner for a new liberal arts university for women, the Asian Women’s Leadership University, in Malaysia.

The Smith McCartney inherits is more global and diverse than at any other time in its history. New partnerships with organizations like Oxfam America, along with innovative programs like the Women in Public Service Project, bring the world to Smith and Smith to the world, underscoring in profound ways the value of educating women for leadership. 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 talented 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, 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 biomathematical sciences, South Asia, archives, global financial institutions, community engagement and social change. 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, Inc. through its Commission on Institutions of Higher Education. Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process.
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
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 Mitran, Ph.D., D.Sc.; International Relations, second semester, 1950–51
Wystan Hugh Auden, B.A.; English, second semester, 1952–53
Alfred Kazin, M.A.; English, 1954–55
Harlow Shapley, Ph.D., L.L.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
Dénès 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.E.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
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 Dhombnall; 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
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 Kuhler, 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
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 involving 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 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 learn the intellectual skills necessary for using and extending that knowledge. The list below summarizes those expectations. While acknowledging that education can never be defined by a listing of subjects or 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.

In order to put their knowledge to use, to lay a foundation for further study, and to make effective contributions to the work of their communities, students should, by the time they graduate:

I. Develop the ability to think critically and analytically and to convey knowledge
   • and understanding, which require writing clearly
   • speaking articulately
   • reading closely
   • evaluating and presenting evidence accurately
   • knowing and using quantitative skills
   • applying scientific reasoning
   • engaging with artistic creation and expression
   • working both independently and collaboratively

II. Develop a historical and comparative perspective, which requires learning foreign languages
   • studying the historical development of societies, cultures and philosophies
   • understanding multi- and inter-disciplinary approaches

III. Become an informed global citizen, which requires
   • engaging with communities beyond Smith
   • learning tolerance and understanding diversity
   • applying moral reasoning to ethical problems
   • understanding environmental challenges

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. Effective Spring 2012, Ada Comstock Scholars and transfer students will also be 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 will 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 catalogs 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.

Social Justice Courses

Social justice courses ask students to reflect on the ways different communities (historical and contemporary) have defined a just society. Through coursework students will address one or more of the following areas in order to develop an analytical, critical understanding of societies in the past and the societies they live in:

- How have different historical, contemporary, cultural and environmental contexts shaped questions about a just society?
- What groups historically or in the contemporary world have not participated fully in society? How and why are certain groups privileged or disadvantaged regarding access to power, social goods and/or decision-making?
- How have individuals or groups addressed policies or practices that they think cause injustice?

The full list of social justice courses is available on the Provost/Dean of the Faculty website at http://www.smith.edu/deanoffaculty/socialjusticecourses.php.

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 catalog 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 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 by the following departments:

<table>
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<tr>
<th>Afro-American Studies</th>
<th>Education and Child Study</th>
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<tbody>
<tr>
<td>Anthropology</td>
<td>Engineering</td>
</tr>
<tr>
<td>Art</td>
<td>English Language and Literature</td>
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<tr>
<td>Astronomy</td>
<td>French Studies</td>
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<tr>
<td>Biological Sciences</td>
<td>Geosciences</td>
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<tr>
<td>Chemistry</td>
<td>German Studies</td>
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<tr>
<td>Classical Languages and Literatures</td>
<td>Government</td>
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<tr>
<td>Computer Science</td>
<td>History</td>
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<tr>
<td>Dance</td>
<td>Italian Language and Literature</td>
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<tr>
<td>East Asian Languages</td>
<td>Italian Studies</td>
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<tr>
<td>Economics</td>
<td>Religion</td>
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<tr>
<td>Mathematics and Statistics</td>
<td>Russian Language and Literature</td>
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<tr>
<td>Music</td>
<td>Sociology</td>
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<tr>
<td>Philosophy</td>
<td>Spanish and Portuguese</td>
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<tr>
<td>Physics</td>
<td>Theatre</td>
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<tr>
<td>Psychology</td>
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Interdepartmental majors are offered in the following areas:

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<tr>
<th>American Studies</th>
<th>Jewish Studies</th>
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<tbody>
<tr>
<td>Biochemistry</td>
<td>Latin American and Latino/a Studies</td>
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<tr>
<td>Comparative Literature</td>
<td>Medieval Studies</td>
</tr>
<tr>
<td>East Asian Studies</td>
<td>Neuroscience</td>
</tr>
<tr>
<td>Environmental Science and Policy</td>
<td>Study of Women and Gender</td>
</tr>
<tr>
<td>Film Studies</td>
<td></td>
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</tbody>
</table>

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. The guidelines for proposed student-designed interdepartmental majors are available in the class deans' office, College Hall.

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.
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.

In addition to minors in many departments and programs offering majors, the following interdepartmental minors are offered:

- African Studies
- Ancient Studies
- Anthropology
- Arts and Technology
- Astrophysics
- Digital Art
- Digital Music
- East Asian Studies
- Ethics
- Exercise and Sports Science
- Global South Development Studies
- History of Science and Technology
- Landscape Studies
- Latin American and Latino/a Studies
- Linguistics
- Logic
- Marine Science and Policy
- Medieval Studies
- Middle East Studies
- Neuroscience
- Public Policy
- Statistics
- Study of Women and Gender
- Systems Analysis
- Urban Studies

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; Biomathematical Sciences allows students to integrate the study of mathematics, statistics, computer science and engineering with biology, biochemistry and neuroscience; Book Studies connects students with the exceptional resources of the Mortimer Rare Book Room and the wealth of area book artists and craftspeople; the Buddhist Studies concentration builds on unusual depth and strength in this area of study at Smith and in the region; the Community Engagement and Social Change concentration connects students to the Center for Community Collaboration 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 concentration connects students to the Center for the Environment, Ecological Design and Sustainability (CEEDS) and integrates knowledge in support of environmental decisions and actions. The Translation Studies concentration offers students studying a foreign language and culture an opportunity to refine their knowledge of the foreign language through translation. The concentration provides students with a framework for exploring the range of issues associated with the education of women, both in the United States and internationally. 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 November 15 and April 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 advisors 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 compe-
tence 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 on 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 page 133 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).
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 non-matriculated students. Auditors are invited to attend classes, but they do not participate in other aspects of college life. Records of audits are not maintained.

Five College Interchange

A student in good standing may take a course without additional cost 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.

Departmental Honors Program

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.

Independent Study Projects/Internships

Independent study projects may be proposed by juniors and seniors who wish to complete a special project of work or study on or off campus. All projects must be approved by the Committee on Academic Priorities and are under the direct supervision of Smith College faculty members. The maximum that may be granted for an off-campus project is eight credits. The maximum that may be granted for an on-campus project is 16 credits. Any independent study project must be completed within a single semester. The deadline for submission of proposals is November 15 for a second-semester program and April 15 for a first-semester program. Information about the Independent Study Program is available in the office of the class deans. No independent study project may be undertaken during the summer or January.

All internships for credit must be approved in advance by the Committee on Academic Priorities and are under the direct supervision of a member or members of the faculty of Smith College. A maximum of eight credits can be granted for approved internships. Credit is not given for internships undertaken during January. For summer internships, tuition is charged by the credit. The deadline for submission of proposals is November 15 for a second-semester program and April 15 for a first-semester program. Information and applications for internships are available in the office of the class deans’ office. A maximum of 16 credits for independent study projects and internships combined is allowed.

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 Junior Year Abroad (JYA) programs in Florence, Hamburg, Geneva and Paris, a program application must be filed by February 1 in the Office for International Study. For all other study-abroad programs, students must submit a study-abroad credit application by February 15 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 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.

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. Students should note that a year or semester abroad does not count toward the required two years in residence at Smith College. Any student wishing to spend any part of the senior year abroad must petition the Administrative Board through the class dean.

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.

Smith College Study Abroad Programs

The Smith College Study Abroad Programs provide students in a variety of disciplines the opportunity for study in foreign countries. Smith faculty direct the four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence) and Switzerland (Geneva). During the academic year students 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 and Florence programs last a full academic year. Students may study in Hamburg for a year or the spring semester, or in Geneva for a semester or a year. A student studying on a Smith College program will normally receive 34 credits for the academic year or 16–18 credits for a semester.
To be eligible to apply, students must have a minimum cumulative grade point average of 3.0 (B), a declared major and appropriate language background, depending upon the program requirements. 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.

Applications for Smith programs are reviewed by a selection committee. The selection process is competitive. Participants are selected from both Smith College and other colleges. Applications for the fall or year Smith College programs, including recommendations, are due in the Office for International Study by February 1. Applications for spring semester programs in Hamburg and Geneva are accepted on a rolling admission basis beginning February 1 with final deadlines of March 15 for Geneva and October 15 for Hamburg.

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.

Florence
The year in Florence begins with three 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. During the spring semester, students enroll in one or two courses at the Università di Firenze in the humanities, political science and education. Limited course options are also available in other subjects. The students live in private homes selected by the college. Since classes in Florence are conducted entirely in Italian, students are expected to have an excellent command of the language.

Geneva
The year in Geneva offers unique opportunities for study and an internship in an international organization to students with interest in international studies. Students are fully matriculated at the Université de Genève and may take courses at its associate institutes including the Institut de Hautes Études, Internationales et du Développement; Institute Européen; and 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 three tracks:

A. Geneva International Internship Semester
   Intern at an international organization 3–4 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 admission, at least one semester of college-level French of equivalent is required.

B. University Studies in French or English
   Enroll in 4–5 Smith Center and university courses each semester, including French language. Part-time internship optional. Available fall, 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.

C. Advanced Program in International Studies and Development
   Note: This track will no longer be available after 2013–14.
   Enroll in two graduate-level courses at the Graduate Institute of International and Development Studies, and 2–3 university courses each semester. French language courses also required. Part-time internship optional. Available for academic year only. Requires 3.5 GPA, 2 years college-level French.

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 one to two years of college German who may select courses in English or German, including German language, a core course on environmental studies taught in English by a University of Hamburg professor, and university courses taught in German and English.

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; and political science at Institut d’Études Politiques. 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.

New: Les Sciences à Paris program option beginning in 2014–15: Les Sciencesà 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.

Faculty at Smith advise students about study abroad course selection, and several academic departments have a special affiliation with specific Smith consortial programs. Consult the Web page of the Office for International Study, www.smith.edu/studyabroad, for the complete list of consortial and approved programs. Programs with a Smith consortial affiliation include the following:
The Academic Program

**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 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. International students may apply for the exchange. Smith financial aid and work study do not carry to the host institution, but federal and state loans will carry.

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.

Application forms are available in the class deans' office and on the class deans' Web site.

**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. This program is available to student in the spring semester of their sophomore or 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 Director of Engineering by October 20, and the candidates will be notified by November 15. If accepted, the Smith student must submit a leave of absence form to the junior class dean by December 1.

**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 support service for students applying for more than 15 different fellowships.

There are at least eight graduate fellowships that the college supports. Six are for university study: Rhodes (Oxford), Marshall (Britain), Gates (Cambridge), Mitchell (Ireland and Northern Ireland) and DAAD (Germany). The Fulbright is for yearlong research, study or teaching in one of about 155 countries and the Luce for a year interning in Asia. There are two further prestigious graduate fellowships for which students must apply in earlier undergraduate years: the Truman and the Beinecke.

For undergraduates, the college facilitates international opportunities through the Boren, DAAD and Killam fellowships in conjunction with its Study Abroad Program. Another undergraduate fellowship for which Smith offers sponsorship is the Udall for those interested in preserving the environment.

Fellowship information and application assistance for eligible candidates are available from the fellowships adviser in the Class Deans' office.
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. We continually improve our library and museum holdings, which are already among the finest in the country; and upgrade our 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 diverse talents and interests, skills and training, and 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 we represent.

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 alumnæ 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

With a collection of more than 1.6 million books, periodicals, microforms, maps, scores, recordings, rare books, archives, manuscripts and computer databases, the Smith College Libraries rival many university libraries. We are committed to providing undergraduates with firsthand research opportunities not only through our extensive resources but also through specialized services. We maintain open stacks, provide individual research assistance, collaborate with faculty in teaching classes on research tools and techniques and borrow materials from other libraries worldwide through our interlibrary loan service. The libraries’ Web site (www.smith.edu/libraries) links students to the Five College Library catalog, with the holdings of Smith, Amherst, Mount Holyoke and Hampshire colleges and the University of Massachusetts at Amherst, to general and subject databases, to eBooks and ejournals and to research tools and help.

The William Allan Neilson Library, named after Smith’s third president, serves as the main social sciences and humanities library and includes the library administrative offices. On the third floor, the Mortimer Rare Book Room showcases nearly 45,000 printed books in all subjects from the 15th through 20th centuries plus the Virginia Woolf and Sylvia Plath manuscript collections.

Home to the Book Studies Concentration, the Rare Book Room is open to all undergraduates for browsing and in-depth study of these specialized materials.

The Alumnae Gymnasium, connected to Neilson Library, houses the internationally renowned Sophia Smith Collection, the oldest national repository for primary sources in women’s history; and the College Archives, which documents the history of Smith. The archivists work closely with students and faculty through course work and the Archives Concentration.

Strong branch libraries help set Smith apart from other undergraduate colleges by providing specialized resources and services in specific subject areas. The three branches, described in sections below, are the Hillier Art Library in the Brown Fine Arts Center, the Young Science Library in Bass Hall (Clark Science Center) and the Werner Josten Library for the Performing Arts in the Mendenhall Center.

Neilson 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 eight academic departments (astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics and psychology) and four programs (biochemistry, engineering, environmental science and policy, and neuroscience), with approximately 90 faculty and 30 staff.

The center includes Ford, Burton, Sabin-Reed, McConnell and Bass Halls and the Young Science Library. 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. A wide variety of 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. The Young Science Library, a state-of-the-art science library and one of the largest science libraries at a liberal arts college in the United States, houses more than 163,000 volumes, 22,500 microforms, 700 periodical subscriptions, and 154,000 maps, and provides a wide array of electronic resources including access to the Internet.

Young Science Library hours (Academic Year)

- Monday–Thursday: 7:45 a.m.–midnight
- Friday: 7:45 a.m.–11 p.m.
- Saturday: 10 a.m.–11 p.m.
- Sunday: 10 a.m.–midnight

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

The Botanic 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 12,000 square foot Lyman Conservatory, the Church Exhibition Gallery, the Campus Arboretum as part of the historic Olmsted landscape, and a variety of specialty gardens, including the Rock Garden, Systematics Garden, Japanese Garden and Capen Garden. The collections consist of 1,200 taxa of woody trees and shrubs, 2,200 taxa of hardy herbaceous plants, 3,200 taxa of tender herbaceous and woody plants in the Lyman Conservatory for a total of 6,600 taxa, with approximately 10,000 plants on campus.

Lyman Plant House and Conservatory hours:
8:30 a.m.–4 p.m. daily
Spring Chrysanthemum Show: First two weeks in March 10 a.m.–4 p.m. daily
Fall Chrysanthemum Show: First two weeks in November 10 a.m.–4 p.m. daily

Campus Arboretum and Specialty Garden hours
Dawn to dusk

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 darkroom facilities, faculty offices and classrooms.

Hillyer Art Library houses collections of more than 125,000 volumes, 180 current periodicals and a broad range of bibliographic databases and full-text digital resources. The art library facilities provide a variety of spaces for individual and group study with power and data 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.

Smith College Museum of Art

Considered one of the finest college art museums in the country, the Museum of Art is known for its distinguished permanent collection of more than 20,000 objects, including modern painting and sculpture, American and western European masterworks, antiquities and works on paper. Special exhibitions reflect the growing diversity of the collection and support the global curriculum of the college.

Museum hours
Tuesday–Saturday 10 a.m.–4 p.m.
Sunday noon–4 p.m.
Second Fridays 10 a.m.–8 p.m. (4–8 p.m. free to all)
Closed Mondays and most major holidays.

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 TV 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 Sweeney 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.
except when booked for events

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 Center for Community Collaboration; the Center for the Environment, Ecological Design & Sustainability; and the Global Studies Center offer the opportunity to respond to emerging student and scholarly interests, to provide contexts for internships and independent projects and to address real-world challenges.

Information Technology Services

Information Technology Services’ academic facilities span the campus, with computing labs in several buildings and a campuswide fiber-optic network allowing internet access from all buildings and residential houses. The Technology Learning Commons, a staffed computer center is located on the lower level of
The Campus and Campus Life

Seelye Hall; the Center for Media Production, dedicated to video production and video conferencing, can be found in the Alumnae Gymnasium; and 24-hour computer labs are available in Washburn and King Houses. Resources, which are continually renewed, include more than 500 Macintosh, Windows and Unix computers accessible to students for word processing, graphics, numerical and statistical analysis, computer programming, e-mail 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, but 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 recently upgraded the campus wireless network to provide ubiquitous 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, 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 counselors 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 the Writing Writers series on popular nonfiction, interterm courses on popular nonfiction, and interterm workshops on good 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.

Lastly, 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 on Level 2 of Neilson Library, 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 material, the Quantitative Skills Counselor is available for appointments. Students employed as master tutors for chemistry, economics and physics are located in the Spinelli Center, and master tutors in engineering are administered by the Spinelli Center. The social sciences tutors can help with statistics and statistics software for government, psychology and sociology. The Statistics Counselor is available to support most of the statistics courses on campus, including all of the introductory statistics courses. The Spinelli Center also runs a series of review sessions each semester.

The Spinelli Center has large tables where individuals or small groups can study, four whiteboards and a SMART© board, and six computers that dualboot both Mac and Windows operating systems in a bright, 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 multi-disciplinary research at Smith College. Located on the third floor of the Neilson Library, the institute enhances intellectual life on the campus by bringing together faculty, students and distinguished visiting scholars to work on semester-long and yearlong, multidisciplinary projects of broad scope. Each of these collaborative projects spawns a broad range of intellectual and artistic events that are 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. In these intensive weekly meetings, Kahn 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 Web site at www.smith.edu/kahninstitute.

Athletic Facility Complex

Just as Alumnae Gymnasium was the “state of the art” gymnasium back in 1892 when women’s basketball was first introduced, today’s four-building athletic complex is equally impressive. Scott Gymnasium is home to a dance studio, spinning room, gymnasium, 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, a fitness studio with a 24-foot-high climbing wall and an intercollegiate gymnasium. The indoor track and tennis building, the site of three national NCAA track meets, includes four tennis courts and a 200-meter track resurfaced in January 2012.

The 6,500-plus foot Olin Fitness Center features 40 pieces of aerobic machines, each with individual TV screens, as well as 50-plus weight-lifting stations. The facilities of the sports complex are augmented by 30 acres of athletic fields. Field hockey and lacrosse teams play on a new artificial turf field with soccer, rugby and softball fields encircled by a 3/4-mile cinder jogging track. For the serious runner, there is a 400-meter all-weather track, and for those who enjoy the peaceful solitude of a run through the woods, there is a 5,000-meter cross-country course. Equestrians can enjoy the indoor riding ring while the avid tennis competitor will find the 11 lighted outdoor courts a pleasure. 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 p.m.
Friday 6 a.m.–7 p.m.
Saturday–Sunday 11 a.m.–5 p.m.
Campus Center

The Campus Center is the center of community at the college, providing services, programs and conveniences for all members of the Smith College 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 organizations, the college bookstore, student mailboxes 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 36 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 15 dining rooms offer different menus, themes and types of food, and no matter which house a student lives in, they may choose to eat wherever they wish. A variety of specialty living options are also available for students: apartments for Ada Comstock Scholars, two small cooperative houses and an apartment complex for a limited number of juniors and seniors offer additional alternative living arrangements to students.

The Athletic 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. Our broad-based athletic program invites students to participate on one of 13 intercollegiate teams. Recreational activities provide fitness opportunities as well as special events, while our club sports introduce training in several sports. Visit www.smith.edu/athletics/facilities for a current listing of activities and opportunities.

Directors
- Lynn Oberbillig, M.B.A., Director of Athletics
- Bonnie S. May, M.S., Assistant Director of Athletics

Senior Coaches
- Kim Bierwert, B.S., Senior Coach of Swimming and Diving
- Carla Coffey, M.A., Senior Coach of Track and Field
- Christine Davis, M.S., Senior Coach of Tennis
- Karen Klinger, M.S., Senior Coach of Crew
- Suzanne Payne, M.Ed., Senior Coach of Equestrian

Coaches
- Timothy Bacon, M.A., Coach of Squash
- Kristin Shaw, M.B.A., Coach of Soccer
- Jaime Ginsberg, M.S., Coach of Field Hockey
- Lynn Hersey, M.S., Coach of Basketball
- Fran Vandermeer, B.S., Coach of Volleyball
- Kelly O’Connell, B.S., Coach of Softball
- Colleen Irby, B.S., Coach of Novice Crew
- Ellen O’Neil, M.S.T., Coach of Cross Country
- Jen Nardi, B.A., Coach of Lacrosse

Sports Medicine Staff
- Deb Goutu, 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 founding 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 2013–14, the college will field the following intercollegiate teams:

Basketball. Season: October 15–March. Practice hours: M T W Th F 4:30–6:30 p.m., Lynn Hersey

Crew. Season: September–October, February–May. Practice hours: M T W Th F 4–6 p.m. or 6–8 a.m. and as schedules permit, Head Coach, Karen Klinger

Cross Country. Season: September–November. Practice hours: M T W Th F 4–6 p.m., F 3:30–5:30 p.m., Ellen O’Neil

Field Hockey. Season: September–November and April. Practice hours: M T W Th F 4:30–6:30 p.m., Jaime Ginsberg

Lacrosse. Season: September 15–October 15 and February–May. Practice hours: M T W Th F 4–6 p.m., F 3:30–5:30 p.m., Jen Nardi

Equestrian. Season: September–November, February–May. Practice hours: To be arranged, Suzanne Payne

Soccer. Season: September–November and April. Practice hours: M T W Th F 4:30–6:30 p.m., Kristin Shaw

Softball. Season: February–May and September 15–October 15. Practice hours: M T W Th F 4–6 p.m., F 3:30–5:30 p.m., Kelly O’Connell

Squash. Season: October–March. Practice hours: M T W Th F 4–6 p.m., F 3:30–5:30 p.m., Tim Bacon
Swimming and Diving. Season: October–March. Practice hours for swimming: M W 4–6 p.m., T Th 5–7 p.m.; practice hours for diving: M T W Th 5:45–7:30 p.m., F 1–3 p.m., Kim Bienert

Tennis. Season: September–October, February–May. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Carla Coffey

Track and Field. Season: November through December, preseason conditioning; technique and strength work. January–May, indoor/outdoor competition. Practice hours: M W 4–6 p.m., T Th 5–7 p.m., and F 3:30–5:30 p.m., Carla Coffey

Volleyball. Season: September–November and April. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Fran Vandermeer

Recreation and Sport Clubs

The focus of the recreation program is on regular, non-credit fitness activities as well as one day special event competitions and house intramural competition. The fitness activities may include aerobic dance, kickboxing, weight lifting clinics, piates, awesome abs, spinning and yoga. The 34 houses vie with friendly rivalry in special events such as a novice crew regatta (the Head of the Paradise), campus runs, inner tube water polo, flag football, triathlon and Midnight Madness. Intramurals are sponsored in soccer, basketball, dodge ball and kickball. The club sports are a group of independent clubs under the guidance of the assistant athletics director, Bonnie May. They are supported by dues, fundraisers, SGA activities, fee allocations and the Athletic Association. Open to Smith students of any skill level, club sports provide a resource to learn a new sport or practice a familiar one. Presently, there are 15 clubs: Alpine Skiing, Badminton, Cycling, Fencing, Futsal, Ice Hockey, Kung Fu, Outing, Quidditch, Riding (dressage), Rugby, Spirit Squad, Synchronized Swimming, Tae Kwon Do 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 e-mail to smithoutdoors@smith.edu or visit the Web site at www.smith.edu/athletics/clubsports/smithoutdoors.html.

Career Development

The Lazarus Center for Career Development provides assistance to students to prepare them for changing career environments and climates. We work with Smith women to help them develop the skills, knowledge, and global and personal foresights they will need to navigate their professional careers, even when economic and personal circumstances change.

Our professional staff offers advising, both individually and in groups, and our services are available throughout the academic year and summer months. We hold 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. We help students assess their individual interests, strengths and weaknesses; establish priorities and make decisions; and present themselves and their backgrounds effectively. Our 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 up to $3,500 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. 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 Elizabeth Mason Infirmary, 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 relevant topics.

Health Service

The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other medical practitioners. We offer a full 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.

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 having a pre-existing or recurring medical or psychiatric condition continue their precollege health insurance. Failure to waive the plan will result in automatic enrollment in the college health plan.

We maintain certain regulations in the interest of community health as outlined in the college handbook and expect 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 dean of religious life is responsible for overseeing the program, advising student religious organizations and promoting a spirit of mutual understanding, respect, and interfaith collaboration. Students gather to eat, pray, conduct religious rituals, meditate, discuss important issues and engage in voluntary community service. The college has relationships with local religious leaders who serve as advisers to student religious organizations and often provide opportunities for students to engage with the larger Northampton community. A multi-faith council of student leaders meets monthly to discuss the spiritual needs of students, plan joint activities, and foster a campus climate of mutual respect. 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 Office of 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. Religious holidays such as Easter, Ramadan, Passover, and Diwali are often marked with campus-wide celebrations as well.

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

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<tr>
<th></th>
<th>Class of 2013</th>
<th>Class of 2014</th>
<th>Class of 2015</th>
<th>Class of 2016</th>
<th>Ada Comstock Scholars</th>
<th>Totals</th>
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<td>Northampton area*</td>
<td>670</td>
<td>485</td>
<td>694</td>
<td>657</td>
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<tr>
<td>Not in residence</td>
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<td>163</td>
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Five College course enrollments at Smith:
- First semester: 592
- Second semester: 607

Graduate Students

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<tr>
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<th>Full-time degree candidates</th>
<th>Part-time degree candidates</th>
<th>Special students</th>
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<tr>
<td>In residence</td>
<td>79</td>
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Smith students studying in off-campus programs

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<tr>
<th></th>
<th>Florence</th>
<th>Geneva</th>
<th>Hamburg</th>
<th>Paris</th>
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<td>Smith Students</td>
<td>20</td>
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<td>guest students</td>
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*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 2006 was 85 percent by May 2012. (The period covered is equal to 150 percent of the normal time for graduation.)
Geographical Distribution of Students by Residence

**United States**
- Alabama: 2
- Alaska: 6
- Arizona: 17
- Arkansas: 1
- California: 263
- Colorado: 27
- Connecticut: 173
- Delaware: 3
- District of Columbia: 6
- Florida: 54
- Georgia: 19
- Guam: 2
- Hawaii: 5
- Idaho: 2
- Illinois: 40
- Indiana: 14
- Iowa: 5
- Kansas: 6
- Kentucky: 10
- Louisiana: 6
- Maine: 66
- Maryland: 66
- Massachusetts*: 570
- Michigan: 21
- Minnesota: 40
- Mississippi: 1
- Missouri: 9
- Montana: 2
- Nebraska: 3
- New Hampshire: 59
- New Jersey: 107
- New Mexico: 11
- New York: 312
- North Carolina: 23
- North Dakota: 0
- Ohio: 31
- Oklahoma: 2
- Oregon: 38
- Pennsylvania: 83
- Rhode Island: 23
- South Carolina: 4
- South Dakota: 0
- Tennessee: 8
- Texas: 52
- Utah: 7
- Vermont: 61
- Virgin Islands: 1
- Virginia: 35
- Washington: 63
- West Virginia: 4
- Wisconsin: 15
- Wyoming: 1

**Foreign Countries**
- Afghanistan: 1
- Austria: 1
- Bangladesh: 7
- Bolivia: 1
- Bosnia-Herzegovina: 1
- Botswana: 4
- Brazil: 1
- Bulgaria: 3
- Canada: 10
- Colombia: 3
- Ecuador: 2
- El Salvador: 1
- Ethiopia: 1
- France: 11
- Georgia: 3
- Ghana: 8
- Greece: 4
- Guatemala: 2
- Honduras: 2
- India: 23
- Italy: 4
- Japan: 8
- Jordan: 2
- Kenya: 6
- Kuwait: 1
- Lithuania: 1
- Malawi: 1
- Malaysia: 2
- Mauritius: 1
- Mexico: 1
- Moldova: 1
- Morocco: 2
- Mongolia: 1
- Morocco: 2
- Myanmar: 2
- Nepal: 4
- New Zealand: 1
- Nigeria: 2
- Norway: 1
- Pakistan: 10
- Panama: 1
- Paraguay: 1
- People’s Republic of China: 123
- Philippines: 1
- Republic of Korea (South): 48
- Republic of Singapore: 12
- Romania: 1
- Russia: 2
- Rwanda: 1
- Saudi Arabia: 2
- South Africa: 2
- Spain: 2
- Sri Lanka: 3

*This includes Ada Comstock Scholars and graduate students who move to Northampton for the purpose of their education.*
<table>
<thead>
<tr>
<th>Major</th>
<th>Class of 2013</th>
<th>Class of 2014</th>
<th>Ada Comstock Scholars</th>
<th>Totals</th>
</tr>
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<tr>
<td>Psychology</td>
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<td>Government</td>
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<td>Economics</td>
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<td>Art: Studio</td>
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<td>Art: History</td>
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<td>9</td>
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<td>English Language &amp; Literature</td>
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<td>Biological Sciences</td>
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Recognition for Academic Achievement

Academic Achievements

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 Junior Year 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 Junior Year Abroad Program), 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 (applies to those students who began at Smith in September 1994 or later and who graduated in 1998 or later). 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.

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.

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. Junior year 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.

Psi Chi

The Smith College Chapter of Psi Chi was established in 1975. Students majoring or minoring in psychology who demonstrate academic excellence in both that field and their overall program of study are inducted into this national honor society. According to the charter, those honored are enjoined to develop programs that enhance student opportunity to explore the field of psychology.
Prizes and Awards

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

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

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

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 non-major who started German at Smith and has made exceptional progress; to a senior major who started German at Smith, has taken it for four years and made unusual progress; and to a student who knew some German when she arrived at Smith and whose progress in four years has been considerable

The Elizabeth Babcock Poetry Prize for the best group of poems

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 Aney 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 Buerguer Prize to the students who have made the most notable contribution to the dramatic activities of the college

The David 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

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 Dawes Prize for the best undergraduate work in political science

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 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 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.

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 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 an outstanding paper or other project in American studies by a Smithsonian intern or American studies major.

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

The Megan Hart Jones Studio Art Prize for judged work in drawing, painting, sculpture, photography, graphic arts 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 (1936-1996).

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 Martha Keilig Prize for the best still life or landscape in oils on canvas.

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 a graduating senior majoring in art, with preference given to students interested in studying art history, especially classical art, at the graduate level.

The Ruth Alpern Leipziger Award to an outstanding French major participating in the Junior Year Abroad Program in Paris.

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

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 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 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 with a distinguished academic record.

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 Women’s Studies 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 Prize 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 studying with the Smith College Junior Year 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 Department of Russian Prize for the best essay on Russian literature by a senior majoring in Russian 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 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 the best piece of writing in Italian on any aspect of the culture of Italy.

The Tryon Prize to a Smith undergraduate (or Five College student in a Smith class) for a piece of writing or work in new media (digital, performance or installation art) that examines art or ideas associated with the Smith College Museum of 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 Anacleta 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 Joachanan 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 Enid Silver Winslow ’54 Prize in art history for the best student paper written in an art history course taught at Smith.

The Rosemary Thomas Poetry Prize for the best group of poems; and for the best individual poem.
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 e-mail to SFS@smith.edu or visit their Web site at www.smith.edu/sfs.

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. E-mail notifications will be sent to all students on or about the 15th of each month in which there is activity on the 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%) 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 5 to 7 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 by direct deposit into the account the student has on file with the payroll office. Credit balances that result from a PLUS loan are issued automatically 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

2013–14 Comprehensive Fee (required institutional fees)

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$21,420</td>
<td>$21,420</td>
<td>$42,840</td>
</tr>
<tr>
<td>Room and Board *</td>
<td>7,205</td>
<td>7,205</td>
<td>14,410</td>
</tr>
<tr>
<td>Student activities fee</td>
<td>137</td>
<td>137</td>
<td>274</td>
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<tr>
<td><strong>Comprehensive fee</strong></td>
<td><strong>$28,762</strong></td>
<td><strong>$28,762</strong></td>
<td><strong>$57,524</strong></td>
</tr>
</tbody>
</table>

*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 $1,340

Fees for Ada Comstock Scholars
Application fee $60*  
Transient Housing (per semester)
  Room only (weekday nights) $485
  Room and full meal plan (weekday nights) $1,015
Tuition per semester
  1–7 credits (per credit) $1,340
  8–11 credits $10,720
  12–15 credits $16,080
  16 or more credits $21,420

*Waived if applying online.

Student Activities Fee
The $274 student activities fee is split between the two semesters and is used to fund chartered student organizations on campus. The Student Government Association 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.

2013—14 Optional Fees
Student Medical Insurance—$2,132
The $2,132 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.gallagherkosterweb.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 $1,193 for 2013—14.

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.

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Fee for Musical Instruction—$675 per semester (one-hour lesson per week)
Students who receive need-based aid from the college will receive a $200 grant toward this cost. 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 schedule of fees will apply.

  Use of a practice room, one hour daily $25 per year

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 $600 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 $560

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 $135
  Additional supplies $58

Chemistry Laboratory Course per Semester—$25 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—$35 per Day

Late Registration Fee—$35
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 percent of attendance.

If a student should withdraw from an off-campus program, which is billed by Smith (for example: JIA, 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.

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If a student should withdraw from an off-campus program, which is billed by Smith (for example: JIA, 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 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, 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 infirmary 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.

- Smith’s payment plans allow you to distribute payments over a specific period.
- the Semester Plan
- the Touch Net Payment Plan
- Prepaid Stabilization Plan

Smith also honors parent loan options.

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 8 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 before they can receive financial aid to attend Smith.

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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.

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Details on loan options and payment plans can be found in Financing Your Smith Education, which is available from the Office of Student Financial Services.

This information is also available on the Web at www.smith.edu/finaid.
Smith College recognizes the diversity of the modern family, and requires the submission of information regarding both biological 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. Students 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**

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 e-mail at sfs@smith.edu or by phone (413-585-2530) with questions. Detailed information on the application process and deadlines is available on our Web site at www.smith.edu/finaid.

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 aid 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 Student 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 and Non-U.S. Citizens**

Smith College awards need-based aid to 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 College Board International Student Financial Aid Application, 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 February 1.

Non-U.S. citizens (Canadian citizens excepted) 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/finaid.)

**Non-U.S. Citizens Living in the U.S.**

If you are a non-U.S. citizen whose parents are earning income and paying taxes in the United States, you will need to complete a CSS PROFILE form as well as the College Board International Student Financial Aid Application and provide a complete and signed parent U.S. federal income tax return.

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

Follow procedures for applicants residing in the United States. However, if your parents are living and earning income outside the United States and do not file U.S. tax returns, you should also fill out the College Board International Student Financial Aid Application so that we can consider the actual expenses incurred by your family.

U.S. and Canadian 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 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, the decision of the SFS review committee 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 the controller. The director of SFS is a non-voting 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.

**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 and/or may make use of one of the plans described in Financing Your Smith Education. Students who receive aid of any sort from federal funds are subject to the statutes governing such aid.

**Outside Aid**

Outside Aid Awarded on the Basis of Student Merit

Smith College recognizes your achievement in being awarded merit based aid. Outside aid based on student merit will first reduce or replace the self-help portion of your award (federal work study and federal subsidized loan). If the outside aid exceeds the total self-help portion of your award, we will allow the aid to 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, merit 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 us by June 1, the aid will be reflected in your official award and on your first bill. If you notify us after September 1, the outside aid may be used to reduce Smith Grant dollar for dollar.

**Non-Merit Outside Awards**

This type of award includes tuition subsidies based on parent employment, or state and federal grant assistance. These awards are not based on student merit and 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
Each year the college awards grants equal to $200 per semester for the cost of lessons in practical music to students who receive need-based college grant assistance and who are accepted by the Department of Music.

Ernst Wallfisch Scholarship in Music
A full-year music performance scholarship (vocal or instrumental), based on merit and commitment, may be granted by the Music Department to a Smith student (first-year, sophomore or junior) enrolled in a performance course at Smith College.

Scholarships for Northampton and Hatfield Residents-
The Trustee Grant
At the discretion of the trustees, partial tuition grants may be awarded to accepted applicants who have been residents of Northampton or Hatfield with their parents for at least five years directly preceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the college, and continues to be a resident of Northampton or Hatfield. The Trustee Grant may only be used for study at the Northampton campus. Only students matriculated at Smith are eligible for this program.

The Springfield/Holyoke Partnership
This partnership provides up to four full-tuition scholarships for students from Springfield and Holyoke, Massachusetts, public schools. All students who apply to Smith from these schools will be automatically considered.

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 e-mail to afrotc@acad.umass.edu or visit www.umass.edu/afrotc.

Veterans Benefits
Please see our Web site, www.smith.edu/finance for information on our treatment of Veterans Benefits. We proudly sponsor the Yellow Ribbon Program.
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 640 able, motivated, diverse students whose records show academic achievement, intellectual curiosity, and potential for growth. Because our students come from every state and 60 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, 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 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 or IELTS as appropriate) are required for international students. 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 complete the Common Application online at www.commonapp.org. Included with the application are all the forms she will need, and instructions for completing each part of the application. A Common Application Supplement is also required.

We realize that applying to college involves a lot of time-consuming paper-work 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 Web site 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 to the dean of admission by June 1 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. Decisions will be mailed by mid-December. The suggested filing date for September entrance is February 1, especially for students applying for financial aid. The application deadline is May 15. Candidates whose applications are complete by March 1 will receive admission decisions by April 1. Students whose applications are complete by May 15 will receive decisions by early June. 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 e-mail 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 to the visiting programs must furnish a transcript of their college work (or secondary school work, where applicable) to date, faculty recommendation, an adviser’s or dean’s reference and a completed application. Applications must be completed by July 1 for September entrance and by December 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 e-mail 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 can be conducted by phone. 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 of 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 e-mail 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. For those entering as first-year students, satisfactory completion of a writing intensive course in the first year is required.

Effective Spring 2012, Ada Comstock Scholars and transfer students will also be required to complete at least one writing-intensive course, with a grade of C- or higher, during their first two semesters at Smith.

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. A student on a Smith Junior Year 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-school 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-school 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 pre-matriculation 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.

Normally students may not change the designated number of credits for a variable credit special studies.

Independent Study

Independent study for credit may be proposed by qualified juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Priorities is required. Time spent on independent study off campus cannot be used to fulfill the residence requirement. The deadline for submission of proposals is November 15 for a second-semester program and April 15 for a first-semester program.

Internships

An internship for credit, supervised by a Smith faculty member, may be proposed by qualified sophomores, juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Priorities is required. The deadline for submission of proposals is November 15 for a second-semester program and April 15 for a first-semester program.

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. Records of audits are not maintained.
Changes in Course Registration

Adding and Dropping Courses
During the first 10 class days, a student may enter or drop a course with the approval of the adviser and after consultation with the instructor. 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 class dean.

1. After the 10th day of classes a student may drop a course up to the end of the fifth week of the semester; 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 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 Web site.

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.

Normally, students may not change the designated number of credits for a variable credit special studies. 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 enter an Interterm course within the first three days with a class dean’s signature. 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 one of the other four colleges 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.

Class Attendance and Assignments
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 expected to spend at least two hours per week in preparation for every class hour.

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 e-mail 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 which 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 Web site 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 one of the other four institutions may submit their requests online through BannerWeb. Five College course requests should be submitted during the period for advising and election of courses for the coming semester. Course information is available online through the Five
College online course guide or at the individual Web sites 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. A student must: a) enroll in a minimum of eight credits at Smith in any semester, or b) 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.

Five College courses are those taught by special Five College faculty appointees. These courses are listed on pages 432-451 in this catalog. Cooperative courses are taught jointly by faculty members from several institutions and are usually approved and listed in the catalogs of the participating institutions. The same registration procedures and approvals apply to Five College courses and cooperative courses. 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 non-degree 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, deadlines and academic honor system, of 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 Web site.

### Academic Credit

#### Grading Credit

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 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 satisfactory/unsatisfactory
grading option, regardless of how many graded credits students are enrolled in
per semester. Some departments will not approve the satisfactory/unsatisfactory
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.
Satisfactory/unsatisfactory grades do not count in the grade point average.

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

#### Repeating Courses

Normally, courses may not be repeated for credit. In a few courses, the content
of which varies from year to year, exceptions to this rule may be made by the
instructor and the chair of the department. A student who has failed a course
may repeat it with the original grade remaining on the record. The second grade
is also recorded. A student who wants to repeat a course she has not failed may
do so for no credit. The second grade is recorded but does not count in the grade
point average.

#### 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. 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-school or Interterm courses accepted for credit to-
ward 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 re-
turning for classes in September.

A student enters the senior year after completing a maximum of six semes-
ters 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 Junior Year 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:

a) 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;

b) should obtain, from the class dean’s office, the guidelines for transferring
credit. Official transcripts should be sent directly to the registrar from the
other institution;
c) 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 granted for online courses.
Transfer credit policies and guidelines are published online at the registrar’s
office Web site and are available at the class deans’ office.

Summer-School Credit
Students may accrue a maximum of 12 approved summer-school credits toward
their Smith degree with an overall maximum of 32 credits of combined sum-
mer, interterm, AP and pre-matriculation credits. With the prior approval of the
class dean, 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 Anda Comstock Scholars, summer school credits completed prior to enroll-
ment 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 col-
lege will consider for-credit academic interterm courses taken at other institu-
tions. 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 institu-
tion 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
pre-matriculation 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.

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, IB,
other diploma and prematriculation credit may be counted towards the degree.

Advanced Placement
Smith College participates in the Advanced Placement administered by the
College Entrance Examination Board. Advanced Placement 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 ac-
celerated course program.

Credits are recorded for scores of 4 or 5 on most Advanced Placement ex-
aminations. 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 Advanced Placement and
other prematriculation credit may be counted toward the degree.

Students who complete courses that cover substantially the same material
as those for which Advanced Placement credit is recorded may not then apply
that Advanced Placement 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 require-
ments. No more than eight credits will be granted toward the major in any one
department.

Advanced Placement credit may be used to count toward the 64 credits out-
side the major department or program but may not be used to fulfill the distri-
bution requirements for Latin Honors.

International Baccalaureate and Other Diploma Programs
Credit may be awarded for the International Baccalaureate and 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’
ofices 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.

In general, a student on probation is advised to take no more than 16 cred-
its. She may not enroll in courses through the Five College interchange, and
may not run for or hold elected or selected office, either campuswide or within
her house. Students whose grade point average is below 2.0 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 Dean of Ada Comstock Scholars 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).

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.

However, the regulations of the federal Family Educational Rights and Privacy Act of 1974 make 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 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.

In communications with parents concerning other 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. 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.

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. The request must be filed with the student’s class dean by May 1 for a fall semester or academic year absence, by December 1 for a second semester absence. Students in good academic standing who miss these deadlines and need to be away from campus for a semester or year may request a late leave through their class dean. A student who wants to be away from the college for more than one year must withdraw.

A student going on a Smith College Junior Year Abroad program or other approved study abroad program must file a request for approved off-campus study by the appropriate deadline.

A student who wishes to complete part or all of her senior year away from campus on a Smith or non-Smith program or at another undergraduate institution must petition the administrative board. The petition must include a plan for the satisfactory completion of the major and degree requirements, and must have the approval of the department of the major. The petition must be filed in the Office of the Class Deans by the deadline to request approval of off-campus study.

A student who expects to attend another college and request transfer credit on her return must abide by published guidelines (available in the class deans office) for transferring credit. A student may request provisional approval of transfer credit through the class deans’ office. For final evaluation of credit, an official transcript must be sent directly from the other institution to the registrar at Smith College.

A student on approved off-campus study or personal leave is expected to adhere to the policies regarding such absences (available in the class dean’s office). A student’s account must be in good standing or the request will not be approved.

Medical Leave

If a student leaves the college on the advice of health services, confirmation will be sent to the student and her family by the registrar. Any student who leaves the college for medical reasons is considered withdrawn and must request read-
mission through the registrar. The director of health services (or the associate
director when specified) will 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 health services does not automatically guaran-
tee readmission. The administrative board, which makes the final decision on
readmission, will also consider the student’s college record in the readmission
process.

Short-Term Medical Leave

A student who is away from campus for an extended period of time (i.e., a week
or more) for medical reasons may be placed on a short-term medical leave by
health services. Instructors will be notified of the student’s status by the class
deans office.

Any student who is placed on short-term medical leave, whether by health
services or through her class dean, must receive clearance from health services
before returning to campus. Health services may require documentation from
her health care provider before the student can return. The student must notify
her class dean of her intention to return to classes.

Required Medical Leave

The director or associate director of Health Services or the Evaluation Commit-
tee may require a student to take a medical leave when the student’s behavior or
condition poses a serious concern, or appropriate and necessary treatment is not
available at the college. Further information on the medical leave policy can be

Withdrawal and Readmission

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 confirma-
tion of the withdrawal will be sent to the student by the registrar.

A withdrawn student must submit a request for readmission to the registrar.
Readmission procedures and forms are available at the registrar’s office Web
site. Readmission requests for return in September must be sent to the registrar
before March 1; for readmission in January, before November 1. The administra-
tive board acts upon all requests for readmission and may require that appli-
cants meet with the class dean or director of Health Services before considering
the request. Normally, students who have withdrawn from the college must be
withdrawn for at least one full 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 at
least five years.
Graduate and Special Programs

Smith College offers men and women graduate work leading to the degrees of master of arts in teaching, master of fine arts, master of education of the deaf and master of science. The one-year postbaccalaureate 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. All domestic applicants who wish to be considered for financial aid must submit all required application materials before January 15 of the proposed year of entry into the program, and all financial aid forms before February 15 (refer to Financial Assistance, page 62). The deadline for admission without financial aid to most graduate programs is April 1 of the proposed year of entry for the first semester, and November 1 for the second semester. (For the master of fine arts in dance, the only deadline is January 15.) All international applications for a master’s degree or for the Diploma in American Studies Program must be received on or before January 15 of the proposed year of entry into the program.

Applicants must submit the following: the formal application, the application fee ($60), an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution and scores from the Graduate Record Examination (GRE). For the master of education of the deaf (M.Ed.) only, the Miller Analogies Test is an acceptable alternative to the GRE. Applicants from non-English-speaking countries must submit official results of the Test of English as a Foreign Language (TOEFL). Applicants from English-speaking countries must submit the Graduate Record Examination. Candidates must also submit a paper written in an advanced undergraduate course, except for MFA playwriting candidates, who must also submit one or more full-length scripts or their equivalent. Address correspondence and questions to the address below.

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 for 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

For all degree programs, all work to be counted toward the degree (including the thesis), 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. 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. 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.

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. Two copies 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; French; geosciences; government; history; mathematics; physics and Spanish 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 MAT 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 Education of the Deaf

The Clarke Schools for Hearing and Speech and Smith College offer a cooperative program of study (one academic year and two summers) leading to the degree of master of education of the deaf. Rolling admissions for this program for entry in summer 2014 will begin after December 1, although applications will be accepted as late as April 1 of that year. Further information can be found at www.clarkeschools.org/or-professionals.

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 Web sites: 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; e-mail: lberkman@smith.edu.

Cooperative Ph.D. Program

A cooperative doctoral program is offered by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts in the fields of astronomy; biological sciences; chemistry; geology; history and physics. The degree is awarded by the university in cooperation with the institution in which the student has done the research for the dissertation. Students interested in this program should contact the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003, (413) 545-0721.
Graduate and Special Programs

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 Ph.D. 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 e-mail at swadmis@smith.edu. Information can also be found at the school’s Web site at www.smith.edu/ssw.

Nondegree Studies

Certificate of Graduate Studies

Under special circumstances we may award the Certificate of Graduate Studies 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 under the direction of a committee on graduate study. This program must include at least 24 credits completed with a grade of B– or better. At least five of these courses should be above the intermediate level.

Diploma in American Studies

This is a highly competitive one-year program open only to international students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have a bachelor’s degree or at least four 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. The closing date for application is January 15.

The program consists of a minimum of 24 credits: American Studies 555 (a special seminar for diploma students), 16 other credits in American studies or in one or more of the cooperating disciplines, including American Studies 570, the diploma thesis or an approved equivalent. A cumulative grade average of B in course work must be maintained.

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, e-mail: 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.

Applications are reviewed on a rolling basis. The preferred deadline for January entrance is October 15, but applications are accepted through December 15. For September entrance, the preferred deadline is March 15, but applications are accepted through July 1. Students applying for financial aid are encouraged to apply by the preferred deadlines as funds are limited. 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 single bedrooms, large kitchen and no private bathrooms. Included is a room furnished with a bed, chest of drawers, mirror, desk and chair. Students provide their own board. For further details, send e-mail to gradshly@smith.edu.

For individuals wishing to check the local rental market, go to www.gazettenet.com/classifieds to find “Real Estate for Rent,” www.unoch.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.

Tuition

Tuition and Other Fees

<table>
<thead>
<tr>
<th>Service</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee</td>
<td>$60</td>
</tr>
<tr>
<td>Full tuition, for the year</td>
<td>$42,840</td>
</tr>
<tr>
<td>16 credits or more per semester</td>
<td></td>
</tr>
<tr>
<td>Part-time tuition</td>
<td></td>
</tr>
<tr>
<td>Fee per credit</td>
<td>$1,340</td>
</tr>
<tr>
<td>Summer Intern Teaching Program tuition for</td>
<td></td>
</tr>
<tr>
<td>degree M.E.D. and M.A.I. candidates</td>
<td>$2,500</td>
</tr>
<tr>
<td>Continuation fee, per semester</td>
<td>$60</td>
</tr>
<tr>
<td>Room only for the academic year</td>
<td>$7,200</td>
</tr>
<tr>
<td>Health insurance estimate</td>
<td></td>
</tr>
<tr>
<td>(if coverage will begin August 15)</td>
<td>$2,200</td>
</tr>
<tr>
<td>(if coverage will begin June 15)</td>
<td>$2,500</td>
</tr>
</tbody>
</table>

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 page 38 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 January 15 (new applicants). Applicants interested in federal student loans must complete the FAFSA by February 15, and are required to apply for financial aid with the aid office of the registrar's office.

Applications for fellowships and scholarships must be submitted by May 1 of the year of the applicant's admission. For example, a candidate who plans to enter in September 2013 must submit all materials no later than May 1, 2013.

Scholarships

The college offers a number of tuition scholarships for graduate study. Amounts vary according to circumstances and funds available. Applicants for scholarships must meet the January 15 deadline for submitting all materials for admission.

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.

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.

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.

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. Applicants for scholarships must meet the January 15 deadline for submitting all materials for admission.

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.

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.
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Min Yun  
*Five College Lecturer in Astronomy*

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Ling Zhao  
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B.A. Beijing University; M.A. Beijing Foreign Studies University

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Noel Twagiramungu, Ph.D.  
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Teaching Assistant in East Asian Languages and Literatures

Shinobu Turner
Teaching Assistant in East Asian Languages and Literatures

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Melissa Torres
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Teaching Fellow in Dance

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Malcom McNee (2016); James Henle (2016); Alice Hearst (2014)

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Rick Millington, Roisin O’Sullivan, Rick Fantasia, Nicholas Howe and Alexandra Keller

Committee on Academic Priorities
Donald Baumer (2016); Steve Waksman (2014); Giovanna Bellesia (2014); Bill Peterson (2015); Susan Voss (2014)
Faculty Council Representative, non-voting (Richard Millington)

Committee on Educational Technology
Dominique Thiébaut (2016); Deborah Haas (2014); Hélène Visentin (2015)

Committee on Faculty Compensation and Development
Randall Bartlett (2016); Elizabeth Spelman (2016); Scott Bradbury (2015); Randy Frost (2015); Lauren Duncan (2015)
Faculty Council Representative, non-voting (Roisin O’Sullivan)

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Nicholas Howe (2016); Rick Fantasia (2014); Richard Millington (2015); Alexandra Keller (2014); Roisin O’Sullivan (2015)

Committee on Grievance
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Alternates:
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Committee on Mission and Priorities
Jeffry Ramsey (2016); Courtney Lannert (2016); Patrick Goby (2015)
Faculty Council Representatives non-voting (Rick Fantasia and Nicholas Howe)

Committee on Tenure and Promotion
Dennis Yasutomo (2016); William Oram (2016); Jocelyne Kolb (2016); John Brady (2014); Susan Levin (2015)
## Courses of Study, 2013–14

<table>
<thead>
<tr>
<th>Majors/Minors/Concentrations</th>
<th>Designation</th>
<th>Division</th>
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<tbody>
<tr>
<td>Major and Minor in the Department of Afro-American Studies</td>
<td>AAS</td>
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<tr>
<td>Interdepartmental Minor in African Studies</td>
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<td>ARG</td>
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<td>Majors and Minors: History of Art</td>
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<td>Studio Art</td>
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<td>Architecture and Urbanism</td>
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<td>Minor in Arts and Technology</td>
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<td>Interdepartmental Minor in Astrophysics</td>
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<td>Concentration in Book Studies</td>
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<td>CHM</td>
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<tr>
<td>Majors and Minors in the Department of Classical Languages and Literatures</td>
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<td>Majors and Minors: Classics</td>
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<td>Interdepartmental Major in Comparative Literature</td>
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<tr>
<td>Major in the Department of Computer Science</td>
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<tr>
<td>Minors: Theory</td>
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<td>Programming</td>
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<td>Mathematical Foundations of Computer Science</td>
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<tr>
<td>Major and Minor in the Five College Dance Department</td>
<td>DAN</td>
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<tr>
<td>Major and Minor in the Department of East Asian Languages and Literatures*</td>
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<tr>
<td>Major: East Asian Languages and Cultures</td>
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<td>Interdepartmental Major and Minor in East Asian Studies</td>
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<tr>
<td>Major and Minor in the Department of Economics</td>
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<td>EDC</td>
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<tr>
<td>Major and Minor in the Department of Engineering</td>
<td>EGR</td>
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</tr>
</tbody>
</table>

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**Key:**
- **Division I** The Humanities
- **Division II** The Social Sciences and History
- **Division III** The Natural Sciences

*Currently includes Chinese (CHI), Japanese (JPN) and Korean (KOR)
<table>
<thead>
<tr>
<th>Courses of Study, 2013–14</th>
<th>ENG</th>
<th>I</th>
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<tbody>
<tr>
<td>Major and Minor in the Department of English Language and Literature</td>
<td>ENX</td>
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<tr>
<td>Environmental Concentration</td>
<td>ENV</td>
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<tr>
<td>Interdepartmental Major and Minor in Environmental Science and Policy</td>
<td>ETH</td>
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<td>Interdepartmental Minor in Ethics</td>
<td>ESS</td>
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<tr>
<td>Minor in the Department of Exercise and Sport Studies</td>
<td>ESS</td>
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<tr>
<td>Interdepartmental Minor in Film Studies</td>
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<td>First-Year Seminars</td>
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<tr>
<td>Major in the Department of French Studies</td>
<td>FRN</td>
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<tr>
<td>Major and Minor in the Department of Geosciences</td>
<td>GEO</td>
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<td>Major and Minor in the Department of German Studies</td>
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<tr>
<td>Global Engagement Seminars</td>
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<td>Interdepartmental Minor in Global South Development Studies</td>
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<td>Major and Minor in the Department of Government</td>
<td>GOV</td>
<td>I/II</td>
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<tr>
<td>Major and Minor in the Department of History</td>
<td>HST</td>
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<td>Interdepartmental Minor in History of Science and Technology</td>
<td>HSC</td>
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<tr>
<td>Major and Minor in the Department of Italian Language and Literature</td>
<td>ITL</td>
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<tr>
<td>Major: Italian Studies</td>
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<tr>
<td>Interdepartmental Major and Minor in Jewish Studies</td>
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<td>Minor in Landscape Studies</td>
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<tr>
<td>Interdepartmental Major and Minor in Latin American and Latino/a Studies</td>
<td>LAS</td>
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<tr>
<td>Major: Latino/a Studies</td>
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<td>Interdepartmental Minor in Linguistics</td>
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<tr>
<td>Interdepartmental Minor in Logic</td>
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<tr>
<td>Interdepartmental Minor in Marine Science and Policy</td>
<td>MSC</td>
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<tr>
<td>Major and Minor in the Department of Mathematics and Statistics</td>
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<tr>
<td>Interdepartmental Major and Minor in Medieval Studies</td>
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<tr>
<td>Interdepartmental Minor in Middle East Studies</td>
<td>MES</td>
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<tr>
<td>Concentration in Museums</td>
<td>MUX</td>
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<tr>
<td>Major and Minor in the Department of Music</td>
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<tr>
<td>Interdepartmental Major and Minor in Neuroscience</td>
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<tr>
<td>Major and Minor in the Department of Philosophy</td>
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<tr>
<td>Major and Minor in the Department of Physics</td>
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<tr>
<td>Concentration in Poetry</td>
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<tr>
<td>Major and Minor in the Department of Psychology</td>
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<tr>
<td>Interdepartmental Minor in Public Policy</td>
<td>PPL</td>
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<tr>
<td>Major and Minor in the Department of Religion</td>
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<tr>
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<td>Russian Civilization</td>
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<td>Major and Minor in the Department of Sociology</td>
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<td>Concentration in South Asia</td>
<td>SAX</td>
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<td>SPP</td>
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<td>Spanish</td>
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<td>Portuguese-Brazilian Studies</td>
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<td>Interdepartmental Minor in Statistics</td>
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<tr>
<td>Major and Minor in the Department of Theatre</td>
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<tr>
<td>Translation Studies Concentration</td>
<td>TSX</td>
<td>I/II/III</td>
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<tr>
<td>Interdepartmental Minor in Urban Studies</td>
<td>URS</td>
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<tr>
<td>Interdepartmental Major and Minor in Study of Women and Gender</td>
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<tr>
<td>Women’s Education Concentration</td>
<td>WEX</td>
<td>I/II/III</td>
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**Other**

| Extradepartmental Course in Accounting | ACC | I/II |
| Other Extradepartmental Courses | EDP | I/II/III |
| Interdepartmental Courses | IDP | I/II/III |
| Quantitative Courses for Beginning Students | QSK | I/II/III |
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 Intermural, 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.

Language courses are numbered to provide consistency among departments:

- The introductory elementary course in each language is numbered 100.
- The intensive course in each language is numbered 110 or 111 and normally is a full-year course.
- Intermediate language courses are numbered 120 for low intermediate and 220 for high intermediate.

Introductory science courses are numbered to provide consistency among departments.

- The introductory courses that serve as the basis for the major are numbered 111 (and 112 if they continue into a second semester). “Fast track” courses are numbered 115 (and 116 when appropriate).
- Courses at the introductory or intermediate level that do not count toward the major are numbered 100-109 and 200-209.
- Courses approved for listing in multiple departments and programs are identified by the three-letter designation of the home department and are described fully in that department’s course listings.

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. The designation that a course is a seminar appears in the title unless all seminars appear as a separate and clearly designated group in the department’s course listing. The current topic, if applicable, immediately follows the title of the seminar.

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 2012-13
*2 absent fall semester 2013-14
**1 absent spring semester 2012-13
**2 absent spring semester 2013-14
†1 absent academic year 2012-13
†2 absent academic year 2013-14
§1 director of a Junior Year Abroad Program, academic year 2012–13
§2 director of a Junior Year Abroad Program, academic year 2013–14

Visiting faculty and some lecturers are generally appointed for a limited term. The phrase “to be announced” refers to the instructor’s name.

Meeting Times
Course meeting times are listed in the “Schedule of Classes” distributed 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

dem.: demonstration course
lab.: laboratory
Lec.: lecture
sec.: section
dis.: discussion

( ): A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor’s usual affiliation.

(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 twice.

(C): The history department uses a “C” in parentheses after the course number to designate colloquia that are primarily reading and discussion courses limited to 20 students.

(L): The history department uses an “L” in parentheses after the course number to designate lectures that are unrestricted in size. Lectures and colloquia are open to all students unless otherwise indicated.

(MI): The anthropology department uses “MI” in parentheses after the course number to designate a course that is method intensive.

(TI): The anthropology department uses “TI” in parentheses after the course number to designate a course that is theory intensive.

L: The dance and theatre departments use an “L” to designate that enrollment is limited.

P: The dance and theatre departments use a “P” to designate that permission of the instructor is required.

AP: Advanced Placement.
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, Assistant Professor of History
Elliot Fratkin, Professor of Anthropology
Caroline M. Melly, Assistant Professor of Anthropology
Albert G. Mosley, Professor of Philosophy
Katwiwa Mule, Associate Professor of Comparative Literature
Gregory Whayne White, Professor of Government
Louis Edward Wilson, Professor of Afro-American Studies, Director

The African Studies 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 and Literature**
- **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 or Portuguese. 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.

AFS 300 Capstone Colloquium in African Studies

The colloquium represents an interdisciplinary capstone experience for students concentrating in African studies. Drawing on the resources of faculty in the Five College African Studies Council, we will seek to synthesize and productively utilize the Africa-oriented coursework, study abroad, internships, and research experiences of class participants. We will consider how the generation of knowledge about Africa has shaped academic disciplines, how knowledge about Africa contributes to endeavors focused on economic progress and political and social transformation on the continent and elsewhere, and how the study of Africa is likely to change in coming decades. Prerequisites: junior or senior standing and permission of the instructor. The colloquium is designed for students with substantial coursework in African studies and/or those with study-abroad experience in Africa. Enrollment limited to 18. (H) [S] Credits: 4

Elliot Fratkin
Offered Spring 2014

Arts, Literature and Humanities

ARH 130 Introduction to Art History: Africa, Oceania, and Indigenous Americas
ARH 280 Art Historical Studies (C) Survey of African Art: The Creation of African Art
CLT 205 20th-Century African Women’s Drama
CLT 271 Writing in Translation: Bilingualism in the Postcolonial Novel
CLT 305 Studies in the Novel: The Postmodern Novel: Open Encyclopedias
DAN 377 Advanced Studies in History and Aesthetics Interpretation and Analysis of African Dance Seminar
FRN 230 Colloquia in French Studies Voices of/from the Outskirts
FRN 252 French Cinema: Cities of Light Urban Spaces in Francophone Film
FRN 262 After Algeria: Revolution, Republic and Race in Modern France
FRN 392 Locating “la Francophonie”
FYS 165 Childhood in African Literature
MUS 220 Topics in World Music: African Popular Music
PHI 254 African Philosophy

Historical Studies

AAS 218 History of Southern Africa (1600 to about 1900)
AAS 370 Seminar: Modern Southern Africa
HST 234 (C) Global Africa
HST 257 (L) Early African History to 1800
HST 258 History of Modern Africa since 1800
HST 259 (C) Aspects of African History Women in African Colonial Histories
HST 358 Problems in African History: Debating the African Past

Social Studies

AAS 202 Topics in Black Studies: Race and Identity in the Global City: Anthropology of the African Diaspora
ANT 230 Africa: Peoples, Environment and Development Issues
ANT 271 Globalization and Transnationalism in Africa
ANT 348 Topics in Development Anthropology Health in Africa
GOV 227 Contemporary African Politics
GOV 233 Problems in Political Development
GOV 257 Refugee Politics
GOV 347 Seminar in International Politics and Comparative Politics North Africa in the International System
Afro-American Studies

Professors
12 Paula J. Giddings, B.A.
Andrea D. Hairston, M.A., Theatre and Afro-American Studies
Louis Edward Wilson, Ph.D.

Associate Professors
Kevin Everod Quashie, Ph.D.
Daphne M. Lamothe, Ph.D., Chair

Assistant Professor
Riché J. Daniel Barnes, Ph.D., Chair

Mission
The Department of Afro-American Studies investigates the social, historical, cultural and aesthetic works and practices of populations of African descent throughout the Diaspora. A multi-disciplinary 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 co-curricular 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 Afro-American 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.

The major consists of eleven (11) four-credit courses as follows:
1. 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 (6) four-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
AAS 218 History of Southern Africa (1600 to about 1900)
AAS 232 The Black Church in the United States
AAS 243 Black Activist Autobiography
AAS 278 The ’60s: A History of Afro-Americans in the United States from 1954 to 1970
AAS 289 (C) Feminism, Race and Resistance: History of Black Women in America
AAS 335 Free Blacks in the U.S. Before 1865
AAS 366 Contemporary Topics in Afro-American Studies: Ida B. Wells and the Beginning of the Modern Civil Rights Movement
AAS 370 Seminar: Modern Southern Africa

2. Literature/Cultural Studies
AAS 170 Survey of Afro-American Literature: 1746 to 1900
AAS 175 Survey African-American Literature 1900–Present
AAS 202 Topics in Black Studies: Race and Love
AAS 202 Topics in Black Studies: Black Music and Literature
AAS 211 Black Cultural Theory
AAS 232 The Black Church in the United States
AAS 242 Death and Dying in Black Culture
AAS 243 Black Activist Autobiography
AAS 245 The Harlem Renaissance
AAS 249 Black Women Writers
AAS 254 Race and Identity in the Global City: Anthropology of the African Diaspora
AAS 278 The ’60s: A History of Afro-Americans in the United States from 1954 to 1970
AAS 336 Seminar: Contemporary Topics in Afro-American Studies
Exiles, Transplants and In-betweeners: Literatures of the African Diaspora
AAS 345 Classic Black Texts
AAS 360 Seminar: Toni Morrison
AAS 366 Seminar: Contemporary Topics in Afro-American Studies:
Ida B. Wells and the Beginning of the Modern Civil Rights Movement
AAS 389 Black Women, Work and Family

3. Social Science
AAS 155 Topics in Black Studies: Introduction to Black Women’s Studies
AAS 212 Family Matters: Representations, Policy and the Black Family
AAS 232 The Black Church in the United States
AAS 243 Black Activist Autobiography
AAS 254 Race and Identity in the Global City: Anthropology of the African Diaspora
AAS 327 Race and Class in Conflict: The Rise of the Black Middle Class (Capstone Course)
AAS 389 Black Women, Work and Family

4. Black Women’s Studies
AAS 155 Introduction to Black Women’s Studies
AAS 212 Family Matters: Representations, Policy and the Black Family
AAS 249 Black Women Writers
AAS 289 (C) Feminism, Race and Resistance: History of Black Women in America
AAS 345 Black Feminist Theories
AAS 360 Seminar: Toni Morrison
AAS 366 Seminar: Contemporary Topics in Afro-American Studies: Ida B. Wells and the Beginning of the Modern Civil Rights Movement
AAS 389 Black Women, Work and Family

5. Diaspora Studies
AAS 218 History of Southern Africa (1600 to about 1900)
AAS 254 Race and Identity in the Global City: Anthropology of the African Diaspora
AAS 336 Exiles, Transplants and In-betweeners: Literatures of the African Diaspora
AAS 370 Seminar: Modern Southern Africa

Adviser for Study Abroad: Riché Barnes

Honors
Director: Daphne Lamothe
AAS 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014
AAS 431 Honors Project
Credits: 8
Offered Fall 2013

Please consult the director of honors or the departmental website for specific requirements and application procedures.

AAS 111 Introduction to Black Culture
An introduction to some of the major perspectives, themes, and issues in the field of Afro-American studies. Our focus will be on the economic, social and political aspects of cultural production, and how these inform what it means to read, write about, view and listen to Black culture. (S) Credits: 4
Kevin Quashie
Offered Fall 2013

AAS 117 History of Afro-American People to 1960
An examination of the broad contours of the history of the Afro-American in the United States from ca. 1600–1960. Particular emphasis will be 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 U.S. (H) Credits: 4
Louis Wilson
Offered Fall 2013

AAS 155 Introduction to Black Women’s Studies
This course will examine historical, critical and theoretical perspectives on the development of Black feminist theory/praxis. The course will draw from the 19th century to the present, but will focus 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 will be the analysis of the intersectional relationship between theory and practice, and of race, to gender and class. We will 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. (H) (S) Credits: 4
Riché Barnes
Offered Spring 2014

AAS 175 African-American Literature 1900 to the Present
Same as ENG 236. A survey of the evolution of African-American literature during the twentieth century. This class will build on the foundations established in AAS 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
Kevin Quashie
Offered Fall 2013

AAS 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 Afro-American studies. Guided by a general research topic or theme, students will be exposed to different methods for asking questions and gathering evidence.
Approaches to the American South
Using the American South, as a case study, this course will give students an introduction to and practice in the tools of intellectual investigation in the study of African American history and culture/racial formations in the U.S. Students will read, attend lectures and learn from scholars whose work is based in specific disciplines (especially history, literature, cultural studies and the social sciences). You will also learn the challenges 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 South), students will learn how scholars in each discipline frame research questions, take certain kinds of research approaches, and put these various methods in conversation with each other. Finally, you will also have an opportunity to develop your 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
Paula Giddings
Offered Spring 2014

AAS 202 Topics in Black Studies
Race and Love
In this class, we will study the ways that black essayists negotiate ideas about race through notions of love: what does it mean to figure one’s humanity through the miasma of race; and how is love as a concept and the form of the essay relevant to this figuring? Here, we will think about race intersectionally, as a term that is only meaningful if one notices its invocation of gender, class, sexuality. We will read work by James Baldwin, Toni Morrison, Zadie Smith, Reginald Shepherd, Audre Lorde, bell hooks, Alice Walker, Cornel West, Jamaica Kincaid, Essex Hemphill, Hilton Als, Toni Cade Bambara. Prerequisite: AAS 111 or permission of the instructor. Enrollment limited to 20. [L] Credits: 4
Daphne Lamothe
Offered Spring 2014

Black Music and Literature
The course will examine the interactions between different forms of African American music and literature. Music and literature will be considered in their historical and cultural contexts. Students will read works of fiction, poetry, and drama that are inspired by black music, as well as theoretical discussions of American popular music and the formation of culture. A key part of the course will be listening to and seeking to understand key examples of several genres of black music, from spirituals and work songs, to blues and jazz, to calypso and beyond. Writers may include Albert Murray, Ralph Ellison, James Baldwin, Gayle Jones, Toni Morrison, Staceyann Chin, Jean “Binta” Breeze, as well as critical essays that theorize race, culture, writing and music. [L] Credits: 4
Kevin Quashie
Offered Spring 2014

AAS 212 Family Matters: Representations, Policy and the Black Family
In this course we will examine contemporary African-American families from both a sociocultural and socioeconomic perspective. We will 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
Riché Barnes
Offered Spring 2014

AAS 245 The Harlem Renaissance
A study of one of the first cohesive cultural movements in African-American history. This class will focus 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 will include: Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes and Nella Larsen, among others. [L] Credits: 4
Daphne Lamothe
Offered Fall 2013

AAS 254 Race and Identity in the Global City: Anthropology of the African Diaspora
This course explores black identity as one that is rooted in the politics of space and place. Using the anthropological study of the African Diaspora, we will investigate the development of “race” as a category and the construction of political and cultural migrating identities. Scholarly texts will be accompanied by ethnography, film, guest lectures and music. [S] Credits: 4
Riché Barnes
Offered Fall 2013

AAS 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 will be 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 Wilson
Offered Spring 2014

AAS 289 (C) Feminism, Race and Resistance: History of Black Women in America
This interdisciplinary colloquial course will explore 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 will be 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
Shani Roper
Offered Fall 2013

AAS 327 Seminar: Race and Class in Conflict: The Rise of the Black Middle Class (Capstone Course)
Class conflict within black America has always been controversial. Some scholars argue the historic roots of the black American common experience due to white American racism and discrimination. While others argue with increasing economic differentiation, the black “community” has a growing economic and class divide. This course will explore the conflation of race and class, the various phases of the development of the black middle class, and the growing effects of intra-racial gentrification and the rise of black suburbanization on the tenuous position of racial solidarity in the U.S. We will use film, ethnography, fiction, as well as historic and contemporary studies to explore class conflict and community change in the urban/suburban U.S. Students will have weekly short writing assignments as well as a final paper. [S] Credits: 4
Riché Barnes
Offered Fall 2013

AAS 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 will address a neglected theme in the history of the Afro-American experience, i.e., the
history of free blacks before the passage of the 13th amendment. Recommended background: AAS 117. (H) Credits: 4

Louis Wilson
Offered Spring 2014

AAS 370 Seminar: Modern Southern Africa
In 1994 South Africa underwent a “peaceful revolution” with the election of Nelson Mandela. This course is designed to study the historical events that led to this dramatic development in South Africa from 1948–2000. (H) (S) Credits: 4

Louis Wilson
Offered Fall 2013

Additional Courses Related to Afro-American 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.

AAS 400 Special Studies
By permission of the department, for junior and senior majors.
Credits: 1 to 4
Offered Fall 2013, Spring 2014

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. Credits: 4
Offered Spring 2014

AAS 400 Special Studies
Offered Fall 2013, Spring 2014

ANT 230 Africa: Peoples, Environment and Health
Offered Fall 2013

ANT 271 Globalization and Transnationalism in Africa
Offered Spring 2014

ECO 230 Urban Economics
Offered Spring 2014

ENG 309 Seminar: Black Prison Intellectuals
Offered Fall 2013

GOV 257 Refugee Politics
Not Offered this Academic Year

HST 258 History of Modern Africa since 1800
Offered Fall 2013

HST 259 (C) Aspects of African History
Offered Fall 2013

HST 265 (L) Race, Gender and United States Citizenship, 1776–1861
Offered Spring 2014

HST 266 (L) The Age of the American Civil War
Offered Fall 2013

HST 270 (C) Aspects of American History
Offered Spring 2014

HST 371 Seminar: Problems in 19th-Century United States History
Not Offered this Academic Year

PHI 210 Colloquium: Issues in Recent and Contemporary Philosophy
Offered Fall 2013

PHI 254 African Philosophy
Not Offered this Academic Year

SOC 215 Race and National Identity in the United States
Offered Spring 2014

SOC 214 Sociology of Hispanic Caribbean Communities in the United States
Offered Fall 2013

SOC 218 Urban Sociology
Offered Fall 2013

SWG 201 Queer Black Studies, An Introduction
Not Offered this Academic Year

SWG 300 Special Topics in the Study of Women and Gender
Offered Spring 2014

THE 319 Shamans, Shapeshifters, and the Magic If
Offered Spring 2014
American Studies

In order to structure their studies of American society and culture, majors will 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:
1. 201 and 202;
2. Eight courses in the American field. At least four must be focused on a theme defined by the student. At least two courses must be in the humanities and 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;
3. 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, a course preferably in the area of the student’s focus;
4. 340 or 341.

Adviser for Study Abroad: Michael Thurston

Honors Director: Steve Waksman

AMS 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Steve Waksman
Offered Fall 2013, Spring 2014

AMS 431 Honors Project
Credits: 8
Steve Waksman
Offered Fall 2013

Please consult the director of honors or the departmental website for specific requirements and application procedures.

Diploma in American Studies

Director: Lane Hall-Witt

A one-year program for foreign students of advanced undergraduate or graduate standing.

Requirements: American Studies 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, will substitute American Studies 570, Diploma Thesis, for one of the additional courses.

Requirements for the American Studies Major


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.
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 will investigate 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 U.S. plays in the world? How should we assess the institutional framework that underlies the implementation of freedom as a “way of life” in the U.S.—democratic politics, representative governance, and market capitalism? This course is restricted to students in the Diploma Program in American Studies. Credits: 4

Walter Hall-Witt
Offered Fall 2013

AMS 570 Diploma Thesis
Credits: 4

Walter Hall-Witt
Offered Spring 2014

AMS 201 Introduction to the Study of American Society and Culture
An introduction to the methods and concerns of American Studies. We will 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

Andrea Stone, Spring 2014
Michael Thurston, Spring 2014
Offered Spring 2014

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, clothing, 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. (H) (S) Credits: 4

Christen Mucher
Offered Spring 2014

AMS 210 The Democratization of Clothing in the United States, 1780–1930(C)
This course will make extensive use of the Smith College Historic Clothing Collection and the Costume and Textiles Collection at Historic Northampton to introduce students to theoretical and historical themes in the study of clothing and fashion. Thematically, the course will focus on the vast social, cultural, political, and economic changes associated with the introduction of machinery and mass-marketing into the American clothing complex. Topics include the political economy of clothing; the expressive functions of clothing and fashion; clothing, personal identity, and social power; consumerism; clothing, mass leisure and mass entertainment; the global clothing industry; and transnational fashion influences. Enrollment limited to 20. (E) (A) (H) (S) Credits: 4

Walter Hall-Witt
Offered Fall 2013

AMS 226 Introduction to Colonial North America, 1492–1763
This course provides an overview of early American history, from contact in 1492 to the eve of colonial independence movements in 1763. Together, we will pay as much attention to the how and why (processes, motivations, imaginaries) as to the what (dates, events) of colonial history, focusing on diverse sites of contact, exchange, and conflict in the colonial projects of England and Spain in North America. By analyzing various historical documents—including maps, engravings, letters, narratives and treaties—we will attend to the activities and effects of contact, exchange, and conflict among Native, African and European peoples and institutions. (E) (H) Credits: 4

Christen Mucher
Offered Fall 2013

AMS 229 Native New England
In this course we will interrogate the space we now know as “New England” as a land with histories, peoples, and life ways that predate and exceed the former English colonies and the lineaments of the current United States. We will devote our semester to learning about the cultural distinctiveness of the Native peoples of New England—for example, the Mohawk, Mohegan, Abenaki, Wampanoag and Shaghticoke—and to understanding the historical processes of encounter, adaptation, resistance, and renewal that have characterized Native life in the area for centuries. We will 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) Credits: 4

Christen Mucher
Offered Spring 2014

AMS 235 American Popular Culture
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 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 35. Admission by permission of the instructor. (H) (S) Credits: 4

Steve Waksman
Offered Fall 2013

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics and textiles) as well as landscapes to New England’s history. Classes are held in Old Deerfield, MA. Admission by permission of the instructor. (A) (H) Credits: 4

Instructor: TBA
Offered Spring 2014

AMS 340 Symposium in American Studies
Limited to senior majors.

Empire and American Studies
“One of the central themes of American historiography is that there is no American Empire.” At the end of the 20th century this statement, made by historian William Appleton Williams in 1955, inspired a generation of American Studies scholars to prove Williams wrong. Today, it would be difficult to hold Williams’ opinion; American Studies scholars have shown that Empire is an underlying structure of the American project. In this course, we will study how the forces of empire guided and undergirded the development of the U.S. and of American Studies. We will examine the projects of settler colonialism and expansion, the economics of slavery and the colonial trade, structures of banalized violence
that defines some lives and desires as more important than others, and the ways in which imperial power has long hidden in plain sight. Readings will range across all periods of American history to provide us with the broadest and most complex picture of empire possible. Permission of instructor required. {A} {L} Credits: 4
Christen Muker
Offered Fall 2013

AMS 341 Symposium in American Studies
Limited to senior majors.

Culture, Politics and the Public Sphere
Where does “the public” lie in American society? What is the role of culture in shaping our sense of public life and its political possibilities? This seminar will examine the concept of the “public sphere” and consider the ways in which we can use this concept to understand key aspects of American culture and society from the 19th century to the present. The public sphere can be understood as a cornerstone of modern democracy; it is, ideally, the sphere in which we engage in debate over the values and practices that should govern our collective life. Yet, the public sphere can also be a mechanism for excluding certain people from participation in the shared culture or politics of the nation, or silencing certain voices or forms of expression. Reading a mix of theoretical and historical works, we will reflect on such topics as: the role of arts and media in creating a sense of public participation; the relationship between public life and consumer capitalism; and the role of censorship in defining the limits of acceptable public expression. Permission of the instructor required. {H}{S} Credits: 4
Steve Waksman
Offered Spring 2014

AMS 351 Writing About American Society
An examination of contemporary American issues through the works of literary journalists ranging from Elizabeth Hardwick to Joan Didion; Frances Fitzgerald to Adrian Nicole Le Blanc. Intensive practice in expository writing to develop the student’s own skills in analyzing complex social issues and expressing herself artfully in this form. May be repeated with a different instructor and with the permission of the director of the program. Enrollment limited to 15. Admission by permission of the instructor. Sample writing must be submitted to be considered. {L}{S} Credits: 4
Hilton Als
Offered Spring 2014

AMS 400 Special Studies
Admission by permission of the instructor and the director. Credits: 1 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014

AMS 408D Special Studies
Admission by permission of the instructor and the director. This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Instructor: TBA
Offered Fall 2013, Spring 2014

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 resident 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 will be 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
Rosetta Cohen
Offered Fall 2013

AMS 411 Seminar: Museums and New Technology: The Copy in the Museum
This seminar examines the history, functions, theories and meanings of museums in society, focusing primarily on the changing role of the museum in the digital age. From the emergence of photography in the mid-19th century to the ever-expanding use of the Internet today, the notion of the museum in the United States has been and is constantly in flux. While elite art museum officials of the 19th century sought primarily to teach and promote “high” culture, today’s museum administrators highlight the museum’s position in global communication, dissemination of information, and cross-cultural understanding. Students will be introduced to all aspects of the museum field and examine the impact of media and technology from the period when photography was new in the 19th century to today. (Open only to members of the Smithsonian Internship Program. Given in Washington, D.C.). {H} Credits: 4
Dorothy Moss
Offered Fall 2013

AMS 412 Research Project at the Smithsonian Institution
Tutored supervision by Smithsonian staff members. Given in Washington, D.C. {H}{S} Credits: 8
Rosetta Cohen
Offered Fall 2013
Ancient Studies

Advisers:
* Scott Bradbury, Professor of Classical Languages and Literatures
* Patrick Coby, Professor of Government
* Joel Kaminsky, Professor of Religion
* Barbara Kellum, Professor of Art
Susan Levin, Professor of Philosophy, Director
* Richard Lim, Professor of History
Suleiman Mourad, Professor of Religion
Frederick McGinness, Lecturer in History

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 285 Great Cities (L)
*Rome
Barbara Kellum
Offered Fall 2014

GRK 212 Introduction to Greek Prose and Poetry
* Carrie Mowbray
Offered Fall 2013

GRK 310 Advanced Readings in Greek Literature I & II
Euripides and Thucydides: Athens Destroys Itself
* Scott Bradbury
Offered Fall 2013

HST 202 (L) Aspects of Ancient History
*Rome: Majesties and Miseries in the Late Empire
Frederick McGinness
Offered Fall 2013

LAT 350 Advanced Readings in Latin Literature I & II
The Poetry of Catullus
* Roman Letters

REL 214 Virgins, Vamps, and Viragos: Women in the Hebrew Bible
Instructor: TBA
Offered Spring 2014

REL 216 Topics in Biblical Studies
Archaeology and the Bible
Michael Sugerman
Offered Fall 2013

REL 245 The Islamic Tradition
Suleiman Mourad
Offered Fall 2013

Courses that count toward the minor but are not offered in 2013–14 include:

ARH 208 The Art and Architecture of Ancient Greece (L)

ARH 212 Ancient Cities and Sanctuaries (L)

ARH 216 The Art and Architecture of the Roman World (L)

ARH 280 Films and Art History
Swords and S(c)andals: Ancient Rome in Film/Form

ARH 315 Studies in Roman Art (S)

ARH 352 Studies in Art History (S)
Ancient Cities and Sanctuaries

CLS 227 Classical Mythology

CLS 235 Life and Literature in Ancient Rome

FYS 163 The Holy Land

GOV 261 Ancient and Medieval Political Theory

GRK 213 Introduction to Homeric Epic

HST 203 (L) Alexander the Great and the Hellenistic World

HST 204 (L) The Roman Republic

HST 205 (L) The Roman Empire

HST 206 (C) Aspects of Ancient History
Greek and Roman Slavery

LAT 330 Advanced Readings in Latin Literature I & II

PHI 124 History of Ancient and Medieval Western Philosophy
Susan Levin
Offered Fall 2013
The Major in Anthropology

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. The remaining three (3) courses for the major may be more anthropology classes or courses in related fields, including language, math or science (if these are linked to the student’s anthropological interests). Students must show a competency in a foreign language equivalent to four semesters of college level classes. A maximum of two language courses may count towards the three related course category for the major. Students who wish to focus their major in biological anthropology may replace the language requirement with two courses in mathematics (M) and/or natural science (N) if the courses serve as an essential foundation for advanced work in this sub-field and they are above the 100 level. Any alternative for the language requirement will 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 spend the junior year 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 in this area at the University of Massachusetts and Hampshire College.

Honors

Director: Fernando Armstrong-Fumero.

Students are strongly encouraged to complete ANT 130 before enrolling in intermediate courses.

ANT 130 Introduction to Cultural Anthropology
The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious and family structures, with examples from Africa, the Americas, Asia and Oceania. The impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies. Limited to first years and sophomores.
Total enrollment of each section limited to 25. [S] Credits: 4
Elliot Fratkin, Fall 2013
Pinky Hota, Fall 2013
Suzanne Gottschang, Fall 2013
Caroline Melly, Spring 2014
Fernando Armstrong-Fumero, Spring 2014
Offered Fall 2013, Spring 2014

ANT 135 Introduction to Archaeology
The study of past cultures and societies through their material remains. 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.
Course 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 years and sophomores. Enrollment limited to 30. [N][S] Credits: 4
Elizabeth Klarich
Offered Fall 2013

ANT 200 Colloquium in Anthropology
This course is designed to introduce students to the variety of methods of inquiry used for research in anthropology. Students will be introduced to methods of locating and analyzing information and sources, developing research questions, and writing in the course of the semester. Course topics will vary. Normally taken in the sophomore or junior year. Prerequisite: ANT 130. Enrollment limited to anthropology majors and minors. Enrollment limited to 20.

Food
This course will examine food using an anthropological lens. We will 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
Suzanne Gottschang
Offered Spring 2014

Internet Connections and Digital Divides
The course will critically examine the transformative impact of the internet and related technological innovations from an anthropological perspective. We will explore these issues from various geographical locations in order to better understand how the internet is reshaping ideas about participation, geography and space, global access to information, and mobility. We will pay particular attention to the emergent inequalities, opportunities and identities that are created as certain people and places become “wired.” [S] Credits: 4
Caroline Melly
Not Offered this Academic Year
ANT 216 Collecting the Past: Art and Artifacts of the Ancient Americas
[This is a Mount Holyoke College course, taught in Fall 2013.]
Early European explorers, modern travelers, collectors, curators and
aethnographers 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 will learn how
aethnographers study a variety of artifact types within museum collections and
will have the opportunity to conduct independent research projects using pre-
Columbian pottery and textile collections from the Mead Museum at Amherst
College. Limited to 18 students. Course takes place at Mount Holyoke College.
(S) Credits: 4
Elliot Fratkin
Offered Fall 2013

ANT 230 Africa: Peoples, Environment and Health
This course looks at peoples and cultures of Africa with a focus on population,
health and environmental issues on the African continent. The course
discusses the origin and growth of human populations, distribution and
spread of language and ethnic groups, the variety in food production systems
(foraging, fishing, pastoralism, agriculture, industrialism), demographic,
health, environmental consequences of slavery, colonialism and economic
globalization, and contemporary problems of drought, famine and AIDS in
Africa. [N] [S] Credits: 4
Elliot Fratkin
Offered Fall 2013

ANT 233 History of Anthropological Theory
This course reviews the major theoretical approaches and directions in cultural
anthropology from 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 post-modern interpretation. The
works of major anthropologists are explored including Franz Boas, Bronislaw
Malinowski, Margaret Mead, Evans-Pritchard, Claude Levi-Strauss, Marvin
Harris, Eric Wolf, Clifford Geertz, Sherry Ortner and others. Prerequisite: ANT
130 or permission of the instructor. (TD) [S] Credits: 4
Fernando Armstrong-Fumero
Offered Fall 2013

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
will 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
will be 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
Fernando Armstrong-Fumero
Not Offered this Academic Year

ANT 236 Economy, Ecology, and Society
This course concerns the cultural evolution of human society, looking at
changes in social organization and technological complexity from our origin
as nomadic foragers to current configurations of centralized industrialized
states. This course examines issues of economy (production, exchange,
consumption) and ecology (human-resource interaction, adaptation and
competition for resources), and looks in particular at the development and
spread of capitalist relations and its effects on marginal and disempowered
peoples. Topics include the evolution of human society (family level groups,
local level groups and regional polities), life in subsistence based economies, the
role of surplus and the rise of political states and class inequalities, and the rise
of capitalism and its contribution to globalization in the modern world system.
We conclude the course with a discussion of the ecological impacts of industrial
capitalism including overexploitation, human induced climate change, and the
environmental effects of war. [S] Credits: 4
Elliot Fratkin
Offered Spring 2014

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 socio-political patterns, native cosmologies and ecological adaptations,
challenges to cultural survival and indigenous mobilizations. [N] [S] Credits: 4
Donald Joralemon
Not Offered this Academic Year

ANT 241 Anthropology of Development
The Anthropology of Development compares three explanatory models—
modernization theory, dependency theory, and indigenous or alternative
development—to understand social change today. Who sponsors development
programs and why? How are power, ethnicity and gender relations affected? How
do anthropologists contribute to and critique programs of social and economic
development? The course will discuss issues of gender, health care, population
growth and economic empowerment with readings from Africa, Asia, Oceania
and Latin America. Prerequisite: ANT 130 or permission of the instructor.
Enrollment limited to 35. [S] Credits: 4
Elliot Fratkin
Offered Spring 2014

ANT 248 Medical Anthropology
The cultural construction of illness through an examination of systems of
diagnosis, classification, and therapy in both non-Western and Western societies.
Special attention given to the role of the traditional healer. The anthropological
contribution to international health care and to the training of physicians in the
United States. Enrollment limited to 30. [N] [S] Credits: 4
Donald Joralemon
Offered Fall 2013

ANT 249 Visual Anthropology
This course considers the unique perspectives, techniques and theories that
anthropology offers for understanding the visual world. We focus both on
the production of visual materials (photographs and films, in particular)
by anthropologists, as well as the anthropological analysis of visual artifacts
produced by other people. We will consider the historical (particularly
colonial) legacies of visual anthropology as well as its current manifestations
and contemporary debates. Particular attention will be paid to issues of
representation, authority, authenticity and circulation of visual materials.
Enrollment limited to 30. [S] Credits: 4
Caroline Melly
Offered Fall 2013

ANT 251 Women and Modernity in East Asia
This course explores the roles, representations and experiences of women
in 20th-century China, Korea, Vietnam and Japan 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,
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 Suzanne Gottschang
Offered Fall 2013

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 last twenty 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 Gottschang
Not Offered this Academic Year

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 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. Prerequisite: ANT 130 or permission of the instructor. Not open to first year students. Enrollment limited to 30. [H] [S] Credits: 4 Donald Joralemon
Offered Spring 2014

ANT 258 Performing Culture
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: 130 or permission of the instructor. Enrollment limited to 30. [A] [S] Credits: 4 Margaret Sarkissian
Offered Spring 2014

ANT 267 Self and Society in South Asia
This course introduces students to the culture, politics and everyday life of South Asia. Topics covered will 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 will 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 will study and discuss novels, historical analysis, primary historical texts and popular (Bollywood) and documentary film. [S] Credits: 4 Pinky Hota
Not Offered this 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 will explore the rise of native state-level societies, the transformations that marked the process of European colonization, and of the relationship of local indigenous communities to post-colonial states and trans-national social movements. Texts used in the course will 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
Offered Spring 2014

ANT 271 Globalization and Transnationalism in Africa
This course considers the shifting place of Africa in a global context from various perspectives. Our goal will be to understand the global connections and exclusions that constitute the African continent in the new millennium. We will explore topics such as historical connections, gender, popular culture, global economy, development, commodities, health and medicine, global institutions, violence and the body, the postcolonial state, religion, science and knowledge, migration and diaspora, the Internet and communications and modernity. Prerequisites: ANT 130 or permission of the instructor. Enrollment limited to 30. [S] Credits: 4 Caroline Melly
Offered Spring 2014

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
Offered Spring 2014

Seminars

ANT 340 Seminar: Topics in Anthropology
The Body
In recent years, “the body” has emerged as a vital site of social theory and anthropological analysis. Scholars have raised questions about how bodies are produced as socially meaningful, how bodies become sites for the inculcation of ethical and political identities, and how processes of embodiment break down the divide between the body as natural and the body as socially constituted. This course considers how the body is invoked, addressed and reshaped in processes of religious movements, political mobilizations, performances of gendered identity, biomedicine and economic markets. It reviews various approaches to the study of the body as an object, as a vehicle and as a “read” product of analysis and asks how these shed light upon issues of embodiment, agency and personhood. [S] Pinky Hota
Offered Fall 2013

ANT 342 Seminar: Topics in Anthropology
Anthropology and Risk
This course examines the universal and science based frameworks in which notions of risk are identified. From a cross-cultural perspective, we will consider how social and cultural forces also drive identification of risk and anticipation of danger. Cases from public health, medicine, environmental and development studies will be used to examine the contingency of risk theory in practice. [S] Suzanne Gottschang
Not Offered this Academic Year

ANT 344 Seminar: Topics in Medical Anthropology
Drugs
Anthropology has a long history of studying drug use, from mind- altering substances employed in healing rituals to the global activities of the pharma-
ceutical industry. The seminar will sample such issues as: New Age spiritual engagement with shamanic healers, the cultures of addiction, professional guinea pigs in clinical trials, orphan drugs and the politics of global health, neuro-enhancing drugs in the academy and the drug management of normal human experiences. {S}
Donald Joralemon
Offered Spring 2014

ANT 347 Seminar: Topics in Anthropology

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 will be 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}
Elizabeth Klarich
Not Offered this Academic Year

ANT 348 Topics in Development Anthropology

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}
Elliot Fratkin
Not Offered this Academic Year

ANT 352 Seminar: Topics in Anthropology

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}
Fernando Armstrong-Fumero
Offered Fall 2013

ANT 353 Seminar: Topics in Anthropology

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 will 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}
Caroline Melly
Offered Fall 2013

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 will consider the political, cultural, and economic dimensions of citizenship and belonging. Our perspective will be global and will take into account both national and transnational identities and practices. {S}
Caroline Melly
Not Offered this Academic Year

General Courses

ANT 400 Special Studies
By permission of the department, for junior and senior majors. Credits: 2 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014

ANT 408D Special Studies
This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Instructor: TBA
Offered Fall 2013, Spring 2014
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 (field work), 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. 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. {N} Credits: 4

Bosiljka Glumac
Offered Spring 2014

ARC 135 Introduction to Archaeology
Same as ANT 135. The study of past cultures and societies through their material remains. 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. Course 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 years and sophomores. Enrollment limited to 30. {N}[S] Credits: 4
Elizabeth Klarich
Offered Fall 2013

ANT 347 Seminar: Topics in Anthropology
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 will be 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

Elizabeth Klarich
Offered Spring 2014

ARH 208 The Art and Architecture of Ancient Greece (L)
An introduction to the sculpture, architecture, painting, and minor arts made by ancient Greek artists from the time of the Minotaur to the fall of Cleopatra. Emphasis on analyzing artistic expressions of changing cultural values with attention to social, religious and political ideas and ideals. Group I {A}[H] Credits: 4

Rebecca Sinos
Offered Fall 2013

ARH 285 Great Cities (L)
Rome
Urban and architectural history of the Eternal City, comprising seven famous hills whose summits and slopes (and the valleys in between) are a cradle of Western civilization. Extensive readings in primary sources and the analysis of works of art of all types will help us understand why Rome has constituted such an indispensible and inexhaustible point of emotive reference from the traditional date of its founding (21 April 753 BCE) to the fascist era and beyond. Considered as well is the relationship between city and country as expressed in the design of villas and gardens through the ages. {A}[H] Credits: 4

John Moore, Fall 2013
Barbara Kellum, Spring 2014
Offered Fall 2013
REL 216 Topics in Biblical Studies

Archaeology and the Bible

This course explores the material culture of the peoples who lived in ancient Palestine from the Middle Bronze Age through the Israelite period and down to the Roman-Byzantine eras (c.1400 B.C.E. to 640 C.E.). We will consider the latest archaeological finds from Israel and the Mediterranean basin, including the ruins of great cities, temples, ancient churches and synagogues, and colorful mosaic artwork. Special attention will be given to a critical evaluation of the ways that archaeology can—and cannot—illuminate the key people, places, and events mentioned in biblical and post-biblical texts.

Michael Sugerman
Offered Fall 2013

ARC 400 Special Studies

By permission of the Archaeology Advisory Committee, for junior or senior minors. Credits: 2 or 4

Instructor: TBA
Offered Fall 2013, Spring 2014
**Archives Concentration**

**Advisory Committee**

Kelly Anderson    Carrie Baker    Darcy C. Buerkle    Justin Cammy    Maida Goodwin    Karen Kukil    Richard Millington

Christen Mucher    Kathleen Banks Nutter    Cornelia Pearsall    Andrea Stone    Susan Van Dyne, Director    Nanci Young    Ann Zulawski

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. A “gateway” course (either ARX 140 or 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
4. Two practical experiences or internships, totaling at least 100 hours each

**Gateway Courses**

**ARX 140 Exploring the Archives**

Exploring the Archives is a behind-the-scenes introduction to the roles archives play in our understanding of the past. Through an introduction to basic archival theory and field trips to a variety of local archives, we will examine how different factors such as constituent users, available funding, and institutional mission shape different repositories. Students will experiment with methods for publicizing and interpreting archives and the materials they preserve. The field trips will also allow class members to explore potential internship opportunities. Requirements include readings, web research, in-class participation, and short assignments. Enrollment limited to 15 with priority given to archives concentrators. Graded S/U only. **Credits: 2**

Maida Goodwin

Offered Interterm 2014

**ARX 141 What I Found in the Archives**

An introduction to the theoretical and practical questions of building archives as well as a sampling of the surprising insights produced by archival research. The seven-week lecture series will highlight archival discoveries made by faculty researchers, both the eureka moments of personal discovery and the ways archival research enriches and often significantly revises existing narratives or scholarly interpretations. Professional archivists and public historians will reflect on contemporary directions and challenges in their fields. Weekly readings and several short essays. Elected S/U only. This course serves as a gateway to the Archives concentration. **Credits: 1**

Susan Van Dyne

Offered Spring 2014

**Electives**

All offered during interterm for 1 credit, S/U only

**ARX 102 From Subjects of Reform to Agents for Social Change: Working Women in the Industrial Program of the YWCA**

Through hands-on research with primary sources from records of the YWCA, we will consider how working women in the decades from 1910-1930s used the YW to transform the national organization and their own lives and working conditions. We’ll analyze how the YWCA developed programs that enabled working women to become leaders and labor-organizers. Working women also became educators of the middle-class professional staff, so that the YWCA came to embrace labor activism as central to their mission. Grade S/U only. Enrollment limited to 25. **Credits: 1**

Susan Van Dyne

Offered Interterm 2014

**ARX 104 Becoming a College Woman: Re-seeing Gender at Smith, 1880-1901**

By researching diaries, memorabilia books, and students’ letters home during 2 decades of Smith’s early history, we will consider how students constructed themselves as “college women,” a new social category at the end of the Victorian era. How did their experiences—in the classroom and in their social life—test the boundaries of conventional femininity? How did sports, drama, female friendships, clubs and chemistry, for instance, transform gender conventions? How did the homosocial world of the women’s college intersect, complement, and contradict at times the heterosocial world of life outside the college? How do the ephemeral artifacts (bulging scrapbooks, scribbled letters) of ordinary women help us write a social history of the evolution of the “new woman”? Graded S/U only. Enrollment limited to 25. **Credits: 1**

Susan Van Dyne

Offered Interterm 2014

**ARX 105 Class Matters**

This course will introduce 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 will then choose pre-selected
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
Kathleen Nutter
Offered Interterm 2014

ARX 340 Capstone Seminar for the Archives Concentration
The capstone seminar brings together a cohort of concentrators to explore
contemporary issues at the intersection of archives and public history. The
seminar readings will focus each week on case studies about contemporary
controversies in interpretation and dissemination that explore the competing
uses of the past made by various groups. The readings also encourage students
to ask expansively "what counts as an archive?" In addition, each concentrator
will complete an independent project, usually an exhibit that draws upon
concentrators' own expertise developed through their coursework and their
practical experiences. Open only to students in the Archives Concentration.
Enrollment limited to 15. {H} Credits: 4
Susan Van Dyne
Offered Spring 2014
Art

The Major

Advisers: Martin Antonetti, Brigitte Buettner, Lee Burns, Lindsey Clark-Ryan, John Davis, Craig Felton, John Gibson, Laura Kalba, Barbara Kellum, Dana Leibsohn, James Middlebrook, John Moore, Dwight Pogue, Marylin Rhie, John Slepian, Fraser Stables, Frazer Ward, Lynne Yamamoto

Art History Adviser for Study Abroad: John Moore

Art Studio Adviser for Study Abroad: Fraser Stables for Studio and Jim Middlebrook for Architecture

Students entering Smith College in the Fall 2013 semester (or after) are subject to the following requirements. All others have the option of following this set of requirements, or the one in effect when they arrived at the college or declared their 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, (pending CAP approval) at least one of which must address the Americas, one Europe, and one another geographic area, e.g. Asia, Africa, the Islamic World. Requirements thus 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
   - two courses are from Group I: Before 1300
   - two courses are from Group II: 1300–1800
   - two courses are from Group III: After 1800
4. Three courses at the 290 level and above, one of which has to be a seminar (to be taken at Smith)

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.

Plan B, Studio Art

Requirements: 12 courses, which will include:

1. Two 100-level courses selected from the following: ARS 161, ARS 162, ARS 163, ARS 164, ARS 172 and 173. (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 advisor
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: electronic media, Smith or 5-College digital or video production may count as upper level digital courses.

- graphic arts
- painting
- photography
- sculpture
- drawing

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.

Declaring the Plan B major

A student may declare a Plan B major anytime after she has completed the introductory (100 level) studio art requirements and one additional studio art course. She must submit 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.

Plan C, Architecture

Requirements: Twelve courses, which will include:

1. ARH 110 Art and Its Histories
2. Four courses: ARS 162 or ARS 163 or ARS 172 or ARS 173, ARS 283 or LSS
250, ARS 285 or LSS 255, ARS 388 or ARS 389/LSS 389
3. One other upper-level course in three-dimensional architectural design, such as ARS 386.
4. One studio course in another medium.
5. Three 200-level courses focusing on the built environment (of which two groups must be covered): ARH 204, 208, 212, 216, 224, 226, 228, 232, 234, 240 [Age of Louis XIV], 246, 250, 253, 257, 264, 265, 283, 285, 350. For 2013–14 the 200-level courses that focus on architecture are for the fall semester: ARH 208, 226, 283, 285. For the spring semester: ARH 253, 257, 265, 285.
6. One seminar (with final paper focusing on the built environment).
7. One additional art history class at the 200- or 300-level focusing on the built environment.

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 a major in another department, wish to focus some of their attention on the history of art. With the assistance of their advisers, students may construct a minor as specific or comprehensive as they desire within the skeletal structure of the requirements.

Advisers: Martin Antonetti, Brigitte Buettner, John Davis, Craig Felton, Laura Kalba, Barbara Kellum, Dana Leibsohn, John Moore, Marylin Rhie, and Frazer Ward

Requirements: Six courses: ARH 110 Art and Its Histories; three additional courses in the history of art (two of which must be in different areas of study [Groups I–III]); 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 some of their attention on studio art although they are majors in another department. With the assistance of her adviser, a student may construct a minor as specific or comprehensive as they desire within the skeletal structure of the requirements.

Advisers: A. Lee Burns, Lindsey Clark-Ryan, John Gibson, Dwight Pogue, John Slepian, Fraser Stables, and Lynne Yamamoto

Requirements: One 100-level course selected from the following: ARS 161, ARS 162, ARS 163, ARS 164, ARS 172, and ARS 173, 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

Designed for students who wish to focus some attention on architecture although they are majors in another department. Seeks to introduce students to the history, design, and representation of the built environment.

Advisers: Brigitte Buettner, John Davis, Barbara Kellum, Dana Leibsohn, James Middlebrook, John Moore, Frazer Ward

The Minors

Plan 2. Studio Art

Designed for students who wish to focus some of their attention on studio art although they are majors in another department. With the assistance of her adviser, a student may construct a minor as specific or comprehensive as they desire within the skeletal structure of the requirements.

Advisers: A. Lee Burns, Lindsey Clark-Ryan, John Gibson, Dwight Pogue, John Slepian, Fraser Stables, and Lynne Yamamoto

Requirements: One 100-level course selected from the following: ARS 161, ARS 162, ARS 163, ARS 164, ARS 172, and ARS 173, 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

Designed for students who wish to focus some attention on architecture although they are majors in another department. Seeks to introduce students to the history, design, and representation of the built environment.

Advisers: Brigitte Buettner, John Davis, Barbara Kellum, Dana Leibsohn, James Middlebrook, John Moore, Frazer Ward

Requirements

1. Three courses: ARS 162 or ARS 163 or ARS 172, or ARS 173, ARS 283, and ARS 285.
2. Two art history courses above the 100-level that focus on architectural monuments, urban environments, or spatial experience: (ARH 204, 208, 212, 216, 224, 226, 228, 232, 234, 240 [Age of Louis XIV], 246, 250, 253, 257, 264, 265, 283, 285, 350). For 2013–14 the 200-level courses that focus on architecture are for the fall semester: ARH 208, 226, 283, 285. For the spring semester: ARH 253, 257, 265, 285.
3. One 100-level art history course

Plan 4. Graphic Arts

Advisers: Dwight Pogue, 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 (basis);
2. ARH 247 or 268; and
3. any four ARS from: 269, 270, 272, 275, 369, 372, and 375 of which one should be at the 300 level or a continuation of one medium.

Honors

Directors of the Honors Committee

Art History: Frazer Ward
Studio Art: A. Lee Burns

Requirements and Presentations

ARH 290 is recommended for art history majors. 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 at the art department website.

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 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

Courses at the 100 level are open to all students; there are no prerequisites.

ARH 110 Art and Its Histories (L)

This course explores how art and architecture have profoundly shaped visual experiences and shifting understandings of past and present. While featuring
different case studies, each section work with original objects, site visits, and writings about art. Unifying themes include: (1) materials, techniques and the patterns variously 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 30, 60 when team taught. [A][H] Credits: 4

*Frazier Ward, Fall 2013*

*John Moore, Fall 2013*

*Laura Kalba, Fall 2013*

*John Davis, Barbara Kellum, Spring 2014*

Offered Fall 2013, Spring 2014

**ARH 141 Introduction to Art History: Western Traditions to 1500**

This course examines the Western Traditions in art through a selection of key buildings, images, and objects created from the prehistoric era, the ancient Middle East, Egypt, Greece and Rome, Byzantium and medieval times through the Romanesque and Gothic periods, the 15th century in Northern Europe and Italy (Renaissance) to circa 1500. Enrollment limit of 50 students. [A][H] Credits: 4

*Craig Felton*

Offered Fall 2013

**ARH 142 Introduction to Art History: Western Traditions—1500 to the Present Time**

This course examines the Western Traditions in painting, sculpture, and architecture from circa 1500, with an emphasis on Florence, Rome (the High Renaissance), and Venice, and in Northern Europe, through the 17th century (Baroque) in Southern and Northern Europe and the 18th century (Rococo) in Northern Europe, to the Age of the Enlightenment, Neo-classicism, Romanticism, Realism, Impressionism, Expressionism, etc., to the rise of Modernism and Modernity in the 20th century (Europe and the United States of America), and concluding with the contemporary period. Prerequisite: ARH 141 or approval of instructor. Enrollment limit of 50 students. [A][H] Credits: 4

*Craig Felton*

Offered Spring 2014

**200-level Lecture Courses**

**ARH 208 The Art and Architecture of Ancient Greece (L)**

An introduction to the sculpture, architecture, painting, and minor arts made by ancient Greek artists from the time of the Minotaur to the fall of Cleopatra. Emphasis on analyzing artistic expressions of changing cultural values with attention to social, religious, and political ideas and ideals. [A][H] Credits: 4

*Rebecca Sinos*

Offered Fall 2013

**ARH 226 The Art of India (L)**

The art of India and bordering regions to the north from the Indus Valley civilization through the ancient and classical Gupta age, the medieval period, and the Moghal-Rajput period, as expressed in the architecture, sculpture, and painting of the Buddhist, Hindu, Jain and Muslim religions. [A][H] Credits: 4

*Marilyn Rhee*

Offered Fall 2013

**ARH 242 Early Italian Renaissance Art (L)**

The reawakening of the arts in Italy with the formation of new religious organizations and the gradual emergence of political units will be studied through theoretical and stylistic considerations in sculpture, beginning with the work of the Pisani, and followed by the revolutionary achievements in painting of Giotto (in Padua and Florence) and Duccio (in Siena) which will inform the art of generations to come. A revival of interest in the Liberal Arts tradition and the Classical past beginning at the end of the 14th century in Florence, leading to the period known as the Renaissance during the following century in which such architectural designers as Brunelleschi and Alberti, sculptors such as Donatello and Verrocchio, and the painters Masaccio, Fra Angelico, Piero della Francesca and Botticelli, among others, will be examined within the context of the flowering of Humanist courts in Florence, Urbino, Mantua and Ferrara. [A][H] Credits: 4

*Craig Felton*

Offered Fall 2013

**ARH 244 Italian 16th-Century Art (L)**

The giants of the Italian Renaissance: Leonardo da Vinci, Michelangelo, and Raphael will be studied against the backdrop of shifting political tides and the emergence of Pope Julius II whose patronage caused the arts in Rome—-with such projects as the Sistine Chapel and the Stanze of the Papal Apartments—to give a particular meaning to the term Renaissance. This Julian Renaissance, or the High Renaissance in Rome, will be compared with the development in painting of the period from 1450 to 1575 in the courts of Mantua, Ferrara, and the Republic of Venice, with the significant artists Andrea Mantegna, Giovanni Bellini, Giorgione, Titian, Tintoretto and Veronese. The course concludes with an examination of the later works of Michelangelo, both in painting and architecture, and those artists of the Florentine “Manerist” period, including Andrea del Sarto, Pontormo and Rosso, as well as the artists Correggio and Parmigianino in Parma. [A][H] Credits: 4

*Craig Felton*

Offered Spring 2014

**ARH 253 The Arts in Britain, 1714–1820 (L)**

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, Neo-classicism); artists’ training and careers (among others, the brothers Adam, Gainsborough, Hawksmoor, Hogarth, Reynolds, Rouhlicia, 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. [A][H] Credits: 4

*John Moore*

Offered Spring 2014

**ARH 257 Gender, Sexuality, and the Built Environment**

Pending CAP Approval.

This course investigates how gender and sexuality are constitutive of, and constituted by, the built environment. Approaching the topic from the perspective of nineteenth and 20th-century European and American history, the course addresses a number of 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 architecture play in defining socially acceptable and unacceptable sexual relationships? Finally, how have the histories of LGBTQ communities marked the urban landscape, and what effects have been made to preserve these sites? Prerequisites: a 100-level art history course or permission of the instructor. [A][H] Credits: 4

*Laura Kalba*

Offered Spring 2014

**ARH 265 Arts in the United States after the Civil War (L)**

Art and architecture of the late 19th and early 20th centuries. Exploration of the cultural legacy of the Civil War, the cosmopolitan arts of the Gilded Age,
the development of early modernism, and the expansive years during and defining what it means to be modern. Prerequisites: one 100-level course or after World War II. Prerequisite: one 100-level ARH course or permission of the instructor. (A}[H] Credits: 4 John Davis
Offered Spring 2014

ARH 283 Architecture Since 1945 (L)
This course presents a global survey of architecture and urbanism since 1945, examining the evolution of philosophical and scientific ideas about visual perception and the development of visual technologies and practices that laid beyond. Major buildings, projects, movements and tendencies are examined in their historical, theoretical and rhetorical contexts. (A}[H] Credits: 4 Frazer Ward
Offered Fall 2013

ARH 285 Great Cities (L)
Rome
(A}[H] Credits: 4 John Moore, Fall 2013
Barbara Kellum, Spring 2014
Offered Fall 2013

200-level Colloquia

ARH 247 Colloquium: The Art and History of the Book (C)
A survey of the book—as vehicle for the transmission of both text and image—from the manuscripts of the Middle Ages to contemporary artists’ books. The course will examine the principal techniques of book production—calligraphy, illustration, papermaking, typography, bookbinding—as well as various social and cultural aspects of book history, including questions of censorship, verbal and visual literacy, the role of the book trade, and the book as an agent of change. In addition, there will be labs in printing on the handpress and bookbinding. Admission limited to 20 by permission of the instructor. (A}[H] Credits: 4 Martin Antonetti
Offered Spring 2014

ARH 268 The Artist’s Book in the 20th Century (C)
A survey of the genre from its beginnings in the political and artistic avant-garde movements of Europe at the turn of the 20th century through contemporary American conceptual bookworks. In particular, the course will examine the varieties of form and expression used by book artists and the relationships between these artists and the socio-cultural, literary, and graphic environments from which they emerged. In addition to extensive hands-on archival work in the library’s Mortimer Rare Book Room and the museum’s Selma Erving Collection of Livres d’Artistes, students will read extensively in the literature of artistic manifestos and of semiotics, focusing of those critics who have explored the dynamic relationship between the visible and the invisible; relic-collections as forerunners of museums, and pilgrims as the predecessors of tourists. Prerequisites: one course in European art, 1400–1800. Admission limited to 18. (A}[H] Credits: 4 Meredith Broberg
Offered Fall 2013

ARH 280 Art Historical Studies (C)
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 non-artistic 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 World (C)

Art and Visual Culture in the Forbidden City
The Forbidden City palace in Beijing constituted the center of Chinese imperial power from the year 1420, when it was constructed, until the early 20th century.
Now home to the Palace Museum, the Forbidden City has captured the world’s imagination, attracting millions of tourists annually. In addition to examining the Forbidden City’s magnificent halls, gardens, and art objects, which were produced exclusively for the members of the imperial court, students in this course will discuss the shifting roles of the Forbidden City—as a monument, a symbolic form, a social space, a political entity; and a center of cultural production—over a period of approximately six centuries. Enrollment limited to 20.

(E) {A} {H} Credits: 4
Aurelia Campbell
Offered Spring 2014

**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 223 Architecture in East Asia**

This course explores a diverse range of architecture in China, Japan, and Korea from ancient to contemporary times. We will investigate the major architectural types in East Asia—including cities, temples, palaces, gardens, and houses—as well as individual monuments such as Japan’s Himeji Castle and the ‘Bird’s Nest’ Olympic stadium in Beijing. In addition to examining the architectural history of these sites, we will discuss thematic issues related to design, space, landscape, ritual, memory, and modernity. Students will also develop a deepened understanding of one aspect of East Asian architectural history through an indepth research project on a well conceived topic. (E) {A} {H} Credits: 4
Aurelia Campbell
Offered Fall 2013

**ARH 290 Art History—Methods, Issues, Debates (C)**

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 will give a broad overview of contemporary debates in the history of art, and locate 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 globalization. The course will consist 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
Laura Kalba
Offered Fall 2013

**ARH 297 Topics In Contemporary Art (C)**

The 1980s: Art in the Age of AIDS

The 1980s saw both the “end of painting” and a resurgence of expressionism. Artists extended Duchamp’s legacy in practices of appropriation, allied with post-structuralist critiques of authorship and originality. Postmodernism emerged in contested forms, as style or period, “complicit” with or “critical” of late consumer capitalism. Neo-conservatism deployed a rhetoric of “traditional values,” while postmodernism gave voice to identities traditionally excluded from public discourse. The Berlin Wall came down in 1990, yet the overarching world-historical event of the 1980s was the AIDS crisis. HIV/AIDS decimated and galvanized the art world. Lines between artist and activist were blurred; “representation” was understood at once in terms of aesthetic and political action. By the late 1980s, the “culture wars” had begun. This seminar explores cultural production of the 1980s in relation to its dark historical moment. {A} {H} Credits: 4
Frazer Ward
Offered Spring 2014

**ARH 320 History of Painting (C)**

The Origins of Abstraction, 1870–1930

This course investigates the historical origins of abstract art from late Impressionism and Post-Impressionism to the avant-garde movements of the twenties and thirties. What prepared artists for the shift towards abstraction? What were the aesthetic, psychological, and political implications of non-figurative art? And finally, what was the reception of abstract art by critics and scholars? In answering these and other questions, this course works towards elucidating how an art of colors and shapes alone—“representing nothing”—became imaginable in the early twentieth century and wide-ranging consequences of this aesthetic and theoretical innovation. Serious attention will also be devoted to the evaluation of contemporary historiographical debates about early abstract art and the development of research, writing, and public presentation skills at an advanced level. {A} {H} Credits: 4
Dana Leibsohn
Offered Spring 2014

**ARH 374 Studies in 20th-Century Art (C)**

The 1980s: Art in the Age of AIDS

The 1980s saw both the “end of painting” and a resurgence of expressionism. Artists extended Duchamp’s legacy in practices of appropriation, allied with poststructuralist critiques of authorship and originality. Postmodernism emerged in contested forms, as style or period, “complicit” with or “critical” of late consumer capitalism. Neo-conservatism deployed a rhetoric of “traditional values,” while postmodernism gave voice to identities traditionally excluded from public discourse. The Berlin Wall came down in 1990, yet the overarching world-historical event of the 1980s was the AIDS crisis. HIV/AIDS decimated and galvanized the art world. Lines between artist and activist were blurred; “representation” was understood at once in terms of aesthetic and political action. By the late 1980s, the “culture wars” had begun. This seminar explores cultural production of the 1980s in relation to its dark historical moment. {A} {H} Credits: 4
Frazer Ward
Offered Spring 2014

**ARH 352 Studies in Art History (S)**

Art and Natural History c.1250–1650

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 four areas of descriptive knowledge: incunabula, modern disciplines: bestiaries (zoology), herbal (botany), lapidaries (geology), and alchemy (chemistry). It includes fieldtrips (to the Mortimer Rare Book Room, the Botanical Gardens, and a regional museum of natural history), and 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; permission by the instructor. {A} {H} Credits: 4
Brigitte Buethner-Gorra
Offered Fall 2013

**ARH 430D Honors Project**

Credits: 4 per semester, 8 for yearlong course
Frazer Ward
Offered Fall 2013, Spring 2014

**ARH 440 Special Studies**

Credits: 1 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014

**ARH 450D Honors Project**

Credits: 4 per semester, 8 for yearlong course
Frazer Ward
Offered Fall 2013, Spring 2014

**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 require an oral presentation and a research paper. Enrollment limited to 12 students.

(E) {A} {H} Credits: 4
Aurelia Campbell
Offered Spring 2014

ARH 223 Architecture in East Asia
This course explores a diverse range of architecture in China, Japan, and Korea from ancient to contemporary times. We will investigate the major architectural types in East Asia—including cities, temples, palaces, gardens, and houses—as well as individual monuments such as Japan’s Himeji Castle and the ‘Bird’s Nest’ Olympic stadium in Beijing. In addition to examining the architectural history of these sites, we will discuss thematic issues related to design, space, landscape, ritual, memory, and modernity. Students will also develop a deepened understanding of one aspect of East Asian architectural history through an in-depth research project on a well conceived topic. (E) {A} {H} Credits: 4
Aurelia Campbell
Offered Fall 2013

ARH 290 Art History—Methods, Issues, Debates (C)
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 will give a broad overview of contemporary debates in the history of art, and locate 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 globalization. The course will consist 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
Laura Kalba
Offered Fall 2013

ARH 297 Topics In Contemporary Art (C)
This course 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. Prerequisites: One 200-level art history course, or permission of the instructor. {A} {H} Credits: 4
Frazer Ward
Offered Spring 2014

ARH 320 History of Painting (C)
The Origins of Abstraction, 1870–1930
This course investigates the historical origins of abstract art from late Impressionism and Post-Impressionism to the avant-garde movements of the twenties and thirties. What prepared artists for the shift towards abstraction? What were the aesthetic, psychological, and political implications of non-figurative art? And finally, what was the reception of abstract art by critics and scholars? In answering these and other questions, this course works towards elucidating how an art of colors and shapes alone—“representing nothing”—became imaginable in the early twentieth century and wide-ranging consequences of this aesthetic and theoretical innovation. Serious attention will also be devoted to the evaluation of contemporary historiographical debates about early abstract art and the development of research, writing, and public presentation skills at an advanced level. {A} {H} Credits: 4
Dana Leibsohn
Offered Spring 2014

ARH 374 Studies in 20th-Century Art
The 1980s: Art in the Age of AIDS
The 1980s saw both the “end of painting” and a resurgence of expressionism. Artists extended Duchamp’s legacy in practices of appropriation, allied with post-structuralist critiques of authorship and originality. Postmodernism emerged in contested forms, as style or period, “complicit” with or “critical” of late consumer capitalism. Neo-conservatism deployed a rhetoric of “traditional values,” while postmodernism gave voice to identities traditionally excluded from public discourse. The Berlin Wall came down in 1990, yet the overarching world-historical event of the 1980s was the AIDS crisis. HIV/AIDS decimated and galvanized the art world. Lines between artist and activist were blurred; “representation” was understood at once in terms of aesthetic and political action. By the late 1980s, the “culture wars” had begun. This seminar explores cultural production of the 1980s in relation to its dark historical moment. {A} {H} Credits: 4
Frazer Ward
Offered Spring 2014

ARH 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Frazer Ward
Offered Fall 2013, Spring 2014

ARH 450D Honors Project
Credits: 4 per semester, 8 for yearlong course
Frazer Ward
Offered Fall 2013, Spring 2014
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 161 Design Workshop I
An introduction to visual experience through a study of the basic principles of design. A required fee of $25 to cover group supplied materials will be charged at the time of registration. [A] Credits: 4
*A. Lee Burns
Offered Fall 2013, Spring 2014

ARS 162 Introduction to Digital Media
An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer work station. 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. Enrollment limited to 14. [A] Credits: 4
*Lucretia Knapp
Offered Fall 2013, Spring 2014

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 will be charged at the time of registration. [A] Credits: 4
*Ariel Freiberg, Dwight Pogue, Katherine Schneider, John Gibson, Justin Kim
Offered Fall 2013, Spring 2014

ARS 164 Three-Dimensional Design
An introduction to design principles as applied to three-dimensional form. A required fee of $25 to cover group supplied materials will be charged at the time of registration. [A] Credits: 4
*Lynne Yamamoto
Offered Fall 2013

ARS 171 Introduction to the Materials of Art
An introduction to materials and methods used historically in the various arts. The emphasis will be on the two dimensional arts. A required fee of $75 to cover materials will be charged at the time of registration. Enrollment limited to 12. [A] Credits: 4
*David Dempsey
Offered Spring 2014

ARS 173 Cross-Disciplinary Foundations: 3D and Time-Based
This team-taught course will introduce first-year students to a range of conceptual frameworks for making and thinking about art. Unlike skills-based class devoted to a single medium, this course involves problem solving across traditional boundaries between the media. The course concentrates on a range of three-dimensional and time-based media and practices, including architecture, sculpture, installation, digital media and video, all of which will be introduced during the semester. Assignments will allow students to explore both studio and site-specific approaches. The course is strongly recommended for students considering the art major. No prerequisites. A required fee of $25 to cover group supplied materials will be charged at the time of registration. Enrollment limited to 25 first years. [A] Credits: 4
*James Middlebrook, Fraser Stables
Offered Fall 2013

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 will be on both studio work and class discussion. A major topic will be 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 will be charged at the time of registration. Enrollment limited to 15. [A] Credits: 4
*Lindsey Clark-Ryan
Offered Spring 2014

ARS 266 Painting I
Various spatial and pictorial concepts are investigated through the oil medium. Prerequisite: 163 or permission of the instructor. A required fee of $25 to cover group supplied materials will be charged at the time of registration. Enrollment limited to 15. [A] Credits: 4
*Elizabeth Meyersohn
Offered Fall 2013, Spring 2014

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 will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisites: 161 or permission of the instructor. Enrollment limited to 12. [A] Credits: 4
*Dwight Pogue
Offered Fall 2013

ARS 272 Intaglio Techniques
An introduction to intaglio printmaking, particularly etching and drypoint. A required fee of $75 to cover group supplied materials will be charged at the time of registration. Prerequisite: ARS 161, 162, 163, 172, 173 or permission of the instructor. Enrollment limited to 12. [A] Credits: 4
*Lindsey Clark-Ryan
Offered Fall 2013

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 will be charged at the time of registration. Prerequisite: ARS 161, 163, 172, 173 (pending Cap approval) or permission of the instructor. Enrollment limited to 16. [A] Credits: 4
*A. Lee Burns
Offered Fall 2013

ARS 274 Projects in Installation I
This is a course that 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 will be charged at the time of registration. Prerequisite: ARS 164, 173 (pending Cap approval) or permission of the instructor. Enrollment limited to 12. [A] Credits: 4
*Lynne Yamamoto
Offered Fall 2013, Spring 2014

ARS 275 The Book: Theory and Practice I
Investigates (1) the structure and history of the Latin alphabet, augmenting those studies with an emphasis on the practice of calligraphy, (2) a study of typography that includes the setting of type by hand and learning the rudiments of printing type, and (3) the study of digital typography. Prerequisite: Design (ARS 161 or equivalent) or permission of the instructor. Enrollment limited to 12. [A] Credits: 4
*Barry Moser
Offered Fall 2013, Spring 2014
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 will involve either traditional film and darkroom photography, or a combination of darkroom and digital processes. Enrollment limited to 15 per section. 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. (A) Credits: 4
Yola Monakhov
Offered Fall 2013, Spring 2014

ARS 283 Introduction to Architecture: Site and Space
The primary goal of this studio is to engage in discourse about the built environment through the architectural design process. Design is a process of discovery based on personal experience, the joy of exploration, and a spirited intuition. Gaining skills in graphic communication, model making, and design composition, students will produce projects to illustrate their ideas and observations in response to challenging questions about the art and craft of space-making. This course will ask 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 will be charged at the time of registration. Enrollment limited to 24. (A) Credits: 4
James Middlebrook
Offered Fall 2013

ARS 285 Introduction to Architecture: Language and Craft
The primary goal of this studio is to gain insight into the representation of architectural space and form as a crafted place or object. Students will gain skills in graphic communication and model making, working in graphite, pen, watercolor and other media. We will look at the architecture of the past and present for guidance and imagine the future through conceptual models and drawings. Overall, this course will ask students to take risks intelligently and creatively, to foster a keener sensitivity to the built environment as something considered, manipulated, and made. Prerequisite: one art history course at the 100 level. Enrollment limited to 12. LSS 285 can substitute for ARS 285 in the studio art major. (A) Credits: 4
Kirin Makker
Offered Spring 2014

ARS 361 Interactive Digital Multimedia
This course emphasizes individual and collaborative projects in computer-based interactive multimedia production. Participants will 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 will augment the studio course. A required fee of $25 to cover group supplied materials will be charged at the time of registration. Prerequisites: ARS 162 and permission of the instructor. Enrollment limited to 14. (A) [M] Credits: 4
Instructor: TBA
Offered Spring 2014

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 will be charged at the time of registration. Prerequisites: 266 and permission of the instructor. Enrollment limited to 15. (A) Credits: 4
Instructor: TBA
Offered Fall 2013

ARS 372 Advanced Printmaking
Advanced study in printmaking, with emphasis on intaglio. 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: 272 or permission of the instructor. Enrollment limited to 12. (A) Credits: 4
Lindsey Clark-Ryan
Offered Spring 2014

ARS 374 Sculpture II
Advanced problems in sculpture using bronze casting, welding, and various media. A required fee of $75 to cover group supplied materials will be charged at the time of registration. Prerequisites: 273 and permission of the instructor. Enrollment limited to 12. (A) Credits: 4
A. Lee Burns
Offered Spring 2014

ARS 383 Photography II
Advanced exploration of photographic techniques and visual ideas. Examination of the work of contemporary artists and traditional masters within the medium. (Varying topics to include large-format photography and advanced darkroom processes). 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. Prerequisites: 282 and permission of the instructor. Enrollment limited to 15. (A) Credits: 4
Fraser Stables
Offered Spring 2014

ARS 385 Seminar in Visual Studies
Engagement
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. (A) Credits: 4
Yola Monakhov
Offered Fall 2013

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces
This course considers the many ways through which places are constructed, culturally, socially and physically. We will 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 will be required. A required fee of $75 to cover group supplied materials and/or printing will be charged at the time of registration. Prerequisites: ARS 283, 285, and two art history courses or permission of the instructor. Enrollment limited to 12. (A) Credits: 4
James Middlebrook
Offered Spring 2014

ARS 389 Broad-scale Design and Planning Studio
Same as LSS 389. This class is intended for students who have taken introductory landscape studios and are interested in exploring more sophisticated projects. It is also for Architecture plus Urbanism majors who have a strong interest in landscape architecture or urban design. In a design studio format, the students will 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 will be spent working on one complex project. Students will 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 ARCH majors. Enrollment limited to 12. 

{A} Credits: 4

Reid Bertone-Johnson

Offered Fall 2013

ARS 390 Five College Advanced Studio Seminar

This course, limited to junior and senior art majors from the five colleges. Particular emphasis will be placed on thematic development within student work. Sketch book, written self-analysis, and participation in critique sessions will be expected. Prerequisites: selection by faculty; junior and senior art majors, advanced-level ability. Enrollment limited to 15, three students from each of the five colleges. 

{A} Credits: 4

Instructor: TBA

Offered Fall 2013

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 will include 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} Credits: 4

Lynne Yamamoto

Offered Spring 2014

ARH 400 Special Studies

Credits: 1 to 4

Instructor: TBA

Offered Fall 2013, Spring 2014

ARS 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

A. Lee Burns

Offered Fall 2013, Spring 2014

Cross-Listed and Interdepartmental Courses

EAS 218 (C) Thought and Art in China
EAS 277 Colloquium: Private Life and Domestic Space Late Imperial China
SOC 320 Seminar: Special Topics in the Sociology of Culture
ANT 135 Introduction to Archaeology
CLS 216 The Body in Ancient Greek Art
FLS 280 Introduction to Video Production
IDP 325 Art/Math Studio
MUX 118 The History and Critical Issues of Museums
REL 280 South Asian Visual Culture

Honors

Directors of the Honors Committee:
Art History: Frazer Ward
Studio Art: A. Lee Burns

ARH 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

Offered Fall 2013, Spring 2014

Requirements and Presentations:
ARH 294 is recommended for art history majors. 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 at the art department website.
Arts and Technology

Advisers

Rodger Blum, Professor of Dance
Edward Check, Senior Lecturer in Theater
Joseph O’Rourke, Professor of Computer Science, Professor of Mathematics
Judy Franklin, Associate Professor of Computer Science, Director
Barbara Kellum, Professor of Art
Eitan Mendelowitz, Assistant Professor of Computer Science
John Slepian, Assistant Professor of Art
Fraser Stables, Associate Professor of Art
Steve Waksman, 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, and 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.

While each student’s path through the minor will be unique, all students must meet certain core requirements. The requirements are structured into three layers: a specific foundation level, a flexible intermediate level, and a culminating Special Studies. Students will 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 also encouraged to utilize appropriate Five College courses, and will 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
   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
   EGR 100 Engineering for Everyone
   FYS 164 Issues in Artificial Intelligence
   PHY 108 Optics is Light Work
   PHY 115 General Physics I
   PHY 117 Introductory Physics I
   ARS 263 Intermediate Digital Media
   CSC 205 Modeling in the Sciences
   CSC 212 Programming with Data Structures
   CSC 240 Computer Graphics
   CSC 260 Programming Techniques for the Interactive Arts
   CSC 290 Introduction to Artificial Intelligence
   FLS 280 Introduction to Video Production
   MTH 227 Topics in Modern Mathematics
   MUS 205 Topics in Popular Music
   PHY 240 Electronics
   THE 253 Introduction to Lighting Design
   ARS 361 Interactive Digital Multimedia
   CSC 354 Seminar in Digital Sound and Music Processing
   DAN 377 Advanced Studies in History and Aesthetics
   MUS 345 Electro-Acoustic Music
   THE 318 Movements in Design

3. Culminating Special Studies on a topic approved by an Arts and Technology Minor Adviser:
   ATC 400 4-credit Special Studies
The Major
Advisers: Suzan Edwards, James Lowenthal

The astronomy major is designed to provide 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 include the following eight courses: 111 or 228, 113; three astronomy courses at the 200 level (at least one of which is 224 or 225); one astronomy course at the 300 level; PHY 115 or 117 and 118. The remaining three must be at the 200 or 300 level. In advance consultation with your adviser, two of them may be chosen from appropriate intermediate level courses in closely related fields such as mathematics, physics, engineering, geosciences, computer science, or the history or philosophy of science.

The Minor
Advisers: Suzan Edwards, James Lowenthal

The minor is designed to provide 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, which would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscience field, such as history, philosophy or education, for students who wish to apply their astronomical backgrounds in a broader context that 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 115 or 117. The remaining three courses will be two additional astronomy courses plus either an astronomy or physics offering.
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 non-science majors. Enrollment limited to 20 students per section. [N] Credits: 3
Margaret Thacker
Offered Fall 2013

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 designed for students who are planning to major in science or math. Prerequisite: MTH 111 or the equivalent. [N] Credits: 4
James Lowenthal
Offered Fall 2013

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. Enrollment limited to 20 students. [N] Credits: 4
James Lowenthal
Offered Fall 2013

AST 220 FC20 Topics in Astronomy
Astrobiology
Are we alone in the universe? The essence of that question has likely been a source of inspiration since the dawn of humanity. The modern science of astrobiology is a transdisciplinary study of extraterrestrial life in the universe drawing from active research in astrophysics, biology, chemistry and geology. A microbiologist, an astronomer, and a planetary scientist have teamed up to take you through this inter-disciplinary course, where we will look at the history of extraterrestrial debate and analyze the science behind astrobiology. We will investigate the properties of life as we know it and extrapolate these properties to consider the potential for simple life forms to exist on Mars and elsewhere in our solar system, to the possibility of intelligent life on habitable planets near distant stars, and finally the implications of extraterrestrial life to life on Earth. This course requires registration through the Five College system. Class is located at Hampshire College. [N] Credits: 4
Salman Hameed, Melinda Dyar
Offered Spring 2014

AST 223 FC23 Planetary Science
An introductory course for physical science majors. Topics include: planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets, and planetary rings; origin and evolution of the planets. Prerequisites: one semester of calculus and one semester of a physical science. This course requires registration through the Five College system. Class is located at Mount Holyoke College. [N] Credits: 4
Caleb Fassett
Offered Fall 2013

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 115, MTH 111, plus one astronomy class. [N] Credits: 4
Suzan Edwards
Not Offered this Academic Year

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 115, MTH 111, plus one astronomy class. [N] Credits: 4
Suzan Edwards
Offered Fall 2013

AST 226 FC26 Cosmology
Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and its future as a science. Prerequisites: MTH 111 and one physical science course. Offered at Smith. [N] Credits: 4
George Greenstein
Not Offered this Academic Year

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
Offered Spring 2014

AST 330 FC30 Seminar: Topics in Astrophysics
Advanced Cosmology
The application of physics to the understanding of the origin, structure, and evolution of the universe. The expanding universe: observational evidence, observables and physical quantities in an expanding universe; the standard big bang model: the evolution of the universe; matter/energy content of the universe: dark matter and dark energy; the thermal history and the generation of particles and elements; the cosmic microwave background; how to probe the geometry and energy content of the universe; inflation; the growth of structure in an expanding universe; the formation of dark matter halos and galaxies. Strong background in physics and math is required. Prerequisites: 4 semesters of physics; proficiency in calculus (differentiation, integration, differential equations). This course requires registration through the Five College system. Class is located at UMass Amherst. [N] Credits: 4
Houjun Mo
Offered Fall 2013

Astronomy in a Global Context
In this course, the class will operate as a ‘think tank’ and consider an important problem for the semester. Like problems presented to a real think tank, the ques-
tions for study will be considered to have come from a specific customer who
has specific requirements and reasons for requesting the study. The work will
consist of three phases: (1) reflection on the question itself and preparation of a
work plan to address it; (2) scientific study of the problem; and (3) formulation
of recommendations and a final work product for the customer. This course
requires registration through the Five College system. Class is located at UMass Amherst. Credits: 4
F. Peter Schoierb
Offered Spring 2014

AST 335 FC35 Astrophysics II: Stellar Structure
Direct determinations of distances in the solar system and to nearby stars.
Indirect measurements of the distances to more distant stars and galaxies.
Celestial mechanics, interactions of radiation with matter, thermal radiation,
stellar structure, formation of spectral lines and stellar pulsation. Prerequisites:
AST 228 and 4 semesters of college physics. This course requires registration
through the Five College system. Class is located at UMass Amherst.[N] Credits: 4
Min Yan
Offered Fall 2013

AST 337 FC37 Observational Techniques in Optical and Infrared Astronomy
An introduction to the techniques of gathering and analyzing astronomical data,
with an emphasis on observations related to determining the size scale of the
universe. Telescope design and optics. Instrumentation for imaging, photometry
and spectroscopy. Astronomical detectors. Computer graphics and image
processing. Error analysis and curve fitting. Prerequisites: at least one of AST 224,
225, 226, or 228, and one physics course at the 200-level. [N] Credits: 4
James Lowenthal
Offered Fall 2013

AST 352 FC52 Astrophysics III: Galaxies and the Universe
The application of physics to the understanding of astronomical phenomena
related to galaxies. Dynamics and structure of stellar systems: the virial theorem
and Jeans’ equations and their applications; galaxy rotation and the presence of
dark matter in the universe; spiral density waves. The stellar content of galaxies:
star formation and the principle of stellar population synthesis. Physical
processes in the gaseous interstellar medium: photoionization and HII regions
and emission lines; shocks in supernova remnants and stellar jets; energy
balance in molecular clouds. Quasars and active galactic nuclei: synchrotron
radiation; accretion disks; supermassive black holes. Prerequisites: four
semesters of physics beyond PHY 118. Class is located at UMass Amherst. This
course requires registration through the Five College system. [N] Credits: 4
Alexandra Pope
Offered Spring 2014

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 to 4
Offered Fall 2013, Spring 2014
Biochemistry

Professors

**1 Stylianos P. Scordilis, Ph.D. (Biological Sciences)
†2 Steven A. Williams, Ph.D. (Biological Sciences)
David Bickar, Ph.D. (Chemistry)
Christine Ann White-Ziegler, Ph.D. (Biological Sciences)
†2 Adam Charles Hall, Ph.D. (Biological Sciences)

Associate Professors

Cristina Suarez, Ph.D.  (Chemistry)
Elizabeth Redding Jamieson, Ph.D., Director  (Chemistry)

Assistant Professor

**2 David Gorin, Ph.D., (Chemistry)

Laboratory Instructor

Kalina Petrova Dimova, Ph.D.

The Major

Increasingly, biochemistry and molecular biology are being recognized as two closely connected, but distinct fields. To allow students the opportunity to focus their upper level coursework in either of these areas of study, the biochemistry major offers two tracks. Both upper level tracks are built upon a common foundation of biochemistry, biology and chemistry courses that are fundamental to both fields.

Both tracks in the major offer excellent preparation for students interested in graduate school or health professional programs such as medicine, dentistry, pharmacy or veterinary medicine. Additionally, students are well prepared for entry-level positions in industry and academia.

Biochemistry track: Students who want to more fully explore the properties of biomolecules such as proteins, carbohydrates, lipids, and nucleic acids, as well as how they function in metabolic and signal transduction pathways in the cells, should consider this track.

Molecular Biology track: Students who want to more fully explore the molecular relationships between DNA, RNA, and protein synthesis, and how these interactions are regulated in living cells, should consider this track.

Common foundation courses for both tracks: BIO 150/151, 202/203, 230/231; CHM 111, 222, 223 and 224, or 118, 222 and 223; and CHM 332 or 335; BCH 252/253.

Requirements: Beyond the common foundation, the requirements for individual tracks within the major are:

- Biochemistry track:
  1. One physiology course from: BIO 200/201, 204/205 or 206/207.
  2. BCH 352 and 353

- Molecular Biology track:
  1. BIO 204/205
  2. BIO 332/333

The S/U grading option is not allowed for courses counting toward the biochemistry major.

Exemption from required introductory courses may be obtained on the basis of Advanced Placement or by chemistry or biological sciences departmental placement.

Students are advised to complete all the required introductory courses (BIO 150/151, 202/203, CHM 111, 222, 223, and 224 or 118, 222 and 223) before the junior year.

Preparation for Graduate Study in Biochemistry and Molecular Biology

Both the molecular biology and biochemistry tracks offer a strong academic and experimental background for entrance into graduate school. Both tracks will prepare students to enter graduate school in molecular and cellular biology while students interested in entering graduate programs in biochemistry will find it advantageous to choose the biochemistry track. Students planning graduate study in biochemistry or molecular biology 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. Both the molecular biology and biochemistry tracks include several of the courses for entrance into health professional programs, making the biochemistry major an excellent choice for student applying to programs in medicine, dentistry, pharmacy or veterinary medicine. Other courses often required or recommended include biochemistry, 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.

Advisers: David Bickar, David Gorin, Adam Hall, Elizabeth Jamieson, Stylianos Scordilis, Cristina Suarez, Christine White-Ziegler, Steven Williams

Honors Director: Adam Hall

BCH 430D Honors Project
Credits: 4 per semester, 8 for yearlong course

Adam Hall
Offered Fall 2013, Spring 2014

BCH 432D Honors Project
Credits: 6 per semester, 12 for yearlong course

Adam Hall
Offered Fall 2013, Spring 2014

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 catalog, 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
Offered Spring 2014

**BCH 252 Biochemistry I Laboratory**
Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrometry, 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 Dimova
Offered Spring 2014

**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
David Bickar
Offered Fall 2013

**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 Dimova
Offered Fall 2013

**BCH 380 Seminar: Topics in Biochemistry**
*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 will consider 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: 5
Christine White-Ziegler
Not Offered this Academic Year

**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 will explore how developmental factors, brain trauma and mutations can result in epileptogenesis in the mammalian brain. Prerequisites: BIO 202. {N} Credits: 3
Adam Hall
Offered Spring 2014

**Molecular Pathogenesis of Emerging Infectious Diseases**
This course will examine 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 will be 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
Christine White-Ziegler
Offered Spring 2014

**BCH 390 Biochemical Research Using Advanced Techniques**
Techniques for 2013: Proteomics
In the post-genomics era we are now faced with deciphering the ever increasing complexity of macromolecules and their regulation. This primarily laboratory course will use state-of-the-art molecular techniques to analyze student/faculty-designed projects. Prerequisites: Organic Chemistry 2, (CHM 223) and Biochemistry I, (BCH 252/253) or by permission of the instructor. Enrollment limited to 12. (E) {N} Credits: 4
Stylianos Scordilis, Kalina Dimova
Not Offered this Academic Year

**BCH 400 Special Studies**
Credits: 1 to 5
Instructor: TBA
Offered Fall 2013, Spring 2014

**BCH 400D Special Studies**
Variable credit (1 to 5) as assigned. Credits: 1 to 5
Instructor: TBA
Offered Fall 2013, Spring 2014

**Biological Sciences and Chemistry Courses in the Major**

**BIO 150 Cells, Physiology and Development**
Students in this course will investigate the structure, function and physiology of cells. They will study 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 will also be explored. Laboratory (BIO 151) is recommended but not required. {N} Credits: 4
Christine White-Ziegler, Danielle Ignace, Fall 2013
Christine White-Ziegler, Nathan Derr, Spring 2014
Offered Fall 2013, Spring 2014

**BIO 151 Cells, Physiology, and Development Laboratory**
Lab sessions in this course will combine observational and experimental protocols. Students will examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students will also examine embryology and the process of differentiation, the structure and function of plant systems, and the physiology of certain animal systems. Prerequisite: BIO 150, (normally taken concurrently). {N} Credits: 1
Instructor: TBA, Fall 2013
Graham Kent, Spring 2014
Offered Fall 2013, Spring 2014

**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 150/151 and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended. {N} Credits: 4
Richard Briggs
Offered Fall 2013
BIO 201 Animal Physiology Laboratory
Experiments will demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. BIO 200 must be taken concurrently. [N] Credits: 1
Richard Briggs
Offered Fall 2013

BIO 202 Cell Biology
The structure and function of eukaryotic cells. This course will examine 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 150/151 and CHM 222. Laboratory (BIO 203) is recommended but not required. [N] Credits: 4
Stylianos Scordilis
Offered Fall 2013

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. There will be an emphasis 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
Instructor: TBA
Offered Fall 2013

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 150 and CHM 111 or equivalent advanced placement courses. Laboratory (BIO 205) must be taken concurrently. [N] Credits: 3
Instructor: TBA
Offered Fall 2013

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
Instructor: TBA
Offered Spring 2014

BIO 206 Plant Physiology
The 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 will be used to develop an understanding of how interactions between plants impact plant communities and ecosystem processes. Prerequisites: BIO 150, and CHM 111 or CHM 118. [N] Credits: 4
Danielle Ignace
Offered Spring 2014

BIO 207 Plant Physiology Laboratory
The laboratory explores concepts discussed in lecture by using current approaches in plant physiology. Students gain hands-on experience with instrumentation and techniques used to measure micro-climate, plant-water relations, gas exchange (photosynthetic rate), nutrient allocation, and stable isotope variation. Students will be able to critically evaluate the current literature and concepts in plant physiology and carry out independent projects. Credits: 1
Danielle Ignace
Offered Spring 2014

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 will include: DNA and RNA, and protein structure and function, gene organization, mechanisms and control of gene expression, origins and evolution of molecular mechanisms, and gene networks. The course will also deal with the principal experimental and computational tools that have advanced relevant fields, and will introduce students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we will 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 110 or 152. Laboratory (BIO 231) is recommended but not required. [N] Credits: 4
Robert Dorit, Robert Merritt
Offered Spring 2014

BIO 231 Genomes and Genetic Analysis Laboratory
A laboratory designed to complement the lecture material in 230. Laboratory and computer projects will 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
Instructor: TBA
Offered Spring 2014

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. We will web conference with the prominent developmental biologists whose research we are covering. Prerequisites: BIO 150, BIO 152 and BIO 202 or BIO 230, BIO 154 is suggested. [N] Credits: 4
Michael Barresi
Not Offered this Academic Year

BIO 303 Developmental Biology Lab
Students will design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered will 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 will require time outside of the normally scheduled lab period. BIO 302 (must be taken concurrently). Enrollment limited to 12. [N] Credits: 1
Michael Barresi
Not Offered this Academic Year

BIO 305 Developmental Biology Lab
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: BIO 202. Recommended: BIO 152 or 230 and/or BIO 204. Laboratory (BIO 307) is recommended but not required. [N] Credits: 4
Christine White-Ziegler
Offered Fall 2013
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 Hall
Offered Fall 2013

BIO 332 Molecular Biology of Eukaryotes
Advanced molecular biology of eukaryotes and their viruses. Topics will 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 will be from a textbook and the primary literature. Each student will present an in-class presentation and write 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 Williams
Offered Fall 2013

BIO 350 Seminar: Topics in Molecular Biology
Molecular Biology of Infectious Diseases Application of New Molecular Technologies to the Study of Infectious Disease The focus of this seminar will be on the study of newly emerging infectious diseases that are of great concern in the public health community. The bird flu (H5N1) is currently causing the greatest apprehension, however, the spread of diseases such as SARS, Ebola, Dengue Fever, West Nile, malaria and many others 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, microarrays and others) provide unprecedented opportunity to understand infectious diseases and to develop new strategies for their elimination. Prerequisite: BIO 152 or permission of the instructor. [N] Credits: 3
Steven Williams
Offered Spring 2014

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 will be 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
Robert Linck, Spring 2014

CHM 223 Chemistry III: Organic Chemistry
Material will build on introductory organic chemistry topics covered in 222 and will focus more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkylation, dealkylation, ethers, aromatics and reactions of benzene; and cyclodeposition reactions including the Diels-Alder reaction. Prerequisite: 222 and successful completion of the 222 lab. Enrollment limited to 16 per lab section. [N] Credits: 5
David Gorm, Fall 2013
Maren Buck, Fall 2013
Offered Fall 2013

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 thermodynamics, chemical equilibria, electrochemistry and reaction kinetics. Prerequisite: CHM 111 or equivalent and MTH 111 or equivalent. Enrollment limited to 16 per lab section. [N] Credits: 5
Instructor: TBA
Offered Spring 2014

CHM 328 Bio-Organic Chemistry
Applications of chemical tools and synthetic molecules to the study of biological systems. Emphasis on emerging strategies to study living systems at the molecular level, primary scientific literature, and critical review of manuscripts. Topics include: bioorthogonal chemistry, synthetic small molecule probes to interrogate biological systems, protein engineering, proteomics, advances in DNA sequencing, genomics, directed evolution, natural product biosynthesis. Prerequisite: 223. [N] Credits: 4
David Gorm
Offered Spring 2014

CHM 332 Physical Chemistry II
Thermodynamics and kinetics: will the contents of this flask react, and if so, how fast? Properties that govern the chemical and physical behavior of macroscopic collections of atoms and molecules (gases, liquids, solids and mixtures of the above). Prerequisite: CHM 224 or CHM 118, and MTH 112 or MTH 114. [N] Credits: 5
Instructor: TBA
Offered Spring 2014
**CHM 335 Physical Chemistry of Biochemical Systems**
A course emphasizing 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*
*Offered Spring 2014*

**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, etc. will be analyzed and discussed. A basic introduction to Magnetic Resonance Imaging (MRI) will also be included, concentrating on its application to biomedical issues. Prerequisite: A knowledge of NMR spectroscopy at the basic level covered in CHM 222 and 223.  
(N) Credits: 4  
*Cristina Suarez*
*Not Offered this Academic Year*

**CHM 357 Selected Topics in Biochemistry**
*Pharmacology and Drug Design*
An introduction to the principles and methodology of pharmacology, toxicology, and drug design. The pharmacology of several drugs will be examined in detail, and computational software 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 will also be considered. Prerequisite: BCH 352, or permission of the instructor.  
(N) Credits: 4  
*David Bickar*
*Not Offered this Academic Year*

**CHM 369 Bioinorganic Chemistry**
This course will provide an introduction to the field of bioinorganic chemistry. Students will 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 224.  
(N) Credits: 4  
*Elizabeth Jamieson*
*Offered Fall 2013*
The Major

The major in biological sciences is designed to provide a strong basis for understanding the breadth of disciplines in biology while also 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 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 (BIO 150-155) as well as chemistry (CHM 111 or 118).

Basic Requirements for Tracks 1-4:
12 courses are required. These include:

Core Courses:
BIO 150: Cells, Physiology and Development
BIO 152: Genetics, Evolution and Molecular Biosciences
BIO 154: Biodiversity, Ecology and Conservation
CHM 111 or 118

A course in statistics (MTH 245 recommended)

Five upper-level courses (lectures, seminars, or colloquia) as 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: two from core courses (BIO 151, 153, or 155) and at least 1 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 substitute 200-300-level courses, one in each of the respective tracks, for the equivalent core courses. Two of these courses must be taken with labs. A total of 12 courses is still required for completion of the major.

Track 2: Cells, Physiology and Development

Students choose a minimum of five 200- or 300-level courses and 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 (Evolutionary Biology), BCH 252 (Biochemistry I)

300 level: BIO 300 (Neurophysiology), BIO 302 (Developmental Biology), BIO 304 (Histology), BIO 306 (Immunology), BIO 308 (Introduction to Biological Microscopy), BIO 310 (Cell and Molecular Neuroscience), BIO 320 (Colloquium on Molecular Medicine), BIO 321 (Topics in Microbiology), BIO 322 (Topics in Cell Biology), BIO 323 (Topics in Developmental Biology)

Track 3: Genetics, Evolution and Molecular Biosciences

Students choose a minimum of five 200- or 300-level courses and three laboratories from the following list.

200 level: BIO 230 (Genomes and Genetic Analysis), BIO 232 (Evolutionary Biology), BIO 234 (Human Genetics), BIO 264 (Plant Evolution and Systematics), BCH 252 (Biochemistry I), GEO 231 (Invertebrate Paleontology and Paleocology)

300 level: BIO 302 (Developmental Biology), BIO 306 (Immunology), BIO 310 (Cell and Molecular Neuroscience), BIO 321 (Topics in Microbiology), BIO 322 (Molecular Biology of Eukaryotes), BIO 334 (Bioinformatics and Comparative Molecular Biology), BIO 350 (Topics in Molecular Biology), BIO 351 (Topics in Evolutionary Biology), BIO 366 (Biogeography), BIO 370 (Microbial Diversity)
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 students 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 Degree 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: Steven Williams

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 sciences. 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 non-majors courses
2. Core courses, required of all biological sciences majors
3. 200 and 300 level courses
4. Independent research
5. Graduate courses

The Minor

(Pending CAP approval)

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 students particular interest in biology and is chosen in consultation with her adviser.

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(Pending CAP approval)

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
Prospective majors are encouraged to refer to the description of the major in this catalog, and to contact biology faculty to discuss appropriate paths through these courses.

Introductory and Non-major Courses

**BIO 101 Modern Biology for the Concerned Citizen**
A course dealing with current issues in biology that are important in understanding today’s modern world. Many of these issues present important choices that must be made by individuals and by governments. Topics will include cloning of plants and animals, human cloning, stem cell research, genetically modified foods, bioterrorism, emerging infectious diseases such as Ebola, SARS and West Nile, gene therapy, DNA diagnostics and forensics, genome projects, human origins, human diversity and others. The course will include guest lectures, outside readings and in-class discussions. (N) Credits: 3

*Steven Williams*
Offered Spring 2014

**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. (E) Credits: 3

*Robert Nicholson*
Offered Spring 2014

**BIO 110 Introductory Colloquia: Life Sciences for the 21st Century**
These colloquia provide entering and non-majors students with interactive, small group discussion courses focused on particular topics/areas of current relevance in the life sciences. Their writing-intensive and/or quantitative-intensive small class formats are meant to foster discussion and encourage active participation. Students engage with the topic of the colloquium using the many styles of inquiry and tools available to contemporary biologists. While the emphasis will be on subject matter, we will also be concerned with developing the fundamental skills necessary for success in the sciences, including reading and analysis of primary literature, writing about science, data presentation and analysis, and hypothesis construction and testing. A number of concepts introduced in these colloquia are relevant to the 200-level courses intended for majors in the Biological Sciences. Individual colloquia are designed to emphasize a variety of skills: the designations listed after the title of the colloquium indicate if the course will emphasize quantitative work (Q), written work (W), laboratory exercises (L) and/or reading of primary literature (R). Certain of these colloquia will also fulfill the College requirement for a “writing-intensive” course indicated by the WI designation. May be repeated for credit with a different subject. Enrollment limited to 20 unless otherwise indicated.

*Conservation Biology (W, Q, R)*
Conservation biology integrates ecological, genetic, and evolutionary knowledge to address the global crisis of biodiversity loss and environmental degradation. Topics include threats to biodiversity, the value of biodiversity, and how populations, communities, and ecosystems can be managed sustainably. (N) Credits: 4

*Paul Wetzel*
Not Offered this Academic Year

**BIO 120 Horticulture: Landscape Plants and Issues**
Identification, culture, and use of ornamental landscape plants including annuals, perennials, shrubs, trees and plants for interior design. Topics include introduction to landscape maintenance and design, garden history, and current issues such as invasive species and wetland restoration. Course requirements include class presentations and papers. Laboratory (BIO 121) must be taken concurrently. Enrollment limited to 30. {N} Credits: 3

*Michael Marcotrigiano*
Offered Fall 2013

**BIO 121 Horticulture: Landscape Plants and Issues Laboratory**
Identification, morphology and use of landscape plants including annuals, perennials, woody shrubs and trees, evergreens, and groundcovers. Topics include horticultural practices including pruning, division, pollination, bulb planting, plant identification and landscape design. Field trips are an important component of the course. Course requirements include a design project and field guide. BIO 120 must be taken concurrently. Enrollment limited to 15 per section. (N) Credits: 1

Gabrielle Immerman
Offered Fall 2013

**BIO 122 Horticulture**
An overview of horticulture with background material on plant structure and function. Methods for growing plants, plant nutrition, seed biology, asexual propagation, plant pests and diseases, soils, compost and an introduction to biotechnology. Laboratory (BIO 123) must be taken concurrently. Enrollment limited to 30. (N) Credits: 3

*Michael Marcotrigiano*
Offered Spring 2014

**BIO 123 Horticulture Laboratory**
Practical lab experiences in plant propagation, development and physiology, identification and nomenclature of plant parts, identification and treatment of diseases and insect pests, soils, seeds and floral design. The course involves use of the Lyman Conservatory plant collection, field trips, and winter/spring observation of outdoor plants. BIO 122 must be taken concurrently. Enrollment limited to 15 per section. {N} Credits: 1

Gabrielle Immerman
Offered Spring 2014

Core Courses

Required of all biological sciences majors

BIO 150, 152 and 154 are all required for the biological sciences major, and may be taken in any order.

**BIO 150 Cells, Physiology and Development**
Students in this course will 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 will also be explored. Laboratory (BIO 151) is recommended but not required. {N} Credits: 4

Christine White-Ziegler, Danielle Ignace, Fall 2013
Christine White-Ziegler, Nathan Derr, Spring 2014
Offered Fall 2013, Spring 2014

**BIO 151 Cells, Physiology and Development Laboratory**
Laboratory sessions in this course will combine observational and experimental protocols. Students will examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students will also examine embryology and the process of differentiation, the structure
and function of plant systems, and the physiology of certain animal systems. Prerequisite: BIO 150, (normally taken concurrently) {N} Credits: 1
Instructor: TBA, Fall 2013
Graham Kent, Spring 2014
Offered Fall 2013, Spring 2014

BIO 152 Genetics, Evolution and Molecular Biosciences
Students in this course will achieve basic knowledge of genetics, genomics and evolution. Principles to be covered include Central Dogma, genetics and genomics, molecular techniques, eukaryotic cell cycle, eukaryotic genomics, transmission genetics, population genetics, speciation and macroevolution. These principles will be illustrated using four central themes: 1) HIV and AIDS; 2) The making of a fly; 3) A matter of taste; 4) Origin of Species. In addition to lectures, each student will participate in discussion sections that will focus on reading primary literature and mastering genetics problems. Laboratory (BIO 153) is recommended but not required. {N} Credits: 4
Robert Merritt, Steven Williams, Fall 2013
Laura Katz, Robert Dorit, Spring 2014
Offered Fall 2013, Spring 2014

BIO 153 Genetics, Evolution and Molecular Biosciences Laboratory
Laboratory sessions in this course will combine experiments in genetics and genomics with exposure to basic techniques in molecular biology. Laboratories will include computer simulations, PCR, cloning, karyotyping. Prerequisite: BIO 152 (normally taken concurrently). {N} Credits: 1
Instructor: TBA
Offered Fall 2013, Spring 2014

BIO 154 Biodiversity, Ecology, and Conservation
Students in this course will 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 will emphasize the relevance of diversity and ecological studies in conservation. Laboratory (BIO 155) is recommended but not required. {N} Credits: 4
Virginia Heussken, Fall 2013
Jesse Belliveau, Spring 2014
Offered Fall 2013, Spring 2014

BIO 155 Biodiversity, Ecology, and Conservation Laboratory
Laboratory sessions in this course will combine observational and experimental protocols both in the lab and in the field. Students will gain familiarity with the diverse lineages of life, and will design and conduct research to address specific hypotheses about a subset of lineages. There will also be field trips to local sites where students will engage in observations of organisms in their natural habitats and in experimental exploration of ecological interactions. Prerequisite: BIO 154 (normally taken concurrently). {N} Credits: 1
Instructor: TBA
Offered Fall 2013, Spring 2014

BIO 157Y Discovery: Form, Function and Genetics of Novel Bacteriophage
This two-semester introductory laboratory experience focuses on the biology of bacteriophage, important players in microbial ecosystems. In collaboration with laboratories around the country, you will be involved in the discovery, isolation, characterization and description of previously unknown bacteriophages. Bacteriophages are viruses that infect bacteria. Crucial to the “horizontal” transfer of genetic information, they have shaped the evolution of bacterial physiology and bacterial genomes. The first semester, we will focus on the isolation, purification and characterization of naturally-occurring phages in local soil environments. In the second semester, we obtain the full sequence of our selected phage genome, and will be responsible for exploring, annotating, and distributing this information to the scientific community. Can be taken as an alternative to BIO 151 and BIO 153. Prerequisite: BIO 150 and/or BIO 152 (normally taken concurrently). Enrollment limited to 18. {N} Credits: 2 per semester. 2 per yearlong course
Lori Saunders
Offered Fall 2013, Spring 2014

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 150/151 and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended. {N} Credits: 4
Richard Briggs
Offered Fall 2013

BIO 201 Animal Physiology Laboratory
Experiments will demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. BIO 200 must be taken concurrently. {N} Credits: 1
Richard Briggs
Offered Fall 2013

BIO 202 Cell Biology
The structure and function of eukaryotic cells. This course will examine 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 150/151 and CHM 222. Laboratory (BIO 203) is recommended but not required. {N} Credits: 4
Stylianos Scordilis
Offered Fall 2013

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. There will be an emphasis 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 Kent, Fall 2013
Instructor: TBA, Fall 2013
Offered Fall 2013

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 150 and CHM 111 or equivalent advanced placement courses. Laboratory (BIO 205) must be taken concurrently. {N} Credits: 3
Instructor: TBA
Offered Fall 2013

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
Instructor: TBA
Offered Spring 2014
**BIO 206 Plant Physiology**  
The 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 will be used to develop an understanding of how interactions between plants impact plant communities and ecosystem processes. Prerequisites: BIO 150, and CHM 111 or CHM 118. {N} Credits: 4  
**Paulette Peckol**  
Offered Fall 2013

**BIO 207 Plant Physiology Laboratory**  
The laboratory explores concepts discussed in lecture by using current approaches in plant physiology. Students gain hands-on experience with instrumentation and techniques used to measure micro-climate, plant-water relations, gas exchange (photosynthetic rate), nutrient allocation and stable isotope variation. Students will be able to critically evaluate the current literature and concepts in plant physiology and carry out independent projects.  
Credits: 1  
**Danielle Ignace**  
Offered Spring 2014

**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 will include: DNA and RNA, and protein structure and function, gene organization, mechanisms and control of gene expression, origins and evolution of molecular mechanisms, and gene networks. The course will also deal with the principal experimental and computational tools that have advanced relevant fields, and will introduce students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we will 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 110 or 152. Laboratory (BIO 231) is recommended but not required. {N} Credits: 4  
**Robert Dorf, Robert Merritt**  
Offered Spring 2014

**BIO 231 Genomes and Genetic Analysis Laboratory**  
A laboratory designed to complement the lecture material in 230. Laboratory and computer projects will 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  
**Instructor: TBA**  
Offered Spring 2014

**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 will include population genetics, molecular evolution, speciation, phylogenetics and macroevolution. Prerequisite: BIO 152 or BIO 154 or permission of the instructor. {N} Credits: 4  
**Laura Katz**  
Offered Fall 2013

**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 is designed to survey the extraordinary diversity of invertebrates, emphasizing their form and function in ecological and evolutionary contexts. BIO 261 must be taken concurrently. {N} Credits: 3  
**L. David Smith**  
Offered Spring 2014

**BIO 261 Invertebrate Diversity Laboratory**  
Examination of a wide variety of live invertebrates with emphasis on the relationship between form and function. Observations on aspects of invertebrate structure, locomotion, feeding and other behaviors. BIO 260 must be taken concurrently. {N} Credits: 2  
**L. David Smith**  
Offered Spring 2014

**BIO 264 Plant Diversity and Evolution**  
This course will explore the diversity of plant life and investigate its evolutionary origins and history through a mixture of lecture, lab, and discussion activities. A key focus of the course will be 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 will be guided by recent phylogenetic studies we will make regular use of the outstanding living collections in the Lyman Plant House. {N} Credits: 4  
**Jesse Bellemare**  
Not Offered this Academic Year

**BIO 265 Plant Diversity and Evolution Laboratory**  
This lab will introduce students to plant morphology and identification, with a focus on the outstanding collections in the Lyman Plant House and on the native flora of western Massachusetts. BIO 264 must be taken concurrently. {N} Credits: 1  
**Jesse Bellemare**  
Not Offered this Academic Year

**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 will 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 154 (or equivalent), GEO 108, or permission of the instructor. Enrollment limited to 24. Laboratory (BIO 269) must be taken concurrently and includes two field trips. {N} Credits: 3  
**Paulette Peckol**  
Offered Fall 2013

**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 will learn to design and analyze experiments, and to write in the scientific style. Field trips to Maine and Cape Cod, MA, provide hands-on experience with marine organisms in their natural habitats. Prerequisite: BIO 268, which must be taken concurrently. {N} Credits: 2  
**Paulette Peckol**  
Offered Fall 2013
BIO 272 Vertebrate Biology
A review of the evolutionary origins, adaptations, and trends in the biology of vertebrates. Laboratory (BIO 275) is recommended but not required. {N} Credits: 4
Virginia Hayssen
Offered Spring 2014

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
Offered Spring 2014

BIO 300 Neurophysiology
The function of nervous systems. Topics include electrical signals in neurons, synapses, the neural basis of form and color perception, and the generation of behavioral patterns. See website (tinyurl.com/bio300) for full syllabus. Prerequisites: BIO 200 or 202. Laboratory (BIO 301) must be taken concurrently. {N} Credits: 4
Richard Olivo
Offered Spring 2014

BIO 301 Neurophysiology Laboratory
Electrophysiological recording of signals from neurons, including an independent project in the second half of the semester. BIO 300 must be taken concurrently. {N} Credits: 1
Richard Olivo
Offered Spring 2014

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. We will web conference with the prominent developmental biologists whose research we are covering. Prerequisites: BIO 150, BIO 152 and BIO 202 or BIO 230; BIO 154 is suggested. {N} Credits: 4
Michael Barresi
Not Offered this Academic Year

BIO 303 Research in Developmental Biology
Students will design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered will include embryology, indirect immunocytochemistry, in situ hybridization, microinjection of RNA for gain or loss of function studies, pharmacological analysis, GFP-transgensics, an array of microscopy techniques. This laboratory is designed as a true research experience and thus will require time outside of the normally scheduled lab period. BIO 302 (must be taken concurrently). Enrollment limited to 12. {N} Credits: 1
Michael Barresi
Not Offered this Academic Year

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: BIO 202. Recommended: BIO 152 or 230 and/or BIO 204. Laboratory (BIO 307) is recommended but not required. {N} Credits: 4
Christine White-Ziegler
Offered Fall 2013

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
Instructor: TB
Offered Fall 2013

BIO 308 Introduction to Biological Microscopy
The theory, principles and techniques of light (fluorescence, confocal, DIC) microscopy and scanning and transmission electron microscopy in biology, including basic optics, instrument design, and image analysis. Particular attention will be 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 will be 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 8. {N} Credits: 5
Nathan Derr
Offered Fall 2013

BIO 309 Introduction to Biological Microscopy Laboratory
Practical techniques for light (fluorescence, confocal, DIC) microscope operation and a more thorough introduction to the scanning and transmission electron microscopes. Selected techniques of biological specimen preparation (fixation, embedding, sectioning, and staining) for the different microscopes, as well as associated data recording processes, will also be emphasized. In addition to the formal laboratory period, students will need to arrange blocks of time to practice the techniques and work on self-designed investigations. BIO 308 must be taken concurrently. {N} Credits: 2
Richard Briggs
Offered Fall 2013

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 Hall
Offered Fall 2013

BIO 311 Research in Cellular and Molecular Neuroscience
This laboratory initially uses tissue culture techniques to study the development of primary neurons in culture (e.g. extension of neurites and growth cones). This is followed by an introduction to DNA microarray technology for studying gene expression in the brain. The rest of the laboratory uses the Xenopus oocyte expression system to study molecular structure-function by injecting DNA encoding for a variety of ion channels. The second half of the semester involves a lab project using the expression system to investigate channel characteristics or pharmacology. BIO 310 must be taken concurrently. Enrollment limited to 20. {N} Credits: 1
Adam Hall
Offered Fall 2013

BIO 320 Colloquium on Molecular Medicine
A study of cells and their diseased states in humans. The cellular, molecular, metabolic, and physiological bases of selected diseases will be analyzed. Topics will include gross and cellular pathology, inflammation, metabolic, musculoskeletal and neurological disorders, as well as the clinical
symptomology and therapeutic possibilities. Several topics will be given by pathologists at Baystate Medical Center. Prerequisite: BIO 202. (N) Credits: 4
Stylianos Scordilis
Not Offered this Academic Year

**BIO 321 Seminar: Topics in Microbiology**

**Topic: Molecular Pathogenesis of Emerging Infectious Diseases.**
This course will examine 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 will be 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
Christine White-Ziegler
Offered Spring 2014

**BIO 323 Seminar: Topics in Developmental Biology**

**Embryology, Ecology, and Evolution**
How does our environment shape the way we look and act? This seminar will explore the role and influence of past and current environments on the development of plants and animals at embryological, ecological, and evolutionary levels. Students will examine how toxins in our environment cause teratogenic effects, how phenotypic plasticity influences predator-prey interactions, and how new taxonomic groups may have evolved due to molecular changes during embryonic development. Course material uses primary research literature as a springboard to hold videoconferences with the researchers who conducted the work. Students will create a documentary movie on one of these topics. Prerequisites: BIO 150, 152, or 154, and at least one upper level BIO course. May not be repeated for credit. Enrollment limited to 12. (N) Credits: 4
Michael Barrell, L. David Smith
Not Offered this Academic Year

**BIO 332 Molecular Biology of Eukaryotes**
Advanced molecular biology of the eukaryotes and their viruses. Topics will 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 will be from a textbook and the primary literature. Each student will present an in-class presentation and write 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 Williams
Offered Fall 2013

**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 will be learned in the context of a semester-long project. These methods will 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
Lori Saunders
Offered Fall 2013

**BIO 334 Bioinformatics and Comparative Molecular Biology**
This course will focus on methods and approaches in the emerging fields of bioinformatics and molecular evolution. Topics will 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 will 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 152, or BIO 230, or BIO 232, or permission of the instructor. Laboratory (BIO 335) is strongly recommended but not required. (N) Credits: 3
Robert Dorit
Offered Fall 2013

**BIO 335 Bioinformatics and Comparative Molecular Biology Laboratory**
This lab will introduce the computational and quantitative tools underlying contemporary bioinformatics. We will 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 will be 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
Robert Dorit
Offered Fall 2013

**BIO 350 Seminar: Topics in Molecular Biology**

**Molecular Biology of Infectious Diseases**
Application of New Molecular Technologies to the Study of Infectious Disease
The focus of this seminar will be on the study of newly emerging infectious diseases that are of great concern in the public health community. The bird flu (H5N1) is currently causing the greatest apprehension, however, the spread of diseases such as SARS, Ebola, Dengue Fever, West Nile, malaria and many others 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, microarrays and others) provide unprecedented opportunity to understand infectious diseases and to develop new strategies for their elimination. Prerequisite: BIO 152 or permission of the instructor. (N) Credits: 3
Steven Williams
Offered Spring 2014

**BIO 351 Topics in Evolutionary Biology**

**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 will write an independent research paper on a topic of their choice. Prerequisite: BIO 152 or permission of the instructor. (N) Credits: 3
Laura Katz
Offered Fall 2013

**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
Offered Fall 2013

BIO 363 Animal Behavior: Methods
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

Virginia Hayssen
Not Offered this Academic Year

BIO 364 Plant Ecology
This course surveys the environmental historical processes, and ecological
factors that determine the distribution and abundance of plant species in the
landscape. The class will examine how plant communities are assembled and
what processes influence their structure. We will 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 245). BIO 365
must be taken concurrently. Enrollment limited to 20. (N) Credits: 3

Jesse Bellemare
Offered Fall 2013

BIO 365 Plant Ecology Laboratory
This course involves field and laboratory investigations of plant ecology, with
an emphasis on Northeastern plant species and plant communities. The labs
will explore interactions between plants and insects, visit wetland and upland
habitats, and investigate plant population dynamics at sites around western
Massachusetts. Students will 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
Offered Fall 2013

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 will be considered. Fundamental differences between terrestrial
and marine biogeography will be highlighted. Prerequisite: a course in ecology,
evolution, or organismal biology, or permission of the instructor. (N) Credits: 4

Paulette Peckol
Offered Spring 2014

BIO 370 Microbial Diversity
This course focuses on the origin and diversification of microorganisms, with
emphasis on eukaryotic cells (cells with nuclei). The first weeks of lecture will
cover the basics of evolutionary analysis, and the origin and diversification
of bacteria and archaea. From there, we will 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, discussions and a research paper on a topic chosen by each student.
Prerequisite: BIO 152 or 154. Laboratory (BIO 371) is recommended but not
required. (N) Credits: 3

Laura Katz
Offered Spring 2014

BIO 371 Microbial Diversity Laboratory
The laboratory assignments allow students to observe microorganisms from
diverse habitats present in the Lyman Plant House. Students will sample
microbes associated with specific plants plus microbes present across the
gradients of temperature and moisture within the plant house, students will
then use microscopy and molecular techniques for experimentation with these
organisms. Emphasis is on completion of an independent project. BIO 370 must
be taken concurrently. (N) Credits: 2

Judith Wipereri
Offered Spring 2014

BIO 390 Seminar: Topics in Environmental Biology
Conservation Biology Investigation and Discovery
How do we preserve biological diversity, maintain ecosystem functions, and fos-
ter human wellbeing? This seminar examines methods for assessing population
and ecosystem dynamics and strategies for conserving biological diversity and
ecological processes. Students will explore quantitative and spatial approaches
such as: population viability analysis, gap analysis, sustainable yield estimation,
reserve design and network analysis, and climate envelope modeling. Students
will analyze and discuss case studies in conservation through readings of prima-
ry and secondary literature. Prerequisites: BIO 154 or an upper-level course in
organismal biology or ecology and a course in statistics. Enrollment limited to
15. Credits: 3

L. David Smith
Offered Fall 2013

The Ecological Impacts of Global Change
Ecosystems are constantly challenged by global change due to anthropogenic
activities. This seminar will explore the impacts of several global change fac-
tors, including non-native plant and animal invasions, pollution, and climate
change. A physiological ecology approach will be used to understand this issue
by covering a broad range of readings from scientific journal articles to global
change assessments. Ultimately, the course addresses pressing global change
problems and elucidates the role for adaptation and mitigation. (N) Credits: 3

Danielle Ignace
Offered Fall 2013

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 will consider the geologic importance
and ecological interactions of coral reefs. We will focus on the status of coral
reefs worldwide, considering effects of environmental and anthropogenic distur-
bances (e.g. major storms, eutrophication, acidification, overfishing). Methods
for reef conservation will be examined. Prerequisite: permission of the instructor.
(N) Credits: 3 or 4

Paulette Peckol
Offered Spring 2014

Independent Research

BIO 400 Special Studies
Credits: 1 to 5
Instructor: TBA
Offered Fall 2013, Spring 2014
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: 4 per semester, 8 for yearlong course

*Adam Hall*

Offered Fall 2013, Spring 2014

**BIO 431 Honors Project**
Credits: 8

*Adam Hall*

Offered Fall 2013

**BIO 432D Honors Project**
Credits: 6 per semester, 12 for yearlong course

*Adam Hall*

Offered Fall 2013, Spring 2014
Bio-Mathematical Sciences Concentration

Directors: Robert Dorit (BIO, acting director, 2013–14), Christophe Golé (MTH), Ileana Streinu (CSC)
Coordinator: Denise Lello (BIO)
Advisory committee: Directors, Coordinator, L. David Smith (BIO)
Faculty participants: Michael Barresi (BIO), Jesse Bellemare (BIO), David Bickar (CHM), Rob Dorit (BIO), Christophe Golé (MTH), Mary Harrington (PSY), Denise Lello (BIO), Borjana Mikic (EGR), David Smith (BIO), Ileana Streinu (CSC), Cristina Suarez (CHM), Nessy Tania (MTH), Susan Voss (ENG)

Purpose
This concentration allows students to integrate the study of mathematics, statistics, computer science and engineering with biology, biochemistry and neuroscience. In addition to the capstone (see below), the concentration includes two hands-on research experiences in labs that use the tools of the mathematical and computer sciences to parse the meaning of biological phenomena. Students are encouraged to apply by the end of their sophomore year, preferably before the spring advising period. Applications are processed on a rolling basis. For more information, see http://www.smith.edu/biomath.

Requirements
1. One of the biomath gateway courses: BMX 100 (Frontiers in Biomathematics); CSC/MTH 205 (Modeling in the Sciences)
2. Four electives, in a bio-math related subject (most of them in a discipline complementary to the student’s major, e.g., a student majoring in mathematical sciences would emphasize biological science electives while a student majoring in Biological Sciences would choose math or computer science electives.)
3. Two research experiences (academic year or summer research project, professional internship)
4. A capstone experience, such as BIO 334 Bio-informatics, CSC 334 Computational Biology, MTH 364 Topics in continuous applied mathematics, EGR 373 Skeletal Biomechanics or an honors thesis.

Gateway Courses
(one of them is required for the concentration):

BMX 100 Frontiers in Biomathematics
This interdisciplinary seminar explores topics at the intersection of the life and mathematical sciences. The course includes three modules, each of which introduces students to a biomath research question. Students work in groups to collect data and investigate modeling and analytical tools that can reveal meaning in the data. Each module will be co-taught by two faculty members, one from the life sciences and one from the quantitative sciences. The emphasis throughout the course will be on formulating lines of inquiry and learning to develop and test conceptual models. Open to all students. Graded S/U only. (M) (N) Credits: 2
Denise Lello
Offered Spring 2014

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, will 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
Offered Spring 2014

For possible concentration course plans, a sampling of relevant elective courses, as well as possible research projects, please refer to the concentration Web page: www.smith.edu/biomath

Students interested in the concentration should consult the biomath concentration website and contact the director or coordinator for additional information.
Book Studies Concentration

Advisory Committee

Martin Antonetti, Director
Nancy Mason Bradbury
Margaret Bruzelius
Susan M. Etheredge
Jocelyne Kolb
Elisa Lanzi
Barry Moser
Douglas Patey
Cornelia Pearsall
Eric Reeves
Andrea Stone
Lynne Yamamoto

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 Room 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 for the Concentration

The concentration is composed of six courses. In addition to 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 engage in one or two internships in some field of book studies. The combined coursework will total no fewer than 19 credits; the internships carry no credit.

1. The gateway course (1 credit)

BKX 140 Perspectives on Book Studies
The gateway course presents the major foci 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

2. Two required core courses (total of 8 credits)

ARH 247/ENG 293 The Art and History of the Book

ENG/HSC 207 The Technology of Reading and Writing

Together these two courses provide an overview of interdisciplinary book studies and an historical context that will help students identify their own interests within the concentration and make informed decisions about fieldwork and capstone projects. Students will be encouraged to take these two courses soon after entering the concentration.

3. Two electives (total of 8 credits)

Two existing 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. One or two internships

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 advisor will serve as the sponsor for the project; topics for this capstone project will be decided in concert with the student’s advisor and vetted by the concentration’s director. The seminar will meet 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

Courses Approved for Book Studies Concentration Credit

These are courses that have been offered recently in the Five-Colleges that would count as electives for the concentration. Consult the course catalog for availability. Other courses may be eligible with adviser approval.

Smith College

ARH 268 The Artist’s Book in the 20th Century (C)
ARS 171 Introduction to the Materials of Art
ARS 275 The Book: Theory and Practice I
ARS 375 The Book: Theory and Practice II
ARX 141 What I Found in the Archives
CLT 100 Introduction To Comparative Literature: The Pleasures of Reading
CLT 220 Colloquium: Imagining Language
EAL 237 Chinese Poetry and the Other Arts
EDC 210 Literacy in Cross-Cultural Perspective
EDC 338 Children Learning to Read
ENG 238 What Jane Austen Read: The 18th-Century Novel
ENG 312 Seminar: Seminar: Converts, Criminals, and Fugitives: Print Culture of the African Diaspora, 1760–1860
ENG 314 Seminar: Material Modernism
<table>
<thead>
<tr>
<th>Amherst College</th>
<th>Hampshire College</th>
<th>Mount Holyoke College</th>
<th>University of Massachusetts, Amherst</th>
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<tbody>
<tr>
<td>ENGL 01-04 Visuality and Literature</td>
<td>CS 111 The Emergence of Literacy</td>
<td>ARTH 271 Arts of Islam: Book, Mosque and Palace</td>
<td>COMP LIT 234 Myth, Folktale and Children's Literature</td>
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<td>ENGL 05-01 Reading Historically</td>
<td>HACU 120 The Anatomy of Pictures</td>
<td>ARTS 301 Illuminated Manuscripts</td>
<td>COMP LIT 392b Comic Art in North America</td>
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<td>FAMS 485-01 Word/Life/Image</td>
<td>HACU 204 Artists' Books</td>
<td>ARTS 226 Digital Artists Books</td>
<td>COMP LIT 393c The International Graphic Novel</td>
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<td>HACU 334 The Collector: Theory and Practice</td>
<td>ARTS 264 Word and Image</td>
<td>ENG 491 The Origins of Reading</td>
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<td>SS 244 Reading/Writing/Citizenship</td>
<td>ARTS 267 Papermaking with Local Plants</td>
<td>JUDAIC 392 Jewish Graphic Novel</td>
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<td></td>
<td>HACU 120-1 Dangerous Books: Introduction to Textuality and Culture</td>
<td>ARTS 269 Japanese Papermaking</td>
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Buddhist Studies Concentration

Core faculty at Smith
Jay Garfield, Peter N. Gregory, Jamie Hubbard, Marylin Rhie, Andy Rotman

Other faculty members at Smith who teach courses related to Buddhist Studies
Nalini Bhushan, Suzanne Gottschang, Leslie Jaffe, Sabina Knight, Kimberly Kono, Thomas Rohlich, Sujane Wu

Five College faculty in Buddhist Studies include
Hampshire College: Sue Darlington, Alan Hodder, Ryan Joo
Amherst College: Maria Heim, Sam Morse, Paola Zamperini
Mount Holyoke: Suzanne Mrozik, Indira Peterson, Ajay Sinha
UMass: Reiko Sono, Donald E. Gjertson, Stephen Miller

A concentration 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, the study of women and gender, and more. 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. It also provides a wonderful opportunity for students to integrate their coursework, Praxis learning and international experiences. Complete details about the concentration are available at www.smith.edu/buddhism/

Requirements
The requirements for the concentration include: A) two required courses (the gateway course BUX 120 and a capstone course); B) four elective courses; C) two practical learning experiences.

The entrance to the concentration is through a 1-credit gateway course (BUX 120), which is team-taught by members of the faculty and guest speakers from the community. It is designed to give students a broad introduction to the many disciplines and geographic areas of the field, as well as to bring together faculty from diverse departments and programs.

The capstone course consists of a seminar in which a student works closely with a faculty member to design and implement an independent research project. Since Smith offers at least one seminar in Buddhist studies each year, collaborative research projects can be carried out in the context of existing courses. If the Buddhist Studies concentration reaches (or nearly reaches) a total of 15 students each year, we plan to offer a separate capstone seminar.

Elective Courses
The four elective courses support the student’s particular area of interest, distributed across three dimensions: geographic, disciplinary and level of study. Electives should address at least two of the following regions: South Asia, Southeast Asia, East Asia, Western Buddhism; courses should be drawn from at least two of the following disciplines: religious studies, philosophy, history, anthropology/sociology, art history, comparative literature, the natural sciences; and no more than two of her courses should be at the 100-level. Courses that do not focus specifically on Buddhism (e.g., courses in East Asian literature, Chinese history, Korean culture, South Asian anthropology, American Studies) can count toward the concentration if a student does a substantial project related to Buddhism in the course. Courses should be chosen in consultation with the concentration adviser in order to ensure a balance between breadth and coherence.

While languages are not part of the concentration, students are encouraged to study languages of Buddhist countries (particularly in connection with international study and Praxis opportunities), and we note that languages are essential for graduate admission.

Practical Learning Experiences
A student is required to take two courses that involve practical learning experiences, including international travel, internships, and community service learning. Smith students are already involved in numerous study abroad programs in Buddhist countries, many of which involve independent study projects in the local community. Through the extended local contacts of our faculty, we have also identified a host of internship opportunities, including working with nuns in the northern Himalaya region of Ladakh (e.g., the Jamyang Foundation or Ganen Relief project) to the “humanistic Buddhism” of Taiwan (involving medical work, education, orphan-ages, and other social welfare projects), working with Buddhists and government in Japan (the third largest political party in Japan is Buddhist-affiliated), work with socially engaged Buddhists in Thailand dealing with ecological and political issues, participation/observer projects in monasteries, and, of course, academic projects in Buddhist universities throughout the world. Mongolia, Korea, China, Sri Lanka and other parts of the world less represented in our curriculum offer numerous opportunities, many of which are close to the hearts of our faculty—and hence accessible to our students. Interestingly, two of the consistently intertwined themes running through these opportunities are women and women’s education. Praxis funding may be available for some internships.

We also encourage students to pursue community service locally in the numerous Buddhist organizations in the area. These opportunities range from academic (the numerous Buddhist teachers invited to the area), to activist (the Peace Pagoda in Leverett), to ethnographic (working on the SAL project described above), and simply learning while helping (working with the local Khmer community in their local temples, for example).

Courses
BUX 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 will 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 will be meeting during the second half of the semester only. Graded S/U only. (E) Credits: 1
Constance Kassor
Offered Fall 2013

BUX 253 Indo-Tibetan Buddhist Philosophy and Hermeneutics
This intensive course is taught at the Central Institute of Higher Tibetan Studies in Sarnath, India as part of the Hampshire/Five Colleges in India program. Students take daily classes in Buddhist philosophy, Indo-Tibetan hermeneutics and Tibetan history and culture, taught by eminent Tibetan scholars, and 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 explore Varanasi and we visit important Buddhist
historical and pilgrimage sites. Each student is paired with a Tibetan student “buddy” so as 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) (M) (S)

Credits: 4

Constance Kassor
Offered Interterm 2014

Elective Courses

A sampling of core courses offered at Smith College in the past two years include:

ARH 224 The Art of Japan (L)
ARH 226 The Art of India (L)
PHI 252 Buddhist Philosophy: Madhyamaka and Yogacara
PHI 253 Indo-Tibetan Buddhist Philosophy and Hermeneutics
REL 260 Buddhist Thought
REL 262 The Poetry of Enlightenment (C)
REL 263 Zen
REL 264 Buddhist Meditation
REL 265 Colloquium in East Asian Religions
Chinese Religions
REL 266 Buddhism in America
EAS 270 Colloquium in East Asian Studies
Art of Korea
Japanese Buddhist Art
REL 269 Introduction to Mongolian Buddhism
REL 270 Sites and Sights: A Pilgrim’s Guide to Pre-Modern Japanese Buddhism
REL 271 Japanese Buddhism in the Contemporary World
REL 275 Religious History of South Asia: Ancient to Medieval
REL 276 Religious History of India: Medieval and Modern Periods
REL 278 Religion in the Himalayas: Coexistence, Conflict and Change
REL 281 Gender, Religion and Popular Culture in South Asia
(Pending CAP Approval)
REL 282 Violence and Non-Violence in Religious Traditions of South Asia
EAS 279 Colloquium: The Art and Culture of Tibet
PRS 302 Whose Voice? Whose Tongue? The Indian Renaissance and its Aftermath
PRS 304 Happiness: Buddhist and Psychological Understandings of Personal Well-Being
PHI 330 Seminar in the History of Philosophy
Nagarjuna

REL 360 Seminar: Problems in Buddhist Thought
The Flowering of Chinese Buddhism
Enlightenment
Classical Buddhist Psychology and Philosophy of Mind

There are also many Buddhism-related courses offered at Smith College and throughout the Five Colleges.
Chemistry

Professors
Robert G. Linck, Ph.D.
David Bickar, Ph.D.
†1 Katherine Lynn Queeney, Ph.D.
Kevin Michael Shea, Ph.D., Chair

Associate Professors
Cristina Suarez, Ph.D.
Elizabeth Rodding Jamieson, Ph.D.

Assistant Professors
David Gorin, Ph.D.
Maren Buck, Ph.D.

Visiting Assistant Professor
Ellane Park, Ph.D.

Senior Lecturer Emerita
Lale Aka Burk, Ph.D.

Laboratory Instructors
Maria E. Bickar, M.S.
Mohini S. Kulp, Ph.D.
Rebecca Thomas, Ph.D.
Joseph C. Yeager, Ph.D.

Research Associate
Shizuka Hsieh, Ph.D.

The Major
Advisers: Members of the department

Adviser for Study Abroad: Cristina Suarez

Required courses: 111, 222 and 224 (or 118 and 222); three out of four of the following courses: 223, 331, 332 and 363; two out of the three following advanced lab courses: 326, 336 and 346, and additional elective courses (options listed below) to a total of 10 courses.

Elective courses may be selected from:
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 identify additional 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 either (a) two semesters of research (400, 430 or 432), or (b) one semester of research and one elective course with laboratory, or (c) three elective courses with laboratory meets the requirements of the American Chemical Society for eligibility 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 concepts 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. The electives may be chosen from 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
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

CHM 432D Honors Project
Credits: 6 per semester, 12 for yearlong course
Offered Fall 2013, Spring 2014

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 or MTH 114 as early as possible.

All intermediate courses require as a prerequisite CHM 111 or 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.

CHM 100 Perspectives in Chemistry

Chemistry of Art Objects
In this museum-based course, chemistry will be discussed in the context of art. We will 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 will be discussed with examples from the Smith College Museum of Art. Three hours of lecture, discussion and demonstrations. Class meetings will take place in the Museum. Enrollment limited to 20. {A [N] Credits: 4
Instructor: TBA
Offered Spring 2014

CHM 108 Environmental Chemistry
An introduction to environmental chemistry, applying chemical concepts to topics such as acid rain, greenhouse gases, air quality, pesticides, and waste treatment. Chemical concepts will be developed as needed. {N} Credits: 4
Instructor: TBA
Offered Spring 2014

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

Elizabeth Jamieson, Fall 2013
Ellane Park, Fall 2013
Kevin Shea, Fall 2013

Offered Fall 2013

CHM 118 Advanced General Chemistry
This course is designed for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions will be quickly reviewed. The major portions of the course will 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 is designed to prepare students for CHM 222/223 and to replace both CHM 111 and 224. A student who passes 118 cannot take either 111 or 224. Enrollment limited to 32. (N) Credits: 5

Robert Linck
Offered Fall 2013

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 will be 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

Kevin Shea, Spring 2014
Robert Linck, Spring 2014

Offered Spring 2014

CHM 223 Chemistry III: Organic Chemistry
Material will build on introductory organic chemistry topics covered in 222 and will focus more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols, ethers, aromaticity and reactions of benzene; and cycloaddition reactions including the Diels-Alder reaction. Prerequisite: 222 and successful completion of the 222 lab. Enrollment limited to 16 per lab section. (N) Credits: 5

David Gorin, Fall 2013
Maren Buck, Fall 2013

Offered Fall 2013

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. Prerequisite: CHM 111 or equivalent and MTH 111 or equivalent. Enrollment limited to 16 per lab section. (N) Credits: 5

Instructor: TBA
Offered Spring 2014

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

Kevin Shea
Not Offered this Academic Year

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: 223. Enrollment limited to 15. (N) Credits: 4

David Gorin
Offered Spring 2014

CHM 328 Bio-Organic Chemistry
Applications of chemical tools and synthetic molecules to the study of biological systems. Emphasis on emerging strategies to study living systems at the molecular level, primary scientific literature and critical review of manuscripts. Topics include: bioorthogonal chemistry, synthetic small molecule probes to interrogate biological systems, protein engineering, proteomics, advances in DNA sequencing, genomics, directed evolution, natural product biosynthesis. Prerequisite: 223. (N) Credits: 4

David Gorin
Offered Spring 2014

CHM 331 CHM 331 Physical Chemistry I
Quantum chemistry: the electronic structure of atoms and molecules, with applications in spectroscopy. An introduction to statistical mechanics links the quantum world to macroscopic properties. Prerequisites: 224 or 118, and MTH 112 or MTH 114. MTH 212 or PHY 210, and PHY 115 or 117 are strongly recommended. (N) Credits: 4

Robert Linck
Offered Fall 2013

CHM 332 Physical Chemistry II
Thermodynamics and kinetics: will the contents of this flask react, and if so, how fast? Properties that govern the chemical and physical behavior of macroscopic collections of atoms and molecules (gases, liquids, solids and mixtures of the above). Prerequisite: CHM 224 or CHM 118, and MTH 112 or MTH 114. (N) Credits: 5

Instructor: TBA
Offered Spring 2014

CHM 335 Physical Chemistry of Biochemical Systems
A course emphasizing 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
Offered Spring 2014

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-CHM 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: CHM 222 or permission of the instructor. Enrollment limited to 20. (N) Credits: 4

Maren Buck
Offered Spring 2014
**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, etc. will be analyzed and discussed. A basic introduction to Magnetic Resonance Imaging (MRI) will also be included, concentrating on its application to biomedical issues. Prerequisite: A knowledge of NMR spectroscopy at the basic level covered in CHM 222 and 223. (N) Credits: 4

Cristina Suarez

Not Offered this Academic Year

**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), and a short project linked to local faculty research interests. Oral presentations and formal laboratory reports will be required. Prerequisite: CHM 224 or permission of the instructor. (N) Credits: 4

Cristina Suarez, Fall 2013

Instructor: TBA, Fall 2013

Offered Fall 2013

**CHM 357 Selected Topics in Biochemistry**

**Pharmacology and Drug Design**

An introduction to the principles and methodology of pharmacology, toxicology, and drug design. The pharmacology of several drugs will be examined in detail, and computational software 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 will also be considered. Prerequisite: BCH 352 or permission of the instructor. (N) Credits: 4

David Bickar

Not Offered this Academic Year

**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

Robert Linck

Offered Spring 2014

**CHM 369 Bioinorganic Chemistry**

This course will provide an introduction to the field of bioinorganic chemistry. Students will 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 224. (N) Credits: 4

Elizabeth Jamieson

Offered Fall 2013

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**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

David Bickar

Offered Fall 2013

**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 Dimova

Offered Fall 2013

**CHM 400 Special Studies**

Credits: 1 to 4

Instructor: TBA

Offered Fall 2013, Spring 2014
Classical Languages and Literature

Professors
Justina W. Gregory, Ph.D., Chair
Thalia A. Pandiri, Ph.D.  (Classical Languages and Literatures and Comparative Literature)
Scott A. Bradbury, Ph.D.
Nancy J. Shumate, Ph.D.

Lecturers
Carrie Mowbray, Ph.D.
Barry Spence, M.A.

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.

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 test in Virgil may not apply that credit toward the degree if they complete LAT 213 for credit.

Credit is not granted for the first semester only 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 of which six must be at or above the intermediate level, and including not fewer than two in each language. For each of these majors, one classics-in-translation course (CLS) 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

Basis: GRK 100y or LAT 100y (or the equivalent).

Requirements: Nine semester courses. Four must be chosen from GRK and/or LAT, and at least two of these must be at or above the intermediate level. At least two courses must be chosen from classics in translation (CLS), and at least two must be chosen from archeology (ARC) art history (ARH), comparative literature (CLT), government (GOV), ancient history (HST), philosophy (PHI), and/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. The remaining courses may be chosen from Greek history, art, ancient philosophy, ancient political theory, ancient religion or classics in translation. At least one course must be chosen from this category.

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. The remaining courses may be chosen from Roman history, art, ancient philosophy, ancient political theory, ancient religion or classics in translation. At least one course must be chosen from this category.

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: Scott Bradbury

CLS 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Scott Bradbury
Offered Fall 2013, Spring 2014

Please consult the director of honors or the departmental website for specific requirements and application procedures.

Greek, Latin or Classics

Graduate

CLS 590D Research and Thesis
This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Scott Bradbury
Offered Fall 2013, Spring 2014
Classical Languages and Literature

CLS 590 Research and Thesis
Credits: 4 or 8
Scott Bradbury
Offered Fall 2013, Spring 2014

Greek

GRK 100Y Elementary Greek
A year-long course that will include both the fundamentals of grammar and, in the second semester, selected readings from ancient authors, including the New Testament. \( \{F\} \) Credits: 5 per semester, 10 for yearlong course
Justina Gregory
Offered Fall 2013, Spring 2014

GRK 212 Introduction to Greek Prose and Poetry
Review of grammar and practice and improvement of reading skills through the study of authors such as Plato, Lysias and Euripides. Prerequisite: 100y. \( \{F, L\} \) Credits: 4
Carrie Mowbray
Offered Fall 2013

GRK 213 Introduction to Homeric Epic
An introduction to Homeric Greek through readings from the Iliad. Attention to dialect, meter and formula; structure, plot and genre. GRK 213 may be repeated for credit, provided that the topic is not the same. Prerequisite: 212 or permission of the instructor. \( \{F, L\} \) Credits: 4
Scott Bradbury
Offered Spring 2014

GRK 310 Advanced Readings in Greek Literature I & II
Authors read in GRK 310 vary from year to year, but they are generally chosen from a list including epic and lyric poets, historians, orators, comedians and novelists, depending on the interests and needs of the students. GRK 310 may be repeated for credit, provided that the topic is not the same. Prerequisite: Two courses at the 200-level or permission of the instructor.
Carrie Mowbray
Offered Spring 2014

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. \( \{F\} \) Credits: 5 per semester, 10 for yearlong course
Carrie Mowbray
Offered Fall 2013, Spring 2014

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 Bradbury
Offered Fall 2013

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
Justina Gregory
Offered Spring 2014

LAT 330 Advanced Readings in Latin Literature I & II
Authors read in LAT 330 vary from year to year, but they are generally chosen from a list including epic and lyric poets, historians, orators, comedians and novelists, depending on the interests and needs of students. LAT 330 may be repeated for credit, provided that the topic is not the same. Prerequisite: Two courses at the 200-level or permission of the instructor.
Carrie Mowbray
Offered Spring 2014

LAT 400 Special Studies
Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin. Credits: 1 to 4
Scott Bradbury
Offered Spring 2014

Graduate

GRK 580 Studies in Greek Literature
This will ordinarily be an enriched version of the 300-level course currently offered. See also REL 297: Greek Religious Texts.

Adviser for Graduate Study: Justina Gregory
Graduate
LAT 580 Studies in Latin Literature
This will ordinarily be an enriched version of the 300-level course currently offered. Credits: 4
Offered Fall 2013, Spring 2014
Adviser for Graduate Study: Justina Gregory

Classics in Translation
FYS 107 Women of the Odyssey
Homer’s Odyssey presents a gallery of memorable women: Penelope above all, but also Nausicaa, Calypso and Circe. Helen plays a cameo role, while Clytemnestra is regularly invoked as a negative example. Together these women define a spectrum of female roles and possibilities: the faithful wife, the bride-to-be, the temptress, the adulteress, the murderer. We will begin with a careful reading of the Odyssey, then study the afterlife of its female characters in the Western literary tradition. Readings will be drawn from authors both ancient (Homer, Aeschylus, Sophocles, Euripides, Ovid) and modern (H.D., Robert Graves, Louise Glück, Margaret Drabble). {L}{WI} Credits: 4
Justina Gregory
Offered Fall 2013

CLS 220 Greek Tragedy and Its Cinematic Reception
This course explores modern cinema’s engagement with classical Greek tragedy. It will study 11 plays in translation to examine the structure of tragedy and its cultural, religious and political function in fifth-century BCE Athens. The reading of each tragedy will be paired with the screening of at least one cinematic adaptation. Students will examine various theories and practices of adaptation and reception, deepen their understanding of the artistic and expressive nature of the cinematic medium, and gain incisive competence in the formal analysis of film. (E) {A}{L} Credits: 4
Barry Spence
Offered Fall 2013

CLS 240 Sweet Revenge
Revenge can be irresistible, as anyone who has been wronged can attest. Ancient Greek and Roman texts often portray revenge as an act of justice. But rather than merely balancing the scales, payback outdoes the original injury, prompting a chain of (often quite creative) retributive actions. What drives an individual to exact vengeance, and can satisfying alternatives to revenge exist? This semester we examine ancient perspectives on revenge in Greek and Roman epic, history, philosophy and (especially) tragedy. Then we trace the tradition of ancient revenge in post-classical works: Elizabethan and Jacobean drama, opera, and Hollywood and independent film. Relevant theoretical works and scholarship supplement our study of revenge. (E) {A}{L} Credits: 4
Carrie Mowbray
Offered Spring 2014

CLS 400 Special Studies
Admission by permission of the department; 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. Credits: 1 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014

Cross-Listed and Interdepartmental Courses
FYS 107 Women of the Odyssey
CLS 220 Greek Tragedy and Its Cinematic Reception
CLT 202 Western Classics in Translation, from Homer to Dante
ENG 203 Western Classics in Translation, from Chretien de Troyes to Tolstoy
Community Engagement and Social Change Concentration

Director: Lucy Mule (Education and Child Study)

Advisory Committee:
Martha A. Ackelsberg (Government)
Philip K. Peake (Psychology)
Elisabeth Brownell Armstrong (Study of Women and Gender)
Ellen Wendy Kaplan (Theatre)
Riché J. Daniel Barnes (African American Studies)
Susannah V. Howe (Engineering)
Marsha K. Pruett (School for Social Work)
Donna Michelle Riley (Engineering)
James Middlebrook (Art)
Ginetta E. B. Candelario (Sociology)
Carrie N. Baker (Study of Women and Gender)

The Community Engagement and Social Change (CESC) Concentration allows each participating student to connect an interdisciplinary area of interest (see examples below) to practical work in communities. 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 Center for Community Collaboration, other centers and offices at Smith, and the Smith College School for Social Work. For more information see www.smith.edu/ccc/concentration.php

Requirements for the Concentration
The CESC concentration is open to any student by application. The requirements are as follows:

1. Gateway Course (2 credits)
IDP 120 Community-Based Learning: Ethics and Practice
This interdisciplinary course explores the practice and ethics of community-based learning (CBL) through relevant readings and lectures. Students interact with guest speakers (faculty, community partners, and peers) who provide first-hand perspectives on how CBL connects to local, national and global issues. The course provides a point of entry and orientation to students new to CBL, as well as an opportunity for in-depth discussion among students at all levels of familiarity with CBL. IDP 120 serves as the gateway course for the Community Engagement and Social Change Concentration. S/U only. (E) Credits: 2

Lucy Mule
Offered Spring 2014

2. Electives (four courses for a total of 16 credits)
Once accepted, in consultation with her concentration advisor(s), the student will choose four courses that support her area of interest and deepen her knowledge in relevant core content, including social justice, systems analysis, diversity, community development and community-based learning/research. Course offerings on this content are available in multiple departments at Smith and in the Five Colleges. Examples of areas of interest for students include immigration and citizenship, public health, education, law and policy, community organizing, community narratives, environmental justice, social movements, and art and activism. Electives must be derived from multiple disciplines, and at least three must be 4-credit courses at or above the 200 level. Two of the electives must be Community-Based Learning (CBL) courses. CBL courses have a service-learning and/ or community-based research component (below is a partial list of CBL courses offered in the Five Colleges).

3. Practical Experiences (two)
Students are required to complete two different practical experiences, one of which must be explicitly related to the student’s area of interest. Practical experiences can include internships, service-learning, community-based participatory research, paid or volunteer community service. The Center for Community Collaboration (CCC), Career Development Office (CDO), Global Studies Center, Five College Community-Based Learning network, and other offices on campus can assist students in finding appropriate practical experiences.
Concentrators participating in various forms of practical experiences (e.g., internships, service-learning, community-based participatory research, paid or volunteer community service) are required to attend one semester of weekly reflective sessions offered by the CCC in collaboration with the Smith College School for Social Work.

4. Capstone Course (4 credits)
CSC 320 Capstone Seminar for the CESC Concentration
The seminar provides a forum for a cohort of concentrators to develop projects that analyze, evaluate, and synthesize their prior academic work and practical experiences for the CESC Concentration. Students will be provided readings, discussions, mentoring, and other support they need to complete capstone projects. (E) Credits: 4

Not Offered, Spring 2014; Offered Spring 2015

Participation
The CESC concentration will include up to 15 students annually, and is open to any student by application. The application is available online at www.smith.edu/ccc/concentration.php

Partial List of Community-Based Learning (CBL) Courses
Smith College
ARS 281 Studio: Landscape and Narrative
ARS 389 Broad-scale Design and Planning Studio
EDC 200 Education in the City
EDC 210 Literacy in Cross-Cultural Perspective
EDC 232 The American Middle School and High School
EDC 336 Seminar in American Education
EDC 338 Children Learning to Read
EDC 342 Growing Up American: Adolescents and Their Educational Institutions
EDC 343 Multicultural Education
EGR 410D Engineering Design Clinic
GEO 309 Groundwater Geology
GOV 217 Colloquium: The Politics of Wealth and Poverty in the U.S.
IDP 120 Community-Based Learning: Ethics and Practice
IDP 320 Seminar on Global Learning: Women’s Health of Tibetan Refugees in India
LSS 200 Socialized Landscapes: Private Squalor and Public Affluence
LSS 220 Activism by Design
LSS 255 Art and Ecology
LSS 300 Rethinking Landscape
MTH 245 Practice of Statistics
PRS 312 Weaker Vessels: Women and Violence Inside and Out
SOC 214 Sociology of Hispanic Caribbean Communities in the United States
SOC 308 Practicum in Community Based Research
SWG 230 Feminism and the Fate of the Planet
SWG 238 Women, Money and Transnational Social Movements
THE 312 Masters and Movements in Performance

Amherst College

ANTH 230 Ethnographic Methods
AMST 221 Building Community
ARHA 310 Collaborative Art: Practice and Theory of Working with a Community
ASLC 325 Beyond Shangri-La: Narratives of Tibet, East and West
ENGL 120 Reading/Writing/Teaching
ENGL 490 Historical Perspectives on Criminal Justice and the U.S. Economy
GEOL 450 Seminar in Biogeochemistry
HIST 457 The Immigrant City
KENA 424 Giving
MLSI 238 Pioneer Valley Soundscapes
THDA 353 Performance Studio
THDA 250 Video Production: Bodies in Motion
THDA 250 Scripts and Scores

Hampshire College

CSI/A 242 Critical Pedagogy in Action
CSI 231 The American School
CS-240 Designing Curriculum for Learning in Formal and Non-Formal Settings

CSI 266 Making Space: The Role of Built Environment in Social Change
CS 240 How People Learn
IA 288 Appropriate Technology in the World
IA-149 Arts Integration: Theater as a Dynamic Teaching Tool
NS-0239 Agriculture, Food and Health

Mount Holyoke College

ARCH 280 Topics in Architectural Studies: Issues in Sustainability: Adaptive Reuse
EDUC 205 Racism and Inequality in Schools and Society
ENGL 202 Introduction to Journalism
ENGL 301 Studies in Journalism Health and Science Journalism
ENVST 390 Senior Seminar in Environmental Studies
GNDST 390 Field Placement
PHIL 280 Philosophy for Children
PSYCH 339 Adult Development & Aging
POLIT 391 Topics: Citizenship and the Foreigner; Political Violence
SPAN 340 Visual Cultures: An Introduction The Other (in the) Media: New Media and Otherness in the Americas
HIST 214 History of Global Inequality

University of Massachusetts

AFROAM 236 History of the Civil Rights
ANTHRO 397MM Memory, Narrative, and Community
ANTHRO 297H Grassroots Community Development
ANTHRO 297H The Good Society
ANTHRO 397L Leadership and Activism
ANTHRO 497H Community Development in Holyoke
COMM 497H Media Literacy and Community Media
ENVRDES 296R The Boltwood Project
ENVRSCI 465 Principles of Environment Assessment
ENVRDES 577 Urban Policies
EDUC 497 IST Tutoring In Schools
JOURNAL 394C Community Journalism Project
LATINAM 398A Practicum: Holyoke Tutorial
PUBLHLTH 160 My Body, My Health
PSYCH 365 Psychology of Aging
SPRTMGT 397H Community Relations
Comparative Literature

Professors
Maria Nemcova Banerjee (Russian Language and Literature and Comparative Literature)
1 Ann Rosalind Jones, Ph.D. (Comparative Literature)
§1 Thalia A. Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)
**1 Janie M. Vanpee, Ph.D. (French Studies)
**1 Craig R. Davis, Ph.D. (English Language and Literature and Comparative Literature)
†1 Anna Botta, Ph.D. (Italian Language and Literature and Comparative Literature)

Associate Professors
†2 Reyes Lázaro, Ph.D. (Spanish and Portuguese)
Sabina Knight, Ph.D., Director (Chinese and Comparative Literature), Katwiwa Mule, Ph.D. (Comparative Literature)
Dawn Fulton, Ph.D. (French Studies)
†1 Justin Daniel Cammy, Ph.D. (Jewish Studies and Comparative Literature)

Assistant Professors
*1 Joel P Westerdale, Ph.D. (German Studies)
Malcolm Kenneth McNee, Ph.D. (Spanish and Portuguese)

Adjunct Professor
Margaret Bruzelius, Ph.D. (Comparative Literature)

Lecturer
Carolyn Shread, Ph.D.

The Major
Advisers: Maria Banerjee, Anna Botta, Margaret Bruzelius, Justin Cammy, Craig Davis, Dawn Fulton, Sabina Knight, Reyes Lázaro, Malcolm McNee, Katwiwa Mule, Thalia Pandiri, Janie Vanpee, Joel Westerdale

Requirements: 12 semester courses as follows:
1. 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 202 Homer to Dante
   - CLT 203 Cervantes to Tolstoy

2. Other Requirements:
   - Two additional courses 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:
   a) an additional literature, which may be in translation
   b) a literary or artistic theme, genre or interdisciplinary topic in CLT or other departments or programs (e.g. film studies, philosophy, art, history), chosen with the adviser's approval.

3. 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.

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.

Director: Margaret Bruzelius

Director of Study Abroad: Anna Botta

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.

Introductory Courses

CLT 100 Introduction To Comparative Literature: The Pleasures of Reading

Adventures
Adventure uses an organization of the landscape that has influence far beyond the usual boundaries of fiction. This course examines the structuring elements of this traditionally masculine genre: who can be a hero? Where can heroes go, what do they receive when they arrive, and what happens when they come home? Who lives where in the spaces that such fiction explores? What characterizes the landscape of adventure fiction? Who can cross significant boundaries and who cannot? What gender and class demarcations do these fictions enforce?

The course starts by reading two “boys’ books;” Treasure Island, Journey to the Center of the Earth and then examines the structures of the adventure genre in a series of fictions with girl and women heroes. [L] Credits: 4
Margaret Bruzelius
Offered Spring 2014

FYS 140 Literature and Medicine

How do stories heal? What can we learn about medicine from stories, novels, poems, plays and case studies? How important are metaphors, framing, time, characterization and motivation? Comparing narratives from different cultures, students will 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. [L] [W] Credits: 4
Sabina Knight
Offered Fall 2013
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’ll 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
Offered Spring 2014

FYS 155 Celtic Worlds
A reading in translation of classical authors on the ancient Celts, as well as the imaginative literature of medieval Wales and Ireland. We will explore the unique religion of this archaic people, their conceptions of this and the Otherworld; their cult of the Great Mother and other divinities; their celebration of beauty, art, music, sexuality and violence; the role of druids and “sovereign goddesses” in the education of charismatic chieftains and their “warriors with horses;” the lives of Celtic saints, like Patrick, their miracles and devotion; and the beginnings of Arthurian romance in the Breton Lais of Marie de France. This course counts toward the English major. Enrollment limited to 16 first-year students. (L) [WI] Credits: 4
Craig Davis
Offered Fall 2013

FYS 165 Childhood in African Literature
A study of childhood as an experience in the present and 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 Dangarembga’s Nervous Conditions, Zoë Wicomb’s You Can’t Get Lost in Cape Town, Ngugi wa Thiong’o’s Weep Not Child, and Tahaar Ben Jelloun’s The Sand Child. Enrollment limited to 16 first-year students. (L) [WI] Credits: 4
Katweka Mule
Offered Fall 2013

FYS 186 Israel: Texts and Contexts
Explores the relationship between Zionism as the political movement that established the State of Israel and Zionism as an aesthetic and cultural revolution that sought to reinvent the modern Jew. What were the roles of literary and visual culture in the construction of Israel’s founding myths and interpretations of its present realities? Focuses on efforts to negotiate the relationship between sacred and secular space; exile and homeland; the revival of Hebrew as a living language; Jews and Arabs; and Israel’s founding ideals as a democratic and Jewish state. Includes consideration of prose, poetry, graphic novel, art, and film. Intended for students interested in Middle East Studies, Comparative Literature, and/or in the relationship between literature and politics. Enrollment limited to 16 first-year students. (L) [WI] Credits: 4
Miri Talmon
Offered Fall 2013

CLT 202 Western Classics in Translation, from Homer to Dante
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. (L) [WI] Credits: 4
Robert Hosmer, Fall 2013
Scott Bradbury, Fall 2013
William Oram, Fall 2013
Offered Fall 2013

CLT 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
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. (L) [WI] Credits: 4
Maria Banerjee, Spring 2014
Robert Hosmer, Spring 2014
Offered Spring 2014

Intermediate Courses

CLT 204 Writings and Rewritings

Writings and Rewritings: Don Quixote
This course is entirely devoted to reading the two volumes of the first modern novel, Don Quijote de la Mancha (1605–15), as well as commentaries on it by a wide variety of world writers, critics and filmmakers. This insanely humorous novel poses fundamental questions about the nature of life and fiction that millions of writers and readers across the world find essential to this day. Any writer or lover of literature needs to read Don Quijote. Anyone who wants a superb friend for life cannot pass the opportunity to get duly acquainted with it. In English (4 credits), with an optional 1-credit Special Studies section in Spanish for those who want to perfect their linguistic skills by reading, translating and commenting selected sections of Miguel de Cervantes’ masterpiece in the original. (E) (L) Credits: 4
Reyes Lazaro
Offered Fall 2013

CLT 205 20th-Century Literatures of Africa
A study of the major writers of contemporary Africa. Focuses on several key questions: Is the term African literature a useful category? How do African writers challenge Western representations of Africa as they confront over a century of European colonialism on the continent? How do they represent the postcolonial experience on the continent? Is there a correlation in their writing between life and expression and between oral cultures and written literature? Texts will include Achebe’s Things Fall Apart, Ngugi wa Thiong'o’s The River Between, Tsitsi Dangarembga’s Nervous Conditions, Mariama Ba’s, So Long a Letter, Ndebele Njabulo’s The Cry of Winnie Mandela, Ama Ata Aidoo’s Our Sister Killjoy, Wole Soyinka’s Death and the King’s Horseman. We will also watch films such as Red Rubber, White King, Black Death, Totsi and Kenya: Whitman’s Country. (L) Credits: 4
Katweka Mule
Offered Fall 2013

CLT 206 Empathy, Rage and Outrage: Female Genital Excision in Literature and Film
This colloquium will examine the representations of female genital cutting through literature and film of the African and the Diaspora. Using a variety of documents—literary, films, cartoons, posters, essays, manuals and legal texts—we will focus especially on the politics and controversies surrounding this issue
by posing and answering the following questions: what are the parameters of the
discourse of female genital cutting? What is the appropriate way to name and
combat the practice? Who is authorized to speak on behalf of African women?
Why has Western feminist insurgency failed to register any meaningful success
in promoting change? Is there any relationship between imperialism and the
discourse of female genital excision? Enrollment limit of 20. (L) Credits: 4
Katuiwa Mule
Offered Spring 2014

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 will be 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
Charles Reeves
Offered Spring 2014

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 will 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, etc. (L) Credits: 4
Margaret Bruzelius
Offered Fall 2013

GER 231 Topics in German Cinema
Weimar Film
[Pending CAP Approval]
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, Lang, Murnau,
Paßt, Ruttmann, Sternberg, Sagan, Riefenstahl. Conducted in English. (A)(H)
Credits: 4
Joel Westerdale
Offered Spring 2014

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’ll explore
class, gender, and the diversity of the cultures of China, Taiwan, Tibet and
overseas Chinese communities. 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
Offered Spring 2014

CLT 239 Contemporary Chinese Women’s Fiction
Same as EAL 239. Theme for 2013: Intimacy. 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. (L)
Credits: 4
Sabina Knight
Offered Fall 2013

CLS 240 Sweet Revenge
Revenge can be irresistible, as anyone who has been wronged can attest.
Ancient Greek and Roman texts often portray revenge as an act of justice. But
rather than merely balancing the scales, payback outdoes the original injury,
prompting a chain of (often quite creative) retributive actions. What drives an
individual to exact vengeance, and can satisfying alternatives to revenge exist?
This semester we examine ancient perspectives on revenge in Greek and Roman
epic, history, philosophy and (especially) tragedy. Then we trace the tradition
of ancient revenge in post-classical works: Elizabethan and Jacobean drama,
opera, and Hollywood and independent film. Relevant theoretical works and
scholarship supplement our study of revenge. (E) (A)(L) Credits: 4
Carrie Morsebray
Offered Spring 2014

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 work of writers as they respond to histories of colonial
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. Probable writers: Achebe,
Soyinka, Ngugi, Aidoo, Dangarembga, Naipaul, Walcott, Cliff, Rushdie,
Kureishi, Arundhati Roy, Jhumpa Lahiri, Meera Syal and some theoretical
essays. (L) Credits: 4
Ambreen Hai
Offered Fall 2013

GER 241 Jews in German Culture
A survey of the Jewish-German dialogue from the 18th century to contemporary
Germany: the importance of the Jewish presence in German culture;
representations of the Jew in German literature, film, and opera; the role of
antisemitism in German history from the Middle Ages to the present. Texts by
Lessing, the Grimm Brothers, Heine, Wagner, Thomas Mann, Lasker-Schüler,
Celan, Klüger, Behrens; films by Lubitsch, Chaplin, Harlan, Levy, Goldfinger.
Conducted in English. (L) Credits: 4
Jocelyne Kolb
Offered Fall 2013

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 will 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 will also analyze issues of
temporary 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
Offered Fall 2013
CLT 255 What Makes a Tale Worth Telling: Reading the 19th Century Story
Same as ENG 255. How did the modern short story emerge—why, where, when? What is its relation to other forms of short fiction—the Italian novella or the German novella or the fairy tale? Why are they often so elaborately framed, with their kernel presented as a kind of oral performance; a story told by one character to another? Why do they so often rely on the fantastic and the unlikely—and how, by the end of the century, did the story come to concentrate instead on the mundane and the ordinary? What, in short, makes a tale worth telling? Readings in Goethe, Hoffman, Hawthorne, Gogol, Turgenev, Maupassant, Verga, Kipling, Chekhov, Jewett and others. (L) Credits: 4
Michael Gorra
Offered Spring 2014

PHI 255 Philosophy and Literature
Of late there has been talk of philosophy’s being at an end or at least in need of transformation. In order to provide a measure of renewal, people are considering whether approaches taken and insights expressed in literature might enrich the study of philosophy. We will explore this issue through an examination of philosophical and literary treatments of friendship from different periods in the Western tradition, and of literary and philosophical reflections on human flourishing in the 20th century. We will also consider work by contemporary philosophers on the topic of what literature might have to contribute to the philosophical enterprise. Prerequisite: one course in philosophy or permission of the instructor. (H) (L) Credits: 4
Susan Levin
Offered Spring 2014

CLT 266 Studies in South African Literature and Film
South African Literature and Film Since 1948
A study of South African literature and film since 1948 in their historical, social, and political contexts. How do writers and film makers of different racial and political backgrounds remember and represent the past? How do race, class, gender and ethnicity shape the ways in which they use literature and cinema to confront and resist the racist apartheid state? How do literature, film and other texts such as testimonies from the Truth and Reconciliation Commission function as complex cultural and political sites for understanding the interconnections among apartheid taxonomies, various forms of nationalism, and the often hollow post-apartheid discourse of non-racial “New South Africa?” Texts include testimonies from the Truth and Reconciliation Commission, novels such as Alan Paton’s Cry the Beloved Country, Mazi Si Kunene’s Mandala’s Ego, Njabulo Ndebele’s The Cry of Winnie Mandela, Nadine Gordimer’s July’s People, J.M. Coetzee’s Waiting for the Barbarians, Athol Fugard’s Tsotsi and Zoe Wicomb’s You Can’t Get Lost in Cape Town. We will also analyze films such as Cry the Beloved Country, Sarafina!, Tsotsi, Cry Freedom and South Africa Belongs to Us. (E) (L) Credits: 4
Katwiva Mule
Offered Spring 2014

ENG 268 Literary Genres: Lyric Poetry
Stanley Kunitz has said: “Poetry is language surprised in the act of changing into meaning.” We will examine poetry in action. This class is designed for those who would like to explore poems from countries, cultures, and centuries that they have not studied before; for those who would like to study reading strategies appropriate for poetry; for those planning to teach poetry on any educational level; for those who like literature but have “poetry anxiety”; and for anyone who likes poetry and wants greater immersion. We will study a range of strategies for interpreting poetry as a means to better appreciating individual poems and poetic voices. Credits: 4
Naomi Miller
Offered Spring 2014

CLT 271 Writing in Translation: Bilingualism in the Postcolonial Novel
A study of bilingualism as a legacy of colonialism, as an expression of exile, and as a means of political and artistic transformation in recent texts from Africa and the Americas. We will consider how such writers as Ngugi wa Thiong’o (Kenya), Assia Djebar (Algeria), Patrick Chamoiseau (Martinique), and Edwidge Danticat (Haiti/U.S.) assess the personal and political consequences of writing in the language of a former colonial power, and how they attempt to capture the esthetic and cultural tensions of bilingualism in their work. (L) Credits: 4
Dawn Fulton
Offered Spring 2014

POR 280 Portuguese and Brazilian Voices in Translation
Literature on the Margins of Modernity
This course introduces celebrated writers from Brazil, Lusophone Africa and Portugal. Though these writers have achieved international acclaim and circulation, their relative location on the periphery of global modernity is key to understanding dimensions of the aesthetic, thematic, and ideological force of their work and its reception in translation. While privileging close-readings of short stories and novels, we will discuss the place of these writers in their national literatures, a transnational Portuguese-language literature, and World Literature today. Students will also consider these writers in other comparative literary frameworks with which they are familiar, whether African, European or Latin American. (L) Credits: 4
Malcolm Mcnee
Offered Spring 2014

Advanced Courses

CLT 305 Studies in the Novel
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 will focus on the Central European novel of the 20th Century, the age of “terminal paradoxes.” Texts will 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
Maria Banerjee
Offered Fall 2013

CLT 306 Seminar—Foundations of Celtic Europe: Old European, Indo-European, Etruscan, Greek and Roman
Celts are the only Indo-European-speaking people to adopt the Old European cult of the great mother as their dominant divinity, creating in the fourth century BC the La Tène complex in response to contacts with Etruscans, Greeks and Romans. La Tène replicated itself in Gaul, Britain and Ireland for centuries into the first millennium AD, ultimately yielding such manuscript treasures as the Book of Kells and Lindisfarne Gospels, as well as vernacular poems and sagas depicting two parallel universes, this world and Annwn ‘the Unworld,’ neither home to the gods nor unambiguously land of the dead, but rather a preternatural realm whose inhabitants interact in love or violence with humans. We will examine material culture, historical records in Greek and Latin, and literary and religious texts composed in several languages: Etruscan, Gaulish, Old Irish, medieval Welsh, Old and Middle English and Old French. (L) Credits: 4
Craig Davis
Offered Spring 2014
ENG 309 Seminar: Black Prison Intellectuals
Interrogating theories of intellectualism, among them Antonio Gramsci’s notion of traditional and organic intellectuals, and distinctions between categories of criminal and enemy, this course will trace the role of black prison writings in the development of American political and legal theory. From 18th-century black captivity narratives and gallows literature through to the work of 20th and 21st century thinkers like Malcolm X, Eldridge Cleaver, and Angela Davis, this course asks how the incarcerated black intellectual has informed and challenged ideas about nationalism, community and self-formation from the early republic to the present. Credits: 4
Andrea Stone
Offered Fall 2013

ENG 334 Servants in Literature and Film
Often invisible but crucial, servants in English literature have served as comic relief, go-betweens, storytellers, sexual targets, and sometimes as central protagonists. But what roles do they play in contemporary literature and film? What can we learn from them about modernity, class, power relations, sexuality, gender, marriage or family? What new responses do they evoke from us? This seminar will consider how writers from various cultures and times call upon the figure of the domestic servant for different purposes, and how a view from (or of) the margins can change how and what we see. Writers include Shakespeare, Samuel Richardson, Emily Bronte, Willkie Collins, Kazuo Ishiguro, Nadine Gordimer, Aravind Adiga. Films include Remains of the Day, Gosford Park, The Maid and Earth. Admission by permission. Enrollment limited to 12.
[L] Credits: 4
Ambreen Hai
Offered Fall 2013

GER 360 Advanced Topics in German Studies
Each topic will focus on a particular literary epoch, movement, genre or author from German literary culture. All sections taught in German.
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. [L] Credits: 4
Joel Westerdale
Offered Spring 2014

CLT 366 Comparative Topics on Spanish and Portuguese Literatures and Cultures
Art and Revolution: Poetry, Fiction and Visual Culture of the Spanish Civil War
Same as SPN 366. The Spanish Revolution and Civil War (1936–39) are crucial moments of the 20th century, and privileged sites to study the connection between culture, art and politics. An immense amount of international expression, poetry, novels, posters, paintings (such as Picasso’s Guernica), songs, memoirs and films were inspired by both. In this class we study: how people expressed and acted on their dreams of an ideal society; why many avant-garde artists were heavily invested in the project; how established conceptions of literature and other arts were challenged; how this “internationalist” legacy, and its suppression as a result of military defeat, are remembered today. Course conducted in English. Enrollment limited to 14. (E) [A] [H] [L] Credits: 4
Reyes Lazaro
Offered Spring 2014

Critical Theory and Method

CLT 300 Foundations of Contemporary Literary Theory
The interpretation of literary and other cultural texts by psychoanalytic, Marxist, structuralist and post-structuralist critics. 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, Barthes, Derrida and Foucault. Enrollment limited to 25. [L] Credits: 4
Anna Botta
Offered Fall 2013

CLT 340 Problems in Literary Theory
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, i.e. 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, Vahaby, Moretti, Nussbaum, Robbins, Said, Coetzee, Maipolou, Pamuk and Zadie Smith. The seminar is required of senior majors. Prerequisites: CLT 300 or permission of the instructor. [L] Credits: 4
Anna Botta
Offered Spring 2014

CLT 404 Special Studies
Offered both semesters, with the permission of the instructor and of the program director. Credits: 4
Instructor: TBA
Offered Fall 2013, Spring 2014

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 on 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: 4 per semester, 8 for yearlong course
Margaret Bruzelius
Offered Fall 2013, Spring 2014
Computer Science

Professors
††† Joseph O’Rourke, Ph.D.
* Ileana Streinu, Ph.D.
Dominique F. Thiebaut, Ph.D.

Associate Professors
* Judy A. Franklin, Ph.D.
*† Judith B. Cardell, Ph.D.
** Nicholas Read Howe, Ph.D.

The Major

Advisers: Judith Cardell, Judy Franklin, Nicholas Howe, Eitan Mendelowitz, Ileana Streinu, Dominique Thiebaut

Requirements: 11 semester courses (44 graded credits) including:

1. Introductory: CSC 102, 103, 105, 106 or FYS 164 or a 200+-level CSC or MTH course.
   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

2. Core (16 credits)
   CSC 111, 212, 231, 250

3. Mathematics (8 credits)
   a. One of MTH 111, MTH 114, MTH 125, MTH 205, MTH 212; or LOG
   b. 100MTH 153

4. Intermediate (12 credits)
   One CSC Theory
   One CSC Software
   One CSC Systems

5. Seminar (4 credits)
   One additional 300-level course

Course Theory Programming Systems
CSC 220 (Adv. Prog) X X
CSC 240 (Graphics) X
CSC 249 (Networks) X
CSC 252 (Algorithms) X X
CSC 262 (Op Sys) X X
CSC 266 (Prog Arts) X
CSC 270 (Circuits) X
CSC 274 (Discrete & Comp Geom) X X
CSC 290 (AI) X X
CSC 249 (Networks) X
CSC 293 (Compilers) X X
EGR 320 (Signals and Systems) X 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

The Minor

1. Theory (six courses)
   Advisers: Nick Howe, Judy Franklin, 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, Judy Franklin, Eitan Mendelowitz, Nick Howe, 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, Judy Franklin, 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: To be announced

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: Judy Franklin, Eitan Mendelowitz

This minor is designed to accommodate 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.
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 non-tonal harmonic practice, serial composition, and other musical techniques. (Prerequisite: MUS 210 or permission of the instructor).

3. One of 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:

<table>
<thead>
<tr>
<th>#</th>
<th>Dept</th>
<th>Number</th>
<th>Title</th>
<th>Credits</th>
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<tr>
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<td>CSC</td>
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<td>Computer Science I</td>
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<td>Programming with Data Structures</td>
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<td>Advanced Programming</td>
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<td>CSC 212</td>
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<td></td>
<td>CSC</td>
<td>250</td>
<td>Foundations of Computer Science</td>
<td>4</td>
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<td>110</td>
<td>Analysis and Repertory</td>
<td>5</td>
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<td>233</td>
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<td>4</td>
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<td>6</td>
<td>MUS</td>
<td>312</td>
<td>20th Century Analysis</td>
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<td>MUS 210</td>
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<td>MUS</td>
<td>345</td>
<td>Electro-Acoustic Music</td>
<td>4</td>
<td>MUS 110, MUS 233, Permission</td>
</tr>
<tr>
<td></td>
<td>CSC</td>
<td>354</td>
<td>Seminar on Digital Sound and Music Processing</td>
<td>4</td>
<td>CSC 212, CSC 250 or 231, Permission</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amherst</td>
<td>Mus 65</td>
<td>Electroacoustic Composition</td>
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<td>Hampshire</td>
<td>HACU-0290-1</td>
<td>Computer Music</td>
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<tr>
<td>Mt. Holyoke</td>
<td>Music 102F</td>
<td>Music and Technology</td>
<td>2</td>
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<tr>
<td>UMass</td>
<td>Music 585</td>
<td>Fundamentals of Electronic Music</td>
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<tr>
<td>UMass</td>
<td>Music 586</td>
<td>MIDI Studio Techniques</td>
<td>2</td>
</tr>
</tbody>
</table>

Honors

Director: To be announced

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 CSC 102 (How The Internet Works), CSC 103 (How Computers Work), FYS 164 Issues in Artificial Intelligence, CSC 106 (Introduction to Computing and the Arts), and CSC 111 (Introduction to Computer Science Through Programming). Students who contemplate a major in computer science should consult with a major adviser early in their college career.

**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 will meet for half of the semester only. (M) Credits: 2

**Alicia Wolfe**

Offered Fall 2013, Spring 2014

**CSC 103 How Computers Work**

An introduction to how computers work. The goal of the course is to provide 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. (M) Credits: 2

**Dominique Thiebaut, Fall 2013**

**Alicia Wolfe, Spring 2014**

Offered Fall 2013, Spring 2014

**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) Web site design; 2) JavaScript; 3) Embedded multimedia objects. Enrollment limited to 35. Prerequisites: CSC 102 or equivalent competency with HTML. (M) Credits: 2

**Eitan Mendelowitz**

Offered Spring 2014

**CSC 106 Introduction to Computing and the Arts**

This introductory course will explore 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 will examine a range of computational art practices, while developing a solid foundation in basic computer programming approaches and techniques. Enrollment limited to 15. (E) (A) Credits: 4

**Eitan Mendelowitz**

Not Offered this Academic Year

**CSC 107 Server Scripting for the Web**

An introduction to principles and practice of server-side scripting using PHP, including form processing, content customization, and MySQL database interaction. Assumes prior familiarity with HTML web development and some other form of scripting (such as Javascript) or general programming. Enrollment limited to 35. Prerequisite: CSC 105 or by permission of instructor. (E) (M) Credits: 2

**Alicia Wolfe**

Offered Fall 2013

**CSC 111 Introduction to Computer Science Through Programming**

Introduction to a block-structured object oriented high-level programming language. Will cover 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

**Alicia Wolfe, Fall 2013**

**Judy Franklin, Fall 2013**

**Dominique Thiebaut, Spring 2014**

Offered Fall 2013, Spring 2014

Offered Fall 2013, Spring 2014
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, will 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. Prerequisite: MTH 112 or MTH 114. CSC 111 recommended. Enrollment limited to 20. (M) Credits: 4
Ileana Streinu
Offered Spring 2014

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: 5
Nicholas Howe, Fall 2013
Eitan Mendelowitz, Spring 2014
Offered Fall 2013, Spring 2014

CSC 220 Advanced Programming Techniques
Focuses on several advanced programming environments, with a project for each. Includes object-oriented programming, graphical user interfaces (GUIs) under Windows and/or Linux, and principles of software engineering. Topics include Java’s GUI swing package, and its methods for listening for events and creating threads to dispatch events, tools for C++ code development, database query languages, and programming in Python. Prerequisite: 212. (M) Credits: 4
Instructor: TBA
Offered Spring 2014

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
Judy Franklin
Offered Fall 2013

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 will accommodate both CS majors, for whom it will be 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
Eitan Mendelowitz
Offered Fall 2013

CSC 249 Computer Networks
This course introduces fundamental concepts in the design and implementation of computer communication networks, their protocols, and applications. Topics to be covered include: layered network architecture, physical layer and data link protocols, and transport protocols, routing protocols and applications. Most case studies will be drawn from the Internet TCP/IP protocol suite. Prerequisites: CSC 111 and MTH 153. (M) Credits: 4
Judith Cardell
Not Offered this Academic Year

CSC 250 Theoretical Foundations of Computer Science
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
Alicia Wolfe
Offered Spring 2014

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
Offered Spring 2014

CSC 260 Programming Techniques for the Interactive Arts
Through analysis of existing computational art and synthesis of original works, this course will expose students to real-time graphics, data-visualization, human-computer interaction, sensor networks, pervasive computing, and physical computing. Weekly programming exercises will serve to reinforce concepts from lectures and build a personal aesthetic. Students will also be required to complete readings, a presentation, and a final project. This project will challenge the student conceptually, technically and aesthetically. Prerequisites: CSC 111 and either of CSC 212 or CSC 240 or permission of instructor. Students majoring in the visual or performing arts who have programming experience are encouraged to enroll, pending instructor’s permission. (A) (M) Credits: 4
Eitan Mendelowitz
Offered Spring 2014

CSC 262 Introduction to 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. (M) Credits: 4
Trek Palmer
Not Offered this Academic Year

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: 4
Dominique Thiebaut
Not Offered this Academic Year

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, polyhedral, and configuration spaces are covered. Throughout a dual emphasis is maintained on mathematical proofs and on efficient algorithms. Students will have a choice of concentrating their course work toward mathematics or toward computer science.
science. Prerequisites for MTH major credit: MTH 153; MTH 111 recommended. Prerequisite for CSC major credit: CSC 111.  {M} Credits: 4

Joseph O'Rourke
Not Offered this Academic Year

CSC 290 Introduction to Artificial Intelligence
An introduction to artificial intelligence including an introduction to artificial intelligence programming. Topics covered include: game playing and search strategies; machine learning; natural language understanding; neural networks; genetic algorithms; evolutionary programming; philosophical issues. Prerequisites for CSC major credit: CSC 212, MTH 111 or permission of the instructor; otherwise, CSC 111 or permission of the instructor.  {M} Credits: 4

Alicia Wolfe
Not Offered this Academic Year

CSC 334 Seminar: Topics in Computational Biology

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 will expose the students to a variety of topics of current interest in molecular computing and bioinformatics. The focus of the Fall 2012 offering of this course is 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.  {M}  {N} Credits: 4

Ileana Streinu
Not Offered this Academic Year

CSC 352 Seminar in Parallel Programming
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 will include process and synchronization, multithreading, Remote Method Invocation (RMI), and distributed objects. Prerequisites: 212 and 252.  {M} Credits: 4

Dominique Thiebaut
Offered Fall 2013

CSC 353 Seminar in Robotics
A seminar introduction to Robotics. Topics include basic mechanics, electronics and sensors, basic kinematics and dynamics, configuration space, motion planning, robot navigation, and self-reconfiguring robots. Projects will include computer simulations and programming existing and student-built robots. Prerequisites: CSC 212, 231, Calculus, Discrete Math or permission of the instructor.  {M} Credits: 4

Ileana Streinu
Not Offered this Academic Year

CSC 354 Seminar in Digital Sound and Music Processing
Focuses on areas of sound/music manipulation that overlap significantly with computer science disciplines. Topics are digital manipulation of sound; formal models of machines and languages to analyze and generate sound and music; algorithms and techniques from artificial intelligence for music composition and music database retrieval; and hardware aspects such as time-dependence. This is a hands-on course in which music is actively generated via programming projects and includes a final installation or demonstration. Prerequisites are 111, 212, and 250 or permission of the instructor. Credits: 4

Judy Franklin
Not Offered this Academic Year

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 will examine the opportunities and challenges presented by mobile computing. This is a hands-on seminar; projects will include the development and deployment of applications on smartphones and other mobile devices. Prerequisites: CSC 212 or permission of instructor. Closed to first-years or sophomores. Enrollment limited to 12.  {M} Credits: 4

Eitan Mendelowitz
Not Offered this Academic Year

CSC 364 Computer Architecture
Same as EGR 354. Computer Architecture. Offers an introduction to the components present inside computers, and is intended for students who wish to understand how the different components of a computer work and how they interconnect. The goal of the class is to present as completely as possible the nature and characteristics of modern-day computers. Topics covered include the interconnection structures inside a computer, internal and external memories, hardware supporting input and output operations, computer arithmetic and floating point operations, the design of and issues related to the instruction set, architecture of the processor, pipelining, microcoding and multiprocessors. Prerequisites: 270 or 231.  {M} Credits: 4

Dominique Thiebaut
Not Offered this Academic Year

CSC 370 Computer Vision and Image Processing
Explores the challenge of computer vision through readings of original papers and implementation of classic algorithms. This seminar will consider 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 Howe
Offered Spring 2014

CSC 400 Special Studies
For majors, by arrangement with a computer science faculty member. Credits: 1 to 4

Instructor: TBA
Offered Fall 2013, Spring 2014

CSC 430D Honors Project
Credits: 4 per semester, 8 for yearlong course

Instructor: TBA
Offered Fall 2013, Spring 2014

Cross-listed and Interdepartmental Courses

CSC 400 Special Studies
For majors, by arrangement with a computer science faculty member. Credits: 1 to 4

Instructor: TBA
Offered Fall 2013, Spring 2014
FYS 164 Issues in Artificial Intelligence
An introduction to several current issues in the area of Artificial Intelligence, and their potential future impact on society. We start by exploring the nature of intelligent behavior through the Turing Test and the Chinese Room argument. Deep philosophical questions are explored through the increasingly sophisticated game-playing capabilities of computers: checkers, chess, go. Next we turn to language: the challenges of machine translation, text-to-speech, and speech understanding. Then we investigate learning and discovery by computers, especially through neural networks, and genetic algorithms. Finally we explore robotics, from Roomba to autonomous vehicles. Here there are serious implications for labor (explored through the prediction of a technological “singularity”) as well as deep ethical issues. Prerequisites: Fluency with computers, including basic Web searching skills. Four years of high school mathematics recommended. No programming experience necessary. Enrollment limited to 16 first-year students. {M}{WI} Credits: 4
Alicia Wolfe
Not Offered this Academic Year

PRS 324 Computers, the Internet and American Culture
This course blends computer science and cultural studies to examine the digital revolution as a transformative technological and social phenomenon. What desires, interests, acts of scientific imagination, and institutions have propelled the Internet to such prominence in our lives? How have personal digital technologies rewired us by transforming commerce, journalism, political activism, consumer behaviors, and social relationships? What are the implications for identity and social organization in an era of identity theft, social networking, and ongoing struggles between corporations and net neutrality advocates to shape future ownership and use rights of the Internet? Open to students interested in computer science and cultural studies. Prerequisite: some preference may be given to those who have taken CSC 102 or AMS 202. Enrollment limited to 15 juniors and seniors and by permission of the instructor. (E) {S} Credits: 4
Nicholas Howe, Kevin Rozario
Not Offered this Academic Year
Dance

Professor
Rodger Blum, M.F.A., Chair

Assistant Professors
† Lester Tomé, Ph.D.
Chris Aiken, M.F.A., Director of M.F.A. in Dance
Angie Hauser, M.F.A.

Five-College Lecturer in Dance
Marilyn Middleton-Sylla

Musician/Lecturer in Dance Technique and Performance
Michael M. Vargas, B.A.

Lecturers
Dahlia Nayar, B.A.
Candice Leigh Salyers, M.F.A.
Daniel Trenner, M.Ed.

Five College Faculty
Paul Arslanian, B.A. (Lecturer in Dance, University of Massachusetts)
Billbob Brown, M.A. (Associate Professor, University of Massachusetts)
Jim Coleman, M.F.A., Five College Dance Department, Chair (Professor, Mount Holyoke College)
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)
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)
Paul Matteson, M.F.A. (Assistant Professor, Amherst College)
Rebecca Nordstrom, M.F.A. (Professor, Hampshire College)
Thomas Vacanti, M.F.A., sabbatical fall 2013 (Assistant Professor, University of Massachusetts)
Wendy Woodson, M.A. (Professor, Amherst College)

Teaching Fellows
Shaina Cantino    Ellie Grace
Sara Coffin      Safi Harriott
Joy Davis        Stephanie Maher
Mathew Elder     Annie Rudnik

The Major

Bachelor of Arts in Contemporary Dance Studies

Advisers: Rodger Blum, Chris Aiken, Angie Hauser, 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 is designed to give a student 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 B.A. (Ten are allowed for credit towards the GPA.) 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 department faculty.

History

Studies in Dance History: European and North American Concert Dance (1900s–Today) (DAN171) and Dance and Culture (DAN 272) serve as the introduction to the major. At the advanced level there is Advanced Studies in History and Aesthetics (DAN 377) with rotating topics. These courses all examine the dance itself and its cultural context.

Creative and Aesthetic Studies (DAN 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 four-credit Repertory courses at the intermediate and advanced level.

Scientific Aspects of Dance (DAN 241, 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.

Language of Movement (DAN 285) Courses in this area train students to observe, experience and notate qualitative aspects of movement (Laban Movement Analysis) and to quantitatively perceive and record movement (Labanotation).

Music for Dancers (DAN 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 adviser, make connections to other arts 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 Dancer’s Perspective
285 Laban Movement Analysis I
200 Dance Production
201 Dance Production (May be taken for performance credit after taking DAN 200)
Five dance technique courses are required for the B.A. (Ten are allowed for credit towards the GPA.) 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)
305 Advanced Repertory (taken twice)
309 Advanced Repertory
342 Scientific Foundations of Dance II
353 Advanced Dance Composition

Senior Thesis
399 Senior Seminar in Dance (Choreography or Research)

Honors
DAN 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014
DAN 431 Honors Project
Credits: 8
Offered Fall 2013

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, 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 Dancers Perspective or
DAN 285 Laban Movement Analysis I
DAN 200 Dance Production

DAN 113–335 Dance Technique: at least three two-credit technique courses
A thesis project is required in the student’s senior year in choreography or research. If offered, students will take the seminar course. Otherwise, an independent project with an adviser will be designed. Students are encouraged to speak with their major adviser about an honors thesis. This conversation should begin at the end of the junior year. Students may count a total of only four credits in advanced repertory toward the major.

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: M.F.A. Program
Director: Chris Aiken
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.

DAN 500 Graduate Seminar: Topics in Dance Theory
One topic offered each semester. Graduate students are required to take a different topic each semester. Four different topics are required for the degree. Description of topics and expectations can be found in the dance department graduate book.

Topic: Contemporary Trends in Dance
Credits: 3
Jim Coleman
Offered Fall 2013

Topic: The Pedagogy of Dance Technique
Credits: 3
Rodger Blum
Offered Spring 2014

DAN 505 First Year Performance
Description of course and expectations can be found in the dance department graduate book. Credits: 2
Chris Aiken
Offered Fall 2013, Spring 2014

DAN 507 Production and Management
Description of course and expectations can be found in the dance department graduate book. Credits: 2
Chris Aiken
Offered Fall 2013, Spring 2014

DAN 515 Creative Process and Choreography I
Description of course and expectations can be found in the dance department graduate book. (E) Credits: 3
Chris Aiken
Offered Fall 2013

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
Offered Fall 2013

DAN 540 History and Literature of Dance
Emphasis will include: 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 will complete a dance history research paper on a
topic of their choice. Prerequisite: two semesters of dance history. Credits: 4

Lester Tome
Not Offered this Academic Year

DAN 553 Choreography by Design
This class will examine and engage the choreographic process through a study of
the interaction of expressive movement with concrete and abstract design
ideas. Choreographic ideas developed in this class will be based on the premise
that design elements can be used as source material for choreographic intent. In
addition to studies and projects, weekly writings will be assigned. Prerequisites:
two semesters of choreography (or equivalent), familiarity with basic music
theory, coursework in theatrical production (or equivalent). Credits: 5

Chris Aiken
Not Offered this Academic Year

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.

[A] Credits: 4

Teresa Freedman
Offered Spring 2014

DAN 590 Second Year Thesis: Process and Design
Description of course and expectations can be found in the dance department
graduate book. (E) Credits: 4

Instructor: TBA
Offered Fall 2013

DAN 591 Second Year Thesis: Production and Analysis
Description of course and expectations can be found in the dance department
graduate book. (E) Credits: 4

Instructor: TBA
Offered Spring 2014

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 Course Schedule (specifying times,
locations and new course updates) online at www.fivecolleges.edu/sites/dance.

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.

Dance Composition: Introductory through advanced study of elements of
dance composition, including phrasing, space, energy, motion, rhythm, musical
forms, character development and personal imagery. Course work emphasizes
organizing and designing movement creatively and meaningfully in a variety of
forms (solo, duet and group), and utilizing various devices and approaches,
e.g. motif and development, theme and variation, text and spoken language,
collage, structured improvisation and others.

DAN 151 Elementary Dance Composition
Limited enrollment. {A} Credits: 4

Candice Salyers
Offered Spring 2014

DAN 171 Studies in Dance History: European and North American Concert
Dance (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} Credits: 4

Candice Salyers
Offered Fall 2013

DAN 187 Dancers Making Music
Designed for dance students, this course offers direct experience with the
relationships between dancing and live music. Classes will consist of making
music together in a wide variety of ways. The definition of music will be very
broad and inclusive. Sources of sound will include but not be limited to the
voice, found objects, musical instruments and sound recordings. Dancers will
also move in the studio with and without music. Discussions and written work
with an emphasis on clear language will focus attention on specific principles
and topics particularly relevant to dance. Prerequisites: two semesters of dance
technique within the last two years. Course may be repeated once for credit.
Enrollment limited to 15. {A} Credits: 2

Michael Vargas
Not Offered this Academic Year

DAN 207 Intermediate Repertory: Contemporary
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 twice for credit. {A} Credits: 2

Shaina Cantino
Offered Spring 2014

DAN 209 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. In this four-credit
version, the course 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. Fall 2009: Ballet Repertory {A} Credits: 4

Rodger Blum

Not Offered this Academic Year

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. {A} Credits: 4

Chris Aiken

Offered Spring 2014

DAN 252 Intermediate Dance Composition
Prerequisite: 151. L. {A} Credits: 4

Instructor: TBA

Offered Fall 2013

DAN 267 Dance in the Community
Dance in the Community will train students to extend the cultural power of dance to grassroots situations and make it an important part of people's lives. Students will learn theories and techniques for using movement as a tool of communication. These skills will be taken into various community centers on campus, as well as in surrounding areas. Strong background in dance not required. Enrollment limited to 12. {A} Credits: 4

Marilyn Sylva

Offered Spring 2014

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 are designed to 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. L. {A} Credits: 4

Lester Tome

Not Offered this Academic Year

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 will be 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 will be 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 will be to develop 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. {A} Credits: 4

Michael Vargus

Offered Spring 2014

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. {A} Credits: 4

Constance Salyers

Offered Spring 2014

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

Rodger Blum

Offered Fall 2013

DAN 353 Advanced Dance Composition
Prerequisite: 252 or permission of the instructor. L. {A} Credits: 4

Mark Davis

Not Offered this Academic Year

DAN 377 Advanced Studies in History and Aesthetics
This course will explore a specific idea, concept, period, person or event important in the history and/or aesthetics of dance. Topics will vary depending on the instructor's research and expertise.

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 an 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

Lester Tome

Not Offered this Academic Year

New Millennium Choreography: Themes/Questions/Dialogue
This course looks at the vast and diverse cultural and aesthetic landscape of dance in the millennium and the new breed of self-conscious and socially-conscious dance artists who insist on speaking directly to their own generation. Tracing the roots of new-age dance back to the political and social environment of the 1960s, we will investigate how new-age postmodernists pursued radically different methods, materials, and strategies for provoking new ideas about dance, the body and corporeal aesthetics, and produced new theories about the relationship between cultural forms and the construction of identities. As we look at the freshest cutting-edge dance works, we will query how non-narrative dance focuses on the body as an instrument with unlimited possibilities, heterosexuality, homosexuality, and androgyny constitute a revised gender spectrum; site-specific works illuminate various spaces for the viewer; works from culturally-specific traditions can be watched and evaluated; people move with each other in space when there is no clear beginning, middle or end; and how dance theater and content not within our own sphere of experience can instigate new frames and viewing positions. {A} Credits: 4

Constance Salyers

Not Offered this Academic Year
with gravity, weight support, balance, inner sensation and touch, to develop a duet form of movement improvisation. The technique will focus on work for advanced levels will be held the first weeks of classes. Instructor is required. “L” indicates that enrollment is limited. Placement exams 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 to 4

Instructor: TBA

Offered Fall 2013, Spring 2014

DAN 201 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

Instructor: TBA

Offered Fall 2013, Spring 2014

DAN 218 Floor Barre/Gyro Movement Technique

This course combines classical and modern principles in a basic series performed on the floor. It is designed to help dance students achieve a more consistent technical ability through added strength, stretch and development of fluid transition. Prerequisite: one previous dance technique course or permission of the instructor. Enrollment limited to 10. [E] (A) Credits: 2

Instructor: TBA

Offered Fall 2013

DAN 237 Tap II: Percussive

Refinement of performance of tap dance steps with increasing complexity and length of dance sequences learned. Emphasis will be on clarity of rhythm and body coordination while working on style and expression. Prerequisite: Tap I or permission of the instructor. Enrollment limited to 15. (A) Credits: 2

Instructor: TBA

Offered Spring 2014

Techniques

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. [A] Credits: 2

Sara Coffin

Offered Fall 2013

DAN 114 Contemporary Dance II

For students who have taken Contemporary Dance I or the equivalent. Limited enrollment. [A] Credits: 2

Safi Harriott

Offered Spring 2014

Section 2: Dance and Theatre

Combined enrollment in spring for 114/215 limited to 30. [A] Credits: 2

Catherine Wagner

Not Offered this Academic Year

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. [A] Credits: 2

Instructor: TBA

Offered Fall 2013

DAN 219 Intermediate Contact Improvisation

A duet form of movement improvisation. The technique will focus 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. [A] Credits: 2

Sara Coffin

Offered Spring 2014

Catherine Wagner

Not Offered this Academic Year

DAN 400 Special Studies

For students who have taken Contemporary Dance I or the equivalent. Limited enrollment. [A] Credits: 2

Instructor: TBA

Offered Fall 2013, Spring 2014

Technique Course Registration Policies

Registration is mandatory. Auditing is not allowed. You may register for the same technique course up to three times for credit.

Non-majors are allowed 12 credits of technique (six courses) for credit. After 12 credits, courses will still appear on your transcript but the grade will not average into your GPA. You must continue to register for all technique courses.

Dance majors are allowed 20 credits of technique (10 courses) for credit. After 20 credits, courses will still appear on your transcript but the grade will not average into your GPA. You must continue to register for all technique courses. If you wish to receive credit for technique courses beyond your limit, please 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 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 will 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 will be held the first weeks of classes.

DAN 119 Beginning Contact Improvisation

A duet form of movement improvisation. The technique will focus on work with gravity, weight support, balance, inner sensation and touch, to develop
DAN 215 Contemporary Dance III
Prerequisite: 113 and a minimum of one year of Contemporary Dance study. L.
[A] Credits: 2
Angie Hauser
Offered Fall 2013

Section 2: Dance and Theater
Combined enrollment in spring for 114/215 limited to 30. [A] Credits: 2
Angie Hauser, Fall 2013
Not Offered this Academic Year

DAN 216 Contemporary Dance IV
Prerequisite: 215. L. [A] Credits: 2
Chris Aiken, Spring 2014
Sara Cofrin, Spring 2014
Offered Spring 2014

DAN 317 Contemporary Dance V
By audition/permission only. Prerequisite: 216. L and P. [A] Credits: 2
Angie Hauser
Offered Fall 2013

DAN 318 Contemporary Dance VI
Audition required. Prerequisite: 317. L and P. [A] Credits: 2
Angie Hauser
Offered Spring 2014

Ballet: Introductory through advanced study of the principles and vocabularies of classical ballet. Class is comprised 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. [A] Credits: 2
Candice Salyers, Fall 2013
Matthew Elder, Fall 2013
Instructor: TBA, Spring 2014
Offered Fall 2013, Spring 2014

DAN 121 Ballet II
For students who have taken Ballet I or the equivalent. Limited enrollment. [A] Credits: 2
Rodger Blum
Offered Fall 2013, Spring 2014

DAN 222 Ballet III
Prerequisite: 121 or permission of the instructor. Limited enrollment. [A] Credits: 2
Rodger Blum
Offered Fall 2013

DAN 223 Ballet IV
Limited enrollment. [A] Credits: 2
Rodger Blum
Offered Spring 2014

DAN 324 Ballet V
By audition/permission only. Limited enrollment. [A] Credits: 2
Rodger Blum
Offered Fall 2013

DAN 325 Ballet VI
By audition/permission only. Limited enrollment. [A] Credits: 2
Rodger Blum
Offered Spring 2014

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/Hip-Hop
Combined enrollment 130/131 limited to 30. [A] Credits: 2
Matthew Elder
Offered Fall 2013

DAN 131 Jazz II/Hip-Hop
For students who have taken Jazz I or the equivalent. Combined enrollment 130/131 limited to 30. [A] Credits: 2
Matthew Elder
Offered Fall 2013, Spring 2014

DAN 232 Jazz III/Hip-Hop
Further examination of jazz dance principles. Limited enrollment. [A] Credits: 2
Instructor: TBA
Offered Spring 2014

DAN 233 Jazz IV
Emphasis on extended movement phrases, complex musicality, and development of jazz dance styles. L. [A] Credits: 2
Jillian Grunnab
Not Offered this Academic Year

DAN 334 Jazz V
Advanced principles of jazz dancing. L. By audition/permission only. [A] Credits: 2
Donna Mejia
Not Offered this Academic Year

DAN 335 Jazz VI/Hip-Hop
Advanced principles of jazz dancing. Limited enrollment. By audition/permission only. [A] Credits: 2
Jillian Grunnab
Not Offered this Academic Year

Cultural Dance Forms I and II: Cultural Dance Forms presents differing dance traditions from specific geographical regions or distinct movement forms that are 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, ensemble and solo performance when applicable.

DAN 142 West African Dance I
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. [A] Credits: 2
Marilyn Sylla
Offered Fall 2013, Spring 2014
DAN 143 Indian Dance I: Bharata Natyam
This course is a contemporary Indian Dance technique class introducing, deconstructing, extending and interweaving movement principles of Bharata Natyam, Mohiniyattam and relevant somatic practices.

Bharata Natyam
Pending course description. [A] Credits: 2
Dabla Nayar Butler
Not Offered this Academic Year

DAN 144 Tango I
Argentine Tango is the sensual and elegant social dance of the city of Buenos Aires, which is experiencing a worldwide revival. Class will include the movements, the steps, the history and anecdotes about the culture of Tango. We will cover traditional and modern forms. All dancers will learn lead and follow, so you do not need a partner. Wear leather soled shoes or bring socks. Enrollment limited. [A] Credits: 2
Daniel Trenner
Offered Fall 2013

DAN 148 Beginning Social Dance I
This course for beginners will introduce students to ballroom dance, focusing on technique, alignment, styling, rhythm and musicality. The course will cover Latin (Rhythm) and Smooth dances, Salsa, Cha-Cha, Waltz, Tango, Rumba and others, as well as other popular current forms. Enrollment limited to 30. [E] Credits: 2
Instructor: TBA
Offered Fall 2013

DAN 149 Salsa Dance I
Description pending. [A] Credits: 2
Lester Tome
Not Offered this Academic Year

DAN 150 Latin Dance: Capoeira
This course teaches beginner-level capoeira, an Afro-Brazilian form that incorporates elements of dance, music, game and martial art. Students will learn capoeira steps and develop physical skills, while becoming familiar with aspects of this genre's history through occasional documentaries and readings. Enrollment limited to 30. [A] Credits: 2
Joe Seitz
Not Offered this Academic Year

DAN 242 West African II
This course is an exploration of the various dance styles, forms and symbols attributed to the classical societies of Western Africa. The course will focus 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 will specifically examine the dance styles of the Serer, Lebou, Djollol, Bambara, Wolof, Sauce, Malinke, Manding, Yoruba and Twi peoples of these regions. Enrollment limited to 25. [A] Credits: 2
Marilyn Sylla
Offered Spring 2014

DAN 244 Tango II
This course is open to people who have completed the 100 level Tango course, or who already have competence in social Tango from previous study. We will continue and deepen the study of Tango as a social dance form, while also being introduced to Tango's performance vocabulary. We will remain focused on the lead and follow "voices" of Tango's iconic archetypes, and study Tango's styles, in both traditional and nuevo (emerging) contexts. The class will also study the creation and organization of Tango dance communities. A partner is not necessary. Wear leather soled dance shoes or bring socks. Enrollment is limited to 20. [A] Credits: 2
Daniel Trenner
Offered Spring 2014

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 will 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] [A] Credits: 2
Instructor: TBA
Offered Fall 2013
East Asian Languages and Literatures

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 spending their junior year 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 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 EAL 231 and 232, and they must take at least one of these two courses. Students focusing on Japan are strongly encouraged to take EAL 241 and 242, and they must take at least one of these courses.
4. At least one course (4 credits) focusing principally on the literature of another East Asian country.
5. Three additional courses (12 credits) 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 normally shall be taken in other institutions, such as 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 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:

CLT 260 Health and Illness: Literary Explorations
EAL 231 The Culture of the Lyric in Traditional China
EAL 232 Modern Chinese Literature
EAL 233 Chinese Travel Writing
EAL 237 Chinese Poetry and the Other Arts
EAL 238 Literature from Taiwan
EAL 239 Contemporary Chinese Women’s Fiction
EAL 240 Japanese Language and Culture
EAL 241 Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks and Urban Rakes
EAL 242 Modern Japanese Literature
EAL 243 Japanese Poetry in Cultural Context
EAL 244 Construction of Gender in Modern Japanese Women’s Writing
EAL 245 Writing, Japan and Otherness
EAL 246 Modern Japanese Poetry
EAL 248 The Tale of the Genji & The Pillow Book
EAL 249 Natural and Unnatural Disasters in Modern Japanese Literature and Film
EAL 360 Seminar: Topics in East Asian Languages and Literatures
EAL 400 Special Studies
FYS 116 Kyoto Through the Ages
FYS 123 From Edo to Tokyo: Images of Japan’s Modern Capital
PRS 316 Revising the Past in Chinese Literature and Film
Honors
Director: Sujane Wu

EAL 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

EAL 431 Honors Project
Credits: 8
Offered Fall 2013

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

The course requirements are designed so that a student will concentrate on one of the East Asian languages, but will have 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.

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 only for one course counting toward the minor.

1. Chinese II (CHI 220 and 221), 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 courses, chosen from the following:

- FYS 116 Kyoto Through the Ages
- FYS 123 From Edo to Tokyo: Images of Japan’s Modern Capital
- FYS 145 Eighteen in Two Cultures: Entering Adulthood in Japan and America
- PRS 316 Revising the Past in Chinese Literature and Film
- EAL 231 The Culture of the Lyric in Traditional China
- EAL 233 Chinese Travel Writing
- EAL 232 Modern Chinese Literature
- EAL 236 Modernity: East and West
- EAL 237 Chinese Poetry and the Other Arts
- EAL 238 Literature from Taiwan
- EAL 239 Contemporary Chinese Women’s Fiction
- EAL 240 Japanese Language and Culture
- EAL 241 Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks and Urban Rakes
- EAL 242 Modern Japanese Literature
- EAL 243 Japanese Poetry in Cultural Context
- EAL 244 Construction of Gender in Modern Japanese Women’s Writing
- EAL 245 Writing, Japan and Otherness
- EAL 246 Modern Japanese Poetry
- EAL 248 The Tale of Genji & the Pillow Book
- EAL 249 Natural and Unnatural Disasters in Modern Japanese Literature and Film
- EAL 261 Major Themes in Literature: East–West Perspectives
- EAL 360 Seminar: Topics in East Asian Languages and Literatures
- EAL 400 Special Studies
- CHI 301 Chinese III
- CHI 302 Chinese III
- 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
- CLT 260 Health and Illness: Literary Explorations

Courses in English

EAL 231 The Culture of the Lyric in Traditional China
The definition of lyric 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 external world. Through close, careful readings of folk songs, lyric poems, prose, and excerpts from a novel and a drama, students will inquire into how the spiritual, philosophical and political concerns dominating the poets’ milieu shaped the lyric language through the ages. In addition to an introduction to masterworks of the Chinese lyric tradition from its oral beginnings through the Qing dynasty, we will focus on the subject of plants and flowers in Chinese literature. No knowledge of Chinese is required and all readings are in English translation. [L] Credits: 4
Sujane Wu
Offered Fall 2013

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 diversity of the cultures of China, Taiwan, Tibet and overseas Chinese communities. Readings are in English translation and no background in Chinese or Chinese is required. Open to students at all levels. [L] Credits: 4
Sabina Knight
Offered Spring 2014

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 will explore how various writers define such notions as “place” and “home.” All readings are in English translation. [L] Credits: 4
Sujane Wu
Offered Spring 2014

EAL 239 Contemporary Chinese Women’s Fiction
Same as EAL 239. Theme for 2013: Intimacy. 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. [L] Credits: 4
Sabina Knight
Offered Fall 2013

EAL 240 Japanese Language and Culture
This course will introduce the historical, social and ideological background of “standard Japanese” and the Japanese writing system. We will also look at basic structural characteristics of the language and interpersonal relations reflected in the language, such as politeness and gender, as well as contemporary trends in popular media. 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
Maki Hubbard
Offered Spring 2014

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 will focus 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
Thomas Roblct
Offered Fall 2013

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 will 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
Not Offered this Academic Year

EAL 246 Modern Japanese Poetry
After Japan’s semi-seclusion ended in the mid-19th century, the country witnessed an extraordinary blossoming of experimentation and enrichment in poetic forms, diction, subject matter, and purpose. This course will begin with a brief introduction to the venerated poetic traditions of pre-modern Japan, pick up with the major poetic reforms of the Meiji period (1868–1912), and then follow the remarkable course of Japanese poetry—in its momentous historical context—up to the present. Topics covered will include modernization, gender, class, translation, linguistic nationalism and literary theory. All readings are in English. (E) [L] Credits: 4
Nicholas Albertson
Offered Fall 2013

EAL 249 Natural and Unnatural Disasters in Modern Japanese Literature and Film
The ongoing nuclear meltdown in Fukushima following the 2011 earthquake and tsunami is the latest episode in Japan’s modern history of horrific natural and unnatural disasters. In this course, we will study how writers and filmmakers make art out of such disasters, from autobiographical fiction by atomic bomb survivors to a documentary account of industrial mercury poisoning, and from Godzilla to Studio Ghibli. Meanwhile, we will interrogate concepts of Japan’s supposed balance of nature-loving tradition and modern technopricia. In doing so, we will challenge distinctions between Japan and the world, nature and culture, disaster and routine, and art and politics. All readings are in English. (E) [L] Credits: 4
Instructor: TBA
Offered Spring 2014

EAL 360 Seminar: Topics in East Asian Languages and Literatures
Revising the Past in Chinese Literature and Film
This seminar will explore how China reollects, 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 will also examine closely how tradition is integrated and transformed into modern Chinese society and life. Topics include literary texts and films about Confucius and the First Emperor of China, the concept of Hero, the representation of Mulan, Du Liniang, and the heroine Qiu Jin. Enrollment limited to 12 juniors and seniors. Prerequisite: Permission of the instructor. [L] Credits: 4
Sujane Wu
Offered Fall 2013

Literature, Art and Culture in Edo Japan
The seminar will focus on the literature, art and culture of the Edo period (1600–1868). We will examine the historical and cultural contexts that gave rise to the literary and materials arts of the times, with units devoted to the culture of the pleasure quarters, the theater (bunraku, noh and kabuki), poetry (linked verse and haiku), the development of aesthetic circles (za no bungei), the tea ceremony, and other literary arts of the great urban centers of Kyoto, Osaka and Edo (Tokyo). Prerequisite: Permission of the instructor. [L] Credits: 4
Thomas Roblct
Offered Spring 2014

EAL 400 Special Studies
For students engaged in independent projects or research in connection with Japanese, Chinese or Korean language and literature. Credits: 2 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014

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
Ling Zhao, Fall 2013
Yalin Chen, Fall 2013
Offered Fall 2013

CHI 111 Chinese I (Intensive)
A continuation of 110. Prerequisite: CHI 110 or permission of the instructor. {F} Credits: 5
Ling Zhao, Spring 2014
Yalin Chen, Spring 2014
Offered Spring 2014

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
Jing Hu, Fall 2013
Ling Zhao, Fall 2013
Offered Fall 2013

CHI 221 Chinese II (Intensive)
A continuation of 220. Prerequisite: CHI 220 or permission of the instructor. {F} Credits: 5
Jing Hu, Spring 2014
Yalin Chen, Spring 2014
Offered Spring 2014

CHI 301 Chinese III
Building on the skills and vocabulary acquired in Chinese II, students will learn to read simple essays on topics of common interest, and will develop the ability to understand, summarize and discuss social issues in contemporary China. Readings will be supplemented by audio-visual materials. Prerequisite: CHI 221 or permission of the instructor. {F} Credits: 4
Yalin Chen
Offered Fall 2013

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 will complement daily practice in reading and listening comprehension. Prerequisite: 301 or permission of the instructor. {F} Credits: 4
Jing Hu
Offered Spring 2014

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 will 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
Jing Hu
Offered Fall 2013

CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts
Topic: Social and Environmental Issues
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 will 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
Sujane Wu
Offered Spring 2014

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 will 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
Atsuko Takahashi, Fall 2013
Maki Hubbard, Fall 2013
Shinobu Turner, Fall 2013
Offered Fall 2013

JPN 111 Japanese I (Intensive)
A continuation of 110. Development of utilization of grammar and fluency in conversational communication. About 150 more kanji will be introduced for reading and writing. Prerequisite: JPN 110 or permission of the instructor. {F} Credits: 5
Atsuko Takahashi
Offered Spring 2014

JPN 220 Japanese II (Intensive)
Course focuses on further development of oral proficiency, along with reading and writing skills. Students will 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 Kamagai
Offered Fall 2013

JPN 221 Japanese II (Intensive)
A continuation of 220. Prerequisite: JPN 220 or permission of the instructor. {F} Credits: 5
Maki Hubbard, Spring 2014
Yuri Kamagai, Spring 2014
Offered Spring 2014

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
Atsuko Takahashi
Offered Fall 2013

JPN 302 Japanese III
A continuation of 301. Prerequisite: 301 or permission of the instructor. {F} Credits: 4
Yuri Kamagai
Offered Spring 2014
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 is designed to improve 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
Offered Fall 2013

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 is designed to improve 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
Offered Spring 2014

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 is designed to reinforce and increase 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 activities such as the followings: 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

Suk Massey
Offered Fall 2013

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 café), 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

Suk Massey
Offered Spring 2014

KOR 301 Korean III
This course will help students become proficient in reading, writing and speaking at an advanced level of Korean. This course is particularly appropriate for Korean heritage language learners, i.e., 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

Hyunsook Shin
Offered Fall 2013

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 the following: 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

Instructor: TBA
Offered Spring 2014
East Asian Studies

**East Asian Studies Advisory Committee**  
Daniel K. Gardner, Professor of History  
Marylin Martin Rhie, Professor of Art and of East Asian Studies  
Dennis Yasutomo, Professor of Government  
Suzanne K. Gottschang, Associate Professor of Anthropology and East Asian Studies  
Kimberly Kono, Associate Professor of East Asian Languages and Literatures  
Marnie S. Anderson, Associate Professor of History, Director  
Jina E. Kim, Assistant Professor of East Asian Studies  

**Participating Faculty**  
Aurelia Campbell, Lecturer in East Asian Studies and Art  
Steven M. Goldstein, Sophia Smith Professor of Government  
Jamie Hubbard, Professor of Religion and Yehun Numata Lecturer in Buddhist Studies  
Maki Hirano Hubbard, Professor of East Asian Languages and Literatures  
Peter Nielsen Gregory, Jill Ker Conway Professor of Religion and East Asian Studies  
Sabina Knight, Associate Professor of Comparative Literature  
Thomas Henry Rohlich, Professor of East Asian Languages and Literatures  
Sujane Wu, Associate Professor of East Asian Languages and Literatures  

**The Major**

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, 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. The program therefore prepares students for post-graduate endeavors ranging from graduate school to careers in both 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 Chinese 220 and 221, Japanese 220 and 221, or Korean 220 and 221, or 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**

1. One survey course on the pre-modern civilization of an East Asian country:  
   - HST 211, HST 212, or HST 220 or EAS 215
2. EAS 100 Introduction to Modern East Asia (normally by the second year).

**III. Electives**

1. Six elective courses, which shall normally be determined in consultation with the adviser from the list of approved courses.
   a) 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 (e.g., comparative modernization, religious traditions, women and gender, political economy, thought and art). Other concentrations may be formulated in consultation with an adviser.
   b) Electives must include courses in both the humanities and social sciences.
   c) Electives must include courses on more than one East Asian country.
   d) One of the elective courses must be a Smith seminar on East Asia.
   e) No more than one 100-level course shall count as an elective.
   f) Courses in the major may not be taken pass/fail.
   g) Students with double majors may count a maximum of three courses toward both majors.

2. Smith courses not included on the approved list may count toward the major under the following conditions: The student obtains the approval of her adviser. No more than one such course shall be applied toward the major.

3. Please consult the director of honors or the departmental website for specific requirements and application procedures.

4. 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 Woman’s 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:
   - a) The courses are reviewed and approved by the East Asian Studies Advisory Committee upon completion.
   - b) Courses taken away from Smith must not total more than half of the credits counted toward the major.

**Advisors:** Marnie Anderson, Daniel K. Gardner, Suzanne Z. Gottschang, Jina Kim, Marylin Rhie, Dennis Yasutomo

**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 in order 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 and/or careers related to East Asia.

Requirements: The minor will consist 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 Introduction to Modern East Asia (normally by the second year)
2. Five elective courses, which shall be determined in consultation with the adviser.
   a) 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).
   b) At least three elective courses may be at the 200- or 300-level.
   c) Courses may not be taken pass/fail.
Advisers: Marnie Anderson, Daniel K. Gardner, Suzanne Z. Gottschang, Jina Kim, Marylin Rhie, Dennis Yasutomo

EAS 100 Introduction to Modern East Asia
This 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 their national identities in a rapidly emerging and often violent modern world order. While each of these countries has its own distinctive identity, their overlapping histories (and dilemmas) give the region a coherent identity. We will also look at how individuals respond to and are shaped by larger historical movements. (H)
Credits: 4

Marnie Anderson
Offered Fall 2013

EAS 200 Colloquium: Topics in East Asian Studies
Focusing on a theme of significance to the region, this course is designed to introduce students to a variety of methods of inquiry used for research in the interdisciplinary field of East Asian Studies. Students will be introduced to methods of locating and analyzing information sources, developing research questions and writing during the course of the semester. Normally taken in the sophomore or junior year. Also open to non-EAS majors.

Korean Diaspora: Korea Inside and Outside
Modern Korea has had more than a century-long history of immigration and emigration. We will study Korean emigration and their communities around the world as well as the new immigrant population now being formed inside Korea. Some of the questions we will be dealing with: How has Korean diaspora changed the landscape of Korean and world culture; what are some new social problems of immigrants inside and outside Korea; how can we begin to re-conceptualize multicultural and multiracial identities? We will explore this topic through our study of theories of migration and demographics, history of immigration and law, theories of cultural adaptation, and oral histories. Enrollment limited to 18.

{S} Credits: 4
Jina Kim
Not Offered this Academic Year

The Difficult Female
This course explores the various discourses of the “modern” through the study of two iconic female figures who were often labeled as “difficult women”: the New Woman and the Modern Girl. We will explore who these figures were, what was so modern and difficult about them, by examining the discourses accompanying them in China, Japan, Korea and Taiwan. By using these figures to enrich our understanding of gendered politics, consumer culture, colonial modernity, and international relations, students will become familiar with interdisciplinary studies. We will also use historical, literary, and visual texts to consider the possibilities and problems of comparative colonial history. Enrollment limited to 18.

(E) (H) Credits: 4
Jina Kim
Not Offered this Academic Year

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 will be based on current, on-going regional and global issues. Enrollment limited to 18.

(E) (S) Credits: 4
Dennis Yasutomo
Offered Spring 2014

EAS 214 Korean Film and Culture
Extreme Emotions
We will study Korean films to think about expressions of and con-temporary uses of emotion. We will consider how these cinematic texts serve as a site for theorizing and historicizing emotion in modern Korea. In particular, we will explore the most extreme, but also the most basic, human emotions such as fear, pain, love, and sadness. In addition, we will ask how Korean films produce versions of emotional life that address various aspects of Korean history, class, gender, sexuality and culture. Films will be supplemented with theory, history and popular culture texts and draw on writings by both Eastern and Western thinkers such as Confucius, Yi Sang, Foucault and Sartre.

{A} (H) Credits: 4

Jina Kim
Offered Spring 2014

EAS 215 Pre-modern Korean History: Public Lives, Private Stories
This course is a survey of cultural, social and political history of Korea from early times to the 19th century. We will explore major cultural trends, intellectual developments, and political shifts during Korea’s long dynastic history. Some of the topics include literati culture; nativism and folk culture; gender in traditional Korean society; foreign relations; and Confucianism and kingship. All of these topics will be explored through the lens of changing perceptions of public and private lives of those who had become part of both public and private histories and stories of Korea.

{H} Credits: 4

Jina Kim
Offered Fall 2013

EAS 216 Urban Modernity in Colonized Korea
With a population of 12 million, congested streets, and soaring skyscrapers, Seoul has become an important socioeconomic, political, and cultural center. This course explores the colonial history of the city beginning with Japanese colonization of Korea during the first half of the 20th century. It moves on to a consideration of the postwar U.S. military occupation of South Korea during the latter half of the 20th century and traces changes in the city’s culture, people, politics, commerce and industry. Attention will be given to the entrance of new technology, rise of new architectural spaces, emergence of new subjectivities, and migration of people.

(E) {H} Credits: 4

Jina Kim
Not Offered this Academic Year

EAS 217 Korean Popular Culture: Translating Tradition into Pop Culture
This course investigates and evaluates contemporary South Korean popular culture and the 21st century cultural phenomenon called hallyu (Korean Wave). It will consider the popularity of the Wave and the backlash against it both in East Asia and globally. It will raise the issue of how film, television, music, manhwa (comic books), sports and the Internet-participate in the transnational production and circulation of culture, identity, modernity, tradition, ideology and politics. The course aims to equip students with analytical tools to critically think about and understand popular culture.

(E) {H} Credits: 4

Jina Kim
Offered Fall 2013

EAS 218 (C) Thought and Art in China
Same as HST 218. Confucian and Taoist Thought and Art
A survey of Confucian and Taoist teachings and their expression in the visual arts from earliest times. Open to first-year students by permission of the instructors only.

Confucian and Taoist Thought and Art
A survey of Confucian and Taoist teachings and their expression in the visual arts from earliest times. Open to first-year students by permission of the instruc-
tors only. Enrollment limited to 18. [A][H] Credits: 4
Daniel Gardner, Marylin Rhie
Offered Fall 2013

EAS 219 Modern Korean History
This course is a general survey of Korean political, social, economic, and cultural histories from the mid-19th century through the present. We will examine major events such as the 1876 opening of ports, 1910 colonization by Japan, the March First movement of 1919, liberation and division in 1945, the Korean War, democratization since 1987, the 1997 financial crisis, and the 2000 Inter-Korea Summit. We will also consider modernization, nationalism, industrialization and urbanization, changing gender relations, the nuclear issue, and the Korean culture industry. [H] Credits: 4
Jina Kim
Offered Spring 2014

EAS 220 Colloquium: Environment and Society in Contemporary China
China faces a range of environmental challenges in the 21st century: air pollution, water contamination, food scarcity, energy management, and deforestation. The course will consider these environmental issues, examining how they have come about, the Chinese response to them; their global impact; and the measures being proposed—and taken—to address them. Issues of the environment will be placed in the context of the social, economic, and political changes that have occurred in China during the past few decades: economic growth, globalization, urbanization, population migration and media expansion. Finally, the course will consider China’s traditional attitudes toward nature and the environment and ask what role those attitudes play today. Limited to 18. [E][H][N][S] Credits: 4
Daniel Gardner
Offered Spring 2014

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
Offered Fall 2013

EAS 270 Colloquium in East Asian Studies

Japanese Buddhist Art
Study of the Japanese Buddhist art traditions in architecture, sculpture, painting, gardens and the tea ceremony from the sixth to the 19th centuries. [A][H]
Credits: 4
Marylin Rhie
Not Offered this Academic Year

Art of Korea
Architecture, sculpture, painting and ceramic art of Korea from Neolithic times to the 18th century. [A][H] Credits: 4
Marylin Rhie
Not Offered this Academic Year

EAS 277 Colloquium: Private Life and Domestic Space Late Imperial China
This course investigates the culture of private life in Late Imperial China (ca. 1400–1900). Using the house as a lens through which to examine how people lived and thought, we will explore topics such as architecture, gardens, cultural consumption, gender roles, foot-binding, homosexuality, and the family. Readings will draw upon important secondary scholarship as well as primary literature, including fiction, art collecting manuals, and Confucian didactic texts. Students will also develop a deepened understanding of one facet of private life in China through a research paper on a well-conceived topic. Enrollment limited to 20. [E] Credits: 4
Aurelia Campbell
Offered Spring 2014

EAS 279 Colloquium: The Art and Culture of Tibet
The architecture, painting and sculpture of Tibet are presented within their cultural context from the period of the Yarlung dynasty (seventh century) through the rule of the Dalai Lamas to the present. [A][H] Credits: 4
Marylin Rhie
Not Offered this Academic Year

EAS 404 Special Studies
Credits: 4
Instructor: TBA
Offered Fall 2013, Spring 2014

EAS 408D Special Studies
This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Instructor: TBA
Offered Fall 2013, Spring 2014

EAS 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Instructor: TBA
Offered Fall 2013, Spring 2014

Approved Courses in the Humanities

ARH 101 Approaches to Visual Representation
Advertising and Visual Culture
ARH 120 Introduction to Art History: Asia
ARH 280 Art Historical Studies (C)
Art and Visual Culture in the Forbidden City
ARH 221 The Art of East Asia: Traditions and Innovations (C)
ARH 222 The Art of China (L)
ARH 224 The Art of Japan (L)
ARH 226 The Art of India (L)
EAL 231 The Culture of the Lyric in Traditional China
EAL 232 Modern Chinese Literature
EAL 233 Chinese Travel Writing
EAL 239 Contemporary Chinese Women’s Fiction
EAL 240 Japanese Language and Culture
EAL 241 Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks and Urban Rakes
EAL 242 Modern Japanese Literature
EAL 246 Modern Japanese Poetry
EAL 249 Natural and Unnatural Disasters in Modern Japanese Literature and Film
EAL 360 Seminar: Topics in East Asian Languages and Literatures
Revising the Past in Chinese Literature and Film
Literature, Art and Culture in Edo Japan

EAS 214 Korean Film and Culture
Extreme Emotions

EAS 218 (C) Thought and Art in China

EAS 270 Colloquium in East Asian Studies
Art of Korea

EAS 277 Colloquium: Private Life and Domestic Space Late Imperial China

FYS 123 From Edo to Tokyo: Images of Japan's Modern Capital

REL 260 Buddhist Thought

REL 262 The Poetry of Enlightenment (C)

REL 263 Zen

REL 360 Seminar: Problems in Buddhist Thought
Enlightenment

Approved Courses in the Social Sciences

ANT 200 Colloquium in Anthropology
Anthropology and Human Rights

ANT 251 Women and Modernity in East Asia

ANT 252 The City and the Countryside in China

ANT 253 Introduction to East Asian Societies and Cultures

ANT 342 Seminar: Topics in Anthropology
Traditional Chinese Medicine: Transformations and Transitions in China, Japan and the U.S.

EAS 100 Introduction to Modern East Asia

EAS 200 Colloquium: Topics in East Asian Studies
The Difficult Female

EAS 210 Colloquium: Culture and Diplomacy in Asia

EAS 215 Pre-modern Korean History: Public Lives, Private Stories

EAS 217 Korean Popular Culture: Translating Tradition into Pop Culture

EAS 218 (C) Thought and Art in China

EAS 219 Modern Korean History

EAS 220 Colloquium: Environment and Society in Contemporary China

EAS 228 Government and Politics of Japan

FYS 116 Kyoto Through the Ages

FYS 142 Reacting to the Past

GOV 230 Government and Politics of China

GOV 251 Foreign Policy of Japan

GOV 344 Seminar on Foreign Policy of the Chinese People's Republic
Topic: China's Post-Mao Reform: Domestic and International Implications

GOV 348 Seminar in International Politics
Conflict and Cooperation in Asia

HST 101 Introduction to Historical Inquiry

HST 211 (L) The Emergence of China

HST 212 (L) China in Transformation, A.D. 750–1900

HST 214 (C) Aspects of Chinese History

HST 215 The Decline and Fall of the Chinese Empire

HST 216 (C) Women in Chinese History

HST 217 (C) World War Two in East Asia: History and Memory

HST 218 (C) Thought and Art in China
Confucian and Taoist Thought and Art

HST 220 (C) Japan to 1600

HST 221 (L) The Rise of Modern Japan

HST 223 (C) Women and Gender in Japanese History

HST 313 (S) Problems in East Asian History
Women and Gender in Early Modern East Asia
Economics

Professors
**1 Andrew Zimbalist, Ph.D.
Randall Bartlett, Ph.D.
**2 Robert Buchele, Ph.D.
**1,*2 Roger Kaufman, Ph.D.
**2 Elizabeth Savoca, Ph.D.
**2 Deborah Haas-Wilson, Ph.D.
**1 Charles P. Staelin, Ph.D., Chair
**1 Nola Reinhardt, Ph.D.
**2 Mahnaz Mahdavi, Ph.D.

Associate Professors
**1 James Miller, Ph.D., J.D.
Roisin O’Sullivan, Ph.D.

Assistant Professor
Susan Stratton Sayre, Ph.D.
Vis Taraz, Ph.D.
Simon Halliday, Ph.D.

Five Colleges Mellon Postdoctoral Fellow
Thomas Bernardin, Ph.D.

Research Associate
Mohammed Alshagawi, Ph.D.

The Major

Advisers: Randall Bartlett, Robert Buchele, Deborah Haas-Wilson, Roger Kaufman, Mahnaz Mahdavi, James Miller, Roisin O’Sullivan, Nola Reinhardt, Elizabeth Savoca, Susan Stratton Sayre, Charles Staelin, Andrew Zimbalist

Adviser for Study Abroad: Mahnaz Mahdavi

Basis 150 and 153.

Requirements: The five courses in the core: ECO 150 and 153 or their equivalent, ECO 220, ECO 250, and ECO 253; plus five other courses in economics. One of these latter five must be a 300 level course (or honors thesis) taken at Smith (or with prior permission at one of the other Five Colleges) that includes an economics research paper and an oral presentation. ECO 220 may be replaced in the core with either MTH 245 or MTH 247. In the case of MTH 245, the student 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, PSI/MTH 190, EGR/MTH 241 or MTH 245 may not receive college or major credit for ECO 220. MTH 111 or its equivalent is a prerequisite for ECO 250 and ECO 253.

A student who passes the economics placement exam for ECO 150 or ECO 153, or who passes the AP examination in Microeconomics or Macroeconomics with a score of 4 or 5, or who has the appropriate grades in A-level or IB courses in economics, may count this as the equivalent of ECO 150 and/or ECO 153, with course credit toward the major in economics. 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, environmental science, and policy courses, and for presidential seminars, 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 the junior year abroad if they meet the college’s requirements. Only four semester course credits (and no more than two 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 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. Creditiging procedures are the same as for the major.

Honors

Director: Roisin O’Sullivan.

ECO 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

ECO 431 Honors Project
Credits: 8
Offered Fall 2013

Please consult the director of honors or the departmental website for specific requirements and application procedures.

A. General Courses

ECO 125 Economic 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 will be examined. No economics prerequisite. Prerequisite: at least one semester of high school or college calculus. (E) [S] Credits: 4
James Miller
Offered Spring 2014

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 will be produced, and decide who will get the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty. [S] Credits: 4
Randall Bartlett, Roger Kaufman, Simon Halliday and Vis Taraz, Fall 2013
Deborah Haas-Wilson, James Miller and Susan Sayre. Spring 2014
Offered Fall 2013, Spring 2014

ECO 158 Economics
ECONOMIC PROBLEMS: How does the economy work? How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what will be produced, and decide who will get the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty. [S] Credits: 4
Randall Bartlett, Roger Kaufman, Simon Halliday and Vis Taraz, Fall 2013
Deborah Haas-Wilson, James Miller and Susan Sayre. Spring 2014
Offered Fall 2013, Spring 2014

ECO 160 The Global Economy
An examination of the international economy. We will focus on the functioning of the world market system, and on the role of governments in the world economy. The course will cover important recent events in the international economy, including the impacts of globalization, economic sanctions, and international financial institutions. [S] Credits: 4
Graeme Blair
Offered Fall 2013, Spring 2014

ECO 220 Intermediate Microeconomics
A study of microeconomic theory. The course covers both micro-economic theory and applications. Application topics will be drawn from public finance, industrial organization, information economics, and market structure. [S] Credits: 4
James Miller
Offered Fall 2013, Spring 2014

ECO 225 Environmental Economics
An introduction to the interaction of economic activity and the environment. The major theoretical models, institutions, and social and economic practices relevant to the problem of preserving the quality of the environment are reviewed and analyzed. (E) Credits: 4
Roger Kaufman and Andrew Zimbalist
Offered Fall 2013, Spring 2014

B. Special Topics

ECO 275 Economics of Poverty
We will address issues of poverty, including its causes, the role of government, and the empirical evidence of success and failure. (E) Credits: 4
James Miller
Offered Fall 2013

ECO 280 Advanced Economic Game Theory
A study of the application of game theory to economic situations. Topics include repeated games, bargaining, and the evolution of economic behavior. Class participation is expected. Prerequisite: ECO 125 or permission of the instructor. [S] Credits: 4
James Miller
Offered Spring 2014

ECO 324 Labor Markets
Theories of labor market behavior, the design of labor supply contracts, and the role of government in labor markets. (E) [S] Credits: 4
Catherine Fung
Offered Spring 2014

ECO 352 Economic Dynamics
An introduction to the use of optimization and stability methods in economic theory. Topics include dynamic optimization, comparative statics, and stability analysis. Prerequisite: ECO 150 and ECO 220. [S] Credits: 4
Graeme Blair
Offered Fall 2013, Spring 2014

ECO 389 Special Topics in Economic Development
An examination of economic development, including issues related to economic growth, poverty, the role of government, and international trade. The course will cover important recent events in economic development, including the impacts of globalization, economic sanctions, and international financial institutions. (E) [S] Credits: 4
Graeme Blair
Offered Fall 2013, Spring 2014

ECO 390/391 Research Seminar in Economic Development
A seminar in which research projects in economic development are explored. Students will write a research paper and make an oral presentation. Prerequisites: Economics 389 and permission of the instructor. [S] Credits: 4
Graeme Blair
Offered Fall 2013, Spring 2014

ECO 395/396 Independent Study
Individual study for students who have a firm plan of their own. Such an independent project may be either an economic research paper and an oral presentation. Prerequisite: permission of the instructor. [S] Credits: 4
James Miller
Offered Fall 2013, Spring 2014

ECO 431 Honors Project
Credits: 8
Offered Fall 2013

ECO 431 Honors Project
Credits: 8
Offered Fall 2013

Please consult the director of honors or the departmental website for specific requirements and application procedures.
The role of government policy, both in the short run and the long run, is also assessed. Prerequisite ECO153, MTH 111 or its equivalent. Enrollment limited to 55 students. [S] Credits: 4
Elizabeth Savoca, Fall 2013
Roisin O'Sullivan, Spring 2014
Offered Fall 2013, Spring 2014

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
Deborah Haas-Wilson
Not Offered this Academic Year

ECO 255 Mathematical Economics
The use of mathematical tools to analyze economic problems, with emphasis on linear algebra and differential calculus. Applications particularly in comparative statics and optimization problems. Prerequisites: MTH 111, 112, 211, 212, ECO 250 and 253 or permission of the instructor. [M] [S] Credits: 4
Roger Kaufman
Not Offered this Academic Year

ECO 272 Law and Economics
An economic analysis of legal rules and cases. Topics include contract law, accident law, criminal law, the Coase theorem and the economics of litigation. Prerequisite: ECO 250. [S] Credits: 4
Charles Staelin
Offered Spring 2014

ECO 362 Seminar: Population Economics
The Economics of Aging
Many countries today face rapidly aging populations. The economic consequenc-
es 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 will study these
questions and more from both microeconomic and macroeconomic perspectives.
Prerequisites: ECO 250, 253 and 220. Enrollment limited to 15. [S] Credits: 4
Elizabeth Savoca
Offered Spring 2014

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
Robert Buchele
Offered Spring 2014

ECO 372 Seminar: Law and Economics
An economic analysis of legal rules and cases. Topics include contract law,
accident law and criminal law. Students will participate in mock trials, write
several short papers judging the mock trials and complete a significant research
paper. (Students may not receive credit for both ECO 372 and ECO 272.)
Prerequisite: ECO 250. (E) WI (S) Credits: 4
James Miller
Not Offered this Academic Year

C. The American Economy

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
Randall Bartlett
Offered Spring 2014

ECO 231 The Sports Economy
The evolution and operation of the sports industry in the United States and internationally. The course will explore the special legal and economic circumstances of sports leagues, owner incentives, labor markets, governance, public subsidies and other issues. Prerequisite: ECO 250; ECO 220 is recommended. (S) Credits: 4
Andrew Zimbalist
Not Offered this Academic Year

ECO 233 Free Market Economics
An examination of the philosophy and ethics of economic theory and policy. Questions to be considered include the nature and meaning of economic justice, the free market, the role of the state in determining economic outcomes, and the distinction between positive and normative economics. Prerequisite: ECO 250 or 253, or permission of the instructor. (S) Credits: 4
Thomas Bernardin
Offered Fall 2013

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. (S) Credits: 4
Roger Kaufman
Offered Fall 2013

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 is emphasized. This course is designed to offer a balanced discussion of practical as well as theoretical developments in the field of financial economics. Prerequisites: ECO 220, 250, MTH 111. (S) Credits: 4
Mabniz Mabkawi
Offered Fall 2013

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
Thomas Bernardin
Not Offered this Academic Year
ECONOMICS

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. (E) Credits: 4
James Miller
Not Offered this Academic Year

PRS 308 Urbanization in the 21st Century: Comparative Prospects, Problems and Policies
Urban growth is inextricably linked to economic development, environmental impact, social change, and political conflict. By 2050 world urban population will double from three billion to six billion. Rates of urbanization, problems associated with urban growth, and policies to address those vary substantially. The urban population in Japan and in Eastern Europe is projected to fall. In the U.S. and South America it is projected to increase by half. In Sub-Saharan Africa and India it is projected to triple. We will develop multidisciplinary case studies of 21st Century urbanization. Enrollment limited to 12 juniors and seniors majoring in social sciences. (E) [S] Credits: 4
Randall Bartlett
Not Offered this Academic Year

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 153. (S) Credits: 4
Vis Taraz
Offered Fall 2013

ECO 213 The World Food System
Examination of changing international patterns of food production and distribution to shed light on the paradox of world hunger in the face of global food abundance. Explores the development of modern agricultural practices and their advantages and disadvantages compared to traditional farming methods. Considers the transformation of third-world agriculture in the context of increasing concentration in agricultural production and marketing, the debate over food aid, technology transfer to developing countries, GATT/WTO agricultural agreements, and structural adjustment/globalization policies. Prerequisite: ECO 150. (S) Credits: 4
Nola Reinhardt
Offered Fall 2013

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 will investigate such questions by analyzing the ongoing integration of European countries from an economic perspective. While the major focus will be on the economics of integration, account will be 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. [S] Credits: 4
Roisin O'Sullivan
Offered Fall 2013

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 Staelin
Offered Spring 2014

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
Mabnuz Mabkawi
Offered Spring 2014

ECO 311 Seminar: Topics in Economic Development
Topic: The Political Economy of Development in Africa
Since post-colonial times, Africa has seen both hope and despair for its development. In this seminar, we will explore the roles of many factors in the development of African states and the uplifting from poverty of individual Africans. In particular, we will 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 will also try to make sense of the differences and the similarities among the various paths to development in Africa. Prerequisites: 250 and 253 Recommended: 211 or 213. (S) Credits: 4
Simon Halliday
Offered Fall 2013

ECO 318 Seminar: Latin American Economics
The Latin American economies have undergone a dramatic process of economic collapse and restructuring since 1980. We examine the background to the collapse and the economic reforms implemented in response. We assess the economic performance of the region under this “neoliberal” model, and ask why it is being increasingly rejected throughout the region. We consider the current status and future prospects of the region’s economies. Prerequisites: ECO 250 or 253, and one course in international economics or development. [S] Credits: 4
Nola Reinhardt
Not Offered this Academic Year

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 will explore 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 will then be examined. Much of the analysis will focus 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 253. [S] Credits: 4
Roisin O'Sullivan
Offered Fall 2013

ECO 395 Seminar: Topics in International Trade
The globalization of the world economy has contributed to both boom and crisis. This seminar will explore selected topics relating to the increased openness of national borders to the flow of goods and services, labor and real capital. Possible topics include the implications the new theories of international trade for the analysis of commercial policy, the national politics of commercial policy in a global economy, regional integration, the emergence of China as a global trading power, the use of trade policy as a strategy for growth and development, direct foreign investment, the relationships between trade, international trade organizations and national sovereignty, the international implications of financial crisis and recession, and the constraints on the United States as a debtor nation. Prerequisite: ECO 250 and one 200-level course in international economics. [S] Credits: 4
Charles Staelin
Not Offered this Academic Year

ECO 396 Seminar: International Financial Markets
(Pending CAP approval)
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 U.S.; (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 296; 240 is strongly recommended. [S] Credits: 4
Mahnaz Mahdavi
Not Offered this Academic Year

E. Special Studies
Admission to special studies is by permission of the department, normally for majors who have had four semester courses in economics above the introductory level. Students contemplating a special studies should read the guidelines for special studies in the department’s Web page: www.smith.edu/economics.

ECO 400 Special Studies
Credits: 1
Offered Fall 2013, Spring 2014

ECO 404 Special Studies
Credits: 4
Offered Fall 2013, Spring 2014

ECO 408D Special Studies
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014
The Major

Requirements: 10 semester courses selected in consultation with the major adviser: usually these will consist of one course in the Historical and Philosophical Foundations; one course in the Sociological and Cultural Foundations; two courses in The Learning Process; one course in Curriculum and Instruction; EDC 345d; two additional courses, one of which must be an advanced course; EDC 340 taken during the senior year. 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: Rosetta Cohen

Teacher/Lecturers--Elementary Program

Tiphareth Ananda, Ed.M.
Penny Block, Ed.M.
Gina Bondoni-Cowley, M.Ed.
Christina Colon-Marrero, M.S.
Elizabeth Cooney, A.B.
Janice Henderson, Ed.M.
Paul Matylas, Ed.M.
Roberta E. Murphy, M.Ed.
Marlene Musante, Ed.M.
Kate Perkins, Ed.M.
Lara Ramsey, Ed.D.
Anne Sussman, Ed.M.
Janice Marie Szymaszek, Ed.M.
Thomas M. Weiner, M.Ed.

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 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: Rosetta Cohen

Please consult the director of honors or the departmental website for specific requirements and application procedures.

Graduate

Adviser: Members of the department

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 Post-Baccalaureate
Middle School Baccalaureate and Post-Baccalaureate
Humanities, 5–8
Integrated Science/Mathematics, 5–8
Subject Matter Educator Baccalaureate and Post-Baccalaureate
Biology 5–8, 8–12
Chemistry 8–12
Earth Science 5–8, 8–12
English 5–8, 8–12
History 5–8, 8–12
Foreign Language PreK-6, 5–12 French
Foreign Language PreK-6, 5–12 Spanish
Mathematics 5–8, 8–12
Physics 5–8, 8–12
Political Science 5–8, 8–12
Visual Art PreK–8
Subject Matter Educator Baccalaureate
Technology/Engineering 5–12
Post-Baccalaureate Teacher of the Deaf and Hard-of-Hearing All Levels

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.

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 Elberedge
Offered Spring 2014

Historical and Philosophical Foundations

EDC 110 Introduction to American Education
This course is an introduction to educational foundations. This course is designed to introduce you to the basic structure, function, and history of American education, and to give you 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. (S) Credits: 4
Cathy Reid
Offered Fall 2013

EDC 342 Growing Up American: Adolescents and Their Educational Institutions
The institutional educational contexts through which our adolescents move can powerfully influence the growth and development of our youth. Using a cross-disciplinary approach, this course will examine 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. Three issues will be investigated. First, what theoretical and socio-cultural perspectives shape these educational institutions? Second, how do 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. (S) Credits: 4
Instructor: TBA
Offered Spring 2014

EDC 552 Perspectives on American Education
Required of all candidates for the M.A., and the M.A.T. degrees. Credits: 4
Rosetta Cohen
Offered Spring 2014

MUX 118 The History and Critical Issues of Museums
Through readings and lectures by Smith faculty and guests, we will examine institutions that shape knowledge and understanding through the collection, preservation, interpretation, and display of material culture. We will look at the history of museums, the role of museums in preserving and elucidating our cultural heritage, and such critical issues as the ethics of collection and display and the importance of cultural property rights. We will examine different types of museums, using the Smith College Museum of Art and the Smith Botanic Gardens as case studies. The final lecture will consider the future of museums and how they are evolving to meet society’s needs. Graded S/U only. Credits: 2
Jessica Nicoll
Offered Fall 2013

SOC 317 Seminar: Inequality in Higher Education
This course will apply a sociological lens to understanding inequality in American higher education. We will examine how the conflicting purposes of higher education have led to a highly stratified system of colleges and universities. We will also address the question of how student’s social class, race, ethnicity and gender affect their chances of successfully navigating this stratified system of higher education. Finally, we will examine selected public policies aimed at minimizing inequality in student’s access to and success in college. Prerequisites: SOC 101 and permission of the instructor. Enrollment limited to 12. (S) Credits: 4
Tina Wildbagen
Offered Fall 2013

Sociological and Cultural Foundations

EDC 200 Education in the City
The 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 asks 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’ll 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. There will be fieldwork opportunities available for students. Enrollment limited to 35. (S) Credits: 4
Samuel Intrator
Offered Fall 2013

EDC 211 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 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 U.S. This course will explore 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 limit of 35. Students either enrolled in or planning to enroll in the student teaching program would get priority. Credits: 4
Instructor: TBA
Offered Spring 2014

EDC 232 The American Middle School and High School
A study of the American secondary and middle school as a changing social institution. 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
Offered Fall 2013

EDC 237 Comparative Education
This course will look at key issues, themes, and challenges in contemporary schooling in various parts of the world including Asia, Africa, South America, Europe and the United States. Using mainly case studies within national and cross-national contexts, we will explore schooling and its implications on classroom practice, teachers, students and society. Topics will include schools as cultural sites, teaching and learning, education and equity, language and literacy, education and identity, immigration, education reform and globalization. Enrollment limited to 35. (S) Credits: 4
Lucy Mule
Offered Spring 2014
EDC 336 Seminar in American Education

*Urban Educational Reform, Policy and Practice*

The seminar explores how the challenges facing schools in America's cities are entwined with social, economic and political conditions present within the urban environment and how the interplay of these forces shape the nature of educational reform in the urban context. We will 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. We begin by exploring the sources of the achievement gap and its relationship to conditions present in the urban context, move to analyzing the policy process, and then to evaluating on-the-ground reform efforts to improve teaching and student learning. There is a service learning commitment with this course. Credits: 4

Samuel Intrator
Offered Spring 2014

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 will help 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 will 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

Shannon Audley-Piotrowski
Offered Fall 2013

EDC 343 Multicultural Education

An examination of the multicultural approach, its roots in social protest movements and 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 service learning component. Enrollment limited to 35. (S) Credits: 4

Lucy Mule
Offered Fall 2013

IDP 120 Community-Based Learning: Ethics and Practice

This interdisciplinary course explores the practice and ethics of community-based learning (CBL) through relevant readings and lectures. Students interact with guest speakers (faculty, community partners and peers) who provide firsthand perspectives on how CBL connects to local, national, and global issues. The course provides a point of entry and orientation to students new to CBL, as well as an opportunity for in-depth discussion among students at all levels of familiarity with CBL. IDP 120 serves as the gateway course for the Community Engagement and Social Change Concentration. S/U only. (E) Credits: 2

Lucy Mule
Offered Spring 2014

WEX 100 Educating Women-An Introduction

(Formerly IDP 140) This lecture course will explore a range of issues that have an impact on girls and women’s education. In a series of six sessions, faculty members will discuss topics that span Smith’s own history, the broader historical development of educational opportunities for American women, girls’ education in the contemporary United States, and problems and possibilities related to women’s education in the developing world. Credits: 1

Rosetta Cohen, Ibtsam Boushchrine
Offered Fall 2013

WEX 200 The History and Politics of Women’s Education

In the United States and abroad, in the past and today, the nature and scope of women’s education is deeply connected to religious, economic, and social norms and beliefs. Why and how we educate women are interdisciplinary questions that draw on issues of national identity and culture. In this course, students will explore the politics, history and sociology of this subject, beginning in the United States and ending with a global perspective. Students will consider the challenges of educating women in countries where female literacy is still poorly understood and examine the political processes likely to address this situation. Students will also have an opportunity to pursue research projects the College Archives and Sophia Smith collection.

Not Offered this Academic Year

Learners and the Learning Process

EDC 235 Child and Adolescent Growth and Development

A study of theories of growth and development of children from prenatal development through adolescence; basic considerations of theoretical application to the educational process and child study. Directed observations in a variety of child-care and educational settings. Enrollment limited to 55. (S) Credits: 4

Shannon Audley-Piotrowski
Offered Fall 2013, Spring 2014

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 will incorporate contextual factors such as classroom structure, teacher belief systems, peer relationships and educational policy. Consideration of the teaching-learning process will highlight subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning. Priority given to majors, minors, first-year and second-year students. Enrollment limited to 55. (N) (S) Credits: 4

Alan Rudnitsky
Offered Fall 2013

EDC 239 Counseling Theory and Education

This course introduces various theories of counseling and their application to children, adolescents and families. Behaviors that signal a need for attention and counseling will be discussed. Students will learn more about themselves as individuals and learners, and, how to listen actively to others. Enrollment limited to 45. (S) Credits: 4

Janice Gayle
Offered Fall 2013

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 basis for assessing learning in classrooms. The focus will be on the assumptions, strengths, and weaknesses associated with various approaches. Students will 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 will also develop authentic assessment tools and work through evaluation problems associated with particular curriculum programs and instructional techniques. Enrollment limited to 20. (S) Credits: 4

Alan Rudnitsky
Offered Spring 2014

EDC 548 Student Diversity and Classroom Teaching

An examination of diversity in learning and background variables, and their consideration in promoting educational equity. Also, special needs as factors in
classroom teaching and student learning. Research and pre-practicum required.  {S} Credits: 4  
Kathleen Casale  
Offered Fall 2013

EDC 554 Knowing, Thinking and the Design of Learning Environments  
A course focusing on the latest developments in cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor. Credits: 4  
Alan Rudnitsky  
Offered Fall 2013

Curriculum and Instruction

EDC 231 Foundations and Issues of Early Childhood Education  
The purpose of this course is to explore and examine 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 will lead students to consider, compare and contrast a variety of programs and models in early childhood education.  {S} Credits: 4  
Susan Etheredge  
Offered Spring 2014

EDC 249 Children With Hearing Loss  
Educational, social, scientific and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in the education of deaf children.  {S} Credits: 4  
Danieal Salvucci  
Offered Spring 2014

EDC 305 The Teaching of Visual Art in the Classroom  
We live in a visual culture and children are visual learners. The arts offer teachers a powerful means of making learning concrete, visible and exciting. In this class students explore multiple teaching/learning strategies as they experience and analyze methods and materials for teaching visual arts and art appreciation. The class is designed for education majors seeking experience in and understanding of the visual arts. Studio work is part of each class. Since a practicum involving classroom teaching is required, this class works well for students who will be student teaching. Students who are not student teaching can expect to spend an additional hour each week working in a classroom. Admission by permission of the instructor.  {A} {S} Credits: 4  
Cathy Topal  
Offered Spring 2014

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: EDC 238. Open to seniors and graduate students only with permission.  {S} Credits: 4  
Susan Etheredge  
Offered Fall 2013

EDC 345D Elementary Curriculum and Methods  
A study of the 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 per semester, 12 for yearlong course.  
Catherine Swift, Fall 2013  
Alan Rudnitsky, Spring 2014  
Offered Fall 2013, Spring 2014

EDC 346 Clinical Internship in Teaching  
Full-time practicum in middle and high schools. Open to seniors only and to those students who completed the prerequisite courses (EDC 238, 232, 342 and 347). Admission by permission of the department. Pre-registration meeting scheduled in April.  {S} Credits: 8  
Samuel Intrator  
Offered Fall 2013

EDC 347 Individual Differences Among Learners  
Examination of individual differences and their consideration in the teaching-learning process. Research and pre-practicum required. Prerequisites: EDC 238.  {S} Credits: 4  
Kathleen Casale  
Offered Fall 2013

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. This course is 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. Pre-registration meeting scheduled in April. Credits: 4  
Samuel Intrator  
Offered Spring 2014

EDC 390 The Teaching of Science, Engineering and Technology  
Breakthroughs in science, technology and engineering are occurring at an astounding rate. This course will focus on providing you with the skills and knowledge needed to bring this excitement into the classroom. We will 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 will 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 Ellis  
Offered Spring 2014

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 Gunn  
Offered Fall 2013

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  
Offered Fall 2013
EDC 511 Rethinking Equity and Teaching for English Language Learner
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 ELL instruction. Participants will learn how to tailor their instruction for ELLs by including rigorous academic language and vocabulary development, reading complex grade-level informational and literary texts, discussion and writing in response to texts, and content standards for various academic disciplines.
Offered Summer 2014

EDC 390 The Teaching of Science, Engineering and Technology
Breakthroughs in science, technology and engineering are occurring at an astounding rate. This course will focus on providing you with the skills and knowledge needed to bring this excitement into the classroom. We will 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 will 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 Ellis
Offered Spring 2014

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 Gunn
Offered Fall 2013

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
Offered Fall 2013

Speech Science and Audiology
EDC 565 Introduction to Hearing Science
3 credits
Part I. Nature of Sound

Part II. Nature of Communication
Amy Calanzaro
Offered Summer 2014

EDC 566 Audiometry, Hearing Aids and Auditory Learning
Methods and equipment for testing and developing sound perception skills, audiograms and auditory hearing. Credits: 2
Amy Calanzaro
Not Offered this Academic Year

EDC 573 Audiometry, Acoustics and the Role of the Teacher
Auditory feedback: from speech perception to speech production. Cochlear Implants: history, biological implications, candidacy, ethical issues, surgical preparation; hardware, programming, trouble shooting; habilitation and classroom application. Communication access, assistive devices and classroom acoustics. Prerequisite: EDC 565. Limited to candidates for the M.E.D. degree. (E) Credits: 2
Amy Calanzaro
Offered Fall 2013, Spring 2014

Language and Communication
EDC 561 Developing Listening and Spoken Language in Children with Hearing Loss
A detailed analysis of speech production covering early intervention (birth–3) teaching strategies, teaching strategies to develop listening and spoken language, and specific strategies to improve individual speech sounds of deaf and hard of hearing children. Demonstration plus extensive speech lab and classroom teaching experiences. Credits: 3
Alison Holmberg
Offered Fall 2013

EDC 562 Developing Language Skills in Children with Hearing Loss
Principles and techniques used in development of language with deaf children. Consideration is given to traditional and modern approaches to language development as it applies to reading and writing as well as spoken language. Strategies for developing reading and written language skills, the use of expository text to develop language skills, as well as formal and informal assessment, and using information from evaluations to develop an Individual Education Program will be discussed. Credits: 3
Linda Findlay
Offered Spring 2014

EDC 567 English Language Acquisition and Deafness
A psycholinguistic account of English language acquisition of hearing and deaf children and its relationship to literacy development. Both theory and empirical research are stressed, and links are made to contemporary developments in assessment and intervention. Credits: 4
Peter de Villiers
Offered Fall 2013

Smith College and Clarke School for the Deaf Graduate Teacher Education Program
Program information can be found in the Graduate and Special Programs section and at the following link: www.smith.edu/educ/graduate/clarkeSchool.php

Foundations of Education of the Deaf
EDC 568 Psychology and Social Emotional Aspects of Children with Hearing Loss
Growth and development of children, significance of early experiences. Personality development and its relation to problems of formal learning for both hearing children and the deaf and hard of hearing. Credits: 2
Cynthia Forsythe
Offered Spring 2014
Curriculum and Instruction

**EDC 564 Perspectives on Deaf Education and Curriculum**
History of the education of the deaf. Educational, vocational and social issues affecting deaf children and adults in our society. Principles and methods of the teaching of reading; classroom procedures for the presentation of other school subjects. Uses of texts and reference materials, plus summer sessions devoted to media development and utilization, microcomputer operations and word processing. Credits: 3

*Danial Salvucci*
Offered Summer 2014

Student Teaching

**EDC 569D Observation and Student Teaching**
A minimum of 400 hours of observation and student teaching of deaf children in educational levels from preschool through eighth grade, in self-contained residential and day settings, plus integrated day classes. Credits: 4 per semester, 8 for yearlong course

*Danial Salvucci*
Offered Fall 2013, Spring 2014

**EDC 400 Special Studies**
Credits: 1 to 4

*Instructor: TBA*
Offered Fall 2013, Spring 2014

**EDC 571 Introduction to Signing and Deaf Culture**
Development of basic receptive and expressive skills in American Sign Language and finger spelling. Considerations of issues related to deafness and deaf culture. Participation in activities of the deaf community. Credits: 4

*Ruth Moore*
Offered Summer 2014

**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 Gatty*
Offered Spring 2014

**EDC 585 MED Capstone Project**
This final semester capstone course is the culmination of the student's professional preparation as a deaf educator, integrating all of the key concepts taught from every course of study into a major thesis project. An example of this project would be the development of an Individualized Educational Plan (IEP) for a specific child with hearing loss. A final oral presentation to the M.E.D. faculty will demonstrate the candidate's ability to operationalize theory, best practice, ethical decision making and a knowledge of professional expectations. Credits: 6

*Members of the department*
Offered Summer 2013
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 best 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 B.S. in Engineering Science and the second is the B.A. in Engineering Arts. More detailed information about both degree options can be found below.

The Picker Engineering Program’s educational objective is to produce graduates who will:

- incorporate their knowledge and understanding of the natural sciences, humanities and social sciences in the application of their engineering education;
- apply their engineering education in service to humanity;
- be prepared to enter an engineering profession or graduate school;
- consider the impact of their professional actions on society;
- demonstrate leadership in their personal and professional endeavors;
- engage in continuous learning.

Prior to graduation, all students majoring in Engineering Science are strongly encouraged to take the Fundamentals of Engineering Exam (the "FE") that is administered by the National Council of Examiners in Engineering and Surveying.

### Engineering Arts at Smith College, B.A.

**Advisors:** Members of the Picker Engineering Program

**The Purpose of the B.A. in Engineering Arts**
The B.A. in Engineering Arts is offered for those students who recognize the increasing importance of science and technology in today’s world and want to better understand the engineer’s role in service to humanity. Note that the bachelor of science in engineering is the only ABET accredited degree; the bachelor of arts is offered for those students who do not intend to pursue professional practice as engineers.

**The Importance of the Liberal Arts**
The possibilities of coupling the B.A. in Engineering Arts with other disciplines are boundless. The B.A. in engineering 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.

**A Statement of Focus**
Each student intending to major in engineering arts must prepare a short statement of academic focus that identifies the student’s educational objectives and accompanies the declaration of the major at the end of the student’s sophomore year. The statement will detail the student’s choice of approximately six courses outside of engineering that provide a coherent context for the major in engineering arts, both in terms of the understanding of engineering and of the student’s educational objectives.

Examples of potential focus areas outside of engineering include architecture or landscape studies, education, public policy, economics, energy policy, ethics or global development. With respect to engineering and education, students pursuing the B.A. in engineering arts could work toward a teaching certificate. Smith College has a licensure program for technology-engineering for grades 5–12 through the Department of Education and Child Study that is transferable to other states.

### Requirements for the Major—B.A., Engineering Arts

**Science:** PHY 117

**Math:** MTH 111 and 112 or 114 (or equivalent), MTH 212, PHY 210¹

**Engineering Core:** EGR 100, 110, 220, 270 and 290

**Engineering Electives:** Two 300 level or higher engineering courses. Course substitutions require approval of the student’s advisor and Director of Engineering.

**Statement of Focus:** A statement of focus is required for the major. Advisors will assist the student in selecting a coherent course sequence.

The major requires a total of 12 courses (or the equivalent).

¹MTH 212 is a prerequisite for PHY 210

### The Major—Bachelor of Science in Engineering Science

**Advisors:** Members of the department

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 B.S. degree program is accredited by the Engineering Accreditation Commission of ABET.
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 supplement their classroom instruction.

Engineers must be able to communicate effectively and work in team settings. Smith’s highly-regarded writing intensive first year curriculum will ensure that engineering students begin their engineering curriculum with appropriate communication skills that will be refined during the remainder of their studies. Virtually every engineering course offered at Smith incorporates elements of team work and oral/written communication.

Math/Basic Science:
- 8 credits from: MTH 111, MTH 112, MTH 114, MTH 211, MTH 222
- MTH 212 (4 credits)
- MTH 219 or 220 (formerly MTH 241 or MTH 245) (4 credits)
- PHY 210 (4 credits)
- PHY 117 (5 credits)
- CHM 111 or 118 (5 credits)
- 5 credits (must be lab-based) from: PHY 118, CHM 222, BIO 150 and 151, or BIO 152 and 153

Computer Science:
CSC 111 (4 credits)

Engineering Core:
100, 110, 220, 270, 290, 374, 410D and (421D or 422D) (8 credits of capstone design)

Engineering Electives: Five additional EGR courses (normally at the 300 level), only one of which may be at the 200-level (special studies and honors credits can only be counted toward this category by petitioning the department)

It is strongly recommended that students complete all math, science, and 100 and 200 level EGR core requirements before the end of the first semester of junior year. (Note: MTH 212 is a prerequisite for PHY 210)

Students are required to demonstrate reasonable technical depth by developing an intentional sequence of five thematically related engineering electives (only one of which can be at the 200-level) selected in consultation with the student’s adviser and with a short proposal outlining the rationale.

Liberal Arts Breadth:
1. Students are required to demonstrate breadth in their curriculum by either:
   - fulfilling the Latin Honors distribution requirements;
   - fulfilling the requirements for another major or minor within Div I or Div II; or
   - submitting a cogent proposal describing an alternative approach including all courses that the student will take to acquire curricular breadth for consideration and approval by the engineering faculty and program chair.

Mathematical Skills:
Students will be assessed during the first semester for their mathematical skills and comprehension. An interterm math skills studio (MTH 103) as well as math skills workshops offered by the Spinelli Center for Quantitative Learning will be strongly recommended for students whose math assessment scores are low.

Students who receive a C- or below in PHY 117 should consult with the director for advice in order to ensure that they are adequately prepared to succeed in EGR 270.

The Engineering Minor
Some students may wish to minor in engineering to complement their major and supplement their education.
1. Major advisers also serve as advisers for the minor. The requirements for the minor in engineering comprise a total of five (5) courses. These courses must include: EGR 100
2. PHY 117
3. One course from PHY 210, MTH 211, MTH 212, MTH 222, MTH 219 (formerly 241), MTH 220 (formerly 245), EGR 110, EGR 220, EGR 270, EGR 290
4. One course from EGR 110, EGR 220, EGR 270, EGR 290, EGR 320, EGR 326, EGR 363, EGR 374, EGR 375
5. One course from EGR 312, EGR 315, EGR 320, EGR 325, EGR 326, EGR 330, EGR 333, EGR 340, EGR 346, EGR 363, EGR 372, EGR 373, EGR 374, EGR 375, EGR 377, EGR 388, EGR 389, EGR 390, EGR 410D and 421D or 422D and other 300 level EGR courses as they are added

Note: MTH 111 and MTH 112 or MTH 114 are prerequisites to certain courses listed above. No more than one course designed primarily for non-majors may be included.

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 and the belief that successful engineers can identify the needs of society and direct their talents toward meeting them. Students will 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 advisor. Applications must be submitted to the faculty advisor to the Princeton Exchange in October. If accepted, the Smith student must submit a leave of absence form to her class dean by December 1 of her junior year.

Faculty Advisor to the Princeton Exchange
Andrew Guswa

Honors
Director: Susan Voss

EGR 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

EGR 431D Capstone Design with Faculty with Honors
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

EGR 432D Capstone Design with Industry with Honors
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

The additional one credit per semester for EGR 431D (vs 421D) and EGR 432D (vs 422D) is for independent work within the field of engineering extending beyond the scope of the often (team-based) capstone design project.

Please note that it is not possible for students to receive “double” honors in engineering (i.e. EGR 430D for a traditional honors project and EGR 432D for honors via the capstone design project).
Please consult the director of honors and the engineering Guide to the Major(s) (available in Ford Hall 155) for specific requirements and application procedures.

**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 EGR 100 for the major, however. Those students considering majoring in engineering are strongly encouraged to take EGR 100 in the fall semester. Students will 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 will present their ideas through oral and written reports. Reading assignments and in-class discussions will challenge students to critically analyze contemporary issues related to the interaction of technology and society.

Energy and the Environment
([N] Credits: 4)
*Paul Voss*
Offered Fall 2013

Challenges in Human Health
([N] Credits: 4)
*Sarah Moore*
Offered Fall 2013

Disaster Relief
([N] Credits: 4)
*Bernd Schliemann*
Offered Fall 2013
*Paul Voss; Fall 2013*
Offered Spring 2014

**EGR 110 Fundamental Engineering Principles**
(Formerly EGR 260) 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 will include a review of process variables and their relationships, open and closed systems, differential and integral balances, and basic thermodynamics. Prerequisites: MTH 112 or 114 (may be concurrent). ([N] Credits: 4)
*Sarah Moore*
Offered Spring 2014

**EGR 205 Science, Technology and Ethics**
This course draws on readings from philosophy, science and technology studies, feminist and postcolonial science studies, and engineering to examine topics including technology and control, science and social inequality, and the drive toward production and consumption on increasingly large, cheap, fast, automated and global scales. What new models of science and engineering can change who decides how science and engineering are done, who can participate in the scientific enterprise, and what problems are legitimately addressed? Some course experience in one or more of the following is required: philosophy and ethics, the study of women and gender, or science and engineering. Enrollment limited to 15. ([N][S] Credits: 4)
*Donna Riley*
Not Offered this Academic Year

**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, frequency-selective networks. Prerequisites: PHY 117, PHY 210 or equivalent (PHY 210 can be co-requisite) or permission of the instructor. Required laboratory taken once a week. ([N] Credits: 5)
*Instructor: TB4*
Offered Spring 2014

**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. Prerequisite: PHY 117, MTH 112 (or the equivalent) or permission of the instructor. Required laboratory taken once a week. ([N] Credits: 5)
*Glenn Ellis*
Offered Fall 2013

**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 non-ideal mixtures, conductive, convective and radiative heat transfer. Prerequisites (or co-requisites): EGR 110 (formerly 260) and PHY 210 or MTH 212 (or the equivalents) or permission of the instructor. Enrollment limited to 26 students. ([N] Credits: 4)
*Denise McKahn*
Offered Fall 2013, Spring 2014

**EGR 312 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 course 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 (formerly 260), and EGR 374 (co-requisite) or permission of the instructor. Enrollment limited to 15. ([N] Credits: 4)
*Paul Voss*
Offered Fall 2013

**EGR 315 Ecohydrology**
This course 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 will address...
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 or 114 and MTH 219 03 220 (formerly MTH 241 or 245). Credits: 4

Andrew Guswa
Offered Spring 2014

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 will introduce 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 will be utilized from electrical, mechanical, biomedical, environmental and chemical engineering. Required concurrent laboratory. Prerequisites: EGR 220 and PHY 210. {M} Credits: 4

Susan Voss
Offered Spring 2014

EGR 322 Acoustics
Acoustics describes sound transmission through solids and fluids; the focus of this course is sound transmission through air. This course 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. Enrollment limited to 12. {M} Credits: 4

Susan Voss
Not Offered this Academic Year

EGR 325 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 course 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. {N} Credits: 4

Judith Cardell
Not Offered this Academic Year

EGR 326 Dynamic Systems & 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. {N} Credits: 4

Judith Cardell
Offered Fall 2013

EGR 328 Seminar: Wireless Sensor Networks
Our world is being transformed by networked communications and pervasive data gathering. Underlying this transformation are three major technologies: computer networks, wireless communications and sensors. This course will introduce students to the theory and implementation of these technologies, including the use of basic sensors, microprocessors, and wireless transmitters. Students will analyze privacy and security concerns raised by these technologies, as well as their social, political and economic benefits. Students will participate in designing and implementing a small wireless sensor network on Smith Campus, using this test bed as the means to gain a deeper understanding of the technologies and the issues they raise. Prerequisites: CSC 111, EGR 220 or permission of the instructor. Enrollment limit of 15 students. {N} Credits: 4

Judith Cardell
Offered Fall 2013

EGR 330 Engineering and Global Development
This course examines the engineering and policy issues around global development, with a focus on appropriate and intermediate technologies. Topics include water supply and treatment, sustainable food production, energy systems, and other technologies for meeting basic human needs. Students will design and build a prototype for an intermediate technology. Restricted to junior engineering majors. {E} {N} Credits: 4

Donna Riley
Not Offered this Academic Year

EGR 340 Geotechnical Engineering
What is quicksand and can you really drown in it? Why is Venice sinking? In this class students will be 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 to be covered include soil classification, permeability and seepage, volume changes, effective stress, strength and compaction. We will 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. {N} Credits: 4

Glenn Ellis
Not Offered this 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: MTH 112 or 114, EGR 374 (or permission of the instructor). Credits: 4

Andrew Guswa
Not Offered this Academic Year

EGR 351 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 will introduce students to engineering problem solving approaches to explore important biomedical questions. We will integrate our learning of underlying biological systems with developing engineering thinking to examine those systems. We will use mathematical tools to interpret and model the behavior of various biological phenomena. Upon completion of this course, students will be able to identify open medical needs and propose ways in which engineering can contribute to understanding and meeting those needs. Prerequisites: PHY210 or permission of instructor. Enrollment limited to 15. Credits: 4

Sarah Moore
Offered Fall 2013
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. {N} Credits: 4

Andrew Guswa
Offered Fall 2013

EGR 372 Advanced Solid Mechanics and Failure Analysis
Building on the fundamentals of solid mechanics and materials science introduced in EGR 375, this course provides students with an advanced development of techniques in failure analysis, including static failure theories, fatigue life prediction, and linear elastic fracture mechanics. These techniques are used in many aspects of mechanical design and the evaluation of structural integrity. Prerequisites: EGR 375 or equivalent. {N} Credits: 4

Borjana Mikic
Offered Spring 2014

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. Prerequisite: EGR 270. {N} Credits: 4

Paul Voss
Offered Spring 2014

EGR 375 Strength of Materials
This course introduces students to the fundamentals of mechanics of materials from a static failure analysis framework. Structural behavior will be analyzed, along with the material and geometric contributions to this behavior. Lecture topics will be 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
Offered Spring 2014

EGR 388 Seminar in Photovoltaic and Fuel Cell System Design
This course applies fundamental principles of thermodynamics, electrochemistry and semi-conductor physics to the design, modeling, and analysis of renewable energy power systems. Concepts to be 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 (may be concurrent). Enrollment limited to 15. {N} Credits: 4

Denise McKabay
Offered Fall 2013

EGR 389 Techniques for Modeling Engineering Processes
The goal of this course is to introduce students to several approaches used to model, understand, simulate and forecast engineering processes. One approach to be covered is the use of artificial neural networks—a branch of artificial intelligence (AI) with connections to the brain. Other approaches to be covered are based upon probability and statistics and will include auto-regressive moving average (ARIMA) processes. Although students will learn about the theory behind these approaches, the emphasis of the course will be 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 will also investigate the possibilities of machine consciousness. Prerequisite or co-requisite: MTH 219 or 220 (formerly MTH 241 or 245). {N} Credits: 4

Glenn Ellis
Offered Spring 2014

EGR 400 Special Studies
Available to sophomore students with permission of their major adviser and engineering department. Credits: 1 to 4

Instructor: TBA
Offered Fall 2013, Spring 2014

EGR 410D Engineering Design Clinic
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 class is required of all senior engineering students pursuing the B.S. in engineering science and must be taken in conjunction with EGR 421D or EGR 422D or their honors equivalents (EGR 431D or EGR 432D). Credits: 1 per semester, 4 for yearlong course

Instructor: TBA
Offered Fall 2013, Spring 2014

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: EGR 220, 270, 290 and at least one 300-level engineering course, plus a clear demonstration of intent and a faculty sponsor. Co-requisite: EGR 410D. Credits: 3 per semester, 6 for yearlong course

Instructor: TBA
Offered Fall 2013, Spring 2014

EGR 421D Capstone Design with Industry
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: EGR 220, 270, 290 and at least one 300-level engineering course, or permission of instructor. Co-requisite: EGR 410D. (E) Credits: 3 per semester, 6 for yearlong course

Instructor: TBA
Offered Fall 2013, Spring 2014

EGR 422D Capstone Design with Industry
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: EGR 220, 270, 290 and at least one 300-level engineering course, or permission of instructor. Co-requisite: EGR 410D. (E) Credits: 3 per semester, 6 for yearlong course

Instructor: TBA
Offered Fall 2013, Spring 2014

EGR 430D Honors Project
Credits: 4 per semester, 8 for yearlong course

Susan Voss
Offered Fall 2013, Spring 2014

EGR 431D Capstone Design with Faculty with Honors
Honors version of EGR 421D. Co-requisite: EGR 410D. Credits: 4 per semester, 8 for yearlong course

Instructor: TBA
Offered Fall 2013, Spring 2014
EGR 432D Capstone Design with Industry with Honors
Honors version of EGR 422D. Co-requisite: EGR 410D. Credits: 4 per semester; 8 for yearlong course
Instructor: TBA
Offered Fall 2013, Spring 2014

EGR 350 Engineering and Cancer
The understanding, diagnosis and treatment of human disease all increasingly rely on contributions from engineering. In this course, we will study some of the ways in which engineering is contributing to the study and clinical management of cancer. Students will 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: BIO 150 or 152, EGR 220 or 270 or 290 or permission of instructor. Enrollment limited to 15. [N] Credits: 4
Sarab Moore
Not Offered this Academic Year

EGR 351 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 will introduce students to engineering problem solving approaches to explore important biomedical questions. We will integrate our learning of underlying biological systems with developing engineering thinking to examine those systems. We will use mathematical tools to interpret and model the behavior of various biological phenomena. Upon completion of this course, students will be 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 limited to 15. Credits: 4
Sarah Moore
Offered Fall 2013

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. [N] Credits: 4
Andrew Guswa
Offered Fall 2013

EGR 372 Advanced Solid Mechanics and Failure Analysis
Building on the fundamentals of solid mechanics and materials science introduced in EGR 375, this course provides students with an advanced development of techniques in failure analysis, including static failure theories, fatigue life prediction, and linear elastic fracture mechanics. These techniques are used in many aspects of mechanical design and the evaluation of structural integrity. Prerequisites: EGR 375 or equivalent. [N] Credits: 4
Borjana Mikic
Offered Spring 2014

EGR 373 Skeletal Biomechanics
Knowledge of the mechanical and material behavior of the skeletal system is important for understanding how the human body functions, and how the biomechanical integrity of the tissues comprising the skeletal system are established during development, maintained during adulthood, and restored following injury. This course will provide a rigorous approach to examining the mechanical behavior of the skeletal tissues, including bone, tendon, ligament and cartilage. Engineering, basic science and clinical perspectives will be integrated to study applications in the field of Orthopaedic Biomechanics.

EGR 377 Aerial Vehicle Design
Remotely piloted and autonomous aircraft are increasingly begin 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 course introduces the rapidly growing field of aerial vehicle design and low-Reynolds number aerodynamics through a major project in which students will design, fabricate and test a remotely piloted aircraft. Prerequisites: EGR 374, CSC 111, and either EGR 220 or CSC 270, or permission of the instructor. Enrollment limited to 18 students. (E) Credits: 4
Paul Voss
Not Offered this Academic Year

EGR 375 Strength of Materials
This course introduces students to the fundamentals of mechanics of materials from a static failure analysis framework. Structural behavior will be analyzed, along with the material and geometric contributions to this behavior. Lecture topics will be 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
Offered Spring 2014

EGR 376 Fluid Mechanics
This course applies fundamental principles of thermodynamics, electrochemistry and semi-conductor physics to the design, modeling and analysis of renewable energy power systems. Concepts to be 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 (may be concurrent). Enrollment limited to 15. [N] Credits: 4
Denise McKahn
Not Offered this Academic Year

EGR 379 Sensors and Signal Processing for Modeling Engineering Processes
The goal of this course is to introduce students to several approaches used to model, understand, simulate and forecast engineering processes. One approach to be covered is the use of artificial neural networks—a branch of artificial intelligence (AI) with connections to the brain. Other approaches to be covered are based upon probability and statistics and will include auto-regressive moving average (ARIMA) processes. Although students will learn about the theory behind these approaches, the emphasis of the course will be...
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 will also investigate the possibilities of machine consciousness. Prerequisite or co-requisite: MTH 219 or 220 (formerly MTH 241 or 245). {N} Credits: 4

Glenn Ellis
Offered Spring 2014

**EGR 390 Advanced Topics in Engineering**
Credits: 4
Judith Cardell
Not Offered this Academic Year

**EGR 400 Special Studies**
Available to sophomore students with permission of their major adviser and engineering department. Credits: 1 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014

**EGR 410D Engineering Design Clinic**
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 class is required of all senior engineering students pursuing the B.S. in engineering science and must be taken in conjunction with EGR 421D or EGR 422D or their honors equivalents (EGR 431D or EGR 432D). Credits: 1 per semester, 4 for yearlong course.
Instructor: TBA
Offered Fall 2013, Spring 2014

**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: EGR 220, 270, 290 and at least one 300-level engineering course, plus a clear demonstration of intent and a faculty sponsor. Co-requisite: EGR 410D. Credits: 3 per semester, 6 for yearlong course
Instructor: TBA
Offered Fall 2013, Spring 2014

**EGR 422D Capstone Design with Industry**
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: EGR 220, 270, 290 and at least one 300-level engineering course or permission of instructor. Co-requisite: EGR 410D. (E) Credits: 3 per semester, 6 for yearlong course
Instructor: TBA
Offered Fall 2013, Spring 2014

**EGR 430D Honors Project**
Credits: 4 per semester, 8 for yearlong course
Susan Voss
Offered Fall 2013, Spring 2014

**EGR 431D Capstone Design with Faculty with Honors**
Honors version of EGR 421D. Co-requisite: EGR 410D. Credits: 4 per semester, 8 for yearlong course
Instructor: TBA
Offered Fall 2013, Spring 2014

**EGR 432D Capstone Design with Industry with Honors**
Honors version of EGR 422D. Co-requisite: EGR 410D. Credits: 4 per semester, 8 for yearlong course
Instructor: TBA
Offered Fall 2013, Spring 2014
English Language and 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 gateway courses—ENG 199, 200, 201 and 231—that serve as a gateway for the major. First-year students who have taken a gateway course in the fall semester. Those 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 first-year seminar before proceeding to one of the courses—199, 200, 201 and 231. Most students begin their study of literature at Smith with English 120 or a first-year seminar before proceeding to one of the gateway courses—199, 200, 201 and 231—that serve 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 Major

Advisers: Members of the department

Major Requirements

The English major requires 12 semester courses. The following distribution requirements aim to provide majors with a broad understanding of literatures in English and of the key questions and intellectual strategies that shape the discipline of literary study—and with the opportunity to work independently at an advanced level.

1. Majors must choose at least two of our four gateway courses. English 199 (Methods of Literary Study) provides foundational training in interpretation; English 200 (The English Literary Tradition I), English 201 (the English Literary Tradition II) and English 231 (American Literature before 1865) all offer broad historical explorations of two of the national literatures central to the discipline.

2. Because their writing has been so crucial to the history of literary study and so generative for later writers, we require courses in two of three early canonical writers: Chaucer (250), Shakespeare (256 or 257) or Milton (260).

3. Because sophisticated literary study requires both the mastery of a rich array of expressive traditions and strategies and sustained exploration of the relation between texts and their historical and cultural contexts, majors must take one course concentrating on literature written before 1800, one course concentrating on literature written before 1900, and two courses concentrating on literature written after 1900.

4. In order to have a focused encounter with some of the intellectual movements that have transformed literary study in recent decades, majors must choose at least one course with an explicit focus on African American, Asian American or Black British.

5. We expect our students to move toward independence and sophistication as they pursue their studies; we thus require, as a culminating experience, two seminars in literature, at least one to be taken in the senior year. A senior who has undertaken an honors thesis, yearlong Kahn Institute project, or research-based 4-credit Special Studies may substitute her project for the second seminar.

Up to two courses in film, a foreign or comparative literature, or dramatic literature offered through the theater department may count toward the major. Up to three advanced writing courses may count toward the major. Only one colloquium (120) or one FYS may count toward the major. English 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 survey sequence: ENG 200, 201; ENG 202, 203; or ENG 231, 233. We also recommend that our majors take at least one course concentrating on literature written in English from cultures beyond the British/American mainstream, e.g., African, Caribbean or Asian postcolonial or minority writing (such as African American, Asian American or Black British).

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 English teaching would be well advised to take both the English literature (200, 201) and American literature (231, 233) surveys and a course in literature in English outside Britain and America.

The requirements above come into effect for the Class of 2015 and later classes. Earlier classes have the option of satisfying requirement #2 with the following: Two courses concentrating on literature written before 1832.

The Minor

The minor in English consists of six courses to be distributed as follows: at least two of our four gateway courses (ENG 199, 200, 201, 231); three additional English courses 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.

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 gateway courses—199, 200, 201 and 231—that serve 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 Major

Advisers: Members of the department

Major Requirements

The English major requires 12 semester courses. The following distribution requirements aim to provide majors with a broad understanding of literatures in English and of the key questions and intellectual strategies that shape the discipline of literary study—and with the opportunity to work independently at an advanced level.

1. Majors must choose at least two of our four gateway courses. English 199 (Methods of Literary Study) provides foundational training in interpretation; English 200 (The English Literary Tradition I), English 201 (the English Literary Tradition II) and English 231 (American Literature before 1865) all offer broad historical explorations of two of the national literatures central to the discipline.

2. Because their writing has been so crucial to the history of literary study and so generative for later writers, we require courses in two of three early canonical writers: Chaucer (250), Shakespeare (256 or 257) or Milton (260).

3. Because sophisticated literary study requires both the mastery of a rich array of expressive traditions and strategies and sustained exploration of the relation between texts and their historical and cultural contexts, majors must take one course concentrating on literature written before 1800, one course concentrating on literature written before 1900, and two courses concentrating on literature written after 1900.

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5. We expect our students to move toward independence and sophistication as they pursue their studies; we thus require, as a culminating experience, two seminars in literature, at least one to be taken in the senior year. A senior who has undertaken an honors thesis, yearlong Kahn Institute project, or research-based 4-credit Special Studies may substitute her project for the second seminar.

Up to two courses in film, a foreign or comparative literature, or dramatic literature offered through the theater department may count toward the major. Up to three advanced writing courses may count toward the major. Only one colloquium (120) or one FYS may count toward the major. English 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 survey sequence: ENG 200, 201; ENG 202, 203; or ENG 231, 233. We also recommend that our majors take at least one course concentrating on literature written in English from cultures beyond the British/American mainstream, e.g., African, Caribbean or Asian postcolonial or minority writing (such as African American, Asian American or Black British).

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 English teaching would be well advised to take both the English literature (200, 201) and American literature (231, 233) surveys and a course in literature in English outside Britain and America.

The requirements above come into effect for the Class of 2015 and later classes. Earlier classes have the option of satisfying requirement #2 with the following: Two courses concentrating on literature written before 1832.

The Minor

The minor in English consists of six courses to be distributed as follows: at least two of our four gateway courses (ENG 199, 200, 201, 231); three additional English courses 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.
Honors

Director:
Naomi Miller (2013–14)

ENG 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

Applicants to honors (which is done in addition to the requirements of the major) 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.

In exceptional circumstances the department will permit a student to submit a work of fiction, poetry or creative non-fiction for honors.

Graduate

ENG580D Graduate Special Studies
Independent study for graduate students. Admission by permission of the chair.
Credits: 4
Offered Fall 2013, Spring 2014

ENG580D Graduate Special Studies
This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

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 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 non-native speakers are especially encouraged to register for sections taught by Holly Davis. Priority will be given to incoming students in the fall–semester sections. Course may be repeated for credit with another instructor.

The Politics of Language

Reading, thinking, and writing about the forces that govern and shape language. A series of analytical essays will focus on issues such as political correctness, obscenity, gender bias in language, and censorship. Bilingual students and non-native speakers are especially encouraged to register for this section. Enrollment limited to 15. [W] Credits: 4
Holly Davis
Offered Fall 2013; Offered Spring 2014

To Hell and Back: Trauma and Transformation

How does trauma force us to grow? Why does it seem that in order to undergo a transformation, we must first “go through hell” of one kind of another. Readings will focus on various explorations of trauma and how the experiences shaped the authors. Enrollment limited to 15. [W] Credits: 4
Peter Sapira
Offered Fall 2013

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 You Tube and on social media platforms like Facebook and Twitter. In this class, we will 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. [W] Credits: 4
Roger Pinches
Offered Fall 2013, Spring 2014

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 will hone their science-writing skills while exploring contemporary problems related to water. They will focus on presenting scientific data, reasoning, and controversies in accurate but lively language, while learning and writing about the politics surrounding water use. Sources will 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) [W] Credits: 4
Naila Moreira
Offered Fall 2013

Consumer Culture

Reading and writing analytical essays about the pervasive effects of consumerism in American culture. Topics will 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. [W] Credits: 4
Sara Eddy
Offered Fall 2013

The Space in Our Identity: Writing about Home (Pending CAP Approval)

Home is more than the physical structure we reside in. Home is where we live in every sense: the physical sense, yes, but also the spiritual, romantic, ideal, and maybe even mythical. All of these aspects of home, hometown, home country, or adopted home serve to shape our identities. In this course, we will explore the importance of these spaces, be they physical or metaphysical, to the construction of “home” and how these terms, whether we accept them wholly, shun them entirely, or experience them via travel, dictate to us and others a sense of self and identity. [W] Credits: 4
Alejandro Cuellar
Offered Spring 2014

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 will examine such questions on comic platforms including film, music, videos, short stories, cartoons and more. We will...
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. (E) Credits: 4

**Peter Sapira**
Offered Fall 2013, Spring 2014

**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. Priority given to first-years and sophomores. Prerequisite: One WI course or permission of the instructor. Enrollment limited to 15. WI

**Poverty**
What is poverty? Who defines it? What can be done about it? Which anti-poverty programs work and which do not? What is the relationship between poverty and other factors, like geography, gender, and race? These are a few of the questions students write about in this course as they hone their writing skills. Prerequisite: One WI course or permission of the instructor. Enrollment limited to 15. (WI) Credits: 4

**Sara Eddy**
Offered Spring 2014

**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 Place and Travel**
Writing and reading assignments in this creative nonfiction course will draw from the linked themes of place and travel. You don’t have to be a seasoned traveler to join the course; you can write about any place at all, including home. We’ll also use the Smith campus and Northampton to create travel narratives, and will often work with images and creative walking exercises (“performance writing”) in our assignments. You should be prepared to write frequently in class and out, read well, participate in class discussion, and be ready to explore your world with new eyes. Enrollment limited to 16. (E) Credits: 4

**Pamela Petro**
Offered Spring 2014

**ENG 356 Spring 2014**

**ENG 112 Reading Contemporary Poetry**

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 Place and Travel**
Writing and reading assignments in this creative nonfiction course will draw from the linked themes of place and travel. You don’t have to be a seasoned traveler to join the course; you can write about any place at all, including home. We’ll also use the Smith campus and Northampton to create travel narratives, and will often work with images and creative walking exercises (“performance writing”) in our assignments. You should be prepared to write frequently in class and out, read well, participate in class discussion, and be ready to explore your world with new eyes. Enrollment limited to 16. (E) Credits: 4

**Pamela Petro**
Offered Spring 2014

**ENG 112 Reading Contemporary Poetry**

This course offers the opportunity to read contemporary poetry and meet the poets who write it. Class sessions alternate with readings by visiting poets. Graded Satisfactory/Unsatisfactory only. Course may be repeated. Credits: 2

**Patrick Donnelly**
Offered Fall 2013

**ENG 120 Colloquia in Literature**

Each colloquium is conducted by means of directed discussion, with emphasis on close reading and the writing of short analytical essays. Priority will be given to incoming students in the fall-semester sections of the colloquia. Other students should consult the course director about possible openings. Enrollment in each section limited to 20.

**Reading and Writing Short Poems**
A course in the nuts and bolts of poetry. We will look at poems and study their techniques (e.g., sound patterns, image development, form). We will write and revise our own poems, using these techniques. Poets include Matsuo, Christopher Smart, Walt Whitman, Gwendolyn Brooks, Eavan Boland, Li-Young Lee. (L) (WI) Credits: 4

**Maya Janson**
Offered Fall 2013

**Fiction**
A study of the novel, novella, and short story, stressing the formal elements of fiction, with intensive analysis of works by such writers as Austen, Dickens,
Level II

Courses numbered 199–249. Open to all sophomores, juniors and seniors, and to qualified first-year students.

Gateway Courses

These four 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. English majors must select at least two courses from this menu. 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 will 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 will vary, but all will involve active discussion and frequent writing. Enrollment limited to 20 per section. [L] [WI] Credits: 4
Michael Thurston, Fall 2013
Naomi Miller, Fall 2013
Andrew Stone, Spring 2014
Jefferson Hunter, Spring 2014
Offered Fall 2013, Spring 2014

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. [L] [WI] Credits: 4
Douglas Patey, Fall 2013
Sharon Seelig, Fall 2013
Offered Fall 2013

ENG 201 The English Literary Tradition II
A study of the English literary tradition from the 19th century to modern times. Enrollment limited to 20 per section. [L] [WI] Credits: 4
Cornelia Pearsall, Spring 2014
Michael Thurston, Spring 2014
Offered Spring 2014

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. [L] [WI] Credits: 4
Robert Hosmer, Fall 2013
Scott Bradbury, Fall 2013
William Oram, Fall 2013
Offered Fall 2013

ENG 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Same as CLT 203. Chrétien de Troyes’s Yvain; Shakespeare’s Antony and Cleopatra; Cervantes’ Don Quixote; Lafayette’s The Princess of Clèves; Goethe’s Faust; Tolstoy’s War and Peace. Lecture and discussion. [L] [WI] Credits: 4
Maria Banerjee, Spring 2014
Robert Hosmer, Spring 2014
Offered Spring 2014

ENG 204 The Technology of Reading and Writing
Same as HSC 204. 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 will be 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; 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
Charles Reeser
Offered Spring 2014

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 will also learn the 31-character Anglo-Frisian futhorc and read runic inscriptions on the Franks Casket and Ruthwell Cross. [F] [L] Credits: 4
Craig Daws
Offered Fall 2013

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
Craig Daws
Offered Spring 2014

ENG 212 Telling and Retelling
A study of recent novels and their famous antecedents. What are the pleasures of reading? What do we need to know to be good readers of contemporary fictions that revive or at least allude to work of the past? Texts include Dr. Jekyll and Mr. Hyde and Mary Reilly; Jane Eyre and Wide Sargasso Sea; King Lear...
and A Thousand Acres; Tess of the d’Urbervilles and The French Lieutenant’s Woman; Pride and Prejudice and Presumption: An Entertainment; Possession. Recommended for non-majors. {L} Credits: 4

Patricia Skarda
Offered Fall 2013

ENG 227 Modern British Fiction
Lectures, with occasional discussion, on the English novel from Conrad to the present day. The historical contexts and the formal devices (management of narrative and plot, stylistic and structural innovations, characterization, literary allusiveness) of works by such writers as Joseph Conrad, E.M. Forster, E.M. Ford, D.H. Lawrence, Virginia Woolf, Elizabeth Bowen, Doris Lessing, Shirley Hazzard, V.S. Naipaul. {L} Credits: 4

Michael Gorra
Offered Spring 2014

ENG 228 Children’s Literature
Shapes speak to us. Prose shapes us. From the picture book to the chapter book, we will explore the ways in which literature for children infuses the child reading that literature. And we will attempt to break through our natural nostalgia for works we know to rediscover their innovative and experimental nature. In so doing, we will see these works make their magic on themes that will become familiar throughout the semester: identity, nostalgia, interiors and exteriors, authority, independence and dependence and, of course, the nature of wild things. Works may include Peter Rabbit, Where the Wild Things Are, Winnie-the-Pooh, Alice in Wonderland, Peter Pan, The Lion, the Witch and the Wardrobe, The Secret Garden, The Giver. {L} Credits: 4

Gillian Kendall
Offered Spring 2014

ENG 233 American Literature from 1865 to 1914
A survey of American writing after the Civil War, with an emphasis on writers who criticize or stand apart from their rapidly changing society. Fiction by Twain, James, Howells, Dreiser, Crane, Chopin, Chesnutt, Jewett and Sui Sin Far; along with a selection of the poetry of the era. {L} Credits: 4

Richard Millington
Offered Spring 2014

ENG 235 Modern American Writing
Major writers of the 1900 to 1940 period, with emphasis on Modernism and the desire to “Make it new.” Innovative fiction by Gertrude Stein, Sherwood Anderson, Ernest Hemingway, Scott Fitzgerald, and Zora Neale Hurston. Modernist poetry by Ezra Pound, T.S. Eliot, Marianne Moore, Wallace Stevens, Edna Millay, Robert Frost and others. {L} Credits: 4

Dean Flower
Offered Spring 2014

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 work of writers as they respond to histories of colonial 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. Probable writers: Achebe, Soyinka, Ngugi, Aido, Dangarembga, Naipaul, Walcott, Cliff, Rushdie, Kureishi, Arundhati Roy, Jhumpa Lahiri, Meera Syal and some theoretical essays. {L} Credits: 4

Ambreen Hai
Offered Fall 2013

ENG 243 The Victorian Novel
An exploration of the worlds of the Victorian novel, from the city to the country, from the vast reaches of empire to the minute intricacies of the drawing room. Attention to a variety of critical perspectives, with emphasis on issues of narrative form and the representation of consciousness. Novelists likely include Brontë, Dickens, Eliot, Trollope and Hardy. {L} Credits: 4

Michael Gorra
Offered Fall 2013

ENG 247 Modes of Experiment in Postwar Poetry
This is a class about poems that make no sense. Many would claim that these are not poems at all (they’re wrong). We will survey some of the many ways poets during the last 70 years have sought to expand the boundaries of poetry, to escape assumptions about the lyric speaker and “self,” to release the energies of sound and the non-semantic properties of language, often in hopes of contributing to social revolutions and the imagining of new ways of being in the world. We will read both poems (even the illegible ones!) and texts on poetry—justifications, elaborations and explanations of the poem—and we will situate the poetic projects in the context of the broader artistic movements of which they were often a part (Dada, Oulipo, concrete poetry, sound poetry, Language poetry). Most of our reading will be in English (sort of), but we will, from time to time, drop in on important movements that originated in other linguistic cultures. Credits: 4

Michael Thurston
Offered Fall 2013

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
His art and his social and literary background. Emphasis on the Canterbury Tales. Students should have had at least two semester courses in literature. Not open to first-year students. {L} Credits: 4

Nancy Bradbury
Offered Spring 2014

ENG 255 What Makes a Tale Worth Telling: Reading the 19th Century Story
Same as CLT 255. How did the modern short story emerge—why, where, when? What is its relation to other forms of short fiction—the Italian novella or the German novelle, or the fairy tale? Why are they often so elaborately framed, with their kernel presented as a kind of oral performance: a story told by one character to another? Why do they so often rely on the fantastic and the unlikely—and how, by the end of the century, did the story come to

Offered Spring 2014
concentrate instead on the mundane and the ordinary? What, in short, makes a tale worth telling? Readings in Goethe, Hoffman, Hawthorne, Gogol, Turgenev, Maupassant, Verga, Kipling, Chekhov, Jewett and others. [L] Credits: 4
Michael Gorra
Offered Spring 2014

ENG 256 Shakespeare
A Midsummer Night's Dream, As You Like It, Henry IV, Measure for Measure, King Lear, Macbeth, Coriolanus, The Tempest. Enrollment in each section limited to 25. Not open to first-year students. [L] Credits: 4
Gillian Kendall, Fall 2013
Naomi Miller, Fall 2013
Offered Fall 2013

ENG 257 Shakespeare
William Oram
Offered Spring 2014

ENG 259 Rhyming, Railing and Roguery Before 1800
What do these three pursuits, both the respectable and the disreputable, have in common? Jonathan Swift, the greatest prose satirist in English literature, the “madman” who proposed eating babies as the solution to Irish poverty, was joined in the “Scriblerus Club” by Alexander Pope, the greatest satiric poet in the English tradition. Pope celebrated the heroic cutting of—a lock of hair. At the club meetings, John Gay picked up hints for his “Beggar’s Opera.” That opera, set largely in Newgate Prison, featured hard-drinking highwaymen and lusty prostitutes—all mirroring the vices of the upper classes. We’ll study not only those who satirized rogues, but rogues themselves too. Daniel Defoe, spy, journalist, and author of the first English novel,—Robinson Crusoe—was put in the pillory for one of his escapades. [L] Credits: 4
Nora Crow
Offered Spring 2014

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 patriarchy and advocate of human dignity, the last great Renaissance humanist, a poet of enormous creative power and influence. Not open to first-year students. [L] Credits: 4
Charles Reeser
Offered Fall 2013

ENG 263 Romantic Poetry and Prose
Concentration on selected poems of the major Romantics (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats), with prose writings by the poets themselves and by Austen and Mary Shelley. [L] Credits: 4
Patricia Skorda
Offered Spring 2014

ENG 268 Literary Genres: Lyric Poetry
Stanley Kunitz has said: “Poetry is language surprised in the act of changing into meaning.” In this course, we will examine poetry in action. This class is designed for those who would like to explore poems from countries, cultures and centuries that they have not studied before; for those who would like to study reading strategies appropriate for poetry; for those planning to teach poetry on any educational level, for those who like literature but have “poetry anxiety;” and for anyone who likes poetry and wants greater immersion. We will study a range of strategies for interpreting poetry as a means to better appreciating individual poems and poetic voices. Credits: 4
Naomi Miller
Offered Spring 2014

ENG 269 The Harlem Renaissance
Same as AAS 245. A study of one of the first cohesive cultural movements in African-American history. This class will focus 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 and subjects will include: Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes, and Nella Larsen among others. Enrollment limited to 40. [L] Credits: 4
Daphne Lamolite
Offered Fall 2013

ENG 273 Victorian Medievalism
Nineteenth-century revivals and transformations of medieval literature, arts, and social institutions; the remaking of the Middle Ages in the image of Victorian desires and aspirations. Arthurian legend in medieval and 19th-century England, the Gothic revival in British art and architecture, the cult of Chaucer, controversies over women's education, and the idealization of medieval communities in Victorian social theory. [L] Credits: 4
Nancy Bradbury, Cornelia Pearsall
Offered Spring 2014

ENG 274 The Art and History of the Book
Same as ARH 247. A survey of the book—as vehicle for the transmission of both text and image—from the manuscripts of the middle ages to contemporary artists' books. The course will examine the principal techniques of book production—calligraphy, illustration, papermaking, typography, bookbinding—as well as various social and cultural aspects of book history, including questions of censorship, verbal and visual literacy, the role of the book trade, and the book as an agent of change. In addition, there will be labs in printing on the handpress and bookbinding. Admission limited to 20 by permission of the instructor. [A] [H] Credits: 4
Martin Antonetti
Offered Spring 2014

Intermediate/Advanced Creative Writing Courses

ENG 206 Intermediate Fiction Writing
A writer's workshop that will focus on sharpening and expanding each student's fiction writing skills, as well as broadening and deepening her understanding of the short story form. In addition to analyzing and discussing one another's work, students will hone their craft by examining the work of established writers. Enrollment is by permission of the instructor. To be offered once only. [A] [L] Credits: 4
David Maine, Fall 2013
Instructor: TBA, Spring 2014
Offered Fall 2013, Spring 2014

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 re- vision. In addition, students will read and write on craft issues, and attend Poetry Center readings / Q&A's. Enrollment is by permission of the instructor. [L] Credits: 4
Instructor: TBA
Offered Spring 2014

ENG 290 Crafting Creative Nonfiction
A writer's workshop designed to explore the complexities and delights of creative nonfiction. Constant reading, writing and critiquing. Admission by permission of the instructor.
Topic: Crafting Creative Nonfiction
This will be a course for students with a serious interest in developing and refining their skills at formal essay writing. Because reading and writing are complementary cognitive activities, we will spend time reading essays by some of the best writers of the last 100 years or so: Virginia Woolf, George Orwell, James Baldwin, Adrienne Rich, Richard Rodriguez, Alice Walker and Gore Vidal among others. Selections will be organized in thematic clusters to inspire, prompt, provoke or incite responses that will generate formal essays. Attention to the writing process, particularly revision, and to matters of style (“the perfection of style is to be clear without being mean,” said Aristotle). English 290 will combine formal class sessions, independent writing, group writing, and conferences with the instructor. A portfolio of finished essays (five or six) will be due on the Friday before last class of the semester. Admission by permission of the instructor. [A] [L] Credits: 4
Robert Hosmer
Offered Fall 2013

Topic: Writing about Science
This course invites students with an interest in science—and in writing—to learn skills for creatively communicating science news, concepts and history. At the outset, class time will be devoted to discussions (call them dissections) of assigned readings, including books, articles, plays, poems and blogs that treat scientific themes. We will compare and contrast the writing of practicing scientists with that of science writers, in the hope of appropriating the best elements of both. Class sessions later in the term will provide time and space for work-shopping and peer-editing. Students will write a book review, a profile (or obituary) of a scientist, and an article (3,000–4,000 words) about research in a field of personal interest. (E) Credits: 4
Dava Sobel
Offered Fall 2013

Topic: Writing Essays: New Yorker Style!
Organized as a writers’ workshop, this course is designed to encourage students already proficient in writing to view their own and others’ essays as works of art. Correctness in spelling, grammar and punctuation will be assumed from the beginning. Much emphasis will be placed on the development of each student’s personal voice and on the ripening of her own particular talents. Though the atmosphere of the meetings will no doubt be serious and intense, the instructor expects that the students will learn to have fun with words, that they will enjoy a greater sense of ease with writing as they come to realize that it is a process under their control and subject to their choices. Sample should be in prose, not verse. Enrollment is by permission of the instructor. (L) Credits: 4
Nora Crow
Offered Spring 2014

ENG 295 Advanced Poetry Writing
Taught by the Grace Hazard Conkling Poet in Residence, this is an advanced poetry workshop for students who have developed a passionate relationship with poetry and who have substantial experience in writing poems. Texts are based on the poems who will read at Smith during the semester, and students will gain expertise in reading, writing, and critiquing poems. Enrollment is by permission of the instructor. (L) Credits: 4
Joan Larkin
Offered Fall 2013, Spring 2014

ENG 296 Advanced Fiction Writing
Enrollment is by permission of the instructor. (L) Credits: 4
Instructor: TBA
Offered Spring 2014

ENG 384 Seminar: Writing About American Society
Same as AMS 351. In this class, students will develop their skills in narrative, long-form non-fiction writing as they explore the ways that science and technology are transforming American culture. We will analyze science writing by authors ranging from John McPhee to Elizabeth Kolbert, and discuss issues ranging from social networking to research into the origins of life. Students will write several original essays and reported pieces during the semester. Enrollment limited to 15. Admission by permission of the instructor, based on submitted writing samples. [L][S] Credits: 4
Dava Sobel
Offered Spring 2014

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
Offered Fall 2013

Level V
Seminars. Seminars are open only to juniors and seniors, and admission is by permission of the instructor.

ENG 303 Seminar: American Literature
Topic: Willa Cather’s Fiction
A study of the work and career of one of 20th century America’s most significant writers, with particular attention to her development as a writer, to her characteristic narrative strategies, and to her relation to the cultural transformations associated with modernism. (L) Credits: 4
Richard Millington
Offered Spring 2014

ENG 306 Seminar: Foundations of Celtic Europe: Old European, Indo-European, Etruscan, Greek, and Roman
Celts are the only Indo-European-speaking people to adopt the Old European cult of the great mother as their dominant divinity, creating in the fourth century B.C. the La Tène complex in response to contacts with Etruscans, Greeks and Romans. La Tène replicated itself in Gaul, Britain and Ireland for centuries into the first millennium AD, ultimately yielding such manuscript treasures as the Book of Kells and Lindisfarne Gospels, as well as vernacular poems and sagas depicting two parallel universes, this world and Anwen ‘the Unworld,’ neither home to the gods nor unambiguously land of the dead, but rather a preternatural realm
whose inhabitants interact in love or violence with humans. We will examine material culture, historical records in Greek and Latin, and literary and religious texts composed in several languages: Etruscan, Gaulish, Old Irish, medieval Welsh, Old and Middle English and Old French. {L] Credits: 4
Craig Davis
Offered Spring 2014

ENG 309 Seminar: Black Prison Intellectuals
Interrogating theories of intellectualism, among them Antonio Gramsci’s notion of traditional and organic intellectuals, and distinctions between categories of criminal and enemy, this course will trace the role of black prison writings in the development of American political and legal theory. From 18th-century black captivity narratives and gallow’s literature through to the work of 20th and 21st century thinkers like Malcolm X, Eldridge Cleaver, and Angela Davis, this course asks how the incarcerated black intellectual has informed and challenged ideas about nationalism, community and self-formation from the early republic to the present. Credits: 4
Andrea Stone
Offered Fall 2013

ENG 310 Enabling Fictions: Writing Women’s Lives
“Why hath this lady writ her own life?” asked Margaret Cavendish in 1656, a time when a woman needed a plausible, if sometimes fabricated, reason for doing so. We’ll consider a range of women writers from the early modern period to the present, as they construct the narratives of their own lives or those of their families, out of fact, fiction, romance, exaggeration and equivocation; representing themselves sometimes as respectable, sometimes as heroic or roguish, using enabling fictions to shape their accounts. Beginning with Cavendish and her contemporaries (Anne Halkett, Lucy Hutchinson) we’ll move to texts, both fictional and autobiographical, from the 18th through the 21st centuries, concluding with writers such as Zora Neale Hurston, Maxine Hong Kingston and Marjane Satrapi. Enrollment limited to 12. {L] Credits: 4
Sharon Seelig
Offered Spring 2014

ENG 333 A Major British or American Writer
Ursula K. Le Guin
Ursula K. LeGuin is arguably the most important writer of science fiction and fantasy in the second half of the 20th century and certainly one of the best. Although the course will stress her experiments with the novel form, we’ll also consider other genres in which she writes—short story, “suites” of longer stories, essays, poetry. We’ll study the formal experiments of her fiction and its accompanying thought-experiments with gender, identity, the good society, and the promise and fear of the other. {L] Credits: 4
William Oram
Offered Spring 2014

ENG 334 Servants in Literature and Film
Often invisible but crucial, servants in English literature have served as comic relief, go-betweens, storytellers, sexual targets, and sometimes as central protagonists. But what roles do they play in contemporary literature and film? What can we learn from them about modernity, class, power relations, sexuality, gender, marriage or family? What new responses do they evoke from us? This seminar will consider how writers from various cultures and times call upon the figure of the domestic servant for different purposes, and how a view from (or of) the margins can change how and what we see. Writers include Shakespeare, Samuel Richardson, Emily Bronte, Wilkie Collins, Kazuo Ishiguro, Nadine Gordimer, Aravind Adiga. Films include Remains of the Day, Gosford Park, The Man, and Earth. Admission by permission. Enrollment limited to 12. {L] Credits: 4
Ambreen Hai
Offered Fall 2013

ENG 382 Reading American Literature
Film Noir and American Fiction, 1930–50
Discussion of the relation between the “hard-boiled” school of American writing—from Dashiell Hammet and Raymond Chandler in the 1930s to Dorothy B. Hughes and Patricia Highsmith in 1950—and the film genre that emerged when these works were adapted for the screen. The films of such directors as John Huston, Michael Curtiz, Billy Wilder, Fritz Lang, Howard Hawks, Nicholas Ray and Alfred Hitchcock will be discussed, with some attention to the Neo-Noir phenomenon of the 1970s (Roman Polanski) and after. Topics will include the popular reception of such bleak and violent narratives, their capacity for disruption and social critique, the extreme representations of misogyny and patriarchy, their distinctive styles and aesthetic principles, their European sources, and their inbreeding effects on one another. Credits: 4
Dean Flower
Offered Fall 2013

Cross-Listed and Interdepartmental Courses

AAS 202 Topics in Black Studies
Black Music and Literature
The course will examine the interactions between different forms of African American music and literature. Music and literature will be considered in their historical and cultural contexts. Students will read works of fiction, poetry and drama that are inspired by black music, as well as theoretical discussions of American popular music and the formation of culture. A key part of the course will be listening to and seeking to understand key examples of several genres of black music, from spirituals and work songs, to blues and jazz, to calypso and beyond. Writers may include Albert Murray, Ralph Ellison, James Baldwin, Gayle Jones, Toni Morrison, Staceyann Chin, Jean “Binta” Breeze, as well as critical essays that theorize race, culture, writing and music. {L] Credits: 4
Kevin Quasie
Offered Spring 2014

Race and Love
In this class, we will study the ways that black essayists negotiate ideas about race through notions of love: what does it mean to figure one’s humanity through the miasma of race; and how is love as a concept and the form of the essay relevant to this figuring? Here, we will think about race intersectionally, as a term that is only meaningful if one notices its invocation of gender, class, sexuality. We will read work by James Baldwin, Toni Morrison, Zadie Smith, Reginald Shepherd, Audre Lorde, bell hooks, Alice Walker, Cornel West, Jamaica Kincaid, Essex Hemphill, Hilton Als, Toni Cade Bambara. Prerequisite: AAS 111 or permission of the instructor. Enrollment limited to 20. {L] Credits: 4
Daphne Lamotte
Offered Spring 2014

CLT 205 20th-Century Literatures of Africa
A study of the major writers of contemporary Africa. Focuses on several key questions: Is the term African literature a useful category? How do African writers challenge Western representations of Africa as they confront over a century of European colonialism on the continent? How do they represent the postcolonial experience on the continent? Is there a correlation in their writing between life and expression and between oral cultures and written literature? Texts will include Achebe’s Things Fall Apart, Ngugi wa Thiong’o’s The River Between, Tsitsi Dangarembga’s Nervous Conditions, Mariama Bâ’s, So Long a Letter, Ndebele Njabulo’s The Cry of Winnie Mandela, Ama Ata Aidoo’s Our Sister Killjoy, Wole Soyinka’s Death and the King’s Horseman. We will also
watch films such as *Red Rubber*, *White King*, *Black Death*, *Totsi*, and *Kenya: Whitman’s Country*. [L] Credits: 4

*Katerina Mule*

**Offered Fall 2013**

**CLT 266 Studies in South African Literature and Film**

*South African Literature and Film Since 1948*

A study of South African literature and film since 1948 in their historical, social, and political contexts. How do writers and film makers of different racial and political backgrounds remember and represent the past? How do race, class, gender, and ethnicity shape the ways in which they use literature and cinema to confront and resist the racist apartheid state? How do literature, film, and other texts such as testimonies from the Truth and Reconciliation Commission function as complex cultural and political sites for understanding the interconnections among apartheid taxonomies, various forms of nationalisms, and the often hollow post-apartheid discourse of non-racial “New South Africa”? Texts include testimonies from the Truth and Reconciliation Commission, novels such as Alan Paton’s *Cry the Beloved Country*, Mzansi Kunene’s *Mandela’s Ego*, Njabulo Ndebele’s *The Cry of Winnie Mandela*, Nadine Gordimer’s *Judy’s People*, J.M. Coetzee’s *Waiting for the Barbarians*, Athol Fugard’s *Totsi* and *Zoe Wicomb’s You Can’t Get Lost in Cape Town*. We will also analyze films such as *Cry the Beloved Country*, *Sarafina!*, *Totsi*, *Cry Freedom*, and *South Africa Belongs to Us*. [E] [L] Credits: 4

*Katerina Mule*

**Offered Spring 2014**

**CLT 300 Foundations of Contemporary Literary Theory**

The interpretation of literary and other cultural texts by psychoanalytic, Marxist, structuralist and post-structuralist critics. 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, Barthes, Derrida and Foucault. Enrollment limited to 25. [L] Credits: 4

*Anna Botta*

**Offered Fall 2013**

**FLS 234 Art of Film**

This intermediate-level course, designed for students interested in both film studies and film production, is meant to give sustained practice in the formal analysis of screen work—films from several countries, many periods, and different genres. Ordinarily, it will follow FLS 150, broadening and deepening the practice of formal analysis taught in that course. Category by category, we will take up fundamental film techniques—mise-en-scène (settings, costumes, lighting), camera work (camera angles, the moving camera, framing, color and black-and-white, special effects), editing (cuts, jump cuts, fades, dissolves, wipes, montage sequences, split screens), sound (diegetic and nondiegetic music, sound effects, silence), and performance for the camera. The emphasis throughout will be on films in which technique produces distinctive, stylish, expressive meaning. There will be frequent practice in (and guidance about) writing on film. Prerequisite: FLS 150, a comparable introductory course, or permission of the instructor. Enrollment limited to 15. [A] Credits: 4

*Jefferson Hunter*

**Offered Spring 2014**

**FLS 241 Genre/Period**

*Screen Comedy*

Lectures, with frequent discussion, on film comedies from a variety of places and times: American screwball comedies and British Ealing comedies; battles of the sexes: the silent or nonverbal comedy of Chaplin, Keaton, and Jacques Tati; parodies of other film genres; political satire; musical comedy; adaptations of comic novels; fast-talking comedy by the Marx Brothers, Monty Python, Woody Allen, and Howard Hawks; and to sum things up, Ingmar Bergman’s *Smiles of a Summer Night*, plus a film chosen by the class. Some attention to animated cartoons; regular readings in film criticism, film history and the theory of comedy. No scheduled screenings; assigned films will be streamed via Moodle. Prerequisite: a college course in film or literature or permission of the instructor. [A] [L] Credits: 4

*Jefferson Hunter*

**Offered Fall 2013**

**SWG 360 The Cultural Work of Memoir**

This course takes the foundational premise of SWG that culture constructs subjects and asks how do queer or non-normative subjectivities come into existence? By studying a selection of literary memoirs by women and men in the last half century in the U.S., we will explore the relationships between queer subjectivities, politicized identities, communities, historical moments and social movements. The course depends on a second more radical premise that we do not have a life until we narrate it. How does life-writing as an expressive act create livable lives? Students will produce analytical essays and a memoir portfolio. Through the process of reflecting, re-imagining, and revising, we explore multiple writing strategies to turn our lives into art. Prerequisites: SWG 150 and at least one other course in the major, with preference for courses in queer studies and literature. Permission of the instructor and writing sample required. Enrollment limited to 15. [H] [L] Credits: 4

*Susan Van Dyne*

**Offered Spring 2014**

**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 bi-weekly 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 will be considered for staging. L and P with writing sample required, best submitted weeks prior to registration. [A] Credits: 4

*Andrea Hairston*

**Offered Fall 2013**

**THE 262 Writing for the Theatre**

Intermediate and advanced script projects. Prerequisite: 261. L and P. [A] Credits: 4

*Andrea Hairston*

**Offered Fall 2013**

**ENG 400 Special Studies**

Credits: 1 to 4

*Instructor: TBA*

**Offered Fall 2013, Spring 2014**

**ENG 408D Special Studies**

Credits: 1 to 4

*Instructor: TBA*

**Offered Spring 2014**

**ENG 408D Special Studies**

This is a full-year course.

Credits: 4 per semester, 8 for yearlong course

*Instructor: TBA*

**Offered Fall 2013, Spring 2014**

**ENG 408D Special Studies**

This is a full-year course.

Credits: 4 per semester, 8 for yearlong course

*Instructor: TBA*

**Offered Fall 2013, Spring 2014**

**ENG 408D Special Studies**

This is a full-year course.

Credits: 4 per semester, 8 for yearlong course

*Instructor: TBA*

**Offered Fall 2013, Spring 2014**
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, which links academic integration with agency and action, is a natural means by which to achieve this mission, and CEEDS will offer an Environmental Concentration with a focus/topic that changes every four years.

Through 2016, the topic of the environmental concentration 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 will enable 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: Sustainable Food comprises four components: a gateway course, an academic core, practicum experiences and a capstone.

1. Gateway Course (choose one)

**ENV 100 Environment and Sustainability: Notes from the Field**
Credits: 1
Offered Fall 2013

**LSS 100 Landscape, Environment and Design**
Credits: 2
Offered Spring 2014

2. Academic Core (four courses)

In consultation with their advisors, students will choose four courses from among the many food-related courses offered by the Five Colleges (see below). Chosen courses must span at least two of three divisions (humanities, social sciences, natural sciences and engineering). Example courses for the Academic Core offered at Smith and the rest of the Five Colleges can be found in the Environment Concentration courses section.

3. Practicum Experiences

The concentration requires students to pursue two (2) practicum experiences, which can include internships, projects on campus, and volunteer and paid work.

4. Capstone Course

**ENX 301 Environmental Concentration Capstone**
This course (see below for description) will be offered during the fall of 2013, 2014, 2015 and 2016. 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**

* Sustainable Food
This capstone course for the Environmental Concentration: Sustainable Food brings together students to work on team-based projects related to sustainable food. Project work will be complemented by lectures, readings, discussions and field trips throughout the Pioneer Valley. Enrollment limited to 15. (E) Credits: 4

Offered Fall 2013

Example Courses for the Academic Core offered by the Five Colleges

**Amherst College**

ANTH 33-01 The Archaeology of Food
ANTH 339 The Anthropology of Food
ENST 52 Seminar of Sustainable Agriculture
HIST 25 The Wild and the Cultivated
PSYC 17 Psychology of Food and Eating Disorders

**Hampshire College**

CS 101 Food 101
CSI 223 Who’s Your Farmer?
NS 0114 Chemicals in Your Food
NS 320 Agriculture, Food and Health
NS 294 S Sustainable Agriculture and Organic Farming
SS 154 Food, Health and Law
SS 158 The Fair Trade Movement

**Mount Holyoke College**

ANTHR 216 Special Topics in Anthropology: Food and Bathing Culture in Japan
ANTHR 316 Seminar Gender, Food and Agriculture in the Global Context
ASIAN 136j Food in Chinese Culture
ENST 321 S Sustainable Agriculture and Agroecosystems
ENST 301f Colloquium Food and Famine in African History
ENST 301s Colloquium Food and Famine in African History
GEOG 312s The Fair Trade Movement
GNDST 212s Women and Gender in Social Sciences Anthropology of Food and Agriculture
GNDST 333s Seminar Gender, Food and Agriculture in the Global Context
HIST 301 Food and Famine in African History
HIST 296 02 Topic: African Women Food/Power
LATAM 389 Agrarian America: Sugar, Cotton, Coffee, Wheat
POLIT 100 FY Seminar: Politics of Food
PSYCH 252 Food, Appetite and Culture
RELG 260 Food, Eating and the Sacred
### Smith College

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ANT 226</td>
<td>Archaeology of Food</td>
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<tr>
<td>ANT 248</td>
<td>Medical Anthropology</td>
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<tr>
<td>BIO 103</td>
<td>Economic Botany Plants and Human Affairs</td>
</tr>
<tr>
<td>ECO 213</td>
<td>The World Food System</td>
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<td>ENG 119</td>
<td>Writing Roundtable</td>
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<td>ESS 150</td>
<td>Nutrition and Health</td>
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<td>FYS 100</td>
<td>Food for Thought</td>
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<td>FYS108</td>
<td>“Curry: Gender, Race, Sexuality and Empire”</td>
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<tr>
<td>FYS159</td>
<td>What’s in a Recipe?</td>
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<td>FYS198</td>
<td>The Global Coffee Trail</td>
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<td>ITL205</td>
<td>Savoring Italy: Recipes and Thoughts on Italian Cuisine and Culture</td>
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<tr>
<td>LSS220</td>
<td>Activism by Design</td>
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<tr>
<td>SWG230</td>
<td>Feminisms and the Fate of the Planet</td>
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### University of Massachusetts

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ANTH 297</td>
<td>Anthropology of Food</td>
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<tr>
<td>ANTH 397</td>
<td>Special Topics: Food and Culture</td>
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<td>ENGLISH 297W</td>
<td>Special Topics: Beyond Food Writing</td>
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<td>FD SCI 101</td>
<td>Food and Health</td>
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<td>FD SCI 102</td>
<td>World Food Habits</td>
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<td>FD SCI 150</td>
<td>The Science of Food</td>
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<td>FD SCI 160</td>
<td>The Nature of Food</td>
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<td>FD SCI 265</td>
<td>Survey of Food Science</td>
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<td>FD SCI 270</td>
<td>Biology of Food in Human Health</td>
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<td>FD SCI 541</td>
<td>Food Chemistry (FD SCI 544 Lab)</td>
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<td>FD SCI 561</td>
<td>Food Processing</td>
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<td>FD SCI 567</td>
<td>Food Microbiology (FD SCI 566 Lab)</td>
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<td>FD SCI 575</td>
<td>Elements of Food Process Engineering</td>
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<td>FD SCI 580</td>
<td>Food Borne Diseases</td>
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<td>KIN 110</td>
<td>Human Performance &amp; Nutrition</td>
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<td>NUTR 230</td>
<td>Basic Nutrition</td>
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<td>NUTR 572</td>
<td>Community Nutrition</td>
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<td>NUTR 577</td>
<td>Nutritional Problems in the U.S.</td>
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<td>PLSOILN 280</td>
<td>Herbs, Spices and Medicinal Plants</td>
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<td>PLSOILN 300</td>
<td>Deciduous Orchard Science</td>
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<td>PLSOILN 305</td>
<td>Small Fruit Production</td>
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<td>PLSOILN 315</td>
<td>Greenhouse Management</td>
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<td>PLSOILN 325</td>
<td>Vegetable Crop Production</td>
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<td>PLSOILN 350</td>
<td>Soil and Crop Management</td>
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<td>PLSOILN 370</td>
<td>Tropical Agriculture</td>
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<td>PLSOILN 390G</td>
<td>Global Food Systems</td>
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<td>PLSOILN 390E</td>
<td>Sustainable Food and Farming</td>
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<td>PLSOILN 397C</td>
<td>Community Food Systems</td>
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<td>POLSCI 291</td>
<td>The Politics of Food</td>
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<tr>
<td>RES EC 241</td>
<td>Intro to Food Marketing Economics</td>
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<td>RES EC 343</td>
<td>Food Merchandizing</td>
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</tbody>
</table>
Environmental Science and Policy

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 (ENV 101) as well as statistics.

Requirements: The ES&P major requires 14 courses. These include:
1. four environmental integration courses (ENV 101, ENV 201/202, ENV 311, ENV 312);
2. three introductory courses in the natural sciences from different areas (BIO, GEO, CHM, PHY/EGR), two of which must include labs (see list);
3. two introductory courses in the category of social sciences, humanities and policy from different departments (see list);
4. one course in statistics; and
5. four electives that create a coherent sequence with a clear environmental focus. No more than 1 elective can be at the 100-level and at least one must be at the 300-level. ENV 100 may not be used as an elective. One semester of independent study (ENV 400) or credit toward an Honor’s thesis (ENV 430d) may be substituted for 1 elective.

One course fulfilling the major requirements may be taken S/U; ENV 201/202, ENV 311, and ENV 312 may not be taken S/U.

Environmental Integration Courses

All majors must complete the four environmental integration courses:

ENV 101 Environmental Integration I: Perspectives
ENV 201 Environmental Integration II: Collecting and Analyzing Information
ENV 202 Environmental Integration II: Collecting and Analyzing Information Laboratory
ENV 311 Environmental Integration III: Interpreting and Communicating Information
ENV 312 Environmental Integration: IV: Sustainable Solutions

Introductory Courses

Natural Sciences

All majors must take one course in three of the following four natural science areas. Two of these courses must include a laboratory or field component (designated by L). 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.

Biological Sciences

BIO 154 Biodiversity, Ecology and Conservation
BIO 155 Biodiversity, Ecology and Conservation Laboratory
BIO 180Y Biogeochemical Cycling in the Avery Brook Watershed: a Research Course
Chemistry

CHM 108 Environmental Chemistry
CHM 111 Chemistry I: General Chemistry
CHM 118 Advanced General Chemistry

Geosciences

FYS 134 Geology in the Field
GEO 101 Introduction to Earth Processes and History
GEO 102 Exploring the Local Geologic Landscape
GEO 105 Natural Disasters: Confronting and Coping
GEO 106 Extraordinary Events in the History of Earth, Life and Climate
GEO 108 Oceanography: An Introduction to the Marine Environment
GEO 180Y Biogeochemical Cycling in the Avery Brook Watershed: a Research Course

Physics and Engineering

EGR 100 Engineering for Everyone
PHY 117 Introductory Physics I
PHY 118 General Physics II

BIO 180y/GEO 180y is a yearlong lab course that satisfies both lab requirements for the introductory natural sciences and may be paired with any introductory natural science lecture courses.

† GEO 102 counts only as a lab course. To fulfill the GEO requirement for the major, GEO 102 must accompany a GEO lecture course.

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 from the home department.

ANT 130 Introduction to Cultural Anthropology
ANT 241 Anthropology of Development
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 (e.g., ECO 220, MTH 201/PSY 201, GOV 190, MTH 219, MTH 220 or SOC 201).

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 from 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 1 elective can be at the 100-level; at least one must be at the 300-level. ENV 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 approved list below. Other relevant courses offered at Smith, within the Five College Consortium, or in study abroad 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 (ENV 400) or credit toward an Honor’s thesis (ENV 430d) may be substituted for one elective, but neither may count as the 300-level elective. ENV 400 must be taken for 3 or 4 credits to be used as an elective. Internships, study abroad, or Praxis experiences are encouraged.

Biological Sciences

BIO 103 Economic Botany: Plants and Human Affairs
BIO 260 Invertebrate Diversity
BIO 264 Plant Diversity and Evolution
BIO 268 Marine Ecology
BIO 272 Vertebrate Biology
BIO 364 Plant Ecology
BIO 366 Biogeography
BIO 390 Seminar: Topics in Environmental Biology Embryology, Ecology and Evolution

Chemistry

CHM 346 Environmental Analytical Chemistry

Environmental Science and Policy

ENV 150 Modeling Our World: An Introduction to Geographic Information Systems
ENV 222 Globalization, Food, and Environment
ENV 320 Environmental Justice
ENV 266 Landscapes of Northern Germany: Natural Environments and Human Influences
ENV 320 Environmental Justice

Geosciences

GEO 231 Invertebrate Paleontology and the History of Life
GEO 232 Sedimentary Geology
Environmental Science and Policy

GEO 251 Geomorphology
GEO 301 Aqueous Geochemistry
GEO 309 Groundwater Geology

Physics and Engineering
EGR 312 Atmospheric Processes
EGR 315 Ecolhydrology
EGR 325 Electric Energy Systems
EGR 330 Engineering and Global Development
EGR 346 Hydrosystems Engineering
EGR 388 Photovoltaic and Fuel Cell System Design

Social Sciences, Humanities and Policy
ANT 230 Africa: Peoples, Environment, and Development Issues
ANT 236 Economy, Ecology, and Society
ANT 241 Anthropology of Development
EAS 220 Colloquium: Environment and Society in Contemporary China
ECO 213 The World Food System
ECO 224 Environmental Economics
ECO 324 Seminar: Economics of the Environment and Natural Resources
ENG 118 Colloquia in Writing
ENG 135 Introduction to Creative Nonfiction
GOV 242 International Political Economy
GOV 254 Colloquium: Politics of the Global Environment
GOV 306 Seminar in American Government
LSS 250 Studio: Landscape and Narrative
PHI 238 Environmental Ethics
SOC 232 World Population
SOC 333 Environment and Society
SOC 333 Seminar: Social Justice, the Environment and the Corporation
SWG 230 Feminism and the Fate of the Planet

ENV 400 Special Studies
Admission by permission of the instructor. Special Studies are open only 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 do ENV 400. Credits: 1 to 4
Offered Fall 2013, Spring 2014

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 research advisers no later than the spring semester of their junior year.

Please consult the director of honors for specific requirements and application procedures.

Director: Virginia Hayssen

ENV 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

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, The School for Field Studies, The School for International Training, SEA Semester, the Maritime Studies Program of Williams College and Mystic Seaport, and the University of Maine Semester by the Sea. 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 could be authorized to count as 300-level electives with pre-approval 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, coordinator and/or an ES&P adviser early in their academic planning.

Requirements: Six courses including ENV 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, plus two electives in consultation with the minor adviser. For three of the six courses, two must be 200-level or higher; normally the third should be above the 100-level. ENV 100 may not be used as an elective.

ENV 201/202 and ENV 311 may count as electives toward the minor, but do not fulfill either the natural science or the social science, humanities and policy requirements. A course in statistics (e.g. MTH 219 or the equivalent) and Geographic Information Systems (e.g. ENV 150/GEO 150) are recommended. Appropriate Smith courses not listed below, Five College courses, or courses taken at other institutions and through summer and/or semester-away programs may be counted toward the minor with pre-approval 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; ENV 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 154 Biodiversity, Ecology and Conservation
BIO 268 Marine Ecology
BIO 364 Plant Ecology
BIO 390 Seminar: Topics in Environmental Biology

Chemistry
CHM 108 Environmental Chemistry
CHM 346 Environmental Analytical Chemistry
GEO 301 Aqueous Geochemistry

Geosciences
EGR 315 Ecohydrology
GEO 101 Introduction to Earth Processes and History
GEO 105 Natural Disasters: Confronting and Coping
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

Physics and Engineering
EGR 100 Engineering for Everyone
EGR 312 Thermochemical Processes in the Atmosphere
EGR 315 Ecohydrology

† EGR 315 and GEO 301 may be used to fulfill a natural science requirement in either of two categories.
* EGR 100 has several rotating themes; approval is granted for years when the focus is on energy and sustainability.

Social Sciences, Humanities and Policy
All minors must take one course in the social sciences, humanities and policy category.

ANT 230 Africa: Peoples, Environment and Development Issues
ANT 236 Economy, Ecology and Society
ANT 241 Anthropology of Development
ECO 224 Environmental Economics
GOV 242 International Political Economy
GOV 254 Colloquium: Politics of the Global Environment
GOV 306 Seminar in American Government
SOC 233 Environment and Society
SOC 332 Seminar: Environment and Society

Electives
All minors must take two elective courses. Electives may include: ENV 201/202, ENV 311, courses listed above for minors 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 abroad programs may be used to satisfy the electives requirement of the minor with consultation and approval of the major adviser.

ENV 100 Environment and Sustainability: Notes from the Field
This one-credit lecture series will introduce students to theory and practice in fields related to the environment and sustainability. Students will 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, will be drawn from the Five Colleges, the Pioneer Valley, and beyond. This course can be repeated for credit. This course will end the week before Thanksgiving. Graded S/U only. Credits: 1
Paul Wetzel
Offered Fall 2013

ENV 101 Environmental Integration I: Perspectives
This course examines how humans have changed Earth’s biosphere, atmosphere, hydrosphere and lithosphere, particularly over the last century, and the social, scientific and political challenges posed by these environmental alterations. We will reflect on how differing worldviews have influenced our past actions and may determine our future trajectory. Readings and discussions will examine scientific evidence, policies designed to improve the environment, and national and international responses to the environmental crises that confront humanity. Students will investigate strategies for mitigating damage, conserving resources, and restoring natural function of Earth systems. Enrollment limited to 60. [H][N][S] Credits: 4
Amy Rhodes, Ninian Stein
Offered Fall 2013

ENV 150 Modeling Our World: An Introduction to Geographic Information Systems
Same as GEO 150. A geographic information system (GIS) manages location-based (spatial) information and provides the tools to display and analyze it. GIS provides the capabilities to link databases and maps and to overlay, query, and visualize those databases in order to analyze and solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and connects course activities to GIS applications in landscape architecture, urban and regional planning, archeology, flood management, sociology, coastal studies, environmental health, oceanography, economics, disaster management, cultural anthropology and art history. Enrollment limited to 20. [N] Credits: 4
John Loveless
Offered Fall 2013

ENV 201 Environmental Integration II: Collecting and Analyzing Information
While focusing on three environmental topics, students will learn how to gather, analyze and present data using methods from the natural and social sciences. Data will be drawn from multiple sources, including laboratory experiments, fieldwork, archival sources, surveys, and interviews. Emphasis will be on quantitative analysis. Environmental topics will vary in scale from the local to the global. This course includes a required laboratory section. Prerequisite: one semester of statistics. ENV 101 is recommended. Enrollment limited to 18. [E] Q [N][S] Credits: 4
Michael Vorwerk, Spring 2011
Julienne Busa, Fall 2013
Ninian Stein, Spring 2014
Offered Fall 2013, Spring 2014
ENV 202
Environmental Integration II: Collecting and Analyzing Information Laboratory
In this laboratory complement to ENV 201, students will use a variety of methods to gather and analyze different types of environmental data (e.g., quantitative, qualitative, spatial). Enrollment limited to 18. Q \{N\}\{S\} Credits: 1
Julianne Busa. Fall 2013
Ninian Stein. Spring 2014
Offered Fall 2013, Spring 2014

ENV 222 Globalization, Food and Environment
Globalization has drastically altered the way that we interact with food, and we experience these changes every time we sit down to eat. This interdisciplinary course will examine a myriad of interrelated issues: the history and implementation of globalization; concepts of the “global environment;” historical distributions of food and agriculture; and the environmental and social effects arising from the global restructuring of our food system. Mirroring the topics of the course, students will research a particular food, tracing its movements around the globe and examining the political, social and environmental impacts of their chosen food’s production and consumption. (E) \{N\}\{S\} Credits: 4
Julianne Busa
Offered Spring 2014

ENV 311 Environmental Integration III: Interpreting and Communicating 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 introduces students to written, oral, visual, and quantitative communication for a variety of audiences and intents. Students will develop the ability to interpret environmental information from multiple sources, to synthesize that information for their own understanding, and to communicate that knowledge in ways appropriate to the particular objective and audience. A series of projects enable students to communicate an environmental issue of their own choosing to a diversity of audiences. ENV 101 and ENV 201/202 are strongly recommended. Enrollment limited to 25. \{N\}\{S\} Credits: 4
Susan Sayre
Offered Fall 2013

ENV 312 Environmental Integration: IV: Sustainable Solutions
This course engages the class in a semester-long design and/or analysis project. Students will work in ad hoc teams using a variety of skills and knowledge to address a current issue or question related to environmental sustainability for our local community. The specific projects will vary from year to year. Students will gain direct experience with the range and complexity of activities required to address a real-world environmental project. Student work will be assessed via progress reports (written and oral), reflective essays, and a final report. Prerequisites: ENV 101, Statistics, ENV 201/202, ENV 311. ENV 311 may be taken concurrently. Enrollment limited to 16. (E) \{N\}\{S\} Credits: 4
L. David Smith. Fall 2013
Ninian Stein. Spring 2014
Offered Fall 2013, Spring 2014

ENV 320 Environmental Justice
Environmental justice is the idea that all peoples should share equally in access to environmental goods and in exposure to environmental harms. Around the world, poor communities and communities of color are disproportionately impacted by environmental negatives from industry, waste disposal and other sources. Through investigation of the history, theories, and causations of environmental injustices, this class will critically analyze global and local environmental justice activism through discussion, lectures, a semester-long research project, and one mandatory field trip. Prerequisites: ENV 101 and an upper-level course in environmental science or social science, or the permission of the instructor. Enrollment limited to 35 students. (E) \{S\} Credits: 4
Ninian Stein
Offered Fall 2013

ENV 400 Special Studies
Admission by permission of the instructor. Special Studies are open only 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 do ENV 400. Credits: 1 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014
Advisers

†1 John M. Connolly, Professor of Philosophy
Elizabeth V. Spelman, Professor of Philosophy
*1 Albert G. Mosley, Professor of Philosophy
Susan Levin, Professor of Philosophy
Jeffry Lee Ramsey, Associate Professor of Philosophy
†1 Donna Michelle Riley, Associate Professor of Engineering
Ernest Alleva, Lecturer of Philosophy, Director

This minor offers students the opportunity to draw together courses with a major focus on ethics, and so 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 other 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, for example, have included:

ANT 255 Dying and Death
EGR 205 Science, Technology, and Ethics
PHI 221 Ethics and Society
PHI 235 Morality, Politics, and the Law
PHI 238 Environmental Ethics
PHI 241 Business Ethics: Moral Issues in the Boardroom and the Classroom
PHI 242 Topics in Medical Ethics
PHI 275 Topics in Moral Psychology
PHI 304 Colloquium in Applied Ethics
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 Sports Studies

Professors
Donald S. Siegel, Ed.D.
James Harmon Johnson, Ph.D., Chair
Barbara Brehm-Curtis, Ed.D.
Christine Marie Shelton, M.S.

Lecturers
Lynn Oberbillig, M.B.A.
Timothy J. Bacon, M.A.
Karen Riska, Ph.D.
Jacqueline S. Blei, M.S.
Jane Stangl, Ph.D.
Bonnie S. May, M.S.

Performance Instructors
Kim G. Bierwert, B.S.
Christine J. Davis, M.S.
Bonnie S. May, M.S.
Suzanne Gray Payne, M.Ed.
Carla M. Coffey, M.A.
Karen Carpenter Klinger, M.S.
David B Stillman, B.S.
Richard J Cesario
Rosalie Joan Peri, RN, CPT, RYT200
Craig Collins, B.S.
Nancy Rothenberg, 3rd degree black belt
Lisa Thompson, B.A.
Lynne A. Paterson, RYT200
Scott Johnson, B.S.

Teaching Fellows
Brian Fredema
Bronwen Gainsford
Sarah Elise Goodman
Jillyan Henriksen
Colleen Irby
Rebecca Madison
Mary Merrill
Lillian Patterson
Carolyn Rivett
Rebecca Waldo

Ellen M O’Neil, M.S.T.
Jean Ida Hoffman, M.S.
Judy B Messer, RYT, Sensei
Jo H Schneiderman, M.Ed.
Cindy Lee Schimelpfenig, A.S.
Katrina L O’Brien, B.S., ACA,W- FR,NAUI
Jaime L Ginsberg, M.Ed.
Lynn M Hersey, M.S.
Elizabeth Jacobson
Amanda Duffy
Fran Vandermeer
Kristinshaw
Kelly O’Connell
Deedie Steele
Kellie Steele, ATC
Jennifer Nardi

The Minor in Exercise and Sport Studies

Advisers: Barbara Brehm-Curtis, James H. Johnson

The Department of Exercise and Sport Studies minor is designed to provide students with a comprehensive introduction to exercise and sport studies. This course of study would be useful for students with an interest in exercise and sport and for those considering graduate study and/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 four-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 advisor’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 advisor.

Areas of Emphasis and Course Recommendations

Students may wish to follow one of the following specific areas of emphasis:
- Coaching/Education: ESS 100, 107, 110, 215, 220, 225 and EDC 336
- Exercise Science: ESS 100, 107, 210, 215, 220, 250, 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

M.S. in Exercise and Sport Studies

Adviser: Lynn Oberbillig

Requirements: The masters degree in exercise and sport studies is a 51-credit program that is tracked over the course of two years. Candidates receive theoretical and applied practice in coaching through 12 credits of a practicum experience by serving as an assistant coach to an intercollegiate team.

Additional information can be found in the Graduate and Special Programs section and at the following link: www.smith.edu/gradstudy/ess.php

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, NCA regulations, and recruiting. This is an introductory course and is designed to orient the student to the basics of coaching. This course prepares the student for more in-depth courses in such areas as biomechanics, exercise physiology and motor learning. Students who complete this course also receive ASE accreditation. Credits: 2

Timothy Bacon, Lynn Oberbillig
Offered Fall 2013

ESS 501 Seminar in Administration of Athletic Teams
The administration of sport and athletic teams is the major focus of this course. The course focuses on 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
Offered Fall 2013

ESS 502 Philosophy and Ethics
This course will introduce selected topics in ethics and philosophy of sport as they relate to coaching and the broader conception of sport in a democratic and capitalist culture. Drawing on case studies and contemporary sources, the course will examine beliefs about the value of competitive sport, its relationship to higher education and its implication for coaches. Credits: 2

Kristin Shaw
Offered Fall 2013

ESS 504 Collegiate Recruiting Class
This course will provide an in depth exploration of the recruiting process across all three divisions of the NCAA. We will 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 diversity, 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. 1cr for second year graduate students. Credits: 1

Instructor: TBA
Offered Fall 2013

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 per semester, 6 for yearlong course

Jacqueline Blei, Bonnie May, Fall 2013
Jacqueline Blei, Spring 2014
Offered Fall 2013, Spring 2014

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: 5 per semester, 6 for yearlong course

Jacqueline Blei, Bonnie May, Fall 2013
Jacqueline Blei, Spring 2014
Offered Fall 2013, Spring 2014

ESS 507 Critical Thinking and Research in Coaching
A colloquium on current research in coaching. Graduate students, ESS faculty and the coaching staff of the athletic department will meet to discuss and share work in progress as well as analyze coaching experiences and problems. May be repeated for credit. Credits: 1

Karen Riska
Offered Fall 2013

ESS 510 Biomechanics of Sport
Emphasis on the concepts of biomechanics as applied to sport. Biomechanics of the human body is also covered. Prerequisite: 210, undergraduate kinesiology, or biomechanics. (N) [Credits: 4]

Instructor: TBA
Offered Spring 2014

ESS 555 Sports Nutrition
The purpose of this course is to provide students with a basic understanding of the relationships among nutrition, health and athletic performance. Students in this course will apply basic nutrition science information to sports training and competition. This course will focus extensively on what coaches and athletes need to know about nutrition for optimal performance. Credits: 2

Barbara Brebm-Curtis
Offered Spring 2014

ESS 560 Socio-Cultural Analysis of Sport
Sport is one of the most pervasive social institutions within U.S. and North American society. Sociological and cultural studies concepts will be employed to investigate sport as a social institution in its own right, as well as its inter-relationship with other institutions. Herein, sport is examined as a key agent in contemporary culture and ideological development. Graduate status only. Enrollment limited to 20. Credits: 4

Jane Stangl
Offered Fall 2013

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 will also be covered. Case studies will be used to facilitate operationalizing theory. Credits: 4

Donald Siegel
Offered Spring 2014

ESS 580 Special Studies
Coaching issues, exercise science and sociocultural aspects of sport or other approved topics. Hours scheduled individually. Optional for graduate students. Credits: 1 to 4

Instructor: TBA
Offered Fall 2013, Spring 2014

ESS 590 Thesis
Credits: 4

Instructor: TBA
Offered Fall 2013, Spring 2014

ESS 590D Thesis
This is a full-year course. Credits: 2 or 4

Instructor: TBA
Offered Fall 2013, Spring 2014

A. Theory Courses

ESS 100 Playing the Game: Introduction to Exercise and Sport Studies
An overview 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, biophysical experiences and professional possibilities. Credits: 4

Karen Riska, Jillyan Henrikson, Mary Merrill
Offered Fall 2013

ESS 107 Emergency Care
The ultimate goal is to teach emergency medical care that will enable the student to a) recognize symptoms of illness and/or injuries; b) implement proper procedures; c) administer appropriate care; d) achieve and maintain proficiency in all skills; e) be responsible and behave in a professional manner; f) become certified in Community First Aid/AED and CPR for the Professional Rescuer. Enrollment limited to 10. Credits: 2

Craig Collins
Offered Fall 2013, Spring 2014

ESS 110 Introduction to Sports Coaching
This course will introduce students to the principles of coaching that are applicable to all sports. Content will include 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. This course will be of particular interest to education students or those intending to pursue a career in teaching as the course will prepare students to obtain the American Sport Education Program (ASEP) Coaching Certification which is now or will be mandatory for public high school coaches in many states including Massachusetts. Enrollment limited to 20. [S] Credits: 4

Timothy Bacon
Offered Spring 2014

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

Lisa Ritchie, Fall 2013
Barbara Brebm-Curtis, Spring 2014
Offered Fall 2013, Spring 2014

ESS 140 Health Behavior
The influence of behavior on health and well-being. Students will 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. This course may not be taken for the S/U grading option. Enrollment limited to 20. Credits: 4
Karen Riska
Offered Fall 2013

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. [S] Credits: 4
Instructor: TBA
Offered Spring 2014

ESS 220 Psychology of Sport
An examination of current sport psychology models and theories through a critical examination and analysis of popular sport film. Topics include motivation, team cohesion, leadership, peak performance, anxiety, attention, confidence and psychological skills training. Cultural differences and disability are also addressed. Student performance is evaluated primarily through scholarly writing, oral presentations, and a collaborative writing project. PSY 100 is recommended but is not a prerequisite. [S] Credits: 4
Timothy Bacon
Offered Fall 2013

ESS 250 Nutrition and Health
An introduction to the science of human nutrition. We will study digestion, absorption, and transportation of nutrients in the body, and the way nutrients are used to support growth and development and maintain health. We will also examine how personal dietary choices affect nutritive quality of the diet and health of an individual. The relationship between diet and health will be explored throughout this course. Special topics will 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
Offered Fall 2013

ESS 275 Exercise Design
A course designed to plan and implement exercise training programs for adults. Students will learn applied anatomy, exercise physiology, motivational tools, behavior change, applied biomechanics, and to measure and evaluate fitness variables. During this highly experiential course students will learn to design and operate individualized programs. Students who successfully complete this course will be prepared to complete the American College of Sports Medicine’s personal training certification. Enrollment limited to 20 [due to equipment]. Prerequisites: ESS 100 or 175 is recommended. Credits: 4
James Johnson
Offered Spring 2014

ESS 280 Applied Sports Medicine
Injuries due to involvement in sport result in untold expense, discomfort, and possible lifelong problems. The etiology and prevention of injury are discussed. Also covered are over training, childhood sport and specialization, and how to maintain healthy athletes. The most common sport injuries are analyzed. Lecture and discussion are supported by applied laboratory exercises. Enrollment limited to 20. [S] Credits: 4
James Johnson, Sarah Goodman
Offered Fall 2013

ESS 300 Nutrition Literacy
This seminar will focus on developing information literacy skills in the area of nutrition. Students will work with a variety of popular and scientific nutrition information sources to evaluate nutrition information in the media. A wide range of topics will be chosen for study in the class and will reflect student interest and academic expertise. Examples of possible topics include public policy and nutrition; global issues in nutrition and health; sustainable agriculture practices; dietary recommendations; drawing conclusions about diet from epidemiological studies; and health effects associated with intake of various nutrients and/or phytochemicals. [H]{L}{S} Credits: 4
Barbara Brehm-Curtis
Offered Spring 2014

ESS 400 Special Studies
Credits: 1 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014

IDP 208 Women’s Medical Issues
A study of topics and issues relating to women’s health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. Social, ethical and political issues will be considered including violence, the media’s representation of women, and gender bias in health care. An international perspective on women’s health will also be considered. [N] Credits: 4
Leslie Jaffe
Offered Spring 2014

B. 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. 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 901 Aquatic Activities
Sectioned course.

Beginning Swimming
A course in the development of basic swimming skills and the conquering of fear of the water. Priority will be given to establishing personal safety and enhancing skills in the water. Persons enrolling in this course will 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. Credits: 1
Mary Merrill, Carolyn Rivett
Offered Fall 2013, Spring 2014

Advanced Beginning Swimming
This course will focus on the improvement of swimming skills. Performance goals include being able to swim all four strokes and the turns associated with those strokes at a level that surpasses initial performance by the end of the semester. Students are assessed at the beginning and end of the semester with the aid of video feedback. Prerequisite: ability to swim at least one length of the pool. Enrollment limited to 12. Credits: 1
Craig Collins, Fall 2013
Instructor: TBA, Spring 2014
Offered Fall 2013, Spring 2014
**Intermediate Swimming**
This course will focus on improving swimming techniques in all four strokes and introducing the use of the pool as a fitness medium in preparation for swim conditioning. Enrollment limited to 18. Credits: 1
**Offered Fall 2013**

**Swim Conditioning**
Swimming workouts to improve physical fitness. Stroke improvement, exercise program design, and a variety of aquatic training modalities will also be included. Intermediate swimming ability required. Enrollment limited to 20. Credits: 1
**Offered Fall 2013, Spring 2014**

**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. Credits: 1
**Kim Bierwert**
**Offered Fall 2013**
**Offered Spring 2014**

**SCUBA Diving**
The use and care of equipment, physiology and techniques of SCUBA diving. Students must supply their own mask, fins, snorkel which may be purchased through the instructor. Optional NAUI certification through open water dives is available for a fee. Prerequisite: satisfactory swimming skills and good health. Enrollment limited to 20. Credits: 1
**David Stillman**
**Offered Fall 2013**

**SCUBA Diving I**
The use and care of equipment, physiology and techniques of SCUBA diving. Students must supply their own mask, fins, snorkel which may be purchased through the instructor. Optional NAUI certification through open water dives is available for a fee. Prerequisite: satisfactory swimming skills and good health. Enrollment limited to 20. Credits: 1
**David Stillman**
**Offered Spring 2014**

**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 side strokes, and retrieval of 10 lb. brick from 8 ft. depth. Enrollment limited to 10. Credits: 2
**Craig Collins**
**Offered Spring 2014**

**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. Credits: 1
**Jacqueline Blei**
**Offered Fall 2013, Spring 2014**

**Fencing II**
Building on skills learned in Fencing I (Foil) epee and sabre and the differences between each style will be taught. Class will cover footwork, positions, offense, defense and tactics particular to each weapon. Class will incorporate dynamic stretching and plyometric training to improve students' fitness with emphasis on partner drills and bouting, leading to in-class tournaments. Students will also learn about the world of competitive fencing from local events to World Cups and the Olympics. Prerequisite: Fencing I or permission of the instructor. Enrollment limited to 10. Credits: 1
**Scott Tandermann**
**Offered Spring 2014**

**ESS 925 Golf**
Sectioned course.

**Golf I—Beginner**
An introduction to the game of golf. Taught from “green to tee,” this course will teach the basic mechanics of the swing as well as correct club selection. The initial focus of the course will be directed to the “short game” and develop toward appropriate use of mid-, and long irons, concluding with woods/metros. Applied rules of golf and etiquette will also be addressed. Pending weather, field trip experience may be scheduled at the end of the term. Equipment is provided. Enrollment limited to 10 per section. Credits: 1
**Kelly O’Connell, Fall 2013**
**Frances Vandermeer, Spring 2014**
**Offered Fall 2013, Spring 2014**

**ESS 930 Equitation**
A series of courses in hunters seat equitation and basic dressage. Attention also given to safety, use and care of equipment, equine health and stable management. Students must attend registration session to be announced in E-Digest. All sections are to be arranged. There is a fee. Credits: 1
**Suzanne Payne, Tyler Hotchkiss, Elizabeth Jacobson, Cindy Schimelpfenig**
**Offered Fall 2013, Spring 2014**

**Equitation I**
For students in their first semester of riding at Smith. Sections range from beginner to advanced levels on the flat and over fences. Credits: 1
**Suzanne Payne, Tyler Hotchkiss, Elizabeth Jacobson, Cindy Schimelpfenig**
**Spring 2012**
**Suzanne Payne, Amanda Duffy, Elizabeth Jacobson, Spring 2014**

**Equitation II**
For students in their second semester of riding at Smith. Sections range from advanced beginner to advanced levels on the flat and over fences. Prerequisite: Equitation I. Credits: 1
**Suzanne Payne, Amanda Duffy, Elizabeth Jacobson, Cindy Schimelpfenig**
**Spring 2014**

**Equitation III**
For students in their third semester of riding at Smith. Low intermediate to advanced levels on the flat and over fences. Prerequisite: Equitation II. Credits: 1
**Suzanne Payne, Amanda Duffy, Elizabeth Jacobson, Cindy Schimelpfenig**
**Fall 2013**

**Equitation IV**
For students in their fourth semester of riding at Smith. Intermediate to advanced levels on the flat and over fences. Prerequisite: Equitation III. Credits: 1

**ESS 940 Outdoor Skills**

**Outdoor Adventure Sampler I**
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 back country travel. Enrollment limited to 10. Credits: 1
**Katrina O’Brien**
**Offered Fall 2013**
Outdoor Adventure Sampler II
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 will be introduced to nordic skiing, snowshoeing, ice climbing, caving, snow shelter building, winter canoeing and kayaking and the essentials of backcountry travel in the cold. This class meets the first seven weeks of the semester. Enrollment limited to 10. Credits: 1
Katrina O'Brien
Offered Spring 2014

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. Students have the opportunity to participate in a weekend overnight trip. Enrollment limited to 10. Credits: 1
Katrina O'Brien
Offered Fall 2013

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. Credits: 1
Katrina O'Brien
Offered Spring 2014

Rock Climbing I
This course is designed to introduce the fundamentals of rock climbing to the beginner. It will emphasize smooth climbing technique as well as familiarity with the equipment, various knots, belaying and rappelling. Basic top-rope anchor building will also be covered. Safety issues will also be a strong emphasis in this course. The majority of class time will take place on the Ainsworth gym climbing wall, but will also include two off-campus trips. Enrollment limited to 12. Credits: 1
Scott Johnson
Offered Fall 2013, Spring 2014

Whitewater Kayaking
An introduction to solo and tandem 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 6 per section. Credits: 1
Katrina O'Brien, Spring 2014
Scott Johnson, Spring 2014
Offered Spring 2014

Rock Climbing II
This active course will quickly review the fundamentals of rock climbing and top-rope anchor building, then proceed to introduce more advanced skills with a greater emphasis on lead sport climbing and traditional gear placement. Safety issues will remain a strong emphasis in this course. The majority of class time will take place off-campus at nearby cliffs. Prerequisite: Rock Climbing I or permission of the instructor. Enrollment limited to 8. Credits: 1
Scott Johnson
Offered Fall 2013

Wilderness Skills
The objective of this course is to teach students the fundamentals of wilderness skills, outdoor living and travel. This will include, but not be limited to principles of orienteering and navigation, back country camp craft, shelter building, travel techniques in different regions and conditions, low-impact camping techniques, fire building and various primitive skills. An emphasis is placed on traveling light-weight while following leave no trace (LNT) principles. Credits: 1
Scott Johnson
Offered Fall 2013

ESS 945 Physical Conditioning
Sectioned course.

Aerobics
Exercise to music. Various exercise styles will be introduced. This class will also cover 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. Credits: 1
Rosalie Peri
Offered Fall 2013, Spring 2014

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. Credits: 1
Judy Messer
Offered Fall 2013, Spring 2014

Kickboxing II
This class kicks up the fighting skills and conditioning level from Kickboxing I. Each class will include 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 has completed another Kickboxing Course that is instructor approved. Good health is a must. Participating student will be challenged at a high fitness level. Enrollment limited to 18. Credits: 1
Judy Messer
Offered Spring 2014

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. Credits: 1
Mary Merrill
Offered Fall 2013, Spring 2014

Basics
A course designed to teach the basics of functional fitness. Aerobic and anaerobic exercises are emphasized. Students learn the fundamentals of exercise training. Strong emphasis is placed on multiple forms of exercise and how to design an individualized exercise program. Students are expected to exercise outside of class. Enrollment limited to 14. Credits: 1
Instructor: TBA, Spring 2014
Sarah Goodman, Spring 2014
Offered Fall 2013, Interterm 2014, Spring 2014

Functional Resistance Training
This course provides an introduction to various methods of resistance training. The focus of this class is functional strength training. Students will learn specific training methods with a purpose. This is an ideal course for students interested in sport, applied sports medicine, and rehabilitation. Enrollment limited to 20. Credits: 1
Jaime Ginsberg
Offered Fall 2013
360 Degree Fitness
A vigorous fitness course designed for students interested in high level training. Individual assessments are made to assess aerobic and anaerobic power. Individualized training programs will be developed and administered. Enrollment limited to 12. Credits: 1
Jaime Ginsberg
Offered Spring 2014

Pilates Mat Training I
A course designed to teach the mat exercises of Joseph Pilates. These exercises are designed to increase core strength, increase joint mobility and stability, and increase muscle tone and flexibility. By the end of this course the student will be able to develop and maintain their own Pilates matwork program. Enrollment limited to 25. Credits: 1
Jean Hoffman, Fall 2013
Rosalie Peri, Fall 2013
Jean Hoffman, Spring 2014
Rosalie Peri, Spring 2014
Offered Fall 2013, Spring 2014

Pilates Mat Training II
A course designed to teach intermediate to advanced mat exercises developed by Joseph Pilates. This course will explore 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. Credits: 1
Rosalie Peri
Offered Spring 2014

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 will be introduced to different types of workouts and the rationale behind them (such as intervals, fartlek, tempos and plyometrics), and students will learn how to adjust these workouts to meet their individual fitness needs. Workshop topics will include form and technique, goal setting, stretching, strengthening, using heart rate monitors, injury prevention, nutrition, workout periodization and many others. The course will culminate in a field trip to race in a local 5k. Credits: 1
Lisa Ritchie
Offered Fall 2013

ESS 950 Sculling
An introduction to sculling techniques. A variety of boats are utilized to teach this great lifetime sport including singles and doubles. Classes will be taught on Paradise Pond and the Connecticut River. Prerequisite: satisfactory swimming skills. Enrollment limited to 10 per section. Credits: 1
Rebecca Waldo, Fall 2013
Instructor: TBA, Spring 2014
Offered Fall 2013, Spring 2014

ESS 955 Self Defense
Sectioned course.

Self Defense I
This course offers strategies for personal safety and confident communication skills. Non-verbal, verbal and physical techniques will be emphasized. Enrollment limited to 20. Credits: 1
Nancy Rothenberg
Offered Fall 2013, Spring 2014

Kung Fu
Indonesian Kung Fu is a traditional martial art that offers students physical fitness, coordination, increased focus, energy and awareness, self-discipline and personal growth. This course includes meditation, breath and energy awareness, physical conditioning, stretching, self-defense, choreographed sparring combinations and forms. Enrollment limited to 20. Credits: 1
Nancy Rothenberg
Offered Fall 2013, Spring 2014

Qigong
Qigong (or chi kung) is an internal Chinese meditative practice which uses slow and precise body movements, controlled breathing and mental focusing to promote the circulation of qi (life force energy), increase coordination, flexibility, muscle strength and overall health and well-being. Students learn 36 warm-up exercises from the Chinese system of Liangong and 64 Movements of Wild goose Qigong. Enrollment limited to 20. (E) Credits: 1
Nancy Rothenberg
Offered Spring 2014

Tai Chi I
An introduction to the Chinese martial art that was developed over 300 years ago. Emphasis will be on learning and understanding the unique movements of Chen Taijiquan, proper practice for health and self-defense applications. No prerequisites. Enrollment limited to 20 per section. Credits: 1
Richard Cesario
Offered Fall 2013, Spring 2014

Ba Gua Zhang
Eight Trigram Palm, is a traditional Chinese martial art once used by the Emperor's Imperial Guard. Its theory is based on the I Ching (Book of Changes), and the eight surrounding trigrams. As a martial art, Ba Gua Zhang incorporates a number of training methods, making it a challenging and effective practice in terms of self-defense and health building. This course will teach strengthening postures, strike sequences, turning the circle and forms which are the four pillars of this unique martial art. Enrollment limited to 20. Credits: 1
Richard Cesario
Offered Spring 2014

ESS 960 Raquet Sports
Sectioned course.

Badminton
The development of badminton skills, strokes and strategy. Students will learn to play singles and doubles in this fast indoor sport. Enrollment limited to 16. Course will meet first 8 weeks of the semester. Credits: 1
Timothy Bacon
Offered Spring 2014

Squash I
Instructions in basic strokes, rules, tactics, and strategy designed to allow the student to progress to a USSRA level 2.0 to 2.5 (Beginner). Enrollment limited to 10. Credits: 1
Dorothy Steele
Offered Fall 2013, Spring 2014

Tennis I—Beginning
Students will be introduced to the basic strokes of tennis (forehand, backhand, volleys, serves). Singles and doubles play and basic positioning will be presented. Tennis rules and etiquette will be included in the curriculum. Enrollment limited to 16 per section. Credits: 1
Christine Davis. Bronwen Gainsford, Fall 2013
Dorothy Steele. Bronwen Gainsford, Fall 2013
Instructor: TBA, Spring 2014
Offered Fall 2013, Spring 2014

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”
Exercise and Sports Studies

**Environment**
There will be emphasis on positioning and basic strategies for singles and doubles. Lobs and overheads will be introduced. In addition, tennis drills will be 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. Credits: 1

*Christine Davis, Fall 2013*
*Christine Davis, Spring 2014*
*Dorothy Steele, Spring 2014*

**Offered Fall 2013, Spring 2014**

**ESS 975 Yoga**
Sectioned course.

*Hatha Yoga I*
An introduction to basic hatha yoga poses, breath techniques, meditation and yoga philosophy. Designed to help students reduce stress, improve strength and flexibility and enjoy the mind/body connection. Enrollment limited to 26 per section. Credits: 1

*Elizabeth Thompson, Spring 2014*
*Jo Schmiederman, Spring 2014*
*Lynne Paterson, Spring 2014*

**Offered Spring 2014**

*Yoga I*
An introduction to basic yoga poses, breath techniques, meditation and yoga philosophy. Designed to help students reduce stress, improve strength and flexibility, and benefit the mind/body connection. Credits: 1

*Elizabeth Thompson, Fall 2013*
*Jo Schmiederman, Fall 2013*
*Lynne Paterson, Fall 2013*

*Hatha Yoga II*
Continuing level of Yoga will include a refinement of postures, breath and meditation techniques. Introduction of intermediate postures with emphasis on standing poses, backbends, inversions and arm balances, will provide a vehicle for deeper exploration of yoga practice and philosophy. Prerequisite: Yoga I. Enrollment limited to 26. Credits: 1

*Lynne Paterson*

**Offered Spring 2014**

**Riding**
In addition to riding classes for credit, noncredit riding instruction and participation in competitive riding are available at Smith College. A fee is charged for these courses, payable at Registration each semester. Further information may be obtained from Suzanne Payne, director of riding/team coach, extension 2734.


In the course of fulfilling the program of study, at least one course must focus on non-narrative film (documentary or experimental) and at least four courses should be at the advanced level. Courses can fit into more than one category, but a single course may not be used to satisfy two of the numbered requirements above.

Smith College Advisers
Alexandra Keller, Director; Film Studies Program
Anna Botta, Italian Language and Literature
Dawn Fulton, Department of French Studies
Jefferson Hunter, Department of English Language and Literature
Barbara Kellum, Department of Art
Daniel Kramer, Department of Theatre
Richard Millington, Department of English Language and Literature
Fraser Stables, Department of Art
Frazer Ward, Department of Art
Joel Westerdale, Department of German Studies

The Minor
The Film 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:
FLS 150 Introduction to Film Studies
FLS 351 Film Theory

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Joel Westerdale, Department of German Studies

Honors
Director: Alexandra Keller

FLS 430D Honors Project
A thesis on a film studies topic, or a creative project. Full-year course. Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014
Please consult the director of honors or the departmental website for specific requirements and application procedures.

**FLS 150 Introduction to Film Studies**
This course offers an overview of cinema as an artistic, industrial, ideological and social force. Students will become familiar with the aesthetic elements of cinema (visual style, editing, cinematography, sound, performance, narration and formal structure, etc.), the terminology of film production, and the relations among industrial, ideological, artistic and social issues. Films (both classic and contemporary, mainstream and experimental) will be discussed from aesthetic, historical and social perspectives, enabling students to approach films as informed and critical viewers. Enrollment limited to 60. Priority given to Smith College film studies minors and Five College film studies majors.

Formerly FLS 150. (A) Credits: 4

**Lokeilani Kaimana**
Offered Fall 2013

**FLS 234 Art of Film**
This intermediate-level course, designed for students interested in both film studies and film production, is meant to give sustained practice in the formal analysis of screen work—films from several countries, many periods and different genres. Ordinarily, it will follow FLS 150, broadening and deepening the practice of formal analysis taught in that course. Category by category, we will take up fundamental film techniques—mise-en-scène (settings, costumes, lighting), camera work (camera angles, the moving camera, framing, color and black-and-white, special effects), editing (cuts, jump cuts, fades, dissolves, wipes, montage sequences, split screens), sound (diegetic and nondiegetic music, sound effects, silence) and performance for the camera. The emphasis throughout will be on films in which technique produces distinctive, stylish, expressive meaning. There will be frequent practice in (and guidance about) writing on film. Prerequisite: FLS 150, or a comparable introductory course, or permission of the instructor. Enrollment limited to 15. (A) Credits: 4

**Jefferson Hunter**
Offered Spring 2014

**FLS 241 Genre/Period**

**Screen Comedy**
Lectures, with frequent discussion, on film comedies from a variety of places and times. American screwball comedies and British Ealing comedies; battles of the sexes; the silent or nonverbal comedy of Chaplin, Keaton and Jacques Tati; parodies of other film genres; political satire; musical comedy; adaptations of comic novels; fast-talking comedy by the Marx Brothers, Monty Python, Woody Allen and Howard Hawks; and to sum things up, Ingmar Bergman’s *Smiles of a Summer Night*, plus a film chosen by the class. Some attention to animated cartoons; regular readings in film criticism, film history and the theory of comedy. No scheduled screenings; assigned films will be streamed via Moodle. Prerequisite: a college course in film or literature or permission of the instructor.

(A) [L] Credits: 4

**Jefferson Hunter**
Offered Fall 2013

**Women and American Cinema: Representation, Spectatorship, Authorship**
This course provides a broad survey of women in American films from the silent period to the present. It examines the topic at three levels: 1) how women are represented on film, and how these images relate to actual contemporaneous American society, culture and politics; 2) formulations, expectations and realities of female spectatorship as they relate to genre, the star and studio systems, dominant codes of narration, and developments in digital and new media modes; 3) how women as stars, writers, producers and directors shape and respond to, work within and against, dominant considerations of how women look. In other words, we’ll be examining how women are seen, and how women see, how women are expected to see and be seen, and consider how fields of moving images contribute to what constitutes “women,” “Woman,” “womanhood,” “female,” and other terms that refer to bodies, identities, communities, discourses and selves. Among the figures and films we will examine: Marlene Dietrich, Katharine Hepburn, Dorothy Arzner, Marilyn Monroe, Madonna, Su Friedrich, Carolee Schneemann, Julie Dash, Kathryn Bigelow, the vamp, the femme fatale, the sacrificial mother, the action heroine, chick flicks, *Thelma and Louise*, *Boys Don’t Cry*, a range of contemporary works that may include *Sex and the City*, *Girls*, *Bridesmaids*, *The Kids Are Alright*, and a selection of Internet works. (A) Credits: 4

**Alexandra Keller**
Offered Fall 2013

**FLS 250 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 P.J. Raval. Readings by Alexander Doty, Thomas Elsaesser, Kobena Mercer, Jasbir Puar, B. Ruby Rich, Judith Halberstam, Jose E. Munoz’s, Chris Straayer and Hayden White. Credits: 4

**Lokeilani Kaimana**
Offered Spring 2014

**FLS 280 Introduction to Video Production**

**First Person Documentary**
This course provides a foundation in the principles, techniques and equipment involved in making short videos. In it, students will make short documentary films from the first-person point of view. We will use our own stories as material, but we will look beyond self-expression, using video to explore places where our lives intersect with larger historical, economic, environmental or social forces. We will develop our own voices while learning the vocabulary of moving images and gaining production and post-production technical training. Through in-class critiques, screenings, readings and discussion, students will explore the aesthetics and practice of the moving image while developing their own original projects. Prerequisite: Introduction to Film Studies. Application and permission of instructor required. Enrollment limited to 12. (A) Credits: 4

**Bernadine Mellis**
Offered Spring 2014

**FLS 350 Questions of Cinema**

**Film and Visual Culture from Surrealism to the Internet**
This class investigates cinema 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 shall 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 also look at how cinema has consistently and trans-historically grappled with certain fundamental issues and themes, comparing the nature of cinematic investigation with that of other media. Prerequisite: FLS 150 and permission of instructor. Credits: 4

**Alexandra Keller**
Offered Spring 2014
FLS 351 Film Theory
This upper-level seminar explores central currents in film theory. Among the ideas, movements and concepts we will examine: formalist, realist, structuralist, psychoanalytic, feminist, and post structuralist theories, and auteur; genre, queer and cultural studies approaches to questions regarding the nature, function, and possibilities of cinema. We will also consider how new media and new media theories relate to our experience in film and film theory. We will understand film theory readings through the socio-cultural context in which they were and are developed. We will also be particularly attentive to the history of film theory: how theories exist in conversation with each other, as well as how other intellectual and cultural theories influence the development, nature and mission of theories of the moving image. We will emphasize written texts (Bazin, Eisenstein, Kracauer, Vertov, Metz, Mulvey, DeLauretis, Doty, Hall, 
*Cahiers du Cinema*, the Dogme Collective, Manovich, etc.), but will also look at instantiations of film theory that are themselves acts of cinema (*Man with a Movie Camera, Rock Hudson’s Home Movies, The Meeting of Two Queens*). The course is designed as an advanced introduction and assumes no prior exposure to film theory. Fulfills the film theory requirement for the major and minor. Enrollment limited to 12. Prerequisite: FLS 150 or the equivalent. Priority given to Smith College Film Studies Minors and Five College Film Studies Majors. Priority given to seniors, then juniors. {A} Credits: 4
Lokeilani Kaimana
Offered Spring 2014

FLS 400 Special Studies
Admission by permission of the program. Credits: 1 to 4
Instructor: FBA
Offered Fall 2013, Spring 2014

FLS 430D Honors Project
A thesis on a film studies topic, or a creative project. Full-year course. Credits: 4 per semester, 8 for yearlong course
Alexandra Keller
Offered Fall 2013, Spring 2014

Cross-Listed Courses

**CLS 220 Greek Tragedy and Its Cinematic Reception**
*Barry Spence*
Offered Fall 2013

**EAS 214 Korean Film and Culture**
*Extreme Emotions Jina Kim*
Offered Spring 2014

**FYS 119 Performance and Film Criticism**
*Kyriaki Gournariidou*
Offered Fall 2013

**FYS 170 Crime and Punishment**
*Jefferson Hunter*
Offered Fall 2013

**FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema**
*Anna Botta*
Offered Fall 2013

**GER 231 Topics in German Cinema**
*Weimar Film (Pending CAP Approval) Joel Westerdale*
Offered Spring 2014
First Year Seminars

Alice L. Hearst, Professor of Government, Director

First-Year Seminars are inter-disciplinary 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 in size (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 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 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 will attempt to decipher this history by careful examination of field evidence. Class meetings will take place principally outdoors at interesting geological localities around the Connecticut Valley. Participants will 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 17 first-year students. [N] [WI] Credits: 4

John Brady
Offered Fall 2013

FYS 107 Women of the Odyssey
Homer’s Odyssey presents a gallery of memorable women: Penelope above all, but also Nausicaa, Calypso and Circe. Helen plays a cameo role, while Clytemnestra is regularly invoked as a negative example. Together these women define a spectrum of female roles and possibilities: the faithful wife, the bride-to-be, the temptress, the adulteress, the murderer. We will begin with a careful reading of the Odyssey; then study the afterlife of its female characters in the Western literary tradition. Readings will be drawn from authors both ancient (Homer, Aeschylus, Sophocles, Euripides, Ovid) and modern (H.D., Robert Graves, Louise Glück, Margaret Drabble). [L] [WI] Credits: 4

Justina Gregory
Offered Fall 2013

FYS 110 Mysticism and Redemption
This course will explore what gives form and meaning to our experience. Throughout most of history, this journey has been confined to philosophical and religious belief systems from Platonism to Zen Buddhism. Increasingly, contemporary culture has become a source of redemption or salvation through which we find meaning, order, and purpose. Course materials will include: music (both classical and popular), literature (philosophy, narratives and poetry), film and art. Each student will keep a journal of reactions to the class material. There will also be four essays on specific works covered in the course and a final, integrative paper in which students will explore a line of inquiry on mysticism and redemption. Enrollment limited to 16. WI (E) [WI] Credits: 4

William Hagen
Offered Fall 2013

FYS 111 Health Care, Justice and Self-Determination: Explorations in Bioethics
This course introduces students to bioethics starting with its ancient roots. Following an exploration of key works in the Hippocratic Corpus and by Plato, we turn to theoretical underpinnings of contemporary bioethics. On this historical and moral-theoretical foundation, we move to concentrate on health care and social justice, and end-of-life care and euthanasia. Our approach to these matters will take into account both their importance to bioethics and their centrality to all of us as citizens and individuals. Enrollment limit of 16 students. [S] [WI] Credits: 4

Susan Levin
Offered Fall 2013

FYS 114 Turning Points
How have women in the Americas understood defining moments in life? We will read fictional and autobiographical narratives that seek to understand different kinds of turning points: coming of age, coming out, coming to freedom, coming to consciousness. We will consider turning points in history (migrations, internment, war, civil rights and the women’s movements) as well as personal turning points (falling in love, leaving home, resisting oppression) and ask how history and memory, the political and the personal define each other. We will ask how these stories can help us understand and tell stories about turning points in our times and lives. Enrollment limited to 16 first-year students. Counts toward the Study of Women and Gender major. [L] [WI] Credits: 4

Susan Van Dyne
Offered Fall 2013

FYS 115 Reading the Civil War
In Faulkner’s Flags in the Dust the son of a Confederate cavalry officer listens to one of his father’s old troopers describe a memorable raid, and at the end asks what it was all about. Comes the answer: Damned if I know. This course interrogates the spectacularly different replies that question has drawn over the years. We will examine the rhetoric with which the Civil War has been defined in both the documents of the time and in later works of memory. We will read fiction, poetry, speeches, diaries, letters, memoirs and war-reporting; look at period photographs, later monuments and such films as Glory. Works by Stowe, Bierce, Chesnutt, Douglass, Grant, Shaara and others; readings in such historians as Foote, Foner and Faust. [H] [L] [WI] Credits: 4

Michael Gorra
Offered Fall 2013

FYS 118 Groves of Academe
A study of short stories, novels, memoirs, and films that describe and interpret the postsecondary academic experience of the 20th century. Many of the selections are set at Smith. By reading about the real and fictional experiences of others, students may come to understand their own. In addition to some serious analytical essays, students will make presentations (alone and with others) on the works material in the Smith archives, and the issues under consideration. Enrollment limited to 16 first-year students. [L] [WI] Credits: 4

Patricia Skarida
Offered Fall 2013

FYS 119 Performance and Film Criticism
An introduction to the elements, history, and functions of criticism. How do reviewers form their critical responses to theatre and dance performances as well as to films? The seminar will explore different critical perspectives, such as psychoanalytic, feminist, political and intercultural approaches. The students
will attend live performances and film and video screenings, and will write their own reviews and critical responses. Seminar discussions and student presentations will be complemented by visits and conversations with invited critics and artists. Enrollment limited to 16 first-year students. WI (A) {L} {WI} Credits: 4

Kyraki Gounaridou
Offered Fall 2013

FYS 120 Writing Home (Pending CAP Approval)
Are letters home and love letters obsolete? Has skyping replaced letter-writing? Is the mail of e-mail the same as letters sent through the post office? What role do letters play in literature, and how have letters influenced the historical record? These are some of the questions we will consider in letters from the 17th century to the present, literary and non-literary, beginning with the letters of Madame de Sévigné and continuing with Goethe’s The Sorrows of Young Werther; the love letters of George Sand and Chopin; Fontane’s Delusions. Confusions: Kafka’s Letter to his father: and selected examples from correspondences such as the letters written by Sylvia Plath when she was at Smith. We will see original letters in the Rare Book Room, and students will visit the Smith Archives to read letters home by Smith students in the past. This course may be counted towards the German Studies major (unless students have also taken GER 238). {L} {WI} Credits: 4

Jocelyne Kolb
Offered Fall 2013

FYS 121 The Evolution and Transformation of the Northampton State Hospital
This seminar explores the history of the Northampton State Hospital, its impact on the city of Northampton, and the current planning process around the redevelopment of the site. The former Northampton State Hospital grounds lie adjacent to Smith College. The facility was opened in the mid-1800s as the third hospital for the insane in Massachusetts. At its height, a century later, it had over 2000 patients and over 500 employees. In 1978, a federal district court consent decree ordered the increased use of community-based treatment as one part of a process of deinstitutionalizing the mentally ill in Western Massachusetts. In 1993 the hospital was officially closed. Subsequently, 120 acres of land and 45 buildings on the “campus” were made available by the state for reuse and future development. As a case study of socio-economic change and public policy, this seminar will explore the history of the Northampton State Hospital, deinstitutionalization, the hospital's closing, the ongoing development of the site, and efforts to memorialize the history of the hospital. Students will develop background and skills, including map reading, site visits, and historical research, to appreciate both the past and the future of the hospital grounds. Enrollment limited to 16 first year students. {H} {S} {WI} Credits: 4

Tom Riddell
Offered Fall 2013

FYS 128 Ghosts
This course explores what Toni Morrison in Beloved calls “the living activity of the dead”: their ambitions, their desires, their effects. Often returning as figures of memory or history, ghosts raise troubling questions as to what it is they, or we, have to learn. We shall survey a variety of phantasmagorical representations in poems, short stories, novels, films, spiritualist and scientific treatises, and spirit photography. This course counts towards the English major: Enrollment limited to 16 first-year students. {L} {WI} Credits: 4

Cornelia Pearsall
Offered Fall 2013

FYS 135 The Explorers
Women have set forth on journeys of exploration across the centuries, stepping into the unknown, challenging tradition, expanding the world. The story of women’s exploration is largely unknown. Who were these women? What does it feel like to go into the unknown? How did they plan their trips, find their way? What dangers did they encounter? In this seminar we will survey several famous explorations and some not so famous ones. Students will work with historical documents, study navigation (including celestial), and develop their ability to make oral and written presentations. Enrollment limited to 16 first-year students. Quantitative Skills. {WI} Credits: 4

James Johnson
Offered Fall 2013

FYS 140 Literature and Medicine
How do stories heal? What can we learn about medicine from stories, novels, poems, plays and case studies? How important are metaphors, framing, time, characterization and motivation? Comparing narratives from different cultures, students will 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. {L} {WI} Credits: 4

Sabina Knight
Offered Fall 2013

FYS 142 Reacting to the Past
Reacting to the Past is an interdisciplinary, historical role-playing course, consisting, typically, of two or three games from a list of about 20 games now in use. Students read from elaborate game books which place them in moments of heightened historical tension. The political and intellectual backgrounds are explained, game rules and elements are laid out, and supplementary readings are supplied. The class becomes a public body: students, working from role descriptions, become particular persons from the period and/or members of factional alliances. The purpose is to advance a policy agenda and achieve victory objectives by speech-making, cross-table debate, coalition building, bargaining, spying, and conspiracy. After a few set-up lectures, the game begins, and the students are in charge; the instructor retires to a corner of the room and functions as gamemaster/adviser. Deviations from the actual history, which some students will be trying to accomplish, are corrected in a post-mortem session. Students write papers, which are all game- and role-specific, but take no exams. Games used recently at Smith include: “The Threshold of Democracy: Athens in 403 B.C.”; “Confucianism and the Succession Crisis of the Wangu Emperor”; “The Trial of Anne Hutchinson”; “Henry VIII and the Reformation Parliament”; “Rousseau, Burke, and the Revolution in France, 1791”; “The Trial of Galileo”; and “Defining a Nation: Gandhi and the Indian Subcontinent on the Eve of Independence, 1945.” To see a video of this class go to: http://www.youtube.com/watch?v=luQsnPHQoU. {H} {WI} Credits: 4

John Coby, Fall 2013
Joshua Birk, Fall 2013
Offered Fall 2013

FYS 148 Migration Stories: Border-Crossing and Becoming in African-American Literature
This course will explore 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 refresh themselves, transform their environments and make their mark on the art and cultures of their new societies. Among the topics covered will be: 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 will 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. \{L\}{WI} Credits: 4

Daphne Lamotbe
Offered Fall 2013

FYS 155 Celtic Worlds
A reading in translation of classical authors on the ancient Celts, as well as the imaginative literature of medieval Wales and Ireland. We will explore the unique religion of this archaic people, their conceptions of this and the Otherworld; their cult of the Great Mother and other divinities; their celebration of beauty, art, music, sexuality and violence; the role of druids and “sovereignty goddesses” in the education of charismatic chieftains and their “warriors with horses”; the lives of Celtic saints, like Patrick, their miracles and devotion; and the beginnings of Arthurian romance in the Breton lais of Marie de France. This course counts toward the English major. Enrollment limited to 16 first-year students. \{L\}{WI} Credits: 4

Craig Davis
Offered Fall 2013

FYS 160 The End of the World as We Know It: The Post-Apocalyptic Novel
We will be exploring a wide range of literary scenarios that depict the collapse of civilization in the wake of plague-like disease and/or nuclear war. The motif of the post-Apocalyptic novel has become common, yet its roots go back as far (and farther than) Jack London’s The Scarlet Plague and Mary Shelley’s The Last Man. In the works we will be examining, we will witness the attempts of the few survivors of catastrophe to create a new world, or merely to live in a world in which the past casts a vast shadow over the present. The society that comes forth from these worlds can be anarchic, dystopic, utopian or a combination of these. Some works we will explore include: Aesop, Babylon; On the Beach, Richard Walker; The Postman; A Canticle for Leibowitz; The Chrysalids, The Road and others. Film adaptations will be shown as part of the course. Enrollment limited to 16 first-year students. \{L\}{WI} Credits: 4

Gillian Kendall
Offered Fall 2013

FYS 161 Immigration and the New Multiethnic Societies
The first part of this course traces the history of immigration from Italy to the United States. Students will read historical, literary and sociological texts, and study the representation of Italian Americans in movies and on television. The second part of the course studies contemporary Italy. In the last twenty years Italy has become a country of immigration. Questions of race, ethnicity, color, religion, gender, language and nationality are at the center of the formation of a new Italian identity. Some immigrants are starting to express their opinions from these worlds can be anarchic, dystopic, utopian or a combination of these. Some works we will explore include: Aesop, Babylon; On the Beach, Richard Walker; The Postman; A Canticle for Leibowitz; The Chrysalids, The Road and others. Film adaptations will be shown as part of the course. Enrollment limited to 16 first-year students. \{L\}{WI} Credits: 4

Giovanina Blessett
Offered Fall 2013

FYS 165 Childhood in African Literature
A study of childhood as an experience in the present and 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 colonization and decolonization frame 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 Dangarembga’s Nervous Conditions, Zoe Wicomb’s You Can’t Get Lost in Cape Town, Ngugi wa Thiong’o’s Weep Not Child, and Tahar Ben Jelloun’s The Sand Child. Enrollment limited to 16 first-year students. \{L\}{WI} Credits: 4

Katriruwa Male
Offered Fall 2013

FYS 170 Crime and Punishment
What are some of the causes and consequences of human wrongdoing? What kinds of wrongdoing do we consider worse than others, and why? How can we tell the guilty from the innocent? How can punishments be made to fit crimes? What’s the relation between punishment and guilt, the distinction between punishment and revenge? How, finally, do we define and recognize and attain that most elusive and important of human ideas: justice? We will investigate these questions by reading, discussing and writing about selections from the Old and New Testaments, a trilogy of ancient Greek plays (Aeschylus, Oresteia), a medieval allegory (Dante, Inferno), a 19th-century psychological novel (Dostoevsky, Crime and Punishment), and two or three modern American films. Enrollment limited to 16 first-year students. \{E\}{WI} Credits: 4

Jefferson Hunter
Offered Fall 2013

FYS 179 Rebellious Women
This writing-intensive First Year Seminar will introduce students to the rebellious women who have changed the American social and political landscape through reform, mobilization, cultural interventions, and outright rebellion. Using Estelle Freedman’s No Turning Back on the history of feminisms as our primary text, we will chronicle the history of feminist ideas and movements, interweaving historical change with contemporary debate. This course will use a variety of sources as our “texts” in addition to Freedman and will rely heavily on primary sources from the Sophia Smith Collection. 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 women’s issues. Enrollment limited to 16 first-year students. \{E\}{H}{S}{WI} Credits: 4

Anna Botta
Offered Fall 2013

FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema
Examining Italian cinema from neorealism to today, this course will investigate how major directors have negotiated two apparently independent postwar traditions: the aesthetic of realism (which purported 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). Directors include Amelio, Antonioni, Bertolucci, De Santis, De Sica, Germi, Moretti, Opeteck, Pasolini, Visconti. Conducted in English. Films with English subtitles. Enrollment limited to 16 first-year students. \{A\}{L}{WI} Credits: 4

Anna Botta
Offered Fall 2013

FYS 186 Israel: Texts and Contexts
Explores the relationship between Zionism as the political movement that established the State of Israel and Zionism as an aesthetic and cultural revolution that sought to reinvent the modern Jew. What were the roles of literary and visual culture in the construction of Israel’s founding myths and interpretations of its present realities? Focuses on efforts to negotiate the relationship between sacred and secular space; exile and homeland; the revival of Hebrew as a living language; Jews and Arabs; and Israel’s founding ideals as a democratic and Jewish state. Includes consideration of prose, poetry, graphic
novel, art, and film. Intended for students interested in Middle East Studies,
Comparative Literature, and/or in the relationship between literature and
politics. Enrollment limited to 16 first-year students. (L) (WI) Credits: 4
Miri Talmon
Offered Fall 2013

FYS 189 Utopia and Human Nature
What do human beings want? Can people be trusted to want what is good for
them? How does the good society deal with sex and acquisitiveness? How can it
reconcile individual desire with the common good? In facing these questions,
every utopian writer constructs his or her imaginary society in response to basic
assumptions about the nature of human nature. In considering these fictions
we’ll focus on works from three different periods by Thomas More, Nathaniel
Hawthorne and Ursula K. LeGuin. Enrollment limited to 16 first-year students.
(L) (WI) Credits: 4
William Oram
Offered Fall 2013

FYS 195 Health and Wellness: Personal Perspectives
In this course, we will explore health and wellness topics relevant to the student
group. Students will learn about a number of health-related topics, and
explore them from both academic and personal perspectives, using scientific
information to inform and understand personal experiences with health issues.
Information about health is everywhere, and we will discuss how to evaluate the
health information found in the media, including Internet and print sources.
Enrollment limited to 16 first-year students. (N) (WI) Credits: 4
Barbara Brehm-Curtis
Offered Fall 2013

FYS 198 The Global Coffee Trail
Billions of cups of coffee are consumed around the world every day. We will
explore the history of the little green bean in the bright red berry, from its
murky origins in North Africa, to its present status as the second most traded
commodity in the world, after oil. Topics will include origin stories, the
history of the “coffee house,” biochemical and physiological aspects of coffee
consumption, coffee botany and techniques of cultivation, the coffee trade and
organic and fair trade coffee movements. Students will investigate Northampton
coffee-houses, visit a local coffee roaster, and work with the Botanic Garden.
Enrollment limited to 16 first-year students. (E) (S) (WI) Credits: 4
Nola Reimhardt
Offered Fall 2013
French Studies

Professors
†1 Mary Ellen Birkett, Ph.D.
Ann Leone, Ph.D. (Professor of French Studies and Landscape Studies)
**1 Janie M. Vanpée, Ph.D.
**2 Eglal Doss-Quinby, Ph.D., Chair
§1(Spring) 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

Associate Professor
Dawn Fulton, Ph.D.

Assistant Professor
Mehammed Mack, Ph.D.

Lecturers
Alfred Babo, Ph.D.
Christiane Métral, M.A.
Carolyn Shread, Ph.D.

Visiting Lecturer from the École Normale Supérieure in Paris
TBA

Study Abroad in Paris or Geneva
Advisers: Paris: Hélène Visentin
Geneva: Jonathan Gosnell

Majors in French Studies who spend the year in Paris or Geneva will normally meet certain major requirements during that year.

Language Preparation for Study Away on Smith Programs
Paris
Students going on the Smith College Study Abroad Program in Paris must meet the following requirements:
1. Minimum GPA of 3.0
2. Two years or the equivalent of college-level French, normally four 4-credit courses, including one course at the FRN 250 level or above in the spring semester of the year before study in Paris
3. Students who enter Smith at FRN 230 level or above are required to take at least three semesters of French prior to study in Paris, including one course at the FRN 250 level or above in the spring semester of the year before study in Paris
4. Students beginning French with FRN 101 and 102 must take three four-credit French courses in their sophomore year

Geneva
Students interested in any of the academic options offered by the Smith College Study Abroad in Geneva are encouraged to begin study of French and to pursue it prior to departure. Students on either track (A or B) will study French language, or particular subjects of interest in French, while in Switzerland.

Track A (The Geneva International Internship Semester)
Students interested in the Geneva International Internship Semester in the spring semester are not required to take French before study abroad, as most coursework will be done in English. Students interested in the International Internship Semester in the fall must have at least one year or the equivalent of French study. Minimum GPA of 3.0 required.

Track B (University Studies in French or English)
Students considering a traditional program of study in Geneva should complete at least one year of college French to attend in the spring semester, or two years of French to study in the fall semester or the year. Minimum GPA of 3.0 required.

The Major
Advisers: Eglal Doss-Quinby, Dawn Fulton, Martine Gantrel, Jonathan Gosnell, Ann Leone, Mehammed Mack, Janie Vanpée, Hélène Visentin

Requirements
1) Ten four-credit courses at the 200 level or above, including: The basis for the French Studies major: FRN 230;
2) One language course at the advanced level;
3) Three additional four-credit courses in French Studies at the 300 level or higher, of which two must be taken in the senior year.

Of the remaining five courses, in consultation with her major adviser, a student may count up to four four-credit courses in appropriate departments other than French Studies; at least two of these four courses must be taught in French. 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/FRN 301, Foundations of Contemporary Literary Theory.

Honors
Director: Dawn Fulton
FRN 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014
FRN 431 Honors Project
Credits: 8
Offered Fall 2013

Please consult the director of honors or the departmental website for specific requirements and application procedures.

Graduate
Advisers: Martine Gantrel (Fall), Ann Leone (Spring)
FRN 580 Advanced Studies
Arranged in consultation with the department. Credits: 4
Offered Fall 2013, Spring 2014
FRENCH STUDIES COURSES

FRN 580D Advanced Studies
This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

FRN 590 Research and Thesis
Credits: 4 or 8
Offered Fall 2013, Spring 2014

FRN 590D Research and Thesis
This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

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. Unless otherwise indicated, all classes are conducted in French. Qualified students may apply for residence in La Maison Française, Dawes House.

LANGUAGE COURSES

FRN 101 Accelerated Elementary French
An accelerated introduction to French for real beginners based on the video method French in Action. Development of the ability to communicate confidently with an emphasis on the acquisition of listening, speaking, and writing skills, as well as cultural awareness. Four class meetings per week plus required daily video and audio work. Students completing the course normally enter FRN 102 or 103. Students must complete both FRN 101 and 102 or 103 to fulfill the Latin honors distribution requirement for a foreign language. Enrollment limited to 18 per section. No spring pre-registration allowed. Credits: 5
Ann Leone, Fall 2013
Eglal Doss-Quinby, Fall 2013
Jonathan Gosnell, Fall 2013
Offered Fall 2013

FRN 102 Accelerated Intermediate French
Emphasis on the development of oral proficiency, with special attention to reading and writing skills, using authentic materials such as poems and short stories. Students completing the course normally enter FRN 220. Prerequisite: FRN 101. Enrollment limited to 18 per section. Priority will be given to first-year students. (F) Credits: 5
Christiane Metral, Spring 2014
Jonathan Gosnell, Spring 2014
Offered Fall 2013

FRN 103 Intensive Intermediate French
This course uses the same textbooks as FRN 102, at a faster pace and with additional work on reading, writing, and oral skills; special attention to composition and building vocabulary. Additional materials include websites, podcasts, works by Colette, Maupassant, Sartre and others. Prerequisite: FRN 101. Students completing this course may be eligible to enter FRN 230. Students who take FRN 102 may not take FRN 103. Admission only by permission of the instructor. (F) Credits: 5
Ann Leone
Offered Spring 2014

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, etc.). Students completing the course normally enter FRN 220. Enrollment limited to 18 per section. (F) Credits: 4
Christiane Metral, Fall 2013
Martine Gantrel-Ford, Fall 2013
Offered Fall 2013

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, FRN 102, 103 or 120, or permission of the instructor. Students completing the course normally enter FRN 230. Enrollment limited to 18 per section. (F) Credits: 4
Dawn Fulton, Fall 2013
Instructor: TBA, Fall 2013
Mohammed Mack, Fall 2013
Instructor: TBA, Spring 2014
Offered Fall 2013, Spring 2014

FRN 230 Colloquia in French Studies
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 FRN 230. Enrollment limited to 16. Basis for the major. Prerequisite: FRN 220, or permission of the instructor.

Intermediate Courses in French Studies
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 will learn how the French converse, argue, persuade, disagree and agree with one another. Interactive multimedia exercises, role-playing, debating, presenting formal exposes and improving pronunciation. Prerequisite: FRN 230 or permission of the instructor. Admission by interview with the instructor during advising week. Enrollment limited to 14. (F) Credits: 4
Christiane Metral
Offered Interterm 2014

FRN 300 Advanced Composition
Emphasis on some of the more difficult points of French grammar and usage. Discussions and exercises based on various genres of writing and basic concepts in linguistics. Some work on phonetics. Prerequisite: normally, one course in French at the 250 level or permission of the instructor. (F) Credits: 4
Helene Visentin
Offered Fall 2013

FRN 385 Advanced Studies in Language
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 some field texts, introduction to business vocabulary, and oral communication in a business setting. Preparatory courses 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 business studies. Offered Fall 2013, Spring 2014

Intermediate Courses in French Studies
FRN 230 Colloquia in French Studies
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 FRN 230. Enrollment limited to 16. Basis for the major. Prerequisite: FRN 220, or permission of the instructor.
French Islam

“Islam de France” is a survey of contemporary flashpoints in the debate surrounding the place of Islam in French society. Students analyze a wide variety of new media documents including internet resources, journalistic articles and blogs, advertising, music videos, documentaries, the “khatibas” of prominent imams, legal texts, political pamphlets and posters, slam poetry, talk shows, as well as photo and video art. The italicization of “de” in “Islam de France” reflects the extent to which the question of Islam’s possible roots in France has been contested: can a homegrown, European, even Republican Islamic tradition emerge in France? (F) (L) (S) Credits: 4

Mehammed Mack
Offered Fall 2013

Women Writers of Africa and the Caribbean

An introduction to works by contemporary women writers from Francophone Africa and the Caribbean. Topics to be studied include colonialism, exile, motherhood, and intersections between class and gender. Our study of these works and of the French language will be informed by attention to the historical, political and cultural circumstances of writing as a woman in a former French colony. Texts will include works by Mariama Bâ, Maryse Condé, Yamina Benguigui, and Marie-Célie Agnant. (F) (L) Credits: 4

Dawn Fulton
Offered Fall 2013

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”? We will examine representations of mass consumption in literature, the press, history and analyses of French popular and bourgeois culture. We will pay particular attention to the role of women in the transactions and development of culture. (F) (H) (L) Credits: 4

Jonathan Gosnell
Offered Fall 2013

Paris, a Multi-Layered 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 will 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, Desnos, Modiano, Vargas, Gavalda. (F) (L) Credits: 4

Instructor: TBA
Offered Spring 2014

Fantasy and Madness

A study of madness and its role in the literary tradition. The imagination, its powers and limits in the individual and society. Such authors as Maupassant, Flaubert, Myriam Warner-Vieyra, J.-P. Sartre, Marguerite Duras. (F) (H) (L) Credits: 4

Helene Visentin
Offered Fall 2013

FRN 250 Skyping with the French—Cross-Cultural Connections

Using webcam and videoconferencing technology, students will have conversations in real time with French students in Paris. We will 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 socio-economic issues. Material: textbooks, cultural essays, surveys, articles, films and songs. Prerequisite: FRN 230 or higher or permission of the instructor. Enrollment limited to 15. (F) (S) Credits: 4

Mehammed Mack
Offered Spring 2014

FRN 251 The Francophone Press Online

A study of the current relationship between France and its former African colonies, with special emphasis on social, economic, political and cultural issues. Through daily readings of French and Francophone African newspapers and magazines online, students will explore topics such as democracy, human rights, immigration, corruption, religion, sports, youth employment, the status of women, child labor, cooperation and new partnerships. Reading from Le Monde, Le Figaro (France); Le Temps (Tunisia); El Watan (Algeria); Le Nouveau Courrier (Ivory Coast); Le Soir (Senegal); and La prosperiété (Democratic Republic of Congo). (E) (F) (S) Credits: 4

Instructor: TBA. Fall 2013; Alfred Babo, Spring 2014
Offered Fall 2013, Spring 2014

FRN 262 After Algeria: Revolution, Republic and Race in Modern France

For the last two centuries, one could argue that it is the Franco-Algerian relationship that has been decisive in the construction of modern France. From the colonial conquest in the early nineteenth 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. Memory of a conflictual present and past has required continual mediation among involved actors. In the fifty years that have passed since Algerian independence, France and the French have increasingly confronted echoes of the colonial past as a result of pervasive debates around immigration, multiculturalism and national identity. We will explore a post-Algerian French society seemingly marked permanently by its Algerian experience through a variety of perspectives and readings. Can a late 20th-century discourse of socio-economic, cultural, ethnic and religious diversity, all shaped by the Algerian episode, be reconciled with republican norms? To what extent has the experience of Algeria transformed contemporary French culture? In what ways can one speak of the Algerian experience in revolutionary terms? (F) (L) (S) Credits: 4

Jonathan Gosnell
Offered Spring 2014

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 will experience this difficult period through a global simulation in which each will create 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 will write 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. Prerequisite: FRN 230. Enrollment limited to 16. (F) (H) (L) (WI) Credits: 4

Jamie Vanpee
Offered Fall 2013

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 will study the emergence of political activism and the figure of the French “intellectual engage” through readings from key social and historical moments and from a variety of genres. We will 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 Montaigne, Molière, Voltaire, Hugo, Zola, Sartre, Beauvoir, Halimi, Boudrieu and others. Prerequisite: FRN 230 or permission of the instructor. (F) (H) (L) Credits: 4

Helene Visentin
Offered Fall 2013
FRN 275 Design by Fiction
Fiction writers produce design and invite us to think about it in various ways. In our mind’s eye, we see a virtual world created in their pages. We may discover design physically before us, on the page, or looking at the book itself as an object designed to tell us something quite different from the fiction it contains. Finally, a text may explore the seductions and desires of the desire to design and to create. Authors include Guillaume de Lorris, Montaigne, Louis XIV, Alfred Jarry, Balzac, Zola, Huysmans, Apollinaire, Colette. Course may include observation of class meetings in art, architecture, landscape studies, engineering and dance. Prerequisite: one course beyond FRN 230 or permission of the instructor. (E) {F}{L} Credits: 4
Ann Leone
Offered Spring 2014

FRN 282 Topics in 19th- and 20th-Century French Studies
What’s right? What’s wrong? Stories about moral dilemmas
How do stories about moral dilemmas frame the question of what is right and what is wrong? What do these stories say about the values that are at stake? Do they provide answers and, if so, which ones? By investigating how stories revolving around moral conflicts reproduce social, cultural and political contradictions, as well as ethical ones, this course will allow students to reflect on some of the major issues that have shaped the moral debate in post-revolutionary France. Readings by Balzac, Hugo, Zola, Gide, Camus, Sartre and Benameur. Prerequisite: one course above FRN 230. {F}{L} Credits: 4
Martine Gantrel-Ford
Offered Fall 2013

FRN 295 French Translation in Practice
Practicum in French; must be taken concurrently with CLT 150. Students will 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: one course beyond FRN 230 or permission of the instructor. {F}{L} Credits: 2
Carolyn Shread
Offered Spring 2014

Advanced Courses in French Studies
Prerequisite: two courses in French Studies at the 200 level or permission of the instructor.

FRN 320 Women Defamed, Women Defended
The voices of medieval women juxtaposed with the voices of men seeking to defame them (the antifeminist tradition) and those raised to defend them. How did women writers of the Middle Ages engage with the conventions and rhetoric of misogyny? What genres did women practice and in what way did they transform those genres for their own purposes? 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 champions of women? Readings will include the love letters of Héloïse, the lais and fables of Marie de France, the songs of the troubadours and women trouvères, and the writings of Christine de Pizan, alongside excerpts from the major antifeminist tracts of the Middle Ages. {F}{L} Credits: 4
Eglal Doss-Quinby
Offered Fall 2013

FRN 340 Topics in 17th/18th Century Literature
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 reenacting her trial, during which every member of the class will play the role of one of the important participants. Some film screenings. {F}{H}{L} Credits: 4
Jannie Vanpee
Offered Fall 2013

FRN 365 Francophone Literature and Culture
Literature of the French Caribbean
An exploration of the poets, theory and politics of Caribbean writing from the Négritude movement through the elaboration of the notions of Antillanité and Créolité. Works by such authors as Aimé Césaire, Edouard Glissant, Maryse Condé, Joseph Zobel, Patrick Chamoiseau, Gisèle Pineau. {F}{L} Credits: 4
Dawn Fulton
Offered Spring 2014

FRN 380 Topics in French Cultural Studies
Immigration and Sexuality
This course examines the place of sexuality in discussions and representations of immigration to France. Through readings, lectures, and film screenings, students discover the role played by sexuality in immigration debates from the 1920s to the present day. As France’s media and political parties have debated whether postwar immigration from the former colonies has entailed the erosion of French identity, long-standing claims about religious or ethnic diversity have increasingly been accompanied by a sexualized rhetoric that accuses immigrants of advocating rigid gender norms and intolerance of sexual diversity. Authors studied include Frantz Fanon, Tahar Ben Jelloun, Fadela Amara and Abdellah Taïa. {F}{L} Credits: 4
Mehammed Mack
Offered Spring 2014

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
Instructor: TBA
Offered Fall 2013, Spring 2014

Cross-Listed Courses and Recommended Courses from Other Departments and Programs

CLT 253 Literary Ecology
Ann Leone
Offered Fall 2013

CLT 271 Writing in Translation: Bilingualism in the Postcolonial Novel
Dawn Fulton
Offered Spring 2014
The Major

Advisers: for the class of 2014, Bosiljka Glumac; for the class of 2015, John Brady; for the class of 2016, Jack Loveless; for the class of 2017, Sara Pruss

Adviser for Study Abroad: Jack Loveless, 2013–14

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

1) Geoscience Track
   a) Six intermediate-level geoscience courses (24 credits): 221, 222, 231, 232, 241 and 251.
   b) Two 300- or 400-level geoscience courses (at least 8 credits total); a 4–6 credit summer geology field camp may substitute for one.

2) Environmental Geoscience Track (pending CAP approval)
   a) Two chemistry courses. No more than one at the 100 level. Aqueous Geochemistry (GEO 301) may count for one.
   b) 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).
   d) Four intermediate-level geoscience courses: 221, 222, 231, 232, 241 or 251.
   e) Two 300- or 400-level geoscience courses (at least 8 credits total); a 4–6 credit summer geology field camp may substitute for one.

3) Educational Geoscience Track
   a) Three education courses (*recommended): *The American Middle School and High School (EDC 232), *Educational Psychology (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).
   b) Six additional geoscience courses above the 100-level. One of these must be at the 300-level or be a 4–6 credit summer geology field camp course.

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.

Requirements: Completion of the basis plus other courses for a total of 24 credits in Geosciences, with no more than 14 credits at the 100-level.

Honors

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: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

GEO 432D Honors Project
Credits: 6 per semester, 12 for yearlong course
Offered Fall 2013, Spring 2014

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 eighteen 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.

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 will attempt to decipher this history by careful examination of field evidence. Class meetings will take place principally outdoors at interesting geological localities around the Connecticut Valley. Participants will 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 17 first-year students. (N)(WI) Credits: 4
John Brady
Offered Fall 2013

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
Robert Newton
Offered Fall 2013

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 that geology through weekly trips and associated assignments during which we will 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
Amy Rhodes, Fall 2013
Mark Brandriss, Fall 2013
Offered Fall 2013

GEO 105 Natural Disasters: Confronting and Coping
An analysis of earthquakes, tsunami, floods, hurricanes and tornadoes, volcanic eruptions, landslides, asteroid impacts and wildfires. Topics include: the current status of predicting disasters, how to minimize their impacts, public policy issues, the effect of disasters on the course of human history, and the record of past great disasters in myth and legend, rapid climate change, and what the future holds. Discussion sections will focus on utilizing GIS (Geographic Information Systems) to investigate disaster mitigation. (N) Credits: 4
John Loveless
Offered Fall 2013

GEO 106 Extraordinary Events in the History of Earth, Life and Climate
A journey through the 4.6 billion year history of global change focuses on the extraordinary events that shaped the evolution of the Earth and life. Some of these events include the origin of life, the buildup of oxygen in the atmosphere, mass extinctions of dinosaurs and other organisms, continental glaciations, profound changes in climate, and the evolution of humans. Discussion topics also include the changes that humans are making to our environment, and possible consequences and predictions for the future of our planet. (N) Credits: 4
Bosiljka Glumac
Offered Spring 2014

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 Pruss
Offered Spring 2014

GEO 112 Archaeological Geology of Rock Art and Stone Artifacts
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. (N) Credits: 4
Bosiljka Glumac
Offered Spring 2014

GEO 110 Geology of the Bahamas
A journey to the Bahamas that explores the geology, sea level history, and coral reefs of the Atlantis basin through the Smuggler’s Channel, Great Abaco Island, and New Providence, Grand Bahama Island. During the course, students will participate in and understand sedimentation processes, coral reef growth, and the formation of oceanic basins. (N) Credits: 4
Sara Pruss
Offered Spring 2014

GEO 115 Introduction to GIS
The geographic information system (GIS) is a computer-based system that manages location-based (spatial) information and provides the tools to display and analyze it. GIS provides the capabilities to link databases and maps and to overlay, query, and visualize those databases in order to analyze and solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and connects course activities to GIS applications in landscape architecture, urban and regional planning, archeology, flood management, sociology, coastal studies, environmental health, oceanography, economics, disaster management, cultural anthropology and art history. Enrollment limited to 20. (N) Credits: 4
John Loveless
Offered Fall 2013

GEO 150 Modeling our World: An Introduction to Geographic Information Systems
Same as ENV 150. A geographic information system (GIS) manages location-based (spatial) information and provides the tools to display and analyze it. GIS provides the capabilities to link databases and maps and to overlay, query, and visualize those databases in order to analyze and solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and connects course activities to GIS applications in landscape architecture, urban and regional planning, archeology, flood management, sociology, coastal studies, environmental health, oceanography, economics, disaster management, cultural anthropology and art history. Enrollment limited to 20. (N) Credits: 4
John Loveless
Offered Fall 2013

GEO 180Y Biogeochemical Cycling in the Avery Brook Watershed: a Research Course
Same as BIO 180y. This is an interdisciplinary research immersion course investigating biogeochemical cycling in the Avery Brook watershed with a particular focus on mercury—its deposition on and movement through the watershed, its methylation by the microbial communities in watershed beaver
ponds and its bioaccumulation. The questions asked and techniques applied will span the disciplines of biological science, geoscience, chemistry and environmental science. It is expected that, by the end of the spring semester, students will have drafted research papers and/or posters for presentation at regional or national meetings. The course combines field and laboratory research. Course open only to first year students. (E) Credits: 2 per semester, 4 for yearlong course

Robert Merritt, Robert Newton
Offered Fall 2013, Spring 2014

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. Enrollment limited to 20 students. (N) Credits: 4

Mark Brandriss
Offered Fall 2013

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 will emphasize the microscopic study of rocks in thin section. Weekend field trips to Cape Ann and Vermont are an important part of the course. Prerequisite: 221. (N) Credits: 4

John Brady
Offered Spring 2014

GEO 231 Invertebrate Paleontology and the History of Life
A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology, and the importance of fossils in biostratigraphy. Special topics include speciation, functional adaptations, paleoenvironments, the origin of life, the record of mass extinctions and originations, 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 without prerequisite to majors in the biological sciences. Enrollment limited to 25 students. (N) Credits: 4

Sara Pruss
Offered Fall 2013

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: 4

Bosiljka Glumac
Offered Fall 2013

GEO 241 Structural Geology
The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials, and methods of analysis. Prerequisite: 101 and 102, or 108, or FYS 103, or 102 with any other GEO 100-level course. (N) Credits: 4

John Loveless
Offered Spring 2014

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 will involve learning to use geographic information system (GIS) software to analyze landforms. During the second part of the semester laboratories will include field trips to examine landforms in the local area. Prerequisite: 101, or 102, or 108, or FYS 103. (N) Credits: 4

Robert Newton
Offered Spring 2014

GEO 223 Geology of Hawaiian Volcanoes
A field-based course to examine volcanic materials and processes on the island of Hawaii. Eruptive styles and cycles, magmatic evolution, lava fountains, flows, lakes, and tubes, normal faulting, crater formation, landscape development and destruction are among the topics to be considered. Participants must be physically fit and prepared for considerable hiking in rough terrain. Each student will complete a field report on a geologic site in Hawaii. Prerequisites: completion of an introductory level geology course and permission of the instructor. Enrollment limited to 14. (E) (N) Credits: 1

John Brady, Mark Brandriss
Offered Interterm 2014

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 will 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 will emphasize wet-chemistry analytical techniques. Participants will 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 208 or CHM 111. (N) Credits: 4

Amy Rhodes
Offered Spring 2014

GEO 309 Groundwater Geology
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 will involve studying a local groundwater problem. Prerequisites: 101, or 102, or 108, or FYS 103 and MTH 111. Enrollment limited to 14. (N) Credits: 4

Robert Newton
Offered Fall 2013

GEO 334 Carbonate Sedimentology
Students in this class will 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 will present their results at Celebrating Collaborations in April. Class discussion topics will 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 will be responsible to partially cover expenses associated with the January trip. (N) Credits: 4

Bosiljka Glumac
Not Offered this Academic Year
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 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014

GEO 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Bosiljka Glumac
Offered Fall 2013, Spring 2014

GEO 432D Honors Project
Credits: 6 per semester, 12 for yearlong course
Bosiljka Glumac
Offered Fall 2013, Spring 2014

AST 330 FC30 Seminar: Topics in Astrophysics
Asteroids
The dynamics of our solar system have inspired and supported the development of physics from Newton’s laws to chaos theory. We can now use these theories to explain why we always see the same side of the moon, why Jupiter’s moon Io is the most volcanic body in the solar system, why Saturn’s rings have gaps, and why Pluto crosses Neptune’s orbit but will never collide with it. The discovery of extrasolar planetary systems brings increasing opportunities to test our theories in new environments. Prerequisite: PHY 210 or the equivalent. At Mount Holyoke (N) Credits: 4
Thomas Burbine
Not Offered this Academic Year

EGR 315 Ecohydrology
This course 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 will address 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 or 114 and MTH 245 or 241. Credits: 4
Andrew Guswa
Offered Spring 2014

For additional offerings, see Five College Course Offerings by Five College Faculty.
The Major

Advisers: Jocelyne Kolb, Joel Westerdale

Adviser for Study Abroad: Jocelyne Kolb, Judith Keyler-Mayer, Joseph McVeigh

Courses other than those in the Smith Catalog taken during the Study Abroad in Hamburg will be numbered differently and will be considered equivalent to (and upon occasion may be substituted for) required courses offered on the Smith campus, subject to the approval of the department.

Basis: GER 200 (Intermediate German)

Requirements: Ten courses (or 40 credits) beyond the basis.

Required Courses: GER 161; 250, 300, 330, 350, 360

Electives: Five further courses, of which at least two must be in German.

Students may count FYS 156 or GER 211 toward the major, but not both.

Period Requirements: Students must take at least one course representing each of the following periods: before 1832, 1832–1933, 1933–present

A ten-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 outside the Department of German Studies may be counted toward the major with prior departmental approval.

The Minor

Advisers: Jocelyne Kolb, Joel Westerdale

Basis: GER 200 (Intermediate German)

Requirements: Six courses (or 24 credits) beyond the basis

Required Courses: Three courses are required:
GER 161, GER 250, GER 350 or GER 360

Electives: Three additional courses from those listed under the major, of which at least one must be in German.

Students may count FYS 156 or GER 211 toward the minor, but not both.

Courses other than those in the Smith catalog taken during the Study Abroad in Hamburg will be numbered differently and will be 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

Directors: Jocelyne Kolb

GER 430D Honors Project
This is a full-year course.
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013

Please consult the director of honors or the departmental website for specific requirements and application procedures.

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, 144, 200 or 250.

A. German Language, Literature and Culture

GER110y is a year-long 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 people 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 will be able to read short edited literary and journalistic texts as a basis for classroom discussion and to compose short written assignments. Students who successfully complete this year-long course are eligible to study on the Hamburg Green program in the following year; after taking GER 200 and GER 250 they are eligible for the Study Abroad in Hamburg. Credits: 5 per semester, 10 for yearlong course

Pauline Ebert
Offered Fall 2013, Spring 2014

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

Judith Keyler-Mayer
Offered Spring 2014
GER 200 Intermediate German
A review of basic grammatical concepts and the study of new ones, with emphasis on vocabulary building. An exploration of contemporary German culture through literary and journalistic texts, with regular practice in written and oral expression. Prerequisite: 110; permission of the instructor or by placement. (F) Credits: 4
Judith Kayler-Mayer
Offered Fall 2013

GER 250 Advanced Intermediate German
Introduction and practice of more advanced elements of grammar, with an emphasis on expanding vocabulary. Discussion of topics in modern German culture; development of reading skills using unedited literary and journalistic texts; weekly writing assignments. Students who successfully complete GER 250 will be eligible for the Study Abroad in Hamburg. Prerequisite: 200, permission of the instructor, or by placement. (F) Credits: 4
Instructor: TBA
Offered Spring 2014

GER 300 Topics in German Culture and Society
War and Peace in Germany
This course probes the discourse on war and peace in German culture from the 17th century to the present. We will look at examples from literature, film, art, music and popular culture. Gryphius, Heine, Remarque, Brecht, Böll, and others. Conducted in German. Highly recommended for students wishing to participate in the Study Abroad Program in Hamburg. Prerequisite: 250 permission of the instructor, or by placement. (F) [L] Credits: 4
Pauline Ebert
Offered Fall 2013

Lyric Poetry from Minnesang to Pop Song
From Medieval love lyrics (Minnesang) to the seductive verses sung by Marlene Dietrich and beyond, we will read closely, analyze, and discuss a wide selection of poetry including sonnets, ballads, Volkslieder, elegies, forms of free verse and parodies of various kinds. We will also listen to the musical settings of many poems, classic and popular. Among the poets considered will be Gryphius, Goethe, Heine, Droste-Hülshoff, Rilke, Lasker-Schüler, Brecht, Bachmann, Dursbein and Hahn. (F) [L] Credits: 4
Jocelyne Kolb
Offered Spring 2014

GER 350 Seminar: Language and the German Media
A study of language, culture, and politics in the German-language media; supplemental texts and films 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 Kayler-Mayer
Offered Fall 2013

GER 360 Advanced Topics in German Studies
Each topic will focus on a particular literary epoch, movement, genre or author from German literary culture. All sections taught in German.

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, Celan, Klüger, Behrens; films by Lubitsch, Chaplin, Harlan, Levy, Goldfinger. Conducted in English. (L) Credits: 4
Jocelyne Kolb
Offered Fall 2013

GER 400 Special Studies
Arranged in consultation with the department. Admission for junior and senior majors by permission of the department. Credits: 1 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014

B. Courses in English

GER 231 Topics in German Cinema
Weimar Film
[Pending CAP Approval]
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, Lang, Murnau, Pabst, Ruttman, Sternberg, Sagan, Riefenstahl. Conducted in English. (A) (H)
Credits: 4
Joel Westerdale
Offered Spring 2014

GER 241 Jews in German Culture
A survey of the Jewish-German dialogue from the 18th century to contemporary Germany: the importance of the Jewish presence in German culture; representations of the Jew in German literature, film, and opera; the role of antisemitism in German history from the Middle Ages to the present. Texts by Lessing, the Grimm Brothers, Heine, Wagner, Thomas Mann, Lasker-Schüler, Celan, Klüger, Behrens; films by Lubitsch, Chaplin, Harlan, Levy, Goldfinger. Conducted in English. (L) Credits: 4
Jocelyne Kolb
Offered Fall 2013

GER 300 Topics in German Culture and Society
Lyric Poetry from Minnesang to Pop Song
From Medieval love lyrics (Minnesang) to the seductive verses sung by Marlene Dietrich and beyond, we will read closely, analyze, and discuss a wide selection of poetry including sonnets, ballads, Volkslieder, elegies, forms of free verse and parodies of various kinds. We will also listen to the musical settings of many poems, classic and popular. Among the poets considered will be Gryphius, Goethe, Heine, Droste-Hülshoff, Rilke, Lasker-Schüler, Brecht, Bachmann, Dursbein and Hahn. (F) [L] Credits: 4
Jocelyne Kolb
Offered Spring 2014

GER 360 Advanced Topics in German Studies
Each topic will focus on a particular literary epoch, movement, genre or author from German literary culture. All sections taught in German.

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. {L} Credits: 4

Joel Westerdale
Offered Spring 2014

GER 400 Special Studies
Arranged in consultation with the department. Admission for junior and senior majors by permission of the department. Credits: 1 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014

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); 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

Manfred Bonus, Lisa Rubbmann and staff
Offered Fall 2013 and Spring 2014 for four weeks on the Study 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 will be on the political, economic, social, and cultural issues the republic was facing. For the Third Reich, we will focus on the establishment of dictatorship; the persecution of Jews; everyday life in Hitler Germany; World War II; resistance and opposition; the end of the Third Reich. Limited to students enrolled in the Study Abroad program. {H/F} Credits: 4

Rainer Nicolaysen
Offered Fall 2013 on the Study 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 role, its economics and administration. We will study the semiotics of theater and learn the technical vocabulary to describe and judge a performance. Plays will be by German authors from different periods. The Study Abroad program will cover the cost of the tickets. Attendance at four or five performances is required. Limited to students enrolled in the JYA program. {L/F} Credits: 4

Julia Gutzeit
Offered Fall 2013 on the Study Abroad in Hamburg

290 Studies in Language II
The objective of this course is to improve written and oral skills by building on work done during the orientation program or the winter semester. Emphasis in class will be on treatment of complex grammatical structures as well as dictations, grammar and listening comprehension. Students will be introduced to the form of the German term paper (Hausarbeit). (F) Credits: 4

Julia Gutzeit
Offered Fall 2013 and Spring 2014 on the Study Abroad in Hamburg

310 Language, Culture and The Academy
The objective of this course is to improve written and oral skills by building on work done during the orientation program or the winter semester. Emphasis in class will be on treatment of complex grammatical structures as well as dictations, grammar and listening comprehension. Students taking the course in the winter semester will be taught how to compose a term paper (Hausarbeit) in the German fashion. Prerequisite: 290 or by placement. (F) Credits: 4

Jutta Gutzeit
Offered Fall 2013, Spring 2014 on the Study Abroad in Hamburg

320 Germany 1945–90: Politics, Society, and Culture in the Two German States
This course, which provides a continuation of 270, will cover the post-war period of occupation; the founding of two German states; German-German relations during the Cold War; and the re-unification 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 JYA program. {L/H/F} Credits: 4

Rainer Nicolaysen
Offered Spring 2014 on the Study Abroad in Hamburg

First Year Seminar

FYS 120 Writing Home (Pending CAP Approval)
Are letters home and love letters obsolete? Has skyping replaced letter-writing? Is the mail of e-mail the same as letters sent through the post office? What role do letters play in literature, and how have letters influenced the historical record? These are some of the questions we will consider in letters from the 17th century to the present, literary and non-literary, beginning with the letters of Madame de Sévigné and continuing with Goethe’s The Sorrows of Young Werther; the love letters of George Sand and Chopin; Fontaine’s Delusions, Confusions; Kafka’s “Letter to his father”; and selected examples from correspondences such as the letters written by Sylvia Plath when she was at Smith. We will see original letters in the Rare Book Room, and students will visit the Smith Archives to read letters home by Smith students in the past. This course may be counted towards the German Studies major (unless students have also taken GER 238). {L} {WI}

Credits: 4

Jocelyne Kolb
Offered Fall 2013
Global Engagement Seminars

A Global Engagement Seminar is an intensive, credit-bearing summer seminar taught by a team of Smith faculty offered at a location away from campus. Global Engagement Seminars carry five credits, may not be taken S/U, and consist of three parts:

1. mandatory meetings throughout the spring semester to prepare students academically and culturally for their experience away from campus;
2. an intensive seminar taught by Smith faculty members in May–June and;
3. a required internship following the seminar.

Admission by application and instructor's permission only. Applications are accepted in the fall semester prior to the Global Engagement Seminar. All students are welcome to apply. Preference will be given to rising juniors and seniors, and to students with previous coursework relevant to the seminar as described below. Enrollment limited to 10 students per seminar.

Approved Global Engagement Seminars are listed below. For current course information and applications, visit the Lewis Global Studies Center website at www.smith.edu/world/programs_engagement.php.

GES 301 Jerusalem
Explores Jerusalem as a contested sacred and political space. Topics include the centrality of the city in Judaism, Christianity and Islam; archeology and the built landscape as a prism through which to understand the complicated layering of urban history and the competition between national communities; the importance of the city in contemporary Israeli and Palestinian national identities. Includes visits to sites of religious, historical, and political significance; meetings with local scholars, political figures and community activists. Please note: this is not a course on the Israel-Palestine conflict, but rather a course on the historical and contemporary significance (religious, national, political) of the city of Jerusalem; the internships which follow the seminar must be based in Jerusalem and not elsewhere in Israel or the Palestinian territories. Students may count GES Jerusalem for credit towards the major/minor in government, Jewish studies and Middle East studies. Students may petition their departments to have the course counted towards the major/minor in ancient studies, history, medieval studies and religion. The course is followed by a required service or learning internship in Jerusalem (minimum one month). Preference will be given to students with at least one course in the history, religion, politics, literature or languages of the Middle East.

GES 302 Costa Rica at a Crossroads: Examination of Globalization and Sustainability
Costa Rica is held as a model of sustainability and eco-friendly development, with legislation and regulation integral to its success. Yet, globalization is stressing the delicate balance between development on one side and human and environmental sustainability on the other. This course contests the idea that Costa Rica is a model of sustainability and examines how Costa Rica’s history and politics and changing economic pressures affect resource use, conservation practices, and environmental protection, climate and biodiversity. Site visits include San Jose, Monteverde cloud forest, the Guanacaste coast, and coastal rain and mangrove forests. This GES is accepted for credit toward the following majors: Government, Geosciences, Study of Women and Gender and Environmental Science and Policy. Some hiking over mountainous, cloud forest and rain forest terrain required. Also students should expect some accommodations to be basic. Spanish language is not required but recommended for participation in the course. It may be required for some internships. (E) 5 credits

GES 303 Greek History and Archaeology in their Geological Context
This seminar will explore the relationship between the historical and cultural development of Ancient Greece and the underlying geology of the Greek islands (Crete, Santorini, Syros, Deles) and mainland, (Athens/Attica, Delphi). Visits to key sites and museums to examine the art and archaeology of prehistoric and classical Greece as well as field study of the prominent geological features of each region. Students will study first-hand the celebrated monuments and masterpieces of the Minoan, Mycenaean and Classical Greek civilizations, and explore the region’s spectacular geological features, which had a dramatic, occasionally catastrophic, impact on the course of these civilizations. Some hiking over rough terrain, including one 11-mile hike. The seminar will carry a total of 5 credits, 2 credits for a pre-seminar in spring 2014 in which much of the research and writing for the 3-credit, traveling summer seminar will be completed. Spring 2014 schedules should be planned accordingly. Following the seminar, students will remain in Athens for six-week internships in fields relevant to the seminar: geology, archaeology and museum studies. Insofar as possible, students will receive internships in a field of interest. GES 303 will count toward the major/minor in classics, classical studies, ancient studies and archaeology. Preference will be given to students with at least one course in geosciences and/or a relevant field of ancient studies (e.g., art/archaeology, classics, history). (E) 5 credits

GES 304 Federico Garcia Lorca, Hidden and Revealed: An Itinerary of Life
In this course we will study the artistic trajectory of Federico García Lorca, one of the most influential poets and dramatists of the 20th century. Beginning with his years in Madrid, which he spent at the Residencia de Estudiantes, we will analyze the philosophical, political and aesthetic contexts, which shaped his personality as a creative artist. These include his work as a musician, designer, stage director and writer. Lorca’s journey to New York in 1929 will be explored through close reading of the two fundamental texts written while he was in the United States: The Public and Poet in New York. In approaching the figure of this creative artist, a sensitive barometer of his time, we encounter a modern, vibrant Spain, in the vanguard of arts and science, soon to be destroyed by the Spanish Civil War. The course consists of close reading of the texts in their original versions, analysis and discussion; daily lectures by faculty; and intensive investigation of archives (in Madrid) and sites of cultural importance (in Cordoba, Granada and Seville). Through the study of dramatic texts, plus the application of actor-training methodologies, we will bring stories from the page to stage for a final presentation in Spanish. Performance strategies will be utilized during the course to enhance foreign language skills. The classroom seminar will be followed by a required service or learning internship in either Cordoba or Madrid. (E) 5 credits

GES 305 Government, Geosciences, Study of Women and Gender and Environmental Science and Policy. Some hiking over mountainous, cloud forest and rain forest terrain required. Also students should expect some accommodations to be basic. Spanish language is not required but recommended for participation in the course. It may be required for some internships. (E) 5 credits

GES 306 Global Engagement Seminars
Global Financial Institutions Concentration

Advisory Committee
Payal Banerjee, Assistant Professor of Sociology
Randall K. Bartlett, Professor of Economics
Thomas L. Bernardin, Mellon Postdoctoral Fellow in Economics
Mlada Bukovansky, Professor of Government
Roger T. Kaufman, Professor of Economics
Leslie L. King, Associate Professor of Sociology
Susan Levin, Professor of Philosophy
Mahnaz Mahdavi, Professor of Economics, Director
Andy N. Rotman, Associate Professor of Religion
Susan Stratton Sayre, Assistant Professor of Economics and Environmental Science and Policy
Roisin Ellen O’Sullivan, Associate Professor of Economics
Dennis Yasutomo, Professor of Government

The Global Financial Institutions Concentration combines academic courses, research and fieldwork to provide a rigorous study of global financial markets. Students will 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 will admit a maximum of 15 students each year, starting in their sophomore year.

Requirements

1. Gateway Course:
GFX 100 Introduction to Global Financial Institutions, 1 credit, graded S/U only
This seven-week lecture series will provide an overview of the financial system and the role of financial institutions in the global economy; domestic and international financial institutions; domestic and international banking. Faculty and guest lecturers will reflect on contemporary developments and challenges in their fields.

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 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 courses on that region and doing research in their capstone seminar related to the region. Concentrators focusing on a region are strongly urged to study a language spoken in that region.

3. Capstone: Seminar Plus
Students will fulfill the capstone requirement for the concentration by taking one seminar selected from a list of concentration-approved seminars (provided below). Such seminars are drawn from disciplines in which global finance research is already featured, such as economics, government and public policy. Concentrators will take an additional one-credit course with the 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 will be 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 advisors.

4. Experiential Learning
Students are required to complete three experiential learning components.

Computer Programming for Financial and Economic Analysis
This two-day workshop is specifically designed to introduce students to financial analysis tools. The aim is to teach students the basics of Excel programming, including various plug-ins to perform modeling and spreadsheet analysis in an economics environment. Typical plug-ins include Dummy Dependent Variable, Histogram, Regression and Monte Carlo Simulation.

Two Summer Internships
Students are required to complete two summer internships (approved ten-week programs) prior to the senior year; Praxis may be used to fund one of these opportunities. The Center for Women and Financial Independence in collaboration with the Career Development Office can assist with identifying relevant internships. In addition, first-year students are strongly encouraged to use the summer to gain work experience designed to develop professional skills including technology, programming and market-related communication.

5. 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.

a) WFI lunchtime lectures, particularly Principles of Investing
b) Smith College Investment Club (maintain active membership status)
c) CDO Finance Resume and Cover Letters workshop
d) CDO Mock Finance Interview Day
e) WFI/CDO annual excursion to Wall Street in New York City
f) WFI/CDO day trips to the Federal Reserve Bank and Board

Approved Courses

Electives
ECO 220 Introduction to Statistics and Econometrics
MTH 190 Statistical Methods for Undergraduate Research
Global Financial Institutions Concentration

MTH 246 Probability
ACC 223 Financial Accounting
ANT 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 the United States
GOV 252 International Organizations
PHI 241 Business Ethics: Moral Issues in the Boardroom and the Classroom
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
EAS 220 Colloquium: Environment and Society in Contemporary China
EAS 100 Introduction to Modern East Asia
GOV 228 Government and Politics of Japan
HST 211 (L) The Emergence of China
HST 247 (L) Aspects of Russian History
GOV 226 Latin American Political Systems
HST 260 (L) Colonial Latin America, 1492-1821
HST 261 (L) National Latin America, 1821 to the Present
SOC 327 Seminar: Global Migration in the 21st Century
GEOG 215 Geography of Middle East and North Africa (Mount Holyoke)
ECON 267 Development Post-Independence Africa (UMass)
POLIT 354 Public Policy in Latin America (Mount Holyoke)

Approved Capstone Seminars
ECO 375 Seminar: The Theory and Practice of Central Banking
ECO 396 Seminar: International Financial Markets
GOV 343 Seminar in International Politics and Comparative Politics
SOC 333 Seminar: Social Justice, the Environment and the Corporation
ECO 37 Financial Globalization (Amherst College)
ECON 335 Advanced Corporate Finance (Mount Holyoke)
ECO 338 Money and Banking (Mount Holyoke)

Related Courses: Foreign Language, Cultures and Society
The following courses will enhance a student's knowledge of the concentration but will not count toward fulfillment of the requirements. 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.

Language courses, especially related to regional focus.

PHY 115 General Physics I
SPE 100 The Art of Effective Speaking

Approved Courses

Electives
ECO 220 Introduction to Statistics and Econometrics
Or
MTH 190 Statistical Methods for Undergraduate Research
Or
MTH 246 Probability
ACC 223 Financial Accounting
ANT 225 Corporate Capitalism, Media and Protest in American
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 the United States
GOV 252 International Organizations
PHI 241 Business Ethics: Moral Issues in the Boardroom and the Classroom

Approved Courses

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

Approved 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

Related Courses: Foreign Language, Cultures and Society
The following courses will enhance a student’s knowledge of the Concentration but will not count toward fulfillment of the requirements. 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.

Language courses, especially related to regional focus.
PHY 115 General Physics I
SPE 100 Art of Effective Speaking
Global South Development Studies

Advisers

**1 Nola Reinhardt, Professor of Economics, Director
Elliot Fratkin, Professor of Anthropology
**2 Gregory Whayne White, Professor of Government
**1 Leslie L. King, Associate Professor of Sociology
Caroline M. Melly, Assistant Professor of Anthropology
Jeffrey S Ahlman, Assistant Professor of History
Nadya J Sbaiti, Assistant Professor of History

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
1. One course from economics
2. 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.
3. Two of the courses in the minor must reflect a regional concentration on Africa, Asia, Latin America or the Middle East
4. 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
Offered Fall 2013, Spring 2014

Approved Courses for 2013–14

Anthropology

ANT 230 Africa: Peoples, Environment and Health
Offered Fall 2013

ANT 236 Economy, Ecology, and Society
Offered Spring 2014

ANT 241 Anthropology of Development
Offered Spring 2014

ANT 249 Visual Anthropology
Offered Fall 2013

ANT 251 Women and Modernity in East Asia
Offered Fall 2013

ANT 252 The City and the Countryside in China
Not Offered this Academic Year

ANT 269 Indigenous Cultures and the State in Mesoamerica
Offered Spring 2014

ANT 271 Globalization and Transnationalism in Africa
Offered Spring 2014

ANT 352 Seminar: Topics in Anthropology
Offered Fall 2013

Economics

ECO 211 Economic Development
Offered Fall 2013

ECO 213 The World Food System
Offered Fall 2013

ECO 311 Seminar: Topics in Economic Development
Offered Fall 2013

Government

GOV 226 Latin American Political Systems
Offered Fall 2013

GOV 227 Contemporary African Politics
Offered Fall 2013

GOV 230 Government and Politics of China
Offered Spring 2014

GOV 241 International Politics
Offered Fall 2013, Spring 2014

GOV 242 International Political Economy
Offered Fall 2013

GOV 248 The Arab-Israeli Dispute
Offered Fall 2013

GOV 250 Case Studies in International Relations
Offered Spring 2014

GOV 257 Refugee Politics
Not Offered this Academic Year

GOV 322 Seminar in Comparative Government
Offered Fall 2013

GOV 343 Seminar in International Politics and Comparative Politics
Offered Fall 2013
**Global South Development Studies**

**GOV 344 Seminar on Foreign Policy of the Chinese People's Republic**  
Offered Spring 2014

**GOV 347 Seminar in International Politics and Comparative Politics**  
Not Offered this Academic Year

**GOV 348 Seminar in International Politics**  
Offered Fall 2013

**EAS 210 Colloquium: Culture and Diplomacy in Asia**  
Offered Spring 2014

**History**

**HST 208 (L) The Making of the Modern Middle East**  
Offered Fall 2013

**HST 209 (C) Aspects of Middle Eastern History**  
Offered Spring 2014

**HST 217 (L) World War Two in East Asia: History and Memory**  
Offered Spring 2014

**HST 258 (L) Modern Africa since 1800**  
Offered Fall 2013

**HST 259 (C) Aspects of African History**  
Offered Fall 2013

**HST 260 (L) Colonial Latin America, 1492–1825**  
Offered Fall 2013

**HST 261 (L) National Latin America, 1821 to the Present**  
Offered Spring 2014

**HST 263 (C) Continuity and Change in Spanish America and Brazil**  
Offered Spring 2014

**HST 313 (S) Problems in East Asian History**  
Offered Fall 2013

**HST 358 Problems in African History**  
Offered Spring 2014

**HST 361 Seminar: Problems in the History of Spanish America and Brazil**  
Offered Fall 2013

**LAS 201 Colloquium in Latin American and Latino/a Studies**  
Offered Fall 2013, Spring 2014

**LAS 301 Seminar: Topics in Latin American and Latino/a Studies**  
Offered Spring 2014

**EAS 100 Introduction to Modern East Asia**  
Offered Fall 2013

**EAS 219 Modern Korean History**  
Offered Spring 2014

**EAS 220 Colloquium: Environment and Society in Contemporary China**  
Offered Spring 2014

**AAS 370 Seminar: Modern Southern Africa**  
Offered Fall 2013

**Sociology**

**SOC 237 Gender and Globalization**  
Offered Spring 2014

**SOC 244 Feminisms and Women’s Movements: Latin American Women’s and Latinas’ Pursuit of Social Justice**  
Offered Spring 2014

**SOC 327 Seminar: Global Migration in the 21st Century**  
Offered Spring 2014
Government

Professors
†1 Susan C. Bourque, Ph.D.
†1 Steven M. Goldstein, Ph.D.
*1 Donna Robinson Divine, Ph.D.
**1 Martha A. Ackelsberg, Ph.D.
(Government and Study of Women and Gender)
Donald C. Baumer, Ph.D.
Dennis Yasutomo, Ph.D.
John Patrick Coby, Ph.D.
† Howard Jonah Gold, Ph.D.
†2 Gregory Whayne White, Ph.D.
*1, †2 Mlada Bukovansky, Ph.D.
Alice L. Hearst, J.D., Ph.D., Chair
Marc R. Lendler, Ph.D.

Associate Professors
*1, †2 Velma E. Garcia, Ph.D.
†1 Gary L. Lehring, Ph.D.

The Major
Advisers: Martha Ackelsberg, Donald Baumer, Mlada Bukovansky, Patrick Coby, Donna Robinson Divine, Brent Durbin, Velma Garcia, Howard Gold, Steven Goldstein, Alice Hearst, Marc Lendler, Gary Lehring, Gregory White, Dennis Yasutomo

Graduate School Adviser: Steven Goldstein

Director of the Jean Picker Semester-in-Washington Program:

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 (2); they may be in the same sub-field of the department, or they may be in other sub-fields, 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 190 as one of their electives

Majors may spend the junior year abroad if they meet the college requirements.

The Minor
Advisers: Same as those listed for the major

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: John Patrick Coby

GOV 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
John Coby
Offered Fall 2013, Spring 2014

GOV 431 Honors Project
Credits: 8
John Coby
Offered Fall 2013

Please consult the director of honors or the departmental website for specific requirements and application procedures.

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.

Assistant Professors
Kim Yi Dionne, Ph.D.
Brent M Durbin, Ph.D.

Adjoint Associate Professor
TBA

Lecturers
Josh Chemiss, Ph.D.
Ngonidzashe Munemo, Ph.D.
Jeremy Wolf, B.A.

Research Associates
Michael James Clancy, Ph.D.
Noel Twagiramungu, Ph.D.
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. Lecture/discussion format taught in independent sections, with one or more sections designated Writing Intensive (WI sections are limited to 20). 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
Alice Hearst, Fall 2013
Donna Robinson Divine, Fall 2013
Jeremy Wolf, Fall 2013
Martha Ackelsberg, Fall 2013
Jeremy Wolf, Spring 2014
John Coby, Spring 2014
Offered Fall 2013, Spring 2014

GOV 190 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 will be paid to survey data and to data analysis using computer software. {M}{S} Credits: 5
Howard Gold
Offered Spring 2014

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. Enrollment limit of 30 students. {S} Credits: 4
Donald Baumer
Offered Spring 2014

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
Alice Hearst
Not Offered this Academic Year

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 Hearst
Offered Spring 2014

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 Lendler
Not Offered this Academic Year

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 Baumer
Offered Fall 2013

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 will 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
Donald Baumer
Offered Fall 2013

GOV 213 Colloquium: The Bush Years
This course will look 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 will be to bring perspective to those years. Enrollment limited to 20. Prerequisite is at least one other course in American Government. {S} Credits: 4
Marc Lendler
Offered Spring 2014

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 Lendler
Offered Fall 2013

GOV 215 Colloquium: The Clinton Years
This is a course about the eight years of the Clinton Presidency. It will cover the election, 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 Lendler
Offered Spring 2014

GOV 217 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 will 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
Donald Baumer
Offered Fall 2013

GOV 218 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 Lendler
Offered Fall 2013

GOV 219 Colloquium: The Clinton Years
This is a course about the eight years of the Clinton Presidency. It will cover the election, 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 Lendler
Offered Spring 2014

GOV 225 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 will be 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
Alice Hearst
Offered Fall 2013
GOV 306 Seminar in American Government

**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 will be covered. Students will complete research papers on an environmental policy topic of their choice. Prerequisite: a 200-level course in American Government. {S} Credits: 4

Donald Baumer
Offered Spring 2014

GOV 312 Seminar in American Government

**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 will involve analysis of survey data. {S} Credits: 4

Howard Gold
Not Offered this Academic Year

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

Instructor: TBA
Offered Fall 2013

GOV 412 Semester-in-Washington Research Project
Open only to members of the Semester-in-Washington Program. Credits: 8

Brent Durbin
Offered Fall 2013

GOV 413 Washington Seminar: The Art and Craft of Political Science Research
This seminar is designed to provide students participating in the Washington Internship Program with an overview of the various approaches to conducting research in the discipline of political science. Students will be 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

Instructor: TBA
Offered Fall 2013

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 will first focus on key methods and concepts such as state and nation, asking where states come from and how are nations built. The course will then address questions including: why are some countries democratic and others authoritarian; how do states promote or stymie economic development; and 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 Garcia
Not Offered this Academic Year

GOV 221 European Politics
This course focuses on the development of European democratic institutions in the context of military and economic conflict and cooperation. Includes an introduction to the process of European integration. {S} Credits: 4

Mlada Bukovansky
Offered Fall 2013

GOV 223 Russian Politics
After a brief discussion of the origins, evolution and collapse of the Soviet system, this course will focus on the politics of contemporary Russia. Issues to be addressed include constitutional change, electoral behavior, the role of civil society, and the course of economic reform. {S} Credits: 4

Steven Goldstein
Not Offered this Academic Year

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 will be covered. {S} Credits: 4

Velma Garcia
Offered Fall 2013

GOV 227 Contemporary African Politics
This course focuses on the development of European democratic institutions in the context of military and economic conflict and cooperation. Includes an introduction to the process of European integration. {S} Credits: 4

Mlada Bukovansky
Offered Fall 2013

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
Offered Fall 2013

GOV 230 Government and Politics of China
Treatment of traditional and transitional China, followed by analysis of the political system of the People's Republic of China. Discussion centers on such topics as problems of economic and social change, policy formulation, and patterns of party and state power. {S} Credits: 4

Steven Goldstein
Offered Spring 2014

GOV 234 Colloquium: Comparative Responses to AIDS in Africa (Pending CAP Approval)
Though sub-Saharan Africa has only 10 percent of the world's population, it is home to 68 percent of all people living with HIV and AIDS. Certainly, countries in sub-Saharan Africa are more complex and dynamic than these simple statistics on HIV prevalence, however we study AIDS in Africa particularly because the pandemic is hitting Africa the hardest and poses a serious challenge to public health, development, and even governance across African contexts. In recent years, international organizations and donor governments have responded by generously supporting humanitarian interventions to prevent the
spread of HIV and to mitigate the effects of AIDS in severely resource-constrained countries suffering from a generalized epidemic. 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 will focus on the interventions against HIV and AIDS, concluding with a close look at the local realities of the global intervention against AIDS. Enrollment limited to 20. {S} Credits: 4

Kim Dionne
Offered Spring 2014

GOV 237 Colloquium: Politics and 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 contesting 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 U.S. and Mexico has traditionally been relatively porous, allowing people, capital, goods and ideas to flow back and forth. The course will focus 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 Garcia
Not Offered this Academic Year

GOV 322 Seminar in Comparative Government
Latin American Social Movements
This seminar examines the relationship between social movements and the state in Latin America. There will be a focus on environmental, gender, and indigenous issues and movements and their relationship with state institutions. {S}

Credits: 4

Velma Garcia
Offered Fall 2013

GOV 323 Seminar in Comparative Government
Understanding the State
This course examines the state. After considering what we mean by the state and exploring the bases of its authority and power, this course will turn to cases from Europe, the Middle East, Africa, Latin America and the United States. The themes addressed in this comparative examination of the state include how states form, the strength and weakness of states, the survival and collapse of states, and the contemporary challenges to the authority and power of states. {S} Credits: 4

Instructor: TBA
Offered Spring 2014

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

Brent Durbin, Fall 2013
Gregory White, Spring 2014
Offered Fall 2013, Spring 2014

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 feminist 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

Gregory White
Offered Fall 2013

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 U.S. 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. {S} Credits: 4

Brent Durbin
Offered Spring 2014

GOV 248 The Arab-Israeli Dispute
An analysis of the causes of the dispute and of efforts to resolve it; an examination of Great Power involvement. An historical survey of the influence of Great Power rivalry on relationships between Israel and the Arab States and between Israelis and Palestinian Arabs. Consideration of the several Arab-Israeli wars and the tensions, terrorism, and violence unleashed by the dispute. No prerequisites. {S} Credits: 4

Donna Robinson Divine
Offered Fall 2013

GOV 249 Colloquium: 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. Enrollment limited to 20. {E}{S} Credits: 4

Alice Hearst
Not Offered this Academic Year

GOV 250 Case Studies in International Relations
This course will assess stresses in the international system arising from global competition over vital and valuable resources, especially oil, water, food, gems, and minerals. The course will begin by considering the status of world resource supplies and the pressures that are contributing to increased resource competition, such as globalization, climate change, population growth, and the rise of new economic dynamos like China and India. It will then assess the
potential for conflict arising from the combination of resource scarcity and intensified competition, as well as strategies for averting such conflict. Students will be expected to choose a particular country or problem for intensive study. [S] Credits: 4

Michael Klare
Offered Spring 2014

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 pacificist, neo-mercantilist, civilian, normative and normative 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
Offered Spring 2014

GOV 341 Seminar in International Politics
U.S. Foreign Policy, Human Rights and Democracy
Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the United States have on the development of democracy around the world, and the emergence of—and compliance with—international human rights conventions, protocols and laws? This seminar begins with a historical overview of American democracy and human rights rhetoric and policies, and seeks to uncover the range of political, economic, cultural and strategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy. [S] Credits: 4

Jon Western
Offered Fall 2013

GOV 343 Seminar in International Politics and Comparative Politics
Corruption and Global Governance
What can international institutions such as the International Monetary Fund and the World Bank do about corruption? This seminar explores the theoretical and practical dimensions of the problem of corruption, and analyzes how states and international organizations have attempted to combat the problem. [S] Credits: 4

Mlada Bukovansky
Offered Fall 2013

GOV 344 Seminar on Foreign Policy of the Chinese People’s Republic
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 will focus on the process and substance of the nation’s contemporary international behavior.

Topic: China’s Post-Mao Reform: Domestic and International Implications
[S] Credits: 4

Steven Goldstein
Offered Spring 2014

GOV 345 Seminar in International Politics
Topic: Foreign Policy Decision-Making
This course examines the processes and organizations that govern foreign policy decisions in the United States. We will 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 will be applied to several in-depth case 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

Brent Durbin
Offered Spring 2014

GOV 348 Seminar in International Politics
Conflict and Cooperation in Asia
The seminar will identify and analyze the sources and patterns of conflict and cooperation among Asian states and between Asian and Western countries in the contemporary period. The course will conclude by evaluating prospects for current efforts to create a new “Asia Pacific Community.” Permission of the instructor is required. [S] Credits: 4

Dennis Yasutomo
Offered Fall 2013

Political Theory

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. [S] Credits: 4

Jeremy Wolf
Offered Spring 2014

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

John Coby
Offered Fall 2013

GOV 265 Reacting to the Past: America’s Founding
A departmental version of the historical role-playing First-Year Seminar by the same name, featuring games on the American Revolution and the Constitutional Convention. Course satisfies the department’s political theory requirement and is open to all levels of students. Enrollment limited to 26. [S] Credits: 4

John Coby
Offered Spring 2014

GOV 266 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 will include selections from liberal, radical, socialist, libertarian, multiculturalist and feminist political thought. Not open to first-year students. [S] Credits: 4

Martha Ackelsberg
Offered Fall 2013

GOV 267 Varieties of Liberalism (Pending CAP Approval)
This course examines some of the most theoretically interesting and influential variants of liberal political thought. Liberalism, as a broad tradition and orientation in political thinking, has tended to dominate both academic political theory, and much of the “public philosophy” of Western, democratic countries, in recent history. This course seeks to underscore the rich variety—as well as the shared assumptions and recurrent tensions—that mark liberal thought from its “pre-history” in the 17th and 18th centuries, to its emergence
and rise in the 19th, and its transformations in the 20th. Authors discussed will include Locke, Adam Smith, Constant, Mill, Berlin, Hayek, Rawls, Shklar and Okin. ([S] Credits: 4)

Instructor: TBA
Offered Spring 2014

GOV 364 Seminar in Political Theory

Science Fiction and Political Theory: Imagining Human Expansion

Political theory is speculative: to theorize about politics, we must be capable of imagining how things might be otherwise, whether in the future or today. One popular arena for such an exercise can be found in science fiction, much of which is dedicated to imagining how human society might be constructed, and particularly, how advances in technological capacity might affect that organization. While the specific technologies suggested in such work might not be available now (or perhaps ever), the speculative exercise undertaken by such works can help us to better understand the possibilities of the present and help us gain a better understanding of how to organize political communities. This course will take up the intersection between academic political theory and popular science fiction, using works by authors including Karl Marx, Friedrich Nietzsche, Ursula Le Guin and Isaac Asimov to examine the ways in which we might use the body of science fiction literature to expand our political imagination. ([S] Credits: 4)

Jeremy Wolf
Offered Fall 2013

GOV 366 Seminar in Political Theory

The Political Theory of Michel Foucault

This course will examine 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 will 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 will be 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)

Gary Lehring
Not Offered this Academic Year

GOV 370 Seminar in Political Theory


In the period between the two world wars, the world was stricken with economic crisis, and riven by conflict between opposing ideologies. These crises led many to despair of democracy, and abandon commitment to individual liberties in favor of totalitarian ideologies of the right (Fascism, Nazism) and left (Communism). Yet, in the wake of World War II, a generation of political theorists sought to dispel what they saw as the illusions underlying radical ideologies, advance timely defenses of liberal, democratic politics, and identify the conditions necessary to sustaining democracy. In this course we will first survey the critique of liberal democracy advanced between the world wars, and then closely examine the works of four post-war critics of totalitarianism: Hannah Arendt, Raymond Aron, Isaiah Berlin and Leo Strauss. ([S] Credits: 4)

Instructor: TBA
Offered Spring 2014

Cross-Listed Courses

FYS 142 Reacting to the Past
([H]([W]) Credits: 4)
Joshua Birk
Offered Fall 2013

PRS 328 Child Trafficking in the United States
([S] Credits: 4)
Alice Hearst
Offered Spring 2014

GOV 404 Special Studies
Credits: 4
Instructor: TBA
Offered Fall 2013, Spring 2014

GOV 408D Special Studies
Credits: 4 per semester, 8 for yearlong course
Instructor: TBA
Offered Fall 2013, Spring 2014
History

Professors
Daniel K. Gardner, Ph.D.
Ann L. Zulawski, Ph.D., (History and Latin American Studies)
Richard Lim, Ph.D.

Associate Professors
Ernest Benz, Ph.D.
Jennifer Mary Guglielmo, Ph.D., Chair
Darcy C. Buerkle, Ph.D.
Marnie S. Anderson, Ph.D.

Assistant Professors
Nadya J Sbaiti, Ph.D.
Elizabeth Stordeur Pryor, Ph.D.
Joshua C. Birk, Ph.D.
Sergey Glebov, Ph.D.
Jeffrey S Ahlman, Ph.D.

Lecturers
Peter T. Gunn, M.Ed.
Jennifer L. Hall-Witt, Ph.D.
Frederick McGinness, Ph.D.
Monica M. Ringer, Ph.D.
Neal Salisbury, Ph.D.
Robert E. Weir, Ph.D.
Uditi Sen, Ph.D.

Study Away
A student planning to study away from Smith during the academic year or during the summer must consult with a departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with the departmental adviser for study away both before and after their participation in study abroad programs.

Adviser for Study Away: Sergey Glebov

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: Marnie Anderson

HST 430D Honors Project
This is a full-year course.
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

HST 431 Honors Project
Credits: 8
Offered Fall 2013

Please consult the director of honors or the departmental website for specific requirements and application procedures.

Graduate

HST 580 Special Problems in Historical Study
Arranged individually with graduate students. Credits: 4
Offered Fall 2013, Spring 2014

HST 590 Research and Thesis
Credits: 4
Offered Fall 2013, Spring 2014

HST 590D Research and Thesis
This is a full-year course.
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

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.
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.

**HST 101 Introduction to Historical Inquiry**  
Colloquia with a limited enrollment of 18 and surveys, both designed to introduce the study of history to students at the beginning level. Emphasis on the sources and methods of historical analysis. Recommended for all students with an interest in history and those considering a History major or minor.

**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. Enrollment limited to first-years and sophomores. [H] Credits: 4  
Darcy Biurkle  
Offered Fall 2013

**Soviet History Through Film**  
The course treats films produced during the Soviet era as cultural artifacts. Studying these films in their proper contexts introduces basic tools for historians: how to approach a historical artifact, how to read sources critically, and how to reconstruct intended and unintended meanings. The course follows the traditional outline of Soviet history, beginning with the Bolshevik takeover in October 1917 and ending with the post-Soviet period. Topics include the cultural experimentation of the 1920s, collectivization, industrialization, the Great Terror, World War II, the Cold War and the rise of the Soviet middle class in the 1960s and 1970s. [H] Credits: 4  
Serguei Glebov  
Not Offered this Academic Year

**AAS 117 History of Afro-American People to 1960**  
An examination of the broad contours of the history of the Afro-American in the United States from ca. 1600–1960. Particular emphasis will be 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 U.S. [H] Credits: 4  
Louis Wilson  
Offered Fall 2013

**EAS 100 Introduction to Modern East Asia**  
This 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 their national identities in a rapidly emerging and often violent modern world order. While each of these countries has its own distinctive identity, their overlapping histories (and dilemmas) give the region a coherent identity. We also will look at how individuals respond to and are shaped by larger historical movements. [H] Credits: 4  
Marnie Anderson  
Offered Fall 2013

**FYS 142 Reacting to the Past**  
Reacting to the Past is an interdisciplinary, historical role-playing course, consisting, typically, of two or three games from a list of about 20 games now in use. Students read from elaborate game books which place them in moments of heightened historical tension. The political and intellectual backgrounds are explained, game rules and elements are laid out, and supplementary readings are supplied. The class becomes a public body; students, working from role descriptions, become particular persons from the period and/or members of factional alliances. The purpose is to advance a policy agenda and achieve victory objectives by speech-making, cross-table debate, coalition building, bargaining, spying and conspiracy. After a few set-up lectures, the game begins, and the students are in charge; the instructor retires to a corner of the room and functions as gamemaster/adviser. Deviations from the actual history, which some students will be trying to accomplish, are corrected in a post-mortem session. Students write papers, which are all game- and role-specific, but take no exams. Games used recently at Smith include: “The Threshold of Democracy: Athens in 403 B.C.”; “Confucianism and the Succession Crisis of the Wanli Emperor”; “The Trial of Anne Hutchinson”; “Henry VIII and the Reformation Parliament”; “Rousseau, Burke, and the Revolution in France, 1791”; “The Trial of Galileo”; and “Defining a Nation: Gandhi and the Indian Subcontinent on the Eve of Independence, 1945.” To see a video of this class go to: http://www.youtube.com/watch?v=lUqSnPHQoUQ. [H] [WI] Credits: 4  
Joshua Birk  
Offered Fall 2013

**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. In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

**Antiquity**

**HST 201 (L) The Silk Road**  
The premodern contacts, imagined and real, between East and West. Cultural, religious and technological exchanges between China, India and Rome. The interactions between these sedentary societies and their nomadic neighbors. The rise and fall of nomadic empires such as that of the Mongols. Trade, exploration and conquest on the Eurasian continent. We will sample pertinent travel accounts as a form of ethnographical knowledge that reproduces notions of cultural identity and civilization. [H] Credits: 4  
Richard Lim  
Not Offered this Academic Year

**HST 204 (L) The Roman Republic**  
A survey of the developing social, cultural, and political world of Rome as the city assumed dominance in the Mediterranean. Achievements of the Roman state, plebeians and patricians, the Roman family and slavery; encounters with local cultures in North Africa, Gaul and the Greek East; problems of imperial expansion and social conflicts. [H] Credits: 4  
Richard Lim  
Not Offered this Academic Year

**HST 205 (L) The Roman Empire**  
A survey of the history and culture of the Roman Empire from the principate of Augustus to the rise of Christianity in the fourth century. The role of the emperor in the Roman world, Rome and its relationship with local cities, the maintenance of an imperial system; rich and poor, free and slave, Roman and barbarian; the family, law and society; military monarchy; persecution of Christians; pagans, Christians and Jews in late Antiquity. [H] Credits: 4  
Richard Lim  
Not Offered this Academic Year

**HST 206 (C) Aspects of Ancient History**

**Rome: Majesties and Miseries in the Late Empire**  
This course investigates the many-layered levels of the city of Rome’s complex history and cultures from its origins to the seventh century, focusing especially on the period of the Antonines in the second century and ending in the late seventh century. Special attention will be given to the social, cultural and political history of Rome, the era of Constantine and his “New Rome,” the catastrophes
and triumphs of the late Roman empire, paupers, emperors and kings, bishops and popes, myths, legacies and deep secrets. (E) {H} Credits: 4

Frederick McGinness
Offered Fall 2013

Greek and Roman Slavery
The historical roles of slaves within the social and economic fabric of classical Greece and Rome. The scope and limits of ancient evidence in literary and artistic representations, as well as modern interpretive comparisons with other slave societies. Critical examination of concepts such as class, social mobility, social order and status, along with gender and ethnicity. {H} [S] Credits: 4

Richard Lim
Not Offered this Academic Year

Islamic Middle East

HST 208 (L) The Making of the Modern Middle East
This course is designed as an introduction to the modern history of the Middle East with a focus on the 18th century to the present. The main political, economic, social, and cultural institutions and forces that have most profoundly affected events in the region. Identifying how specific events and long-term processes have informed social and political realities in the Middle East. Focus on significant developments and movements, including Ottoman reform; the emergence of Arab nationalism and the rise and formation of modern nation states; the role of imperialist and colonial powers in the region; regional conflicts; Zionism; Islamism, and social and cultural changes. {H} Credits: 4

Nadya Sbaiti
Offered Fall 2013

HST 209 (C) Aspects of Middle Eastern History

Women and Gender in the Middle East
Development of discourses on gender as well as lived experiences of women from the rise of Islam to the present. Topics include the politics of marriage, divorce, and reproduction; women's political and economic participation; masculinity; sexuality; impact of Islamist movements. Provides introduction to main themes, and nuanced historical understanding of approaches to the study of gender in the region. {H} [S] Credits: 4

Nadya Sbaiti
Offered Spring 2014

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. {H} Credits: 4

Daniel Gardner
Offered Fall 2013

HST 212 (L) China in Transformation, A.D., 750–900
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

Daniel Gardner
Offered Spring 2014

HST 214 (C) Aspects of Chinese History

The World of Thought in Early China
Readings from the major schools of Chinese thought, such as Confucianism, Daoism, Legalism, and Buddhism. Consideration will also be given to the relevance of these traditional teachings in contemporary China. As China moves away from Marxism-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} [L] Credits: 4

Daniel Gardner
Not Offered this 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

Marnie Anderson
Offered Spring 2014

HST 218 (C) Thought and Art in China

Same as EAS 218

Confucian and Taoist Thought and Art
A survey of Confucian and Taoist teachings and their expression in the visual arts from earliest times. Open to first-year students by permission of the instructors only. Enrollment limited to 18. [A] [H] Credits: 4

Daniel Gardner, Marylin Kibie
Offered Fall 2013

HST 220 (C) Japan to 1600
How individuals of different backgrounds in pre-modern Japanese society conceived of themselves and their world. Begins in prehistoric times and ends with the development of an early modern state in the 17th century. Topics include the creation of a centralized state, the emperor and the aristocracy, the rise of the samurai, rebellion, religion, sexuality and national seclusion. {H} Credits: 4

Marnie Anderson
Not Offered this Academic Year

EAS 215 Pre-modern Korean History: Public Lives, Private Stories
This course is a survey of cultural, social, and political history of Korea from early times to the 19th century. We will explore major cultural trends, intellectual developments, and political shifts during Korea’s long dynastic history. Some of the topics include literati culture; nativism and folk culture; gender in traditional Korean society; foreign relations; and Confucianism and kingship. All of these topics will be explored through the lens of changing perceptions of public and private lives of those who had become part of both public and private histories and stories of Korea. {H} Credits: 4

Jina Kim
Offered Fall 2013

EAS 219 Modern Korean History
This course is a general survey of Korean political, social, economic and cultural histories from the mid-19th century through the present. We will examine major events such as the 1876 opening of ports, 1910 colonization by Japan, the March First movement of 1919, liberation and division in 1945, the Korean War, democratization since 1987, the 1997 financial crisis, and the 2000 Inter-Korea Summit. We will also consider modernization, nationalism, industrialization
and urbanization, changing gender relations, the nuclear issue and the Korean culture industry. \( \text{[H]} \) Credits: 4

**Jina Kim**

Offered Spring 2014

**EAS 220 Colloquium: Environment and Society in Contemporary China**

China faces a range of environmental challenges in the 21st century: air pollution, water contamination, food scarcity, energy management and deforestation. The course will consider these environmental issues, examining how they have come about, the Chinese response to them, their global impact; and the measures being proposed—and taken—to address them. Issues of the environment will be placed in the context of the social, economic and political changes that have occurred in China during the past few decades: economic growth, globalization, urbanization, population migration and media expansion. Finally, the course will consider China’s traditional attitudes toward nature and the environment and ask what role those attitudes play today. Limited to 18. (E) \( \text{[H]} \) \( \text{[N]} \) \( \text{[S]} \) Credits: 4

**Daniel Gardner**

Offered Spring 2014

**Europe**

History 224, 225 and 226 form an introductory sequence in medieval history.

**HST 224 (L) The Early Medieval World, 400–1000**

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. \( \text{[H]} \) Credits: 4

**Joshua Birk**

Not Offered this Academic Year

**HST 225 (L) The Making of the Medieval World, 1000–1500**

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. \( \text{[H]} \) Credits: 4

**Michelle Hender, Spring 2009**

**Joshua Birk, Spring 2010**

Offered Fall 2013

**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. \( \text{[H]} \) Credits: 4

**Joshua Birk**

Offered Spring 2014

**HST 227 (C) Aspects of Medieval European History**

*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 effect 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. \( \text{[H]} \) Credits: 4

**Joshua Birk**

Offered Spring 2014

**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. \( \text{[H]} \) Credits: 4

**Joshua Birk**

Not Offered this Academic Year

**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 22. \( \text{[H]} \) Credits: 4

**Jennifer Hall-Witt**

Offered Fall 2013

**HST 239 Imperial Russia, 1650–1917(L)**

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. \( \text{[H]} \) Credits: 4

**Serguei Glebov**

Offered Spring 2014

**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 main focus will be 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. \( \text{[H]} \) Credits: 4

**Serguei Glebov**

Offered Fall 2013

**HST 247 (L) Aspects of Russian History**

*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, expan-
sion of education, and Stalin’s Terror. How World War II and post-war recon-
struction became formative experiences for today’s post-Soviet nations. {H} Credits: 4

Sergnet Glebov
Not Offered this Academic Year

HST 248 (C) The French Revolution as Epic
Cultural and social interpretations of the fundamental event in modern history.
The staging of politics from the tribune to the guillotine. History as a literary art in prose, poetry, drama, and film. Focus on Paris 1787–95. Enrollment by permission of the instructor. {H} [L] Credits: 4
Ernest Benz
Not Offered this Academic Year

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 Buerkle
Offered Fall 2013

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 Buerkle
Offered Spring 2014

REL 223 Jews and Modernity: A Global Diaspora
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 will examine 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. We will pay attention throughout to tensions between assimilation and cohesion; tradition and renewal; and history and memory. {H} Credits: 4
Lois Dubin
Offered Fall 2013

African History

HST 234 (C) Global Africa
Frustrated by historical models focused upon the modern nation-state, historians have increasingly sought to explore the complex networks of identities, loyalties, and attachments forged by diverse groups of peoples in their attempts to transcend the real and metaphorical boundaries of the territorial nation-state. This course interrogates how historians and other scholars have engaged the “transnational” in Africa through such concepts as “diaspora,” “transnationalism,” and “globalization.” In doing so, the class queries how African peoples living inside and outside the continent shaped (and reshaped) their views of themselves and communities over seemingly vast distances in time and space. {H} Credits: 4
Jeffrey Abelman
Not Offered this Academic Year

HST 257 (L) Early African History to 1800
This course provides a general, introductory survey of African history to 1800. The goal of the course is to provide students with a framework for understanding the political, social and economic history of Africa prior to colonial rule 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 will 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. {H} Credits: 4
Jeffrey Abelman
Not Offered this Academic Year
HST 258 (L) Modern Africa since 1800
This course provides an introductory survey of African history since 1800. 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, accommodated themselves to, and confronted their changing historical landscapes. Key subjects include Islam and Jihad in West Africa, the East African plantation economy; European expansion in South Africa; the rise of “Legitimate Commerce”; the Scramble for Africa and European colonialism on the continent; decolonization and African liberation movements; and life in an independent Africa. (H)(S) Credits: 4
Jeffrey Ahlman
Offered Fall 2013

HST 259 (C) Aspects of African History
Women in African Colonial Histories
This course examines the political, social, and economic role of women in African history, while paying particular attention to the ways in which a wide variety of women—rural and urban, Christian and Muslim, married and unmarried, and literate and non-literate engaged, understood, and negotiated the changing political and social landscapes associated with life under colonial rule. Key issues addressed in the course include marriage and respectability, colonial domesticity regimes, and women and religion. Additionally, students will interrogate the diversity of methodological techniques scholars have employed in their attempts to write African women’s history. (H) Credits: 4
Jeffrey Ahlman
Offered Fall 2013

AAS 370 Seminar: Modern Southern Africa
In 1994 South Africa underwent a “peaceful revolution” with the election of Nelson Mandela. This course is designed to study the historical events that led to this dramatic development in South Africa from 1948–2000. (H)(S) Credits: 4
Louis Wilson
Offered Fall 2013

Decolonization, Nation and Political Imagination in Africa
This course explores the politics of decolonization and nationalism in twentieth-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 discussed in this course include issues of resistance and collaboration in African anticolonial movements, gender and popular culture in late colonial and postcolonial Africa, development and modernization, and the promise and disappointment of the postcolonial state. (H) Credits: 4
Jeffrey Ahlman
Offered Spring 2015

Latin America
HST 260 (L) Colonial Latin America, 1492–1825
Same as LAS 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
Ann Zulawski
Offered Fall 2013

HST 261 (L) National Latin America, 1821 to the Present
Same as LAS 261. A thematic survey of Latin American history in the 19th and 20th centuries focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans in the second half of the 20th century to bring social justice and democracy to the region. (H) Credits: 4
Ann Zulawski
Offered Spring 2014

HST 263 (C) Continuity and Change in Spanish America and Brazil
Latin America and the United States
This class offers an overview of U.S. policy in Latin America from the 19th century to the present. Main focus is on Latin America; it is intended to be a view from the south. From the Monroe Doctrine and Manifest Destiny to the Cold War, the drug war and the war against terrorism, how Latin American governments and citizens have collaborated with, challenged and resisted U.S. hegemony in the hemisphere. (H) Credits: 4
Ann Zulawski
Offered Spring 2014

United States
History 264, 265, 266 and 267 form an introductory sequence in United States history.

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 Americaness. How African Americans, Native Americans, immigrants and women harnessed the Declaration of Independence and its ideology to define themselves as also citizens of the United States. (H) Credits: 4
Elizabeth Pryor
Offered Spring 2014

HST 266 (L) The Age of the American Civil War
Origins, course and consequences of the war of 1861–65. Major topics include the politics and experience of slavery; religion and abolitionism; ideologies of race; the role of African Americans in ending slavery; the making of Union and Confederate myths; Reconstruction; white Americans’ final abandonment of the cause of the freed people in the 1880s and 1890s. (H) Credits: 4
Robert Weir
Offered Fall 2013

HST 267 (L) The 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
Robert Weir
Offered Spring 2014

HST 270 (C) Aspects of American History
Race in the Atlantic World
Historical debates surrounding racial identities, particularly of African-descended people, throughout the Atlantic World, tracing the experiences of Black people from Western Africa and the Middle Passage to the British colonies, the
United States, Haiti and the British Isles. This course will also consider the experiences of other forced laborers in the Atlantic World, including indigenous Americans and Asians. The lives of non-white people as slaves, indentured servants, sailors, rebels, intellectuals and even passengers on the Atlantic. A study of migrations, citizenship, self-directed travel, resistance, organization and writings as they relate to freedom and nationalism movements from the Revolutionary Age through the Age of Emancipation. While the focus is on African-descended people and theorization of the “Black Atlantic,” other intellectual continuities are examined. {H} Credits: 4

Elizabeth Pryor

Offered Spring 2014

Cross-Cultural Captivity in North America, 1500–1860

The captivity of Europeans and European Americans—especially women—by Native Americans has been a persistent theme in mainstream literary and popular culture since early colonial times. This course examines several cases of such captivity in historical and cross-cultural context as well as some of the many more instances in which Native Americans and other non-Europeans were captives. Topics include captivity in pre-colonial indigenous societies, the purposes and meanings of captivity for captors and captives, the uses of captivity narratives as historical evidence, captivity and cultural and ethnic identity, captivity and gender, Native-American-African American relations and the colonial-era slave trade in Native Americans. {H} Credits: 4

Neal Salisbury

Offered Spring 2014

Anatomy of a Slave Revolt

Stone! Vesey! Nat Turner! Insurrection! Sometimes slaves organized and fought back. The specter of organized violence haunted American slaveholders who feared conspiracy and also inspired free African American resistance and intellectualism. This course examines the primary documents and contentious debates surrounding three of America’s most notorious slave revolts. Students examine slave societies, theories on race, gender and resistance, and modern literature and film to investigate violent revolts and how they are memorialized in the popular imagination. {H} Credits: 4

Elizabeth Pryor

Not Offered this Academic Year

HST 278 (L) Women in the United States, 1865 to Present

Survey of women’s and gender history with focus on race, class, and sexuality. Draws on feminist methodologies to consider how study of women’s lives changes our understanding of history, knowledge, culture and the politics of resistance. Topics include labor, racial formation, empire, immigration, popular culture, citizenship, education, religion, medicine, war, consumerism, feminism, queer cultures and globalization capitalism. Emphasis on class discussion and analysis of original documents with short lectures. {H} Credits: 4

Jennifer Guglielmo

Offered Fall 2013

HST 280 (C) Inquiries into United States Social History

Globalization, immigration, and Transnational Cultures

Explores significance of immigrant workers and their transnational social movements to U.S. history in the late 19th and 20th centuries. How have imm/ migrants responded to displacement, marginalization, and exclusion, by redefining 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 Liberation and anti-colonialism? Topics also include racial formation, criminalization, incarceration and deportation; and the politics of gender, sexuality, race, class and nation. {H} Credits: 4

Jennifer Guglielmo

Offered Spring 2014

HST 289 (C) Aspects of Women’s History

Women and Higher Education: Smith College in Historical Context

What did college education mean to the first generations of Smithies? How did students’ opportunities and experiences vary according to their race, religion, and class? How did college alter women’s ideas about what it meant to be a woman (in terms of work, sports, dress, politics, sexuality and social life)? This course addresses such questions by exploring the history of Smith College in a broader American and European context, with a focus on the period from Smith’s founding in 1871 through the 1920s. Students work with materials in the College Archives and with a variety of other sources. Fulfills requirements for the Archives Concentration. Enrollment limited to 18. {H} Credits: 4

Jennifer Hall-Witt

Offered Spring 2014

AAS 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 will be 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 Wilson

Offered Spring 2014

AAS 289 (C) Feminism, Race and Resistance: History of Black Women in America

This interdisciplinary colloquial course will explore 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 will be 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

Shani Roper

Offered Fall 2013


Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics, and textiles) as well as landscapes to New England’s history. Classes are held in Old Deerfield, MA. Admission by permission of the instructor. {A}{H} Credits: 4

Instructor: TBA

Offered Spring 2014

Seminars

HST 307 Problems in Middle East History

The Middle East and World War One

The Middle East in the context of the First World War and its immediate and far-reaching aftermath. This pivotal moment cemented new imaginations of both nation and state, with consequences for population movements, changing political compasses, and new social, cultural, economic, and religious formulations. Topics include colonialism, Arab and state nationalisms, Zionism, and Islamism, as well as peasant, labor, communist and women’s movements. We will examine primary sources including diplomatic and political documents, memoirs, the press, photographs and film. {H} Credits: 4

Nadya Sbaiti

Not Offered this Academic Year
HST 335 Seminar: Problems in East Asian History

Women and Gender in Early Modern East Asia
Gives students the opportunity to think about gender in a non-modern, non-Western context by focusing on women's and gender histories of China, Japan and Korea from the 16th through the mid-19th centuries. After reading several exemplary works of scholarship and translation, students conduct their own research and write up their findings in a seminar paper. By examining a period before modern conceptions of rights and feminism existed, the course encourages students to grapple with the complexity of the historical past. (H) Credits: 4
Marnie Anderson
Offered Fall 2013

AAS 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 1600s 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 will address a neglected theme in the history of the Afro-American experience, i.e., the history of free blacks before the passage of the Thirteenth amendment. Recommended background: AAS 117. (H) Credits: 4
Louis Wilson
Offered Fall 2013

HST 350 Seminar: Modern Europe

Gender and Histories of the Holocaust
In this course, we will read and discuss testimony, texts and images that have been pivotal to the study of women and gender in the Holocaust, while also exploring recent debates and new directions in research. (H) Credits: 4
Darcy Buerkle
Offered Fall 2013

HST 355 Topics in Social History

Interrogating Gandhi Beyond the Myth of the Mahatma
One of the most enigmatic political leaders of the modern period, M.K. Gandhi remains a controversial figure. On one hand, he is celebrated as the father of the Indian nation and an apostle of non-violence, and on the other hand viewed as a wily politician and a patriarch with problematic views of gender and sexuality. In his lifetime, thousands saw him as a saint, while others (mainly Hindu nationalists) reviled him as a traitor to Indian nationalism and blamed him for the partition of India. This course investigates these multiple myths and images around Gandhi in order to understand which, if any of these, have any historical validity. Using Gandhi’s own writings and the words of his contemporary admirers and detractors, it attempts to go beyond these binaries and instead explore his biography, his politics and his philosophy in their full complexity. (H) Credits: 4
Instructor: TBA
Offered Spring 2014

Debates in the History of Gender and Sexuality
(H) [S] Credits: 4
Darcy Buerkle
Not Offered this Academic Year

HST 358 Problems in African History


Debating the African Past
This seminar provides students with an introduction to the mid-20th century development of the professional study of Africa’s past and the current state of the field in African history. Key historiographical themes addressed in the course include slavery and emancipation, African conceptions of race, gender and sexuality in colonial Africa, African conceptions of race, nationalism and decolonization, and popular culture on the continent. In addition, students will conduct their own research project based upon primary sources. In completing this project, students will reflect on questions of audience, methodology, genre and argument in academic writing. (E) (H) Credits: 4
Jeffrey Abhman
Offered Spring 2014

LAS 301 Seminar: Topics in Latin American and Latino/a Studies

Puerto Rico and Cuba in the “American Century”
Often referred to as “two wings of the same bird,” Puerto Rico and Cuba both have roots in Spanish colonialism, slavery and cultures of the African diaspora. Through migration, trade and shared political pursuits their people were long in contact with each other and participated in a broader pan-Caribbean intellectual and cultural milieu. Cuba and Puerto Rico both have histories of nationalist struggles for independence and complex political and cultural relationships with the United States. This seminar will begin in about 1850 and examine slavery, race, colonialism and independence in both countries. It will then concentrate on the experiences of Puerto Rico and Cuba after 1898, in the “American Century,” and explore how one became the only socialist country in the Americas and the other a U.S. territory. Our study will be scaffolded by political and social history, and it will use literature, music, film, and analysis of race and gender to understand these two interrelated stories. (H) [S] Credits: 4
Ann Zukawski
Not Offered this Academic Year

HST 361 Seminar: Problems in the History of Spanish America and Brazil

Public Health Race and Nation in Latin America, 1850–Present
The relationship between scientific medicine and state formation in Latin America. Topics include European, Native American and African healing traditions and 19th-century politics; medicine and liberalism; gender, race and disease; eugenics and Social Darwinism; the Rockefeller Foundation’s mission in Latin America; medicine under populist and revolutionary regimes. (H) [S] Credits: 4
Ann Zukawski
Offered Fall 2013

HST 371 Seminar: Problems in 19th-Century United States History

African-American Women in Slavery and Freedom
Despite the particular degradation, violence and despair of enslavement in the United States, African-American women built families, traditions and a legacy of resistance that nurtured freedom movements during enslavement and fostered a trajectory of activism in the Black community throughout the 19th century. Close reading of enslavement and gender, protest strategies speeches and writings including those of Sojourner Truth, Harriet Jacobs and Sarah Remond. How did race, gender and resistance affect African-American women? (H) Credits: 4
Elizabeth Pryor
Not Offered this Academic Year

HST 383 Research in United States Women’s History: The Sophia Smith Collection
An advanced research and writing workshop in U.S. women’s history. Students develop historical research methods as they work with archival materials from the Sophia Smith Collection (letters, diaries, oral histories, newspaper articles, government documents, photographs, etc.) as well as historical scholarship, to research, analyze and write a 20–25 page research paper on a topic of their own choosing. (H) Credits: 4
Jennifer Guglielmo
Offered Fall 2013
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 Gunn
Offered Fall 2013

HST 404 Special Studies
By permission of the department. Credits: 4
Instructor: TBA
Offered Fall 2013, Spring 2014
History of Science and Technology

Advisers
David Dempsey, Museum of Art
Robert Dorit, Professor of Biological Sciences
**2 Craig M. Felton, Professor of Art
1 Nathanael Alexander Fortune, Professor of Physics
1 Albert G. Mosley, Professor of Philosophy
1 Douglas Lane Patey, Professor of English Language and Literature
Jeffry Lee Ramsey, Associate Professor of Philosophy, Director
Gregory Young, Instructor, Science Center Machine Shop

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
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 will be 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
Charles Reeves
Offered Spring 2014

HSC 211 Perspectives in the History of Science
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 will be drawn from primary and secondary sources. {H} {N} Credits: 4
Jeffry Ramsey
Offered Spring 2014

HSC 404 Special Studies
Credits: 4
Instructor: TBA
Offered Fall 2013, Spring 2014

ANT 135 Introduction to Archaeology
Same as ARC 135. The study of past cultures and societies through their material remains. 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. Course 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 years and sophomores. Enrollment limited to 30. {N} {S} Credits: 4
Elizabeth Klarich
Offered Fall 2013

ANT 248 Medical Anthropology
The cultural construction of illness through an examination of systems of diagnosis, classification, and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer. The anthropological contribution to international health care and to the training of physicians in the United States. Enrollment limited to 30. {N} {S} Credits: 4
Donald Joralemon
Offered Fall 2013

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 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} Credits: 4
Suzan Edwards
Offered Spring 2014

CHM 100 Perspectives in Chemistry
Chemistry of Art Objects
In this museum-based course, chemistry will be discussed in the context of art. We will 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 will be discussed with examples from the Smith College Museum of Art. Three hours of lecture, discussion and demonstrations. Class meetings will take place in the museum. Enrollment limited to 20. {A} {N} Credits: 4
Instructor: TBA
Offered Spring 2014

PHI 224 Philosophy and History of Scientific Thought
Case studies in the history of science are used to examine philosophical issues as they arise in scientific practice. Topics include the relative importance of theories, models and experiments; realism, explanation; confirmation of theories and hypotheses; causes; and the role of values in science. {N} Credits: 4
Jeffry Ramsey
Offered Fall 2013
Cross-Listed Courses

ANT 135 Introduction to Archaeology
Same as ARC 135. The study of past cultures and societies through their material remains. 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. Course 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 years and sophomores. Enrollment limited to 30. (N) (S) Credits: 4
Elizabeth Klarich
Offered Fall 2013

ANT 248 Medical Anthropology
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Instructor: TBA
Offered Spring 2014

PHI 224 Topics in the Philosophy of Science
Pluralism
Pluralism is the general idea that some natural phenomena cannot be fully explained by a single theory or fully investigated using a single approach. Multiple approaches are required. Is a pluralistic approach necessarily only a temporary state of affairs, or are there some phenomena that can never be encompassed within single, comprehensive representation? Should the aims, methods and results of sciences that are currently pluralistic be understood or evaluated in reference to the quest for a fundamental, unified, monistic grail? Examples will be drawn from the numerous sciences of the study of behavior and of the environment. (M) (N) Credits: 4
Jeffry Ramsey
Offered Fall 2013
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 102 From Subjects of Reform to Agents for Social Change: Working Women in the Industrial Program of the YWCA
Credits: 1

ARX 104 Becoming a College Woman: Re-seeing Gender at Smith, 1880–1901
Credits: 1

ARX 105 Class Matters: Organizing for Social Justice
Credits: 1

ARX 140 Exploring the Archives
Credits: 2

BXX 140 Perspectives on Book Studies
Credits: 1

BUX 253 Indo-Tibetan Buddhist Philosophy and Hermeneutics
Credits: 4

ESS 945 Physical Conditioning
  Basics
Credits: 1

FRN 235 Speaking (Like the) French: Conversing, Discussing, Debating, Arguing
Credits: 4

GEO 223 Geology of Hawaiian Volcanoes
Credits: 1

IDP 100 Critical Reading and Discussion: “Book Title”
Credits: 1

IDP 150 Introduction to AutoCAD
Credits: 1

IDP 151 Introduction to SolidWorks
Credits: 1

IDP 155 Innovation and Entrepreneurship
Credits: 1

IDP 156 Introduction to Entrepreneurship
Credits: 1

IDP 250 Applied Design and Prototyping: Design It! Make It!
Credits: 1

QSK 103 Math Skills Studio
Credits: 2

WTG 100 (C) Popular Non-Fiction
Credits: 1

MTH 103 Math Skills Studio
Credits: 2
Italian Language and Literature

Professors
Anna Botta, Ph.D., Chair (Italian and Comparative Literature)
Giovanna Bellesia, Ph.D.
Alfonso Procaccini, Ph.D.

Lecturers
Maria Succi-Hempstead, M.A.
Bruno Grazioli, M.A.
Simone M Gugliotta, M.A.

Students planning to major in Italian and/or intending to spend their Junior Year in Italy should start studying Italian in their first semester in order to meet all requirements. ITL 110y, the Elementary Italian course, carries 10 credits and meets for the full year. No credits will be assigned for one semester only. All students going to Florence for their Study Abroad must take ITL 250 in the spring of their sophomore year. Those students who decide belatedly to begin their study of Italian in the second semester must take ITL 111 in the spring of their first year. Students who did not take Italian in their first year and wish to apply to the Study Abroad program in Florence must successfully complete an intensive summer program approved by the Italian department in the summer before their sophomore year.

The Major in Italian Language and Literature and Italian Studies

Advisers: Giovanna Bellesia, Alfonso Procaccini, Anna Botta

Advisers for Study Abroad: Giovanna Bellesia, Alfonso Procaccini, Anna Botta

Basis: ITL 110y or ITL 111, ITL 220 or ITL 230 (or permission of the department).

Requirements: The basis, plus ten semester courses.

The following courses are compulsory for majors attending the Study Abroad in Florence: Sophomore year—Spring: ITL 250, Study Abroad—ITL 251 Survey II, ITL 240 Stylistics.

The following courses are compulsory for majors not attending the Study Abroad in Florence: ITL 240 Stylistics (offered only in Florence).

All majors in Italian language and literature must attend ITL 332 and 334 (Dante and Boccaccio) and a senior seminar in Italian during their senior year. No course counting for the major can be taken S/U.

The rest of the courses can be chosen among the following: 334, 338, 340, 342, 343, 344, 346, 348, 404, 408d, 430d, CLT 305, CLT 355. (All written work in the CLT courses and in the courses taught in English must be done in Italian to be accepted for the Italian major).

Courses taken during the Study Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

Students considering graduate school in Italian Language and Literature are encouraged to take CLT 300.

The Major in Italian Studies

Advisers: Giovanna Bellesia, Alfonso Procaccini

Basis: ITL 110y or ITL 111, ITL 220 or ITL 230.

Italian Studies majors are expected to achieve competence in both written and spoken Italian. Participation in the Study Abroad in Florence is not required but it is strongly recommended.

Requirements: The basis plus ten semester courses which include:

ITL 240 Stylistics (offered only in Florence).

ITL 250 and 251

Three (non-language) courses taken in the Italian department on campus or during the Study Abroad in Florence. Courses in Florence must be approved by the chair of the Italian department to count towards the major in Italian studies. All courses taught by Italian faculty members outside the Italian department will also fulfill the requirement (for instance CLT 305 or CLT 204) when all written work is done in Italian. Independent studies and honor theses may count as part of this category.

Three courses in other Smith departments/programs or at the University of Florence. These courses will be chosen in accordance with the interests of the student and with the approval of the Italian department adviser. No course counting for the major can be taken S/U.

Relevant departments include but are not limited to: American Studies, Archeology, Art History, Comparative Literature, Classics, Education, Film Studies, Government, History, History of Science, International Relations, Linguistics, Music, Philosophy, Religion, Sociology.

One senior literature seminar (all work done in Italian). If both ITL 332 and 334 are completed, one of the two can take the place of the required senior seminar.

One semester of ITL 332 or 334 (Dante or Boccaccio). All work must be done in Italian.

The Minor in Italian Language and Literature

(There is no minor in Italian Studies).

Advisers: Giovanna Bellesia, Alfonso Procaccini

A minor in Italian offers the student the opportunity to acquire the basic skills and a reasonable knowledge of the Italian language as well as an overview of the history of Italian literature and culture. Furthermore, it offers the possibility for students returning from study abroad to continue with Italian on a limited program. If, a student does not wish to major in Italian, a minor would grant her the opportunity of official recognition for the courses taken.
Basis: ITL 110y, ITL 220 or ITL 230, or permission of the department.

Required: Six semester courses including the following: 231 and 250. Choice of two from two different periods including: 251, 332, 334, 338, 340, 342, 343, 344, 346, 348, 404. At least one 300 level course, in Italian, must be taken during senior year.

Courses taken during the Study Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

Honors in Italian Language and Literature

Director: Giovanna Bellesia

ITL 430D Honors Project
This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Alfonso Procaccini
Offered Fall 2013, Spring 2014

Honors in Italian Studies

ITS 430D Thesis
Full-year course. Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013

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.

ITL 110Y Elementary Italian
One-year course that covers the basics of Italian language and culture and allows students to enroll in ITL 220, ITL 230 and ITL 231 (in exceptional cases) the following year. Preference given to first-year students. Three class meetings per week plus required weekly multimedia work and a discussion session. Enrollment limited to 20 per section. Students entering in the spring need permission of the department and must take a placement exam. Students must stay in the same section all year. Credits: 5 per semester, 10 for yearlong course
Bruno Grazioli, Fall 2013
Maria Succi-Hempstead, Fall 2013
Bruno Grazioli, Spring 2014
Maria Succi-Hempstead, Spring 2014
Offered Fall 2013, Spring 2014

ITL 111 Accelerated Elementary Italian I
One-semester course designed for students who might have missed the opportunity to take our highly recommended year-long ITL 110y course. It will cover the material of ITL 110y in one semester. Three class meetings per week plus required weekly multimedia work and conversation meetings. Preference is given to all first-year students planning to go to Italy for their Junior Year. Enrollment limited to 20 per section. Students should enroll in ITL 220 (or ITL 230 in exceptional cases) the following semester. This course does not fulfill the foreign language requirement {F} for Latin Honors because it is a one-semester language course and a two-semester language course is needed to fulfill that requirement. Credits: 5
Maria Succi-Hempstead
Offered Spring 2014

ITL 220 Intermediate Italian
Comprehensive grammar review through practice in writing and reading. Literary texts and cultural material will constitute the base for in-class discussions and compositions. Students taking ITL 220 are also strongly encouraged to take ITL 235 Advanced Conversation in the fall semester. Taking both courses will strengthen students' confidence and ability to become proficient in Italian. Prerequisite: ITL 110y or ITL 111 or permission of the department. {F} Credits: 5
Bruno Grazioli
Offered Fall 2013

ITL 230 High Intermediate Italian
Speaking and writing are strongly emphasized in this course. Reading of contemporary literary texts and class projects will help students improve and refine the use of linguistic expressions and prepare for more advanced conversations in Italian. Students enrolled in ITL 230 are also strongly encouraged to take ITL 235 Advanced Conversation in the spring semester. Taking these two courses will guarantee steady progress in language proficiency. Prerequisite: ITL 110y or ITL 111 or 220 or permission of the department. {F} Credits: 5
Maria Succi-Hempstead
Offered Fall 2013

ITL 235 Advanced Conversation
Practice in conversation, using a variety of materials including newspaper articles, films, television broadcasts and websites. This course is designed to develop oral proficiency. There is no written work. All exams will be oral. Prerequisite: for the fall course ITL 110 or 111, or placement exam to assure correct language level. Section 01 open to Italian majors or by permission of the instructor. {F} Credits: 2
Alfonso Procaccini, Fall 2013
Bruno Grazioli, Spring 2014
Offered Fall 2013, Spring 2014

B. Literature and Culture

The prerequisite for ITL 250 is ITL 220 or ITL 230 or ITL 231. There is no prerequisite for ITL 252 because it is conducted in English.

The prerequisite for 300-level courses conducted in Italian is fluency in written and spoken Italian, and permission of the instructor.

FYS 161 Immigration and the New Multiethnic Societies
The first part of this course traces the history of immigration from Italy to the United States. Students will read historical, literary and sociological texts, and study the representation of Italian Americans in movies and on television. The second part of the course studies contemporary Italy. In the last twenty years Italy has become a country of immigration. Questions of race, ethnicity, color, religion, gender, language and nationality are at the center of the formation of a new Italian identity. Some immigrants are starting to express their opinions on these issues. We will read some of their writings and compare them to the writings of Italian Americans. Are there experiences shared by all immigrants across the boundaries of time and culture? Can past migrations teach us...
something about stereotypes and intolerance? Do globalization and modern society, along with technological advances in communication, change the immigrant experience? Enrollment limited to 16 first-year students. Credits: 4
Giovanna Bellesia
Offered Fall 2013

FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema
Examining Italian cinema from neorealism to today, this course will investigate 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). Directors include Amelio, Antonioni, Bertolucci, De Santis, De Sica, Genni, Moretti, Oszpetek, Pasolini, Visconti. Conducted in English. Films with English subtitles. Enrollment limited to 16 first-year students. Credits: 4
Anna Botta
Offered Fall 2013

ITL 205 Savoring Italy: Recipes and Thoughts on Italian Cuisine and Culture
The course will examine Italy's varied geography, history and artistic tradition to further appreciate Italy's rich, delicious, yet simple cuisine. In our travels we will 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. Credits: 2
Giovanna Bellesia
Offered Spring 2014

ITL 250 Survey of Italian Literature I
Prerequisite for students applying for Study Abroad in Florence. Reading of outstanding works and consideration of their cultural and social backgrounds from the Middle Ages to the Renaissance. One class a week is dedicated to linguistic preparation of the text studied. Prerequisite: ITL 220, and/or 230, and/or 231 or permission of the instructor. Course may not be taken S/U. Credits: 4
Alfonso Procaccini, Spring 2014
Giovanna Bellesia, Spring 2014
Offered Spring 2014

ITL 332 Dante: Divina Commedia – Inferno
Detailed study of Dante's Inferno in the context of his other works. Conducted in Italian. Credits: 4
Alfonso Procaccini
Offered Fall 2013

ITL 334 Boccaccio: Decameron
An in-depth thematic study of Boccaccio's literary masterpiece, Decameron, including its style, structure and historical context. Particular attention will be devoted to Boccaccio's singular interest in how imagination effectively combats the various constraints and even tragic aspects of life such as the plague or certain forms of social, political, psychological oppression. In what way do Boccaccio's novelle provide every reader the same "diletto e utile consiglio" which he was so intent on offering his gracious ladies? Conducted in Italian. Open only to senior Italian majors or by permission of the instructor. Credits: 4
Alfonso Procaccini
Offered Spring 2014

ITL 340 The Theory and Practice of Translation
This is a course for very advanced students of Italian with strong English language skills. Close readings and translations into English of a variety of modern Italian writers and poets: Morante, Ginzburg, Anna Banti, Montale, Eco, Tabucchi, Maraini, Calvino and others. Extensive practice in translating with some theory. Consideration of the renderings into Italian by such famous writers as Pavese and Vittorini. During the second half of the semester students will select a work for independent translation as the major component of their portfolio of translated work. Professional translators and writers whose work has been translated will be invited to share their experience with the class. Enrollment limited to 12. Permission of the instructor required. This course does not count as a senior seminar for Italian majors. (E) Credits: 4
Giovanna Bellesia
Offered Fall 2013

ITL 343 Senior Seminar: Restless Sea: The Mediterranean Viewed from Italy in the Age of Globalization
In this age of globalization, how do contemporary Italians relate to the Mediterranean: the sea that the Romans called mare nostrum (our sea) and that the Maritime Republics of Genoa, Venice, Amalfi and Pisa dominated for centuries? Even today ancient watchtowers built against the Moors or Saracens still dot the Italian coastlines. How does the past affect the way Italians today view the wave of recent immigrants who arrive by sea? From Homeric times to modern philosophers, the sea has been associated with travel and freedom, while the land has been associated with sedentariness and duty. How does Italy experience this fundamental opposition, given its peculiar geographical configuration (its overextended coastlines and multiplicity of islands)? In contemporary Italy, what new forms has the old opposition between North and South taken? Why has the Mediterranean become the trade name of an alternative life style? We'll read both literary works (Homer, Calvino, Consolo, De Luca, Magris, Montale, Morante, Ortese, Pasolini, Sbarbaro) and critical analyses (Braudel, Cacciari, Cassano, Chambers, Matvejevic, Schmitt); we will also analyze films (Grialese, Marra, Moretti, Rosselmini). Conducted in Italian. Open only to senior Italian majors or by permission of the instructor. (L/F) Credits: 4
Anna Botta
Offered Spring 2014

Cross-Listed Courses
None for 2013–14

ITL 400 Special Studies
For qualified juniors and senior majors only. Admission by permission of the instructor. Credits: 1 to 4
Instructor: TB4
Offered Fall 2013, Spring 2014

ITL 404 Special Studies
By permission of the chair, for senior majors. Credits: 4
Instructor: TB4
Not Offered this Academic Year

ITL 408D Special Studies
By permission of the chair, for senior majors. Credits: 4 per semester, 8 for yearlong course
Instructor: TB4
Offered Fall 2013, Spring 2014
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 as soon as possible. Completion of JUD 100y or equivalent is required before beginning a semester of study in Israel.

The Major

Advisers: Ernest Benz, Justin Cammy (on sabbatical), Lois Dubin, Joel Kaminsky (on sabbatical), Ellen Kaplan, Jocelyne Kolb

The major in Jewish studies comprises 12 semester courses.

A. Requirements

1. Basis: JUD 125 (formerly 225) Jewish Civilization, normally taken in a student’s first or second year.
2. Language: JUD 100y Elementary Modern Hebrew, counting as two semester courses. Students who arrive at Smith with the equivalent of a year of college-level Hebrew may petition for exemption from this requirement; in such cases, they are strongly encouraged to continue their study of Hebrew language.

B. Breadth

1. One course in each of the following: Classical Texts
2. History, Politics and Thought
3. Literature and the Arts

Students can expect advisers to work closely with them to select electives that cover the chronological sweep of Jewish civilization.

C. Concentration

Three courses on a unifying theme, period, geographic area, or body of literature. A student defines her concentration in consultation with her adviser. No more than one 100-level course may count toward the concentration. One course taken in fulfillment of the breadth requirement may count toward the concentration.

D. Seminar and/or Advanced Special Studies

One seminar from the Program’s approved list of courses (for example, JUD 362, REL 310, REL 320, GOV 323) or a research-intensive JUD 400 Special Studies.

E. Electives

In choosing elective courses within the major, students should keep in mind the following:

Jewish studies highly values the study of language. Although JUD 100y is the minimum 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 200 (Intermediate Modern Hebrew); special studies in language. A student may continue her study of Hebrew, or of another Jewish language (such as Yiddish) within the Five College consortium or at an approved program elsewhere.

With the approval of her adviser, a student may count up to two Smith College courses that are not part of the approved list of Jewish studies courses toward the major as electives, when such courses offer a broader comparative framework for Jewish studies. In such cases, a student writes at least one of her assignments for the course on a Jewish studies topic. Such courses may not count toward the breadth or concentration requirements of the major.

F. Courses Elsewhere

Courses in the Five College consortium, on Study Abroad Programs or on other approved programs for study away may count toward the major. A student’s petition to count such a course must be approved by the major adviser and the Jewish studies program after the course has been completed.

G. Additional Guidelines

1. No course counting toward the major may be taken for an S/U grade.
2. Normally, at least seven of the courses toward the major shall be taken at Smith College.
3. No more than two courses at the 100-level, other than JUD 100y, may count toward the major.
4. In order to support the interdisciplinary nature of a major in Jewish studies, normally no more than seven of a student’s courses shall be from the same academic department.

Honors

Director: Lois Dubin

JUD 430D Honors Project
Full year course offered each year. Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

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 must 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.
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:
1. A total of five courses: JUD 125 or JUD 100y, as the basis of the minor;
2. Four additional courses distributed over at least three of the areas of Jewish studies (Language, Classical Texts, History, Politics and Thought, Literature and the Arts). Normally, a student electing to minor in Jewish studies will take at least three courses toward the minor at Smith. The yearlong JUD 100y counts as one course toward the minor.

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 study 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: Lois Dubin

Smith Courses counting toward the Jewish Studies major and minor

I. Basis
JUD 125 Jewish Civilization

II. Classical Texts

II. Language
JUD 100Y Elementary Modern Hebrew
JUD 110 Elementary Yiddish
JUD 200 Intermediate Modern Hebrew
JUD 201 Readings in Modern Hebrew Language

III. Classical Texts
JUD 230 Reading the Bible Through Rabbinic Eyes
REL 162 Introduction to the Bible I
REL 211 Wisdom Literature and Other Books from the Writings
REL 213 Prophecy in Ancient Israel

REL 214 Virgins, Vamps and Viragos: Women in the Hebrew Bible
REL 216 Topics in Biblical Studies
 Archaeology and the Bible
REL 310 Seminar: Hebrew Bible
 The Book of Judges
 Sibling Rivalries: Israel and The Other

IV. History, Politics and Thought
FYS 105 Jerusalem
FYS 163 The Holy Land
GES 301 Jerusalem
GOV 229 Government and Politics of Israel
GOV 248 The Arab-Israel Dispute
GOV 323 Warring for Heaven and Earth: Jewish and Muslim Political Activism in the Middle East
HST 350 Gender and Histories of the Holocaust
JUD 235 Perspectives on Israeli History
JUD 251 Women and Gender in Israeli Society
JUD 284 The Jews of Eastern Europe, 1750–1945
JUD 287 The Holocaust
REL 221 Jewish Spirituality: Philosophers and Mystics
REL 223 Jews and Modernity: A Global Diaspora (formerly the Modern Jewish Experience)
REL 320 Jewish Women’s History
REL 320 Judaism, Feminism, and Religious Politics

V. Literature and the Arts
CLT 214 Literary Anti-Semitism
CLT 231 American Jewish Literature
CLT 218 Holocaust Literature
CLT 277 Modern Jewish Fiction
FYS 186 Israel: Texts and Contexts
GER 230 Topics in German Cinema
 Nazi Cinema
GER 241 Jews in German Culture
JUD 236 Documentary Film in Contemporary Israel
JUD 237 Forbidden Love: Cinematics of Desire in Israel and Beyond
JUD 257 (C) Jewish Writers in Modernist Berlin
JUD 260 (C) Yiddish Literature and Culture
JUD 362 Seminar in Modern Jewish Literature
 Yiddish Film
 Punchline: The Jewish Comic Tradition
SPN 246 Latin American Literature
 Life Stories by Latin American Jewish Writers
THE 241 Staging the Jew
THE 208 American Musical Comedy: From Gershwin to Sondheim

VI. Special Studies
JUD 400 Advanced research or language study, conducted by a faculty member appointed in Jewish studies.

The following are examples of courses that touch on Jewish studies and that 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. Please consult the offerings of other programs and departments, and an adviser, for additional possibilities:

FYS 174 The Muslim World in the Age of the Crusades: Encounters, Influences and Lasting Legacies
HST 203 (L) Alexander the Great and the Hellenistic World
HST 205 (L) The Roman Empire
HST 208 (L) The Making of the Modern Middle East
HST 228 (C) Medieval Peripheries
HST 243 (C) Reconstructing Historical Communities
HST 246 (C) Memory and History
HST 255 (C) 20th-Century European Thought
REL 105 Introduction to World Religions
REL 106 Women and Religion
REL 215 Introduction to the Bible II
SPN 332 Seminar: The Middle Ages Today

Basis

JUD 125 Jewish Civilization
Same as REL 225. An introduction to Jewish civilization from a variety of perspectives (religion, history, politics, philosophy, literature and culture) organized around different themes; the theme for Spring 2013 is Environmentalism. Consideration of core ideas, texts and practices that have animated Jews and Judaism from antiquity to the present, with attention to both classical and modern formulations. {H}{L} Credits: 4
Lois Dubin
Offered Spring 2014

Language

JUD 100Y Elementary Modern Hebrew
A year-long introduction to modern Hebrew, with a focus on equal development of the four language skills: reading, writing, speaking and listening. Study of Israeli song, film and short texts amplifies acquisitions of vocabulary and grammar. By the end of the year, students will be able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, express their thoughts and opinions, and participate in classroom discussions. No previous knowledge of Hebrew language is necessary. Enrollment limited to 18. May only be taken S/U with approval of the instructor and the director of Jewish Studies. JUD 100y is required for students wishing to study abroad in Israel. {F} Credits: 5 per semester, 10 for yearlong course
Joanna Caravita
Offered Fall 2013, Spring 2014

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 and print media. The course will be organized around topics suited to student interests and language level as ascertained by the instructor. Prerequisite: JUD 100y or equivalent, or permission of the instructor. Can be repeated once 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 100y or equivalent, or permission of the instructor. {F} Credits: 4
Joanna Caravita
Offered Fall 2013

JUD 202 Language and Literature
An introduction to Hebrew literature, including short stories, novels, and the like, from the 19th century up to the present. No previous knowledge of Hebrew language necessary. Students must write one of their assignments for this course on a topic related to Jewish studies. Enrollment limited to 18. May only be taken S/U with approval of the instructor and the director of Jewish Studies. JUD 100y is required for students wishing to study abroad in Israel. {F} Credits: 4
Lois Dubin
Offered Spring 2014

JUD 200YAdvanced Language Study
A year-long intensive course in the study of Modern Hebrew, focusing on translation, dictionary use, and in-depth reading of Hebrew literature in full Hebrew, with a focus on a specific literary or cultural topic. Students will be expected to read extensively throughout the year, and the major portion of the course will be devoted to the translation and discussion of original Hebrew literature, including short stories, novels, and the like. No previous knowledge of Hebrew language necessary. Enrollment limited to 18. May only be taken S/U with approval of the instructor and the director of Jewish Studies. JUD 100y is required for students wishing to study abroad in Israel. {F} Credits: 5 per semester, 10 for yearlong course
Joanna Caravita
Offered Fall 2013, Spring 2014

Yiddish Language

In 2013–14 Elementary Yiddish will be offered at Hampshire College

Classical Texts

REL 216 Topics in Biblical Studies
Archaeology and the Bible
This course explores the material culture of the peoples who lived in ancient Palestine from the Middle Bronze Age through the Israelite period and down to the Roman-Byzantine eras (c.1400 B.C.E. to 640 C.E.). We will consider the latest archaeological finds from Israel and the Mediterranean basin, including the ruins of great cities, temples, ancient churches and synagogues, and colorful mosaic artwork. Special attention will be given to a critical evaluation of the ways that archaeology can—and cannot—illuminate the key people, places, and events mentioned in biblical and post-biblical texts. {H}{L} Credits: 4
Michael Sugerman
Offered Fall 2013

REL 214 Virgins, Vamps and Viragos: Women in the Hebrew Bible
This course focuses on the lives of women in ancient Israelite society through close readings of the Hebrew Bible. We will look at detailed portraits of female characters as well as the role of many unnamed women in the text to consider the range and logic of biblical attitudes toward women, including reverence, disgust, and sympathy. We will also consider female deities in the ancient Near East, women in biblical law, sex in prophetic and Wisdom literature, and the female body as a source of metaphor. {E} Credits: 4
Instructor: TBD
Offered Spring 2014

History, Politics and Thought

JUD 235 Perspectives on Israeli History
This course 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 the ways in which public memory is consistently reshaped through film, museums, and/or literary texts that challenge existing historical narratives. No prerequisites.

The History of Israeli Cinema
Surveys the development of the Israeli feature-length film, from the rise of Zionism until the present. By studying the major genres of Israeli cinema as they develop and shift over time, we gain insight into the filmic construction of Israeli society and the relationship between the politics and aesthetics of representation. Our cinematic journey explores the performance of nationality, gender, religion, ethnicity, and mass immigration on screen, the drama of Jewish/Arab and Israeli/Palestinian conflict, and the impact of the Holocaust, war, militarization,
trauma. In which ways does film both construct and interrogate the founding myths and narratives that constitute Israeli national identity and collective memory? (E) {A}{H} Credits: 4
Miri Talmon
Offered Fall 2013

REL 223 Jews and Modernity: A Global Diaspora
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 will examine 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. We will pay attention throughout to tensions between assimilation and cohesion; tradition and renewal; and history and memory. {H} Credits: 4
Lois Dubin
Offered Fall 2013

REL 320 Seminar: Jewish Religion and Culture
Topic: Judaism, Feminism and Religious Politics
A critical examination of the impact of contemporary feminism upon Jews across the spectrum—traditional, modern and radical. We will explore new approaches to the Jewish tradition evident in the study of Jewish women's history and experience; the critique and reinterpretation of classical texts; changing conceptions of God, Torah, community, ritual and sexuality; and new roles for women as religious leaders, scholars and activists. We will discuss theoretical, interpretive, and polemical works, as well as novels, poetry, newspapers and films, focusing on the tensions between continuity and innovation and between inclusion and transformation. Prerequisite: a course in Religion, Jewish studies, Women's studies or permission of the instructor. Enrollment limited to 12. {H} {S} Credits: 4
Lois Dubin
Offered Spring 2014

HST 350 Seminar: Modern Europe
Gender and Histories of the Holocaust
In this course, we will read and discuss testimony, texts and images that have been pivotal to the study of women and gender in the Holocaust, while also exploring recent debates and new directions in research. {H} Credits: 4
Darcy Buerkle
Offered Fall 2013

GOV 248 The Arab–Israeli Dispute
An analysis of the causes of the dispute and of efforts to resolve it; an examination of Great Power involvement. An historical survey of the influence of Great Power rivalry on relationships between Israel and the Arab States and between Israelis and Palestinian Arabs. Consideration of the several Arab-Israeli wars and the tensions, terrorism, and violence unleashed by the dispute. No prerequisites. {S} Credits: 4
Donna Robinson Divine
Offered Fall 2013

Literature and the Arts

FYS 186 Israel: Texts and Contexts
Explores the relationship between Zionism as the political movement that established the State of Israel and Zionism as an aesthetic and cultural revolution that sought to reinvent the modern Jew. What were the roles of literary and visual culture in the construction of Israel's founding myths and interpretations of its present realities? Focuses on efforts to negotiate the relationship between sacred and secular space; exile and homeland; the revival of Hebrew as a living language; Jews and Arabs; and Israel's founding ideals as a democratic and Jewish state. Includes consideration of prose, poetry, graphic novel, art and film. Intended for students interested in Middle East Studies, Comparative Literature and/or in the relationship between literature and politics. Enrollment limited to 16 first-year students. {L} {WI} Credits: 4
Miri Talmon
Offered Fall 2013

JUD 236 Documentary Film in Contemporary Israel
Documentary films are the most exciting genre in contemporary Israeli cinema. They provide the images, narratives, and framework that Israeli society employs for self-negotiation and reflection, and often challenge core myths around which collective memory congeals. In a country beset by political, religious and ethnic tensions, Israeli documentary films have garnered international attention for their willingness to expose intercultural encounters and clashes between Israelis and Palestinians, immigrant communities from the Middle East, Africa and the former Soviet Union, secular and religious society, center and periphery. Documentaries also expose shifting attitudes toward gender and sexuality, and sensitive debates over the meaning of historical events. The course introduces students to documentary film as a genre and method, and also to specific artistic and ideological strategies among current Israeli filmmakers. (E) {A}{S} Credits: 4
Miri Talmon
Offered Spring 2014

JUD 237 Forbidden Love: Cinematics of Desire in Israel and Beyond
How does film challenge social boundaries through narratives of forbidden love and intercultural relationships? By juxtaposing cultural and ideological worlds in conflict cinema has a long tradition of subverting the very rigid social restrictions it recreates on screen. Our course will focus on Israeli cinema to contemplate this universal phenomenon, with comparative segues into Hollywood's re-visioning of racial and social divisions and its performance of the Jew on screen. We will explore various forms of taboo-breaking relationships, including interethnic love in the context of a multicultural immigrant society, transnational love in the context of Israeli-Palestinian conflict, homosexual love in the context of Middle Eastern traditional societies, and love that involves partners transcending religious boundaries. By studying how Israeli cinema crosses national, social, sexual, patriarchal, ethnic and religious divisions we threaten to tear society apart. Open to students at all levels. (E) {A} Credits: 4
Miri Talmon
Offered Spring 2014

GER 241 Jews in German Culture
A survey of the Jewish-German dialogue from the 18th century to contemporary Germany: the importance of the Jewish presence in German culture; representations of the Jew in German literature, film and opera; the role of antisemitism in German history from the Middle Ages to the present. Texts by Lessing, the Grimm Brothers, Heine, Wagner, Thomas Mann, Lasker-Schüler, Celan, Klüger, Behrens; films by Lubitsch, Chaplin, Harlan, Levy, Goldfinger. Conducted in English. (L) Credits: 4
Jocelyne Kolb
Offered Fall 2013

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.” (E) (A) (H) (L) Credits: 4
Ellen Kaplan
Offered Spring 2014

SPN 246 Latin American Literature

Jewish Presence in Latin American Literature and Film
This course will examine representations of the Jewish-Latin American experience through the study of 20th Century poetry, short stories, essays and films. We will explore how recent authors, artists and filmmakers explore issues of a minority group’s identity and belonging. Special attention will be given to images of Jews and Jewish history as metaphors to express present social and political concerns. Prerequisites: SPN 220 or above. Enrollment limited to 19. (F) (L)
Credits: 4
Silvia Berger
Offered Spring 2014

Special Studies

JUD 400 Special Studies
Credits: 1 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014
Landscape Studies

Ann Leone, Ph.D., Professor of French Studies and Landscape Studies, Director

Nina J. Antonetti, Ph.D., Assistant Professor in Landscape Studies
Reid Bertone-Johnson, Ed.M., M.L.A., Lecturer in Landscape Studies

Associated Faculty
Dean Flower, Ph.D., Professor of English Language and Literature
Alice Hearst, Ph.D., Professor of Government
Barbara A. Kellum, Ph.D., Professor of Art
Michael Marcotrigiano, Ph.D., Professor of Biological Science and Director of the Botanic Garden
Andrew John Guswa, Ph.D., Professor of Engineering
James Middlebrook, M.Arch., Assistant Professor of Art
Douglas Lane Patey, Ph.D., Professor of English Language and Literature
Jesse Bellemare, Ph.D., Assistant Professor of Biological Sciences
Fernando Armstrong-Fumero, Ph.D., Assistant Professor of Anthropology

Landscape Studies is a multi-disciplinary 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 in Landscape Studies

The minor consists of six courses (24 credits or more), to be chosen in consultation with a Landscape studies advisor. 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 will select three other courses from the list of related courses (see our website), in consultation with the LSS minor advisor. We encourage you to concentrate these three courses in one of the following areas, in consultation with the minor advisor:

- 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
For Graduate Programs: Reid Bertone-Johnson, CEEDS 008, rbertone@smith.edu, x3328

LSS 100 Landscape, Environment and Design

Through readings and a series of lectures by Smith faculty and guests, we will examine the history and influences out of which Landscape Studies is emerging. We will look at the relationship of this new field with literary and cultural studies, art, art history, landscape architecture, history, biology 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
Ann Leone, Reid Bertone-Johnson
Offered Spring 2014

LSS 105 Introduction to Landscape Studies

Landscape studies is a burgeoning field at Smith College and is the first program of its kind at a liberal arts college in this country. This introductory course will be a chronological and thematic exploration of the issues that define the evolving field of landscape studies and the study of the built environment. How have landscape architects, horticulturists, engineers, and urban, regional, and environmental planners reshaped the spaces in which we live? What stewardship is needed for us to be both inspired and sustained by the world around us? Topics from around the globe will range from ancient to contemporary, scientific to artistic, cultural to political, and theoretical to practical. Priority given to first year, sophomores and LSS minors. Enrollment limited to 30. {A}{H}{S}
Credits: 4
Nina Antonetti
Offered Fall 2013

LSS 220 Activism by Design: Exploring Resilient Case Studies

Landscape studies have been settled, conquered, threatened, and reclaimed throughout world history. How have indigenous people overcome such devastation as colonialism, industrialism, poverty and climate change to boast pilon programs in landscape architecture, conservation and agriculture? Case studies of resilience and ingenuity include the botanic gardens in the West Indies, national parks in Costa Rica, agritourism in Tuscany, sustainable design in the Northwest Territories, and open space in Oakland, California. Can comprehensive analysis of these individual solutions offer glocal templates? Prerequisites: LSS 100 or LSS 105 or by permission of the instructor. Enrollment limited to 20. (E)
{A}{H}{S}
Credits: 4
Nina Antonetti
Offered Fall 2013

LSS 250 Studio: Landscape and Narrative

Landscape design 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 critically considering the environment as socially and culturally constructed. A variety of media are used in the design process including drawing, modeling, collage and photography. Priority given to LSS minors and ARCH majors. Enrollment limited to 14. {A}{S}
Credits: 4
Reid Bertone-Johnson
Not offered this Academic Year
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 will design a series of projects that explore the potential for melding art and ecology. Enrollment limited to 14. [A] [S] Credits: 4
Instructor: TBA
Offered Spring 2014

LSS 300 Rethinking Landscape
This capstone course in the study of the built environment brings history and theory alive for those students with expertise in such diverse fields as art, architecture, American studies, engineering, and the natural sciences. An interdisciplinary approach is taken to read a landscape for its invisibles, from its geological origins to its social implications. To what degree has a landscape been shaped by its physical circumstances, designers and inhabitants? How does it reflect its cultural heritage and project biased meanings? How can landscape literacy enable a closer reading of the past in order to build a better future? Independent work, class discussion, and public speaking are 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. [A] [H] [S] Credits: 4
Reid Bertone-Johnson
Offered Spring 2014

LSS 389 Broad-scale Design and Planning Studio
Note: ARS 388 or ARS 389/LSS 389 will fulfill the ARS 388 advanced studio requirement for Plan C (Architecture) of the art major at Smith College. This class is intended for students who have taken introductory landscape studies and are interested in exploring more sophisticated projects. It is also for Architecture + Urbanism majors who have a strong interest in landscape architecture or urban design. In a design studio format, the students will 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 will be spent working on one complex project. Students will 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 ARCH majors. Enrollment limited to 12. Note: ARS 388 or ARS 389/LSS 389 will fulfill the ARS 388 advanced studio requirement for Plan C (Architecture) of the art major at Smith College. [A] Credits: 4
Reid Bertone-Johnson
Offered Fall 2013

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 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014

ARS 283 Introduction to Architecture: Site and Space
The primary goal of this studio is to engage in discourse about the built environment through the architectural design process. Design is a process of discovery based on personal experience, the joy of exploration, and a spirited intuition. Gaining skills in graphic communication, model making, and design composition, students will produce projects to illustrate their ideas and observations in response to challenging questions about the art and craft of space-making. This course will ask 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 will be charged at the time of registration. Enrollment limited to 24. [A] Credits: 4
James Middlebrook
Offered Fall 2013

ARS 285 Introduction to Architecture: Language and Craft
The primary goal of this studio is to gain insight into the design and representation of architectural space. Students will gain skills in graphic communication, model making and working in multiple media including digital modeling. We will look at the architecture of the past and present for guidance and imagine the future through conceptual models and drawings. This course will ask 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. Enrollment limited to 24. 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 will be charged at the time of registration. [A] Credits: 4
James Middlebrook
Offered Spring 2014

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces
This course considers the many ways through which places are constructed, culturally, socially, and physically. We will 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 will be required. A required fee of $75 to cover group supplied materials and/or printing will be charged at the time of registration. Prerequisites: ARS 283, 285, and two art history courses, or permission of the instructor. Enrollment limited to 12. [A] Credits: 4
James Middlebrook
Offered Spring 2014

Cross Listed Courses

ARS 283 Introduction to Architecture: Site and Space
The primary goal of this studio is to engage in discourse about the built environment through the architectural design process. Design is a process of discovery based on personal experience, the joy of exploration, and a spirited intuition. Gaining skills in graphic communication, model making, and design composition, students will produce projects to illustrate their ideas and observations in response to challenging questions about the art and craft of space-making. This course will ask 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 will be charged at the time of registration. Enrollment limited to 24. [A] Credits: 4
James Middlebrook
Offered Fall 2013
ARS 285 Introduction to Architecture: Language and Craft
The primary goal of this studio is to gain insight into the design and representation of architectural space. Students will gain skills in graphic communication, model making and working in multiple media including digital modeling. We will look at the architecture of the past and present for guidance and imagine the future through conceptual models and drawings. This course will ask 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. Enrollment limited to 24. 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 will be charged at the time of registration. *(A)* Credits: 4
Instructor: TBA
Offered Spring 2014

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces
This course considers the many ways through which places are constructed, culturally, socially, and physically. We will 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 will be required. A required fee of $75 to cover group supplied materials and/or printing will be charged at the time of registration. Prerequisites: ARS 283, 285, and two art history courses, or permission of the instructor. Enrollment limited to 12. *(A)* Credits: 4
James Middlebrook
Offered Spring 2014

Landscape Studies Related Courses 2013–14
(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 catalog for current offerings.

**American Studies**
AMS 201 Introduction to the Study of American Society and Culture
AMS 220 Colloquium

**Anthropology**
ANT 230 Africa: Peoples, Environment and Development Issues
ANT 233 History of Anthropological Theory
ANT 236 Economy, Ecology and Society
ANT 252 The City and the Countryside in China
ANT 352 Seminar: Topics in Anthropology

**Art History**
ARH 101 Approaches to Visual Representation
ARH 140 Introduction to Art History: Western Traditions
ARH 216 The Art and Architecture of the Roman World *(L)*
ARH 223 Architecture in East Asia
ARH 280 Art Historical Studies *(C)*
ARH 283 Architecture Since 1945 *(L)*
ARH 285 Great Cities *(L)*
ARH 315 Studies in Roman Art *(S)*

**Biological Sciences**
BIO 101 Modern Biology for the Concerned Citizen
BIO 103 Economic Botany: Plants and Human Affairs
BIO 110 Introductory Colloquia: Life Sciences for the 21st Century
BIO 120 Horticulture: Landscape Plants and Issues
BIO 121 Horticulture: Landscape Plants and Issues Laboratory
BIO 122 Horticulture
BIO 123 Horticulture Laboratory
BIO 154 Biodiversity, Ecology and Conservation
BIO 155 Biodiversity, Ecology and Conservation Laboratory
BIO 180Y Biogeochemical Cycling in the Avery Brook Watershed: a Research Course
BIO 202 Landscape Plants and Issues
BIO 203 Landscape Plants and Issues Laboratory
BIO 204 Horticulture
BIO 205 Horticulture Laboratory
BIO 240 Plant Biology
BIO 241 Plant Biology Laboratory
BIO 250 Plant Physiology
BIO 251 Plant Physiology Laboratory
BIO 262 Plant Biology
BIO 263 Plant Biology Laboratory
BIO 264 Plant Systematics
BIO 265 Plant Systematics Laboratory
BIO 266 Principles of Ecology
BIO 267 Principles of Ecology Laboratory
BIO 312 Plant Physiology
BIO 313 Plant Physiology Laboratory
BIO 364 Plant Ecology
BIO 365 Plant Ecology Laboratory
BIO 366 Biogeography
BIO 390 Seminar: Topics in Environmental Biology
Studio Art
ARS 161 Design Workshop I
ARS 162 Introduction to Digital Media
ARS 163 Drawing I
ARS 164 Three-Dimensional Design
ARS 173 Cross-Disciplinary Foundations: 3D and Time-Based
ARS 264 Drawing II
ARS 266 Painting I
ARS 281 Studio: Landscape and Narrative
ARS 283 Introduction to Architecture: Art Studio
ARS 285 Introduction to Architecture: Language and Craft
ARS 386 Topics in Architecture
ARS 388 Advanced Architecture: Complex Places, Multiple Spaces
ARS 389 Broad-scale Design and Planning Studio
ARS 390 Five College Advanced Studio Seminar

Chemistry
CHM 108 Environmental Chemistry

Comparative Literature
CLT 100 Introduction To Comparative Literature: The Pleasures of Reading
CLT 234 The Adventure Novel: No Place for a Woman?
CLT 242 What and Where is Main Street?
CLT 253 Literary Ecology
CLT 274 The Garden: Paradise and Battlefield
CLT 288 Bitter Homes and Gardens: Domestic Space and Domestic Discord in Three Modern Women Novelists

Economics
ECO 123 Cheaper by the Dozen: Twelve Economic Issues for Our Times
ECO 213 The World Food System
ECO 224 Environmental Economics
ECO 230 Urban Economics
ECO 324 Seminar: Economics of the Environment and Natural Resources

English
ENG 120 Colloquia in Literature
ENG 238 What Jane Austen Read: The 18th-Century Novel
ENG 382 Reading American Landscape

Environmental Science and Policy
ENV 100 Environment and Sustainability: Notes from the Field
ENV 101 Environmental Integration I: Perspectives
ENV 150 Modeling Our World: An Introduction to Geographic Information Systems
ENV 300 Seminar in Environmental Science and Policy
ENV 311 Environmental Integration III: Interpreting and Communicating Information
ENV 312 Environmental Integration: IV: Sustainable Solutions
ENV 320 Environmental Justice

French
FRN 230 Topics in Contemporary Literature and Culture
FRN 244 French Cinema
FRN 275 Design by Fiction

First-Year Seminars
FYS 100 Food for Thought
FYS 101 Envisioning the Wasteland
FYS 103 Geology in the Field
FYS 136 People and the American City: Visual Display of Complex Information
FYS 141 Reading, Writing and Placemaking: Landscape Studies
FYS 147 Science and Politics of Food, Water and Energy
FYS 158 Reading the Earth
FYS 191 Sense and Essence in Nature
FYS 198 The Global Coffee Trail

Geology/Geosciences
GEO 101 Introduction to Earth Processes and History
GEO 102 Exploring the Local Geologic Landscape
GEO 104 Global Climate Change: Exploring the Past, the Present and Options for the Future
GEO 105 Natural Disasters: Confronting and Coping
GEO 106 Extraordinary Events in the History of Earth, Life and Climate
GEO 109 The Environment
GEO 111 Introduction to Earth Processes and History
GEO 150 Modeling our World: An Introduction to Geographic Information Systems
GEO 161 Exploring the Local Geologic Landscape
GEO 251 Geomorphology

German
GER 227 Topics in German Studies

Government
GOV 204 Urban Politics
GOV 207 Politics of Public Policy
GOV 254 Colloquium: Politics of the Global Environment
GOV 306 Seminar in American Government

Latin American Studies
LAS 201 Colloquium in Latin American and Latino/a Studies

Philosophy
PHI 238 Environmental Ethics
PHI 304 Colloquium in Applied Ethics

Public Policy
PPL 222 Colloquium: U.S. Environmental History and Policy

Presidential Seminars
PRS 308 Urbanization in the 21st Century: Comparative Prospects, Problems and Policies
PRS 321 Big Green Books

Psychology
PSY 226 Society, Psychology and Health

Sociology
SOC 233 Environment and Society
SOC 332 Seminar in Environmental Sociology

Spanish and Portuguese
POR 381 Seminar in Portuguese and Brazilian Studies
Latin American and Latino/a Studies

Advisers and Members of the Latin American and Latino/a Studies Committee

Fernando Armstrong-Fumero, Assistant Professor of Anthropology
†1 Susan C. Bourque, Professor of Government
†2 Ginetta E. B. Candelario, Associate Professor of Sociology and of Latin American and Latino/a Studies, Director
**1,2 Velma E. Garcia, Associate Professor of Government
Maria Estela Harretche, Professor of Spanish and Portuguese
Marguerite I. Harrison, Associate Professor of Spanish and Portuguese
†3 Malcolm Kenneth McNee, Assistant Professor of Spanish and Portuguese
†2 Maria Helena Rueda, Associate Professor of Spanish and Portuguese
†2 Nancy Saporta Sternbach, Professor of Spanish and Portuguese
†1 Lester Tomé, Assistant Professor of Dance
Ann L. Zulawski, Professor of History and Latin American and Latino/a Studies

The Major in Latin American Studies

This major builds on a basic understanding of the history of Latin America and a developing proficiency in Spanish. (A reading knowledge of Portuguese is also recommended.) Following this, 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 towards the major.

Students choosing to spend the junior year studying in a Latin American country should consult with the appropriate advisers:

Adviser for Study Abroad in Spanish America: Majors should see their academic advisers.

Adviser for Study Abroad in Brazil: Marguerite Harrison, Department of Spanish and Portuguese

Five-Year option with Georgetown University: Students interested in pursuing graduate studies in LAS have the option of completing an M.A. in Latin American Studies at Georgetown University in only one extra year and a summer. Those interested must consult with an LALS adviser during their sophomore year or early in their junior year.

Students primarily interested in Latin American literature may wish to consult the major programs available in the Department of Spanish and Portuguese.


Other Requirements:
1. Two courses in Spanish American literature usually SPN 260 and SPN 261. Advanced language students may replace one of these with a topics course, such as SPN 372 or SPN 373. A reading knowledge of Portuguese and/or one course related to Brazil is recommended.

2. Six semester courses (at the intermediate or advanced level) dealing with Spanish America and Brazil; at least two of the six must be in the social sciences (anthropology, economics, history, government, sociology); at least one four-credit course must be in the arts (art history, dance, theatre, film); at least two of the six must be at the 300-level.

The Minor in Latin American Studies

Requirements: Six courses dealing with Latin America to be selected from anthropology, art, economics, government, history and literature. They must include LAS 260/HST 260, LAS 261/HST 261, and SPN 260 or SPN 261, and at least one course at the 300-level.

The Minor in Latino/a Studies

Requirements: Six courses which must include the following: LAS 260/HST 260 or LAS 261/HST 261, SPN 260 or SPN 261, one other class on Latin America to be chosen from anthropology, art, economics, government, history, or literature; and three classes in Latino/a Studies to be chosen from CLT 268, GOV 216, GOV 307, SOC 214, SOC 314 or any other course in LALS, SPN, etc. dealing with Latino/a Studies. At least one of the six courses must be at the 300-level. Students may count one course in Latino/a Studies from another Five College institution towards the minor; students may also substitute a Spanish-language class at the 200 level for SPN 260/SPN 261.

Honors

Director: Fernando Armstrong-Fumero

LAS 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

LAS 431 Honors Project
Credits: 8
Offered Fall 2013

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 201 Colloquium in Latin American and Latino/a Studies
Credits: 4
Daniel Rodriguez
Offered Fall 2013, Spring 2014

Bodega Dreams: Afro-Latinidad in words and Social Activism (Pending CAP Approval)

This course will explore the social movements among Afro-Latinos since the 1970’s through the lens of literature. We will examine such literary forms as spoken word, fiction, and memoir, and explore how these writings cultivated narratives of change to uphold activist traditions and challenge oppressive conditions. We will collectively consider what constitutes social activism. Why is
space so important to these writers in regards to social change? What identities manifest through the lens of these writers and why is that so important within the landscape of the urban? How have these writings upheld narratives of the tradition of struggle? (E) [H]

Daniel Rodriguez, Fall 2013
Instructor: TBA, Spring 2014

LAS 244 Feminisms and Women’s Movements: Latin American Women’s and Latinas’ Pursuit of Social Justice
Same as SOC 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. (H) [S] Credits: 4

Ginetta Candelario
Offered Spring 2014

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. Basis for LALS major. (H) Credits: 4

Ann Zulawski
Offered Fall 2013

LAS 261 (L) National Latin America, 1821 to the Present
Same as HST 261. A thematic survey of Latin American history in the 19th and 20th centuries focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans to bring social justice and democracy to the region. Basis for the LALS major. (H) Credits: 4

Ann Zulawski
Offered Fall 2013

LAS 301 Seminar: Topics in Latin American and Latino/a Studies

Puerto Rico and Cuba in the “American Century”
Often referred to as “two wings of the same bird,” Puerto Rico and Cuba both have roots in Spanish colonialism, slavery and cultures of the African diaspora. Through migration, trade and shared political pursuits their people were long in contact with each other and participated in a broader pan-Caribbean intellectual and cultural milieu. Cuba and Puerto Rico both have histories of nationalist struggles for independence and complex political and cultural relationships with the United States. This seminar will begin in about 1850 and examine slavery; race, colonialism and independence in both countries. It will then concentrate on the experiences of Puerto Rico and Cuba after 1898, in the “American Century,” and explore how one became the only socialist country in the Americas and the other a U.S. territory. Our study will be scaffolded by political and social history, and it will use literature, music, film, and analysis of race and gender to understand these two interrelated stories. (H) [S] Credits: 4

Ann Zulawski
Not Offered this Academic Year

LAS 404 Special Studies
Credits: 4
Instructor: TBA
Offered Fall 2013, Spring 2014

Approved courses for 2013–14

Anthropology

ANT 216 Collecting the Past: Art and Artifacts of the Ancient Americas
Offered Fall 2013

ANT 220 AC: Collecting the Past: Art and Artifacts of the Ancient Americas
Not Offered this Academic Year

ANT 234 Culture, Power and Politics
Not Offered this Academic Year

ANT 237 Native South Americans
Not Offered this Academic Year

ANT 269 Indigenous Cultures and the State in Mesoamerica
Offered Spring 2014

Economics

ECO 213 The World Food System
Offered Fall 2013

First-Year Seminars

FYS 198 The Global Coffee Trail
Offered Fall 2013

Government

GOV 226 Latin American Political Systems
Offered Fall 2013

GOV 322 Seminar in Comparative Government
Offered Fall 2013

History

HST 260 (L) Colonial Latin America, 1492–1825
Offered Fall 2013

HST 261 (L) National Latin America, 1821 to the Present
Offered Spring 2014

HST 263 (C) Continuity and Change in Spanish America and Brazil
Offered Spring 2014

HST 361 Seminar: Problems in the History of Spanish America and Brazil
Offered Fall 2013

Sociology

SOC 213 Race and National Identity in the United States
Offered Spring 2014
SOC 214 Sociology of Hispanic Caribbean Communities in the United States
Offered Fall 2013

SOC 244 Feminisms and Women's Movements: Latin American Women's and Latinas’ Pursuit of Social Justice
Offered Spring 2014

Spanish and Portuguese

POR 220 Portuguese and Brazilian Literature and Culture
Brazil in the News: Media, Society and Popular Culture
Offered Fall 2013

POR 221 Portuguese and Brazilian Literature and Culture
Popular Music, Nationhood, and Globalization in the Portuguese-Speaking World
Offered Spring 2014

POR 280 Portuguese and Brazilian Voices in Translation
Literature on the Margins of Modernity
Offered Spring 2014

POR 381 Seminar in Portuguese and Brazilian Studies
Brasil Profundo: Landscape and the Environmental Imaginary in Brazilian Culture
Offered Fall 2013

SPN 230 Latin American and Peninsular Literature
Latin America Online: Culture and Identity in the Digital Age
Offered Spring 2014

SPN 240 From Page to Stage
Mujeres de Artes Tomar
Offered Spring 2014

SPN 246 Latin American Literature
Reinterpreting Magical Realism in Literature and Film
Offered Fall 2013

AFRO-Latin American Theater
Offered Spring 2014

Jewish Presence in Latin American Literature and Film
Offered Spring 2014

SPN 260 Survey of Latin American Literature I
Offered Fall 2013

SPN 261 Survey of Latin American Literature II
Offered Spring 2014

SPN 372 Seminar: Topics in Latin American and Iberian Studies
Argentina 2000—12/Teatro x la Identidad: Social, Political and Cultural Dislocations in Argentine Society
Offered Fall 2013

SPN 373 Seminar: Literary Movements in Spanish America
Decoding Love: Affect and Subjectivity in Contemporary Latin American Culture
Offered Fall 2013
Linguistics

Advisers
Giovanna Bellesia, Professor of Italian Language and Literature
Nalini Bhushan, Professor of Philosophy
Craig R. Davis, Professor of English Language of Literature
**1** Peter A. de Villiers, Professor of Psychology
\*1.\*2 Jay Lazar Garfield, Professor of Philosophy
Maki Hirano Hubbard, Professor of East Asian Languages and Literatures
Lucy W. Mule, Associate Professor of Education and Child Study
Joseph O’Rourke, Professor of Computer Science
\$1 Thalia A. Pandiri, Professor of Classical Languages and Literatures and Comparative Literature
**1** Douglas Lane Patey, Professor of English Language and Literature
Fernando Armstrong-Fumero, Assistant Professor of Anthropology

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 (Linguistic Structures) (or its equivalent at the Five-Colleges e.g. LING 201 at UMass.)
2. Four linguistics-related courses (see list below). One yearlong 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).

Comparative Literature
CLT 220 Colloquium: Imagining Language

Computer Science
FYS 164 Issues in Artificial Intelligence
CSC 290 Introduction to Artificial Intelligence

East Asian Languages and Literatures
EAL 240 Japanese Language and Culture

Education
EDC 210 Literacy in Cross-Cultural Perspective
EDC 249 Children With Hearing Loss

EDC 338 Children Learning to Read
EDC 567 English Language Acquisition and Deafness

English
ENG 118 Colloquia in Writing
ENG 170 The English Language
ENG 207 The Technology of Reading and Writing
ENG 210 Old English
ENG 212 Old Norse
ENG 214 Medieval Welsh

Italian
ITL 340 The Theory and Practice of Translation

Logic
LOG 100 Valid and Invalid Reasoning: What Follows from What?
LOG 101 Plausible and Implausible Reasoning: What Happened? What Will Happen Next?

Philosophy
PHI 202 Symbolic Logic
PHI 203 Topics in Symbolic Logic
PHI 213 Language Acquisition
PHI 220 Incompleteness and Inconsistency: Topics in the Philosophy of Logic
PHI 236 Linguistic Structures
PHI 260 Hermeneutics: Meaning and Interpretation
PHI 262 Meaning and Truth: The Semantics of Natural Language
PHI 334 Seminar: Mind

Psychology
PSY 192 Introduction to Research Methods
PSY 213 Language Acquisition
PSY 313 Seminar in Psycholinguistics

Spanish and Portuguese
SPN 481 The Teaching of French or Spanish
Advisers
James Marston Henle, Professor of Mathematics, Director
Albert G. Mosley, Professor of Philosophy
Jay Lazar Garfield, Professor of Philosophy

In this 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

MTH 238 Topics in Number Theory
Minors in logic, to be designed in consultation with a co-director, will consist of at least 20 credits including:

LOG 100 or PHI 202, but not both
MTH 153 or CSC 250
MTH 217 or LOG 400 (Set theory)
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
Depending on the topic, the courses listed below may also be taken for Logic minor credit:

MTH 224 Topics in Geometry
MTH 238 Topics in Number Theory
MTH 343 Topics in Mathematical Analysis

There are also courses at Five College institutions that may be acceptable, courses in linguistics and law, for example.

LOG 100 Valid and Invalid Reasoning: What Follows from What?
Formal logic and its application to the evaluation of everyday arguments, the abstract properties of logical systems, the implications of inconsistency. Examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating and the popular press. Deduction and induction, logical symbolism and operations, paradoxes and puzzles. May not be taken for credit with PHI 202. [M] Credits: 4
James Henle, Samuel Rubenstorf
Offered Fall 2013

LOG 101 Plausible and Implausible Reasoning: What Happened? What Will Happen Next?
This course is designed for students who are uncomfortable with symbolic systems. It will provide an elementary introduction to the structure and function of propositional and predicate logic. This will include translating ordinary language statements and arguments into symbolic form; using truth tables to calculate truth values and determine the validity of arguments in finite universes; quantification in infinite universes; direct, indirect, and conditional proof techniques in propositional and predicate logic. The course will also survey topics in inductive logic involving probabilistic and statistical reasoning and elements of decision theory. Enrollment limited to 24. [M] Credits: 4
Albert Mosley
Offered Spring 2014

LOG 400 Special Studies
Credits: 1 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014
Marine Science and Policy Advisers
Paulette M. Peckol, Professor of Biological Sciences, Co-Director
L. David Smith, Professor of Biological Sciences, Co-Director
Sara B Pruss, 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, no more than three of which can be taken at other institutions, including three required courses as follows: GEO 108 Oceanography; BIO 268 Marine Ecology (BIO 269 must be taken concurrently); a Special Studies or seminar course in a marine-related field chosen in consultation with the minor adviser; and three elective courses. Electives can include, but are not limited to, the approved list below. Other relevant courses offered at Smith, within the Five College consortium, or in study abroad programs may be used to satisfy the electives requirement with consultation and approval of the minor adviser. Only two electives may be counted in both a major and this minor.

Biological Sciences
BIO 260 Invertebrate Diversity
BIO 261 Invertebrate Diversity Laboratory
BIO 366 Biogeography
BIO 390 Seminar: Topics in Environmental Biology
BIO 400 Special Studies

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
ECO 224 Environmental Economics
GOV 254 Colloquium: Politics of the Global Environment
GOV 306 Seminar in American Government
GOV 404 Special Studies
PPL 220 Public Policy Analysis

Five College Course Possibilities
Courses can be chosen with consultation and approval of minor advisers; examples would be (all UMass):

- Biology 297: Biology of Marine Vertebrates
- Geology 591f: Marine Micropaleontology
- Geology 595: Physical Oceanography
- Geography 392As: Coastal Resource Policy
- WF Conserv. 261: Fisheries Conservation and Management

Off-Campus Course Possibilities
Some students may elect to take up to three of their courses for the minor away from Smith College by 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 School for Field Studies, School for International Training, and Shoals Marine Laboratory.
Mathematics and Statistics

Professors
James Marston Henle, Ph.D.
†‡† Joseph O’Rourke, Ph.D. (Computer Science)
‡ Katherine Taylor Halvorsen, D.Sc.
Ruth Haas, Ph.D., Chair
†† Hélène Hurin, Ph.D. (Computer Science)
Pau Atela, Ph.D.
Christophe Golé, Ph.D.

Associate Professor
† Patricia L. Sipe, Ph.D.

Assistant Professors
Rajan Mehta, Ph.D.
Nessy Tania, Ph.D.
Juliana S. Tymoczko, Ph.D.
† Gwen Spencer, Ph.D.

Visiting Assistant Professors
Paul Baginski, Ph.D
Benjamin J. Baumer, Ph.D
Joshua Bowman, Ph.D.

Senior Lecturer
† Mary E. Murphy, M.A.T.

Research Associates
Danielle Ramdath, Ph.D.
Sarah-Marie Belcastro, Ph.D.
Catherine McCune, Ph.D.
Anne Schwartz, Ph.D.

Postdoctoral Fellow
Andrew Bray

The Major
Advisers: Pau Atela, Elizabeth Denne, Christophe Golé, Ruth Haas, Katherine Halvorsen, James Henle, Nicholas J. Horton, Patricia Sipe

Adviser for Study Abroad: Patricia Sipe

Requirements: The mathematics major has an entryway requirement, a core requirement, a depth requirement, and a total credit requirement. The entryway requirement consists of MTH 153, MTH 211 and MTH 212. An exceptionally well prepared student might place out of some of these. The core requirement is 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 but instead must complete MTH 220, MTH 246, MTH 320, and either MTH 291 or MTH 290.

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 a total of 40 credits in courses numbered MTH 111 and above, with the following exceptions. At most 8 credits may be awarded for MTH 111, MTH 153, MTH 201, and either MTH 112 or MTH 114. 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 PHI 211) are counted as mathematics courses and given full credit toward the mathematics major. 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, EGO 255, EGR 389, LOG 100, PHY 214, PHY 220, PHY 222, PHY 322 and PHY 340. 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

The minor in mathematics consists of 211 plus 16 other credits selected from any one of the groups below. In the applied mathematics minor, four of the credits may be replaced by eight credits from the list in the description of major requirements found above or by other courses approved by the department.

Applied Mathematics Minor

Discrete Mathematics Minor

Algebra-Analysis-Geometry Minor

Mathematical Statistics Minor
Students must complete 211, 212, 246, 320, and one of 291, 290, or 292.

The Minor in Applied Statistics

Information on the interdepartmental minor in applied statistics can be found on the Statistics page of this catalog.

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.

Directors: Patricia Sipe

MTH 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

MTH 431 Honors Project
Credits: 8
Offered Fall 2013

MTH 432D Honors Project
Credits: 6 per semester, 12 for yearlong course
Offered Fall 2013, Spring 2014

Eligibility and application: Normally, a student who applies to do honors work must have an overall 3.0 GPA for courses through her junior year, and a 3.3 GPA
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:

- 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

MTH580 Graduate Special Studies
Credits: 4
Offered Fall 2013, Spring 2014

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, will normally enroll in Calculus I (111). A student with a year of AB calculus will normally enroll in Discrete Mathematics (153) and/or either Calculus II (112) or Calculus Differential Equations and Power Series (114) during her first year. Placement in 112 or 114 will be 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, she may omit MTH 112 or 114.

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 (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 or MTH 114. 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 107, 201, 219 or 220. 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 Algebra
Same as QSK 101. This course is intended for students who need additional preparation to succeed in courses containing quantitative material. It will provide 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
Katherine Halvorsen
Offered Fall 2013, Spring 2014

MTH 102 Elementary Functions
Linear, polynomial, exponential, logarithmic, and trigonometric functions; graphs, mathematical models and optimization. For students who need additional preparation before taking calculus or quantitative courses in scientific fields, economics, government and sociology. Also recommended for prospective teachers whose precalculus mathematics needs strengthening. Laboratory section must be taken concurrently with the lecture section. [M] Credits: 4
Mary Murphy
Offered Fall 2013

MTH 103 Math Skills Studio
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 will 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. Credits: 2
Instructor: TBA
Offered Interterm 2014

MTH 105 Discovering Mathematics
Doughnuts, Coffee Cups and the Shape of the Universe
What did people think about the shape of our world before we knew it was a sphere? We will take a tour of mathematics related to this question, from the Egyptians and Babylonians to the present. The “possible” shapes of the world are now mathematically well understood. The question of the shape of the universe involves higher dimensional mathematical objects, and relates to the recently proved Poincaré conjecture. First stated in 1904, it was viewed as one of the seven most important problems of the new millennium. Our tour gives us a glimpse into the development and sociology of contemporary mathematics. The only prerequisites are curiosity and an open mind. [M] Credits: 4
Patricia Sipe
Offered Spring 2014

MTH 107 Statistical Thinking
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 will design experiments, collect and analyze the data, and write reports on findings. Enrollment limited to 25. Prerequisite: high school algebra. [M] Credits: 4
Katherine Halvorsen
Offered Spring 2014

MTH 111 Calculus I
Rates of change, differential equations and their numerical solutions, integration, differentiation and the fundamental theorem of the calculus.
MTH 112 Calculus II
Applications of the integral, dynamical systems, infinite series and approximation of functions. Situations in science and social sciences in which calculus naturally arises are emphasized. Students may not receive credit for both 114 and 112. Prerequisite: MTH 111 or the equivalent. [M] Credits: 4
Patricia Sipe
Offered Fall 2013, Spring 2014

MTH 114 Calculus: Differential Equations and Power Series
Differential equations, difference equations, dynamical systems; numerical methods and qualitative analysis. Power series, sequences and convergence. Situations in science and social science in which calculus naturally arises are emphasized. Intended for students who have had a year of calculus elsewhere. Students may not receive credit for both 114 and 112. [M] Credits: 4
Pau Atela
Not Offered this Academic Year

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
Instructor: TBA
Offered Fall 2013, Spring 2014

MTH 201 Statistical Methods for Undergraduate Research
This is the same course 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 will be 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 analysis of real data. This course satisfies the basis requirement for the psychology major. Normally students will 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 permission of the adviser and the instructor. Students who have taken MTH 111 or the equivalent should take MTH 220, which also satisfies the basis requirement. Psychology majors have priority for enrollment in PSY 201. Enrollment limited to 40. [M] Credits: 5
Instructor: TBA
Offered Spring 2014

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, will 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 will provide training through programming in Mathematica and/or MATLAB. Prerequisites: MTH 112 or MTH 114. CSC 111 recommended. Enrollment limited to 20. [M] Credits: 4
Ileana Streinu
Offered Spring 2014

MTH 211 Linear Algebra
Vector spaces, matrices, linear transformations, systems of linear equations. Applications to be selected from differential equations, foundations of physics, geometry and other topics. Students may not receive credit for both MTH 211 and MTH 210. Prerequisite: MTH 112 or the equivalent, or MTH 111 and MTH 153; MTH 153 is suggested. [M] Credits: 4
Christophe Gode
Offered Fall 2013, Spring 2014

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 or MTH 114. It is suggested that MTH 211 be taken before or concurrently with MTH 212. [M] Credits: 4
Juliana Tymoczko, Fall 2013
James Henle, Spring 2014
Offered Fall 2013, Spring 2014

MTH 219 Probability and Statistics for Engineers, Mathematicians and Computer Scientists
Formerly MTH 245. An introduction to probability and statistical modeling and its application to engineering, computer science, mathematics and related disciplines. Data analysis and simulation, using computer software, are emphasized. Topics include random variables, probability distributions, expectation, estimation, testing, experimental design, quality control, resampling-based inference, and multiple regression. MTH 219 satisfies the basis requirement for biological science, engineering, environmental science, neuroscience, psychology and sociology. Limited to 25 students. Prerequisites: PHY 210 or MTH 212 and CSC 111 (may be taken concurrently) Students will not be given credit for both MTH 219 and 220 or MTH 201. [M] Credits: 4
Andrew Bray, Spring 2014
Benjamin Baumer, Spring 2014
Offered Spring 2014

MTH 220 Introduction to Probability and Statistics
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 will be 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, psychology and sociology. Normally students will 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 permission of the adviser and the instructor. Prerequisite: MTH 111, or MTH 153, or one year of high school calculus, or permission of the instructor. Lab sections limited to 20. [M] Credits: 5
Katherine Halvorsen, Andrew Bray
Offered Fall 2013

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
Juliana Tymoczko
Offered Spring 2014
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, MTH 211, or permission of the instructor. {M} Credits: 4
Kwei-Nuan Lin
Offered Fall 2013

MTH 246 Probability
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
Joshua Bowman
Offered Fall 2013

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
Ruth Haas
Not Offered this Academic Year

MTH 255 Graph Theory
The course will begin with the basic structure of graphs including connectivity, paths, cycles and planarity. We will proceed to study independence, stability, matchings and colorings. Directed graphs and networks will be considered. In particular, some optimization problems including maximum flow will be covered. The material will include theory and mathematical proofs as well as algorithms and applications. Prerequisites: MTH 153 and MTH 211 or permission of the instructor. {M} Credits: 4
Ruth Haas
Offered Spring 2014

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. {M} Credits: 4
Rajam Mehta
Offered Spring 2014

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. {M} Credits: 4
Christophe Cole
Offered Fall 2013

MTH 290 Research Design and Analysis
Same as PSY 301. A survey of statistical methods needed for scientific research, including planning data collection and data analyses that will 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 will be used for data analysis. Prerequisites: One of the following: PSY201/MTH 201, GOV 190, 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
Katherine Halvorsen
Offered Fall 2013

MTH 291 Multiple Regression
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. Credits: 4
Katherine Halvorsen
Offered Spring 2014

MTH 292 Data Science
Computational data analysis is an essential part of modern statistics. This course provides a practical foundation for students to compute with data, by participating in the entire data analysis cycle (from forming a statistical question, data acquisition, cleaning, transforming, modeling and interpretation). This course will introduce students to tools for data management, storage and manipulation that are common in data science and will apply those tools to real scenarios. Students will undertake practical analyses using real, large, messy data sets using modern computing tools (e.g. R, SQL) and learn to think statistically in approaching all of these aspects of data analysis. {M} Credits: 4
Benjamin Baumner
Offered Fall 2013

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 will include 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 mathematics 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
Ruth Haas, Fall 2013
James Henle, Spring 2014
Offered Fall 2013, Spring 2014

MTH 301 Topics in Advanced Mathematics
Topic: Research in Mathematics. 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.
Research in Mathematics
In this course students will work in small groups on original research projects. Prerequisites: At least one of MTH 233, 238, or 245 and permission of the instructor. {M} Credits: 3
Juliana Tymoczko, Spring 2013
Ruth Haas, Fall 2013
Offered Fall 2013, Spring 2014

MTH 370 Topics in Topology and Geometry

Topology
Topology is a kind of geometry in which important properties of a figure are preserved under continuous motions (homeomorphisms). 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. The course could be taken concurrently with Real Analysis.) Prerequisites: MTH 280 or 281 or permission
of the instructor. {M} Credits: 4
Rajan Mehta
Offered Fall 2013

MTH 381 Topics in Topology and Geometry

Topics in Analysis
Advanced Real Analysis, a continuation of MTH 281. Fourier Analysis and Wavelets. The mathematics of how you can stream videos while your mom is
tying the same cable to call on the phone. Hilbert spaces, Fourier series, Fourier transforms, discrete Fourier transforms, wavelets, multiresolution analysis, applications.
MTH 281 is required. {M} Credits: 4
Christophe Gole
Offered Spring 2014

MTH 353 Advanced Topics in Discrete Applied Mathematics

Applied Algebraic Combinatorics
DNA and RNA can each be represented as a sequence of letters (nucleotides). Combinatorial properties of these sequences—the order of the letters, matchings between sequences or within a sequence—have important biological implications. This course will focus on these combinatorial properties, studying different kinds of permutation groups, their generators and their Cayley graphs. Time permitting, we will also study noncrossing matchings and their relationship with permutation groups. We will emphasize applications to molecular biology, and will describe open questions. Prerequisites: 153 and 233 or permission of the instructor. No biology background needed. {M} Credits: 4
Julianne Tymoczko
Offered Spring 2014

MTH 364 Advanced Topics in Continuous Applied Mathematics

Dynamical Systems, Chaos, and Applications.
An introduction to the theory of Dynamical Systems with applications. A dynamical system is a system that evolves with time under certain rules. We will look at both continuous and discrete dynamical systems when the rules are given by differential equations or iteration of transformations. We will study the stability of equilibria or periodic orbits, bifurcations, chaos and strange attractors. Applications will often be biological during the course, but students will do their final project on a scientific application of their choice. Prerequisites: MTH 211 and MTH 212 or permission of the instructor. {M} Credits: 4
Christophe Gole
Offered Fall 2013

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 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014

MTH 260 Differential Equations
Topics to include: First-order and higher linear differential equations. Linear systems. Nonlinear systems and linearization. Numerical and qualitative analysis.
Applications and modeling of real phenomena throughout. Prerequisites: MTH 212 or 114, MTH 211 or PHY 210. MTH 112 recommended. {M} Credits: 4
Nessy Tania
Not Offered this Academic Year

MTH 270 Topics in Geometry
A study of Euclidean, hyperbolic, projective and spherical geometries, and relationships between them. Prerequisite: MTH 211 and MTH 212 or permission of the instructor. {M} 4 credits
Not offered Academic Year 2013-14

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, polyhedral and configuration spaces are covered. Throughout a dual emphasis is maintained on mathematical proofs and on efficient algorithms. Students will have a choice of concentrating their course work toward mathematics or toward computer science. Prerequisites for MTH major credit: MTH 153; MTH 111 recommended. Prerequisite for CSC major credit: CSC 111. {M} Credits: 4
Joseph O'Rourke
Not offered this Academic Year

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
Julianne Tymoczko
Offered Spring 2014

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, MTH 211, or permission of the instructor. {M} Credits: 4
Kuei-Nuan Lin
Offered Fall 2013

MTH 246 Probability
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
Joshua Bowman
Offered Fall 2013

MTH 255 Graph Theory
The course will begin with the basic structure of graphs including connectivity, paths, cycles and planarity. We will proceed to study independence, stability, matchings and colorings. Directed graphs and networks will be considered. In particular, some optimization problems including maximum flow will be covered. The material will include theory and mathematical proofs as well as algorithms and applications. Prerequisites: MTH 153 and MTH 211 or permission of the instructor. {M} Credits: 4
Ruth Haas
Offered Spring 2014

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. {M} Credits: 4
Rajan Mehta
Offered Spring 2014
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. [M] Credits: 4
Christophe Gole
Offered Fall 2013

MTH 290 Research Design and Analysis
Same as PSY 301. A survey of statistical methods needed for scientific research, including planning data collection and data analyses that will 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 will be used for data analysis. Prerequisites: One of the following: PSY 201/ MTH 201, GOV 190, 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
Katherine Halvorsen
Offered Fall 2013

MTH 291 Multiple Regression
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 analyses 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 or the equivalent. Enrollment limited to 25. Credits: 4
Katherine Halvorsen
Offered Spring 2014

MTH 292 Data Science
Computational data analysis is an essential part of modern statistics. This course provides a practical foundation for students to compute with data, by participating in the entire data analysis cycle (from forming a statistical question, data acquisition, cleaning, transforming, modeling and interpretation). This course will introduce students to tools for data management, storage and manipulation that are common in data science and will apply those tools to real scenarios. Students will undertake practical analyses using real, large, messy data sets using modern computing tools (e.g. R, SQL) and learn to think statistically in approaching all of these aspects of data analysis. [M] Credits: 4
Benjamin Baumer
Offered Fall 2013

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 will include 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 mathematics 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
Ruth Haas, Fall 2013
James Henle, Spring 2014
Offered Fall 2013, Spring 2014

MTH 301 Topics in Advanced Mathematics and Statistics
Research in Mathematics
In this course students will 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 243 and permission of the instructor. Prerequisites: At least one of MTH 233, 238 or 243 and permission of the instructor. [M] Credits: 3
Ruth Haas, Fall 2013
James Henle, Spring 2014
Offered Fall 2013, Spring 2014

MTH 320 Seminar: Mathematical Statistics
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
Katherine Halvorsen
Offered Spring 2015

IDP 325 Art/Math Studio
This course is a combination of two distinct but related areas of study: studio art and mathematics. Students will be actively engaged in the design and fabrication of 3 dimensional models that deal directly with aspects of mathematics. The class will include an introduction to basic building techniques with a variety of tools and media. At the same time each student will pursue an intensive examination of a particular-individual-theme within studio art practice. The mathematical projects will be pursued in small groups. The studio artwork will be done individually. Group discussions of reading, oral presentations and critiques as well as several small written assignments will be 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
Not Offered this Academic Year

MTH 333 Topics in Abstract Algebra
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 will require learning about the algebraic structures rings and fields. This course will begin with the fundamentals of rings and fields and then cover extension fields and Galois theory. Finally, using all this structure we will be able to understand fully how to factor polynomials and find their roots. [M] Credits: 4
Ruth Haas
Not Offered this Academic Year

MTH 353 Advanced Topics in Discrete Applied Mathematics
Applied Algebraic Combinatorics
DNA and RNA can each be represented as a sequence of letters (nucleotides). Combinatorial properties of these sequences—the order of the letters, matchings between sequences or within a sequence—have important biological implications. This course will focus on these combinatorial properties, studying different kinds of permutation groups, their generators, and their Cayley graphs. Time permitting, we will also study noncrossing matchings and their relationship with permutation groups. We will emphasize applications to molecular biology, and will describe open questions. Prerequisites: 153 and 233 or permission of the instructor. No biology background needed. [M] Credits: 4
Juliana Tymoczko
Offered Spring 2014
MTH 364 Advanced Topics in Continuous Applied Mathematics

Dynamical Systems, Chaos, and Applications.
An introduction to the theory of Dynamical Systems with applications. A dynamical system is a system that evolves with time under certain rules. We will look at both continuous and discrete dynamical systems when the rules are given by differential equations or iteration of transformations. We will study the stability of equilibria or periodic orbits, bifurcations, chaos and strange attractors. Applications will often be biological during the course, but students will do their final project on a scientific application of their choice. Prerequisites: MTH 211 and MTH 212 or permission of the instructor. \{M\} Credits: 4

Christophe Gole
Offered Fall 2013

MTH 370 Topics in Topology and Geometry

Topology
Topology is a kind of geometry in which important properties of a figure are preserved under continuous motions (homeomorphisms). 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. The course could be taken concurrently with Real Analysis.) Prerequisites: MTH 280 or 281 or permission of the instructor. \{M\} Credits: 4

Rajan Mehta
Offered Fall 2013

MTH 381 Topics in Topology and Geometry

Topics in Analysis
Advanced Real Analysis, a continuation of MTH 281. 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

Christophe Gole
Offered Spring 2014

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. \{M\} Credits: 4

Rajan Mehta
Not offered this academic year

MTH 353 Advanced Topics in Discrete Applied Mathematics

Applied Algebraic Combinatorics
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Juliana Tymoczko
Offered Spring 2014

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An introduction to the theory of Dynamical Systems with applications. A dynamical system is a system that evolves with time under certain rules. We will look at both continuous and discrete dynamical systems when the rules are given by differential equations or iteration of transformations. We will study the stability of equilibria or periodic orbits, bifurcations, chaos and strange attractors. Applications will often be biological during the course, but students will do their final project on a scientific application of their choice. Prerequisites: MTH 211 and MTH 212 or permission of the instructor. \{M\} Credits: 4

Christophe Gole
Offered Fall 2013

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 to 4

Instructor: TBA
Offered Fall 2013, Spring 2014

Cross-Listed Courses

CSC 250 Theoretical Foundations of Computer Science

IDP 325 Art/Math Studio

PHI 202 Symbolic Logic

PHI 203 Topics in Symbolic Logic

PHI 220 Incompleteness and Inconsistency: Topics in the Philosophy of Logic
Advisers and Members of the Medieval Studies Council

1 Nancy Mason Bradbury, Professor of English Language and Literature
1 Brigitte Buettner, Professor of Art
†1 John M. Connolly, Professor of Philosophy
Craig R. Davis, Professor of English Language and Literature
1 Eglal Doss-Quinby, Professor of French Studies
†2 Alfonso Procaccini, Professor of Italian Language and Literature
Suleiman Ali Mourad, Professor of Religion, Director
Vera Shevzov, Professor of Religion
Joshua Birk, Assistant Professor of History
Ibtissam Bouachrine, Associate Professor of Spanish and Portuguese
Frederick McGinness, Lecturer in History

The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary 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 recreate 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.

Required Courses:
A total of 10 semester courses from the list of approved courses below, excluding the Latin requirement, distributed in four areas as follows:
1. Two courses in medieval history: normally these are HST 224, HST 225 or HST 226;
2. One course in medieval religion or philosophy;
3. One course in medieval art;
4. 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;
5. Two additional courses from the list of approved courses below;
6. 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: Joshua Birk
MED 430D Honors Project
Please consult the director of Medieval Studies or the program website for specific requirements or application procedures.

Approved courses for 2013–14 are as follows:

Art
ARH 280 Art Historical Studies (C)
Relics, Reliquaries and the Art of Pilgrimage
ARH 352 Studies in Art History (S)
Art and Natural History c.1250–1650

English and Comparative Literature
ENG 210 Old English
ENG 211 Beowulf
ENG 250 Chaucer
ENG 283 Victorian Medievalism
ENG 202 Western Classics in Translation, from Homer to Dante
ENG 306 Seminar: Foundations of Celtic Europe: Old European, Indo-European, Etruscan, Greek and Roman
First Year Seminar
FYS 155 Celtic Worlds

French
FRN 320 Women Defamed, Women Defended

History
HST 206 (C) Aspects of Ancient History
Rome: Majesties and Miseries in the Late Empire
HST 225 (L) The Making of the Medieval World, 1000–1500
HST 226 (L) Renaissance and Reformation? Europe in the Late Middle Ages: Society, Culture and Politics from 1300 to 1600
HST 227 (C) Aspects of Medieval European History Magic in the Middle Ages

Italian
ITL 332 Dante: Divina Commedia – Inferno
ITL 334 Boccaccio: Decameron

Latin
GRK 310 Advanced Readings in Greek Literature I & II Euripides and Thucydides: Athens Destroys Itself
LAT 330 Advanced Readings in Latin Literature I & II Myths and Legends of Early Rome
LAT 212 Introduction to Latin Prose and Poetry
LAT 213 Introduction to Virgil's Aeneid
LAT 330 Advanced Readings in Latin Literature I & II Seneca

Philosophy
PHI 124 History of Ancient and Medieval Western Philosophy

Religion
REL 231 The Making of Christianity
REL 238 Mary: Images and Cults
REL 245 The Islamic Tradition
REL 345 REL 345 Seminar: Islamic Thought

Spanish and Portuguese
SPN 250 Survey of Iberian Literatures and Society I
Sex and the Medieval City
SPN 332 Seminar: The Middle Ages Today Islam in the West

Special Studies
MED 404 Special Studies
Admission by permission of the instructor and the Medieval Studies Council.
Credits: 4
Offered Fall 2013, Spring 2014

MED 408D Special Studies
This is a full year course. Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014
Middle East Studies

Olla Al-Shalchi, Lecturer in Arabic

**Middle East Studies Advisory Committee**

- Joshua Birk, Assistant Professor, History
- Ibtissam Bouachrine, Associate Professor, Spanish and Portuguese, *Director*
- Justin Daniel Cammy, Associate Professor, Jewish Studies and Comparative Literature
- Joanna Caravita, Lecturer in Modern Hebrew Language
- Donna Robinson Divine, Professor, Government
- Nadya Shaiti, Assistant Professor, History
- Gregory Whayne White, Professor, Government

There are two tracks for students interested in Middle East Studies at Smith:

- Minor in Middle East Studies
- Minor in Arabic

Students interested in self-designing a major in Middle Eastern studies are invited to consult the program webpage for guidelines. Self-designed majors at Smith require the approval of the Subcommitte on Honors and Independent Programs, a member of the advisory committee of the Program in Middle East Studies, and the director of Middle East studies. A minimum of three full years of college-level study of a Middle Eastern language will be required for the Program to endorse applications for a self-designed major in Middle East studies.

**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 year-long programs is available from the Office of International Study. A list of recommended summer language programs is available on the MES program website.

**Courses**

Students should consult the online catalog for an up-to-date list of courses. Students are encouraged to consider courses in the Five College consortium, in consultation with an adviser.

**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.
  2. A course on modern history, contemporary politics/economics/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 advisor 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, Arab film; and Arabic religious or philosophical texts.
  - 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 towards 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).

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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

**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 will complete the Georgetown text Alif Baa and finish Chapter 15 in Al Kitaab Book I by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will 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. (F) Credits: 5 per semester, 10 for yearlong course

Abdelkader Berrahmoun
Offered Fall 2013, Spring 2014

**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

Olla Al-Shalchi
Offered Fall 2013

**ARA 201A**
A continuation of ARA 200. We will complete the study of the AlKitaab II book sequence along with additional instructional materials. In this course, we will 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 non-technical 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 will have broad enough vocabulary that will enable 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, extra-curricular activities and a final project. Prerequisite: Arabic 201 or permission of the instructor. (F) Credits: 4

Olla Al-Shalchi
Offered Spring 2014

**ARA 300 Advanced Arabic I**
The goal of this course is to help 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 will 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 will cover 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

Heba Arafah
Offered Fall 2013

**ARA 301 Advanced Arabic 2**
This course aims help 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 thru 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

Abdelkader Berrahmoun
Offered Spring 2014

**MES 390 Media Arabic**
This course will introduce the language of the print and the internet news media to students of Arabic seeking to reach the advanced level. It makes it possible for those students to master core vocabulary and structures typical of front-page news stories, recognize various modes of coverage, distinguish fact from opinion, detect bias and critically read news in Arabic. The course enables students to read extended texts with greater accuracy at the advanced level by focusing on meaning, information structure, language form and markers of cohesive discourse. The course requires significant independent work and initiative. Prerequisites: Equivalent of three years of college-level Arabic study or permission of the instructor. (F) Credits: 4

Mohamed Hassan
Offered Fall 2013

**JUD 100Y Elementary Modern Hebrew**
A year-long introduction to modern Hebrew, with a focus on equal development of the four language skills: reading, writing, speaking and listening. Study of Israeli song, film and short texts amplifies acquisitions of vocabulary and grammar. By the end of the year, students will be able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, express their thoughts and opinions, and participate in classroom discussions. No previous knowledge of Hebrew language is necessary. Enrollment limited to 18. May only be taken S/U with approval of the instructor and the director of Jewish Studies. JUD 100Y is required for students wishing to study abroad in Israel. (F) Credits: 5 per semester, 10 for yearlong course

Joanna Carwilo
Offered Fall 2013, Spring 2014
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 and print media. The course will be organized around topics suited to student interests and language level as ascertained by the instructor. Prerequisite: JUD 100y or equivalent, or permission of the instructor. Can be repeated once 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 100y or equivalent, or permission of the instructor. {F} Credits: 4 Joanna Caravita
Offered Fall 2013

Advanced study in Hebrew is offered at UMass or through Special Studies at Smith. Please consult the website of the Program in Jewish Studies (wwwsmith.edu/jud) for a full list of summer Hebrew language programs.

Religion

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 Mourad
Offered Fall 2013

REL 345 REL 345 Seminar: Islamic Thought
Topic: The Making of Muhammad
This seminar examines the place of prophecy in Muslim thought by analyzing historical sources for the life of Muhammad: the Qur’an, traditional and revisionist biographies, poetry, art and literature. Topics include the challenges of reconstructing the historical Muhammad, representations of his character and teachings in the traditions of Islamic theology, mysticism and sacred history, medieval European presentation of the prophet of Islam and his portrayal in modern film and fiction. The course offers students an opportunity to investigate with some sophistication questions that require careful attention to research methods, critical theory, and writing. {H} Credits: 4 Suleiman Mourad
Offered Fall 2013

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 Mourad
Offered Spring 2014

REL 248 Topics in Modern Islam
Topic: 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, Shari’a/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 Suleiman Mourad
Offered Spring 2014

Government

GOV 248 The Arab-Israeli Dispute
An analysis of the causes of the dispute and of efforts to resolve it; an examination of Great Power involvement. An historical survey of the influence of Great Power rivalry on relationships between Israel and the Arab States and between Israelis and Palestinian Arabs. Consideration of the several Arab-Israeli wars and the tensions, terrorism and violence unleashed by the dispute. No prerequisites. {S} Credits: 4 Donna Robinson Divine
Offered Fall 2013

GOV 347 Seminar in International Politics and Comparative Politics
North Africa in the International System
This seminar examines the history and political economy of Morocco, Tunisia and Algeria—the Maghreb—focusing on the post-independence era. Where relevant, Mauritania and Libya will be treated. The seminar sets Maghrebi 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 democratization. {S} Credits: 4 Gregory White
Not Offered this Academic Year

History

HST 208 (L) The Making of the Modern Middle East
This course is designed as an introduction to the modern history of the Middle East with a focus on the 18th century to the present. The main political, economic, social, and cultural institutions and forces that have most profoundly affected events in the region. Identifying how specific events and long-term processes have informed social and political realities in the Middle East. Focus on significant developments and movements, including Ottoman reform; the emergence of Arab nationalism and the rise and formation of modern nation states; the role of imperialist and colonial powers in the region; regional conflicts; Zionism; Islamism, and social and cultural changes. {H} Credits: 4 Nadya Shatti
Offered Fall 2013

HST 209 (C) Aspects of Middle Eastern History
Women and Gender in the Middle East
Development of discourses on gender as well as lived experiences of women from the rise of Islam to the present. Topics include the politics of marriage, divorce, and reproduction; women’s political and economic participation; masculinity, sexuality; impact of Islamist movements. Provides introduction to main themes, and nuanced historical understanding of approaches to the study of gender in the region. {H}{S} Credits: 4 Nadya Shatti
Offered Spring 2014
JUD 235 Perspectives on Israeli History
This course 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 the ways in which public memory is consistently reshaped through film, museums, and/or literary texts that challenge existing historical narratives. No prerequisites.

The History of Israeli Cinema
Surveys the development of the Israeli feature-length film, from the rise of Zionism until the present. By studying the major genres of Israeli cinema as they develop and shift over time, we gain insight into the filmic construction of Israeli society and the relationship between the politics and aesthetics of representation. Our cinematic journey explores the performance of nationality, gender, religion, ethnicity, and mass immigration on screen, the drama of Jewish/Arab and Israeli/Palestinian conflict, and the impact of the Holocaust, war, militarization and trauma. In which ways does film both construct and interrogate the founding myths and narratives that constitute Israeli national identity and collective memory? (E) (A) (H) Credits: 4
Miri Talmon
Offered Fall 2013

GES 301 Jerusalem
Explores Jerusalem as a contested sacred and political space. Topics include the centrality of the city in Judaism, Christianity, and Islam; archeology and the built landscape as a prism through which to understand the complicated layering of urban history and the competition between national communities; the importance of the city in contemporary Israeli and Palestinian national identities. Includes visits to sites of religious, historical and political significance; meetings with local scholars, political figures and community activists. Please note: this is not a course on the Israel-Palestine conflict, but rather a course on the historical and contemporary significance (religious, national, political) of the city of Jerusalem; the internships which follow the seminar must be based in Jerusalem and not elsewhere in Israel or the Palestinian territories. Students may count GES Jerusalem for credit towards the major/minor in government, Jewish studies and Middle East studies. Students may petition their departments to have the course counted towards the major/minor in government, Jewish studies and Middle East studies. Students may petition their departments to have the course counted towards the major/minor in government, Jewish studies and Middle East studies. Students may petition their departments to have the course counted towards the major/minor in government, Jewish studies and Middle East studies. (H/L) 5 credits
Justin Cammy (Jewish studies, comparative literature, and Middle East studies) and Ibtissam Bouachrine (Spanish and Portuguese and Middle East studies)

Culture (Literature, Art, Film)

FYS 186 Israel: Texts and Contexts
Explores the relationship between Zionism as the political movement that established the State of Israel and Zionism as an aesthetic and cultural revolution that sought to reinvent the modern Jew. What were the roles of literary and visual culture in the construction of Israel's founding myths and interpretations of its present realities? Focuses on efforts to negotiate the relationship between sacred and secular space; exile and homeland; the revival of Hebrew as a living language; Jews and Arabs; and Israel's founding ideals as a democratic and Jewish state. Includes consideration of prose, poetry, graphic novel, art, and film. Intended for students interested in Middle East studies, comparative literature, and/or in the relationship between literature and politics. Enrollment limited to 16 first-year students. (L) (W) Credits: 4
Miri Talmon
Offered Fall 2013

FRN 230 Colloquia in French Studies
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 FRN 230. Enrollment limited to 16. Basis for the major. Prerequisite: FRN 220, or permission of the instructor.

French Islam
"Islam de France" is a survey of contemporary flashpoints in the debate surrounding the place of Islam in French society. Students analyze a wide variety of new media documents including internet resources, journalistic articles and blogs, advertising, music videos, documentaries, the “khutbas” of prominent imams, legal texts, political pamphlets and posters, slam poetry, talk shows, as well as photo and video art. The italicization of “de” in “Islam de France” reflects the extent to which the question of Islam’s possible roots in France has been contested: can a homegrown, European, even Republican Islamic tradition emerge in France? (F) (L) (S) Credits: 4
Mehammed Mack
Offered Fall 2013

FRN 380 Topics in French Cultural Studies

Immigration and Sexuality
This course examines the place of sexuality in discussions and representations of immigration to France. Through readings, lectures and film screenings, students discover the role played by sexuality in immigration debates from the 1920’s to the present day. As France’s media and political parties have debated whether postwar immigration from the former colonies has entailed the erosion of French identity, long-standing claims about religious or ethnic diversity have increasingly been accompanied by a sexualized rhetoric that accuses immigrants of advocating rigid gender norms and intolerance of sexual diversity. Authors studied include Frantz Fanon, Tahar Ben Jelloun, Fadela Amara and Abdellah Taïa. (F) (L) Credits: 4
Mehammed Mack
Offered Spring 2014

JUD 236 Documentary Film in Contemporary Israel
Documentary films are the most exciting genre in contemporary Israeli cinema. They provide the images, narratives, and framework that Israeli society employs for self-reflection and negotiation, and often challenge core myths around which collective memory congeals. In a country beset by political, religious, and ethnic tensions, Israeli documentary films have garnered international attention for their willingness to expose intercultural encounters and clashes between Israelis and Palestinians, immigrant communities from the Middle East, Africa, and the former Soviet Union, secular and religious society, center and periphery. Documentaries also expose shifting attitudes toward gender and sexuality, and sensitive debates over the meaning of historical events. The course introduces students to documentary film as a genre and method, and also to specific artistic and ideological strategies among current Israeli filmmakers. (E) (A) (S) Credits: 4
Miri Talmon
Offered Spring 2014

JUD 237 Forbidden Love: Cinematics of Desire in Israel and Beyond
How does film challenge social boundaries through narratives of forbidden love and intercultural relationships? By juxtaposing cultural and ideological worlds in conflict cinema has a long tradition of subverting the very rigid social restrictions it recreates on screen. Our course will focus on Israeli cinema to contemplate this universal phenomenon, with comparative segues into Hollywood’s re-visioning of racial and social divisions and its performance of the Jew on screen. We will explore various forms of taboo-breaking relationships, including interethnic love in the context of a multicultural immigrant society, transnational love in the context of Israeli-Palestinian conflict, homosexual
love in the context of Middle Eastern traditional societies, and love that involves partners transcending religious boundaries. By studying how Israeli cinema crosses national, social, sexual, patriarchal, ethnic and religious divisions we threaten to tear society apart. Open to students at all levels. (E) {A} Credits: 4
Miri Talmon
Offered Spring 2014

SPN 250 Survey of Iberian Literatures and Society I

Sex and the Medieval City
This course examines the medieval understanding of sex and the woman’s body within an urban context. We will read medieval texts on love, medicine and women’s sexuality by Iberian and North African scholars. We will investigate the ways in which medieval Iberian medical traditions have viewed women’s bodies and defined their health and illness. We will 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. (F) {L} Credits: 4
Ibtissam Bouachrine
Offered Fall 2013

SPN 332 Seminar: The Middle Ages Today

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 will focus on religious, historical, philosophical and political narratives about the place of Islam and Muslims in the West. Students will also be 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. Course taught in Spanish. Enrollment limited to 14. (F) {L} Credits: 4
Ibtissam Bouachrine
Offered Spring 2014

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 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014
Museums Concentration

Advisory Committee
Jessica F. Nicoll, Director
Martin Antonetti
Rosetta Marantz Cohen
David Dempsey
Aprile Gallant
Barbara A. Kellum
Dana Leibsohn
Richard H. Millington
Ann Musser
Catherine H. Smith
Fraser Stables
Frazer D. Ward

The museums concentration gives students a foundation in the history of museums and the critical issues they engage. Through a combination of academic coursework, practical experience, and independent research, students learn about institutions that shape knowledge and understanding through the collection, preservation, interpretation, and display of artworks, artifacts, natural specimens, manuscripts and archives and historic sites.

The museums concentration supports the study of material culture within a broad range of scholarly disciplines and allows students to explore areas of professional practice through meaningful connections with museums locally, regionally, nationally and internationally. The museums concentration draws on the educational resource of the Smith College Museum of Art's collection of more than 23,000 original works of art, on the expertise of its professional staff, and on the exceptional special collections and academic programs of Smith College and the Five Colleges that support learning in this area.

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 118 (required for the Concentration) before they apply. Once admitted they will be required to take MUX 300 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 the museums concentration must complete two relevant internships or other practical experiences. For more information see www.smith.edu/museums.

Required Courses

MUX 118 The History and Critical Issues of Museums
Through readings and lectures by Smith faculty and guests, we will examine institutions that shape knowledge and understanding through the collection, preservation, interpretation, and display of material culture. We will look at the history of museums, the role of museums in preserving and elucidating our cultural heritage, and such critical issues as the ethics of collection and display and the importance of cultural property rights. We will examine different types of museums, using the Smith College Museum of Art and the Smith Botanic Gardens as case studies. The final lecture will consider the future of museums and how they are evolving to meet society's needs. Graded S/U only. Credits: 2
Jessica Nicoll
Offered Fall 2013

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 will explore and critique the mission and work of museums and contemporary forces shaping them. Class sections will 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
Jessica Nicoll
Offered Spring 2014

Courses Recommended for Museum Concentration Credit

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 The Democratization of Clothing in the United States, 1780–1930 (C)
AMS 220 Colloquium: Curating American Memory

Anthropology

ANT 135 Introduction to Archaeology
ANT 221 Archaeological Method, Theory and Practice
ANT 234 Culture, Power and Politics
ANT 249 Visual Anthropology
ANT 253 Introduction to East Asian Societies and Cultures
ANT 258 Performing Culture

Art History

All art history courses can count toward the museums concentration; the following are recommended selections.

ARH 110 Art and Its Histories (L)
ARH 141 Introduction to Art History: Western Traditions to 1500
ARH 247 Colloquium: The Art and History of the Book (C)
ARH 260 Art Historical Studies (C)
ARH 268 The Artist’s Book in the 20th Century (C)
ARH 280 Art Historical Studies (C)
ARH 290 Collecting the Past: Art, Artifact and Ancient America
ARH 294 Art History: Methods, Issues, Debates
ARH 352 Studies in Art History (S)
**Studio Art**  
ARS 171 Introduction to the Materials of Art  
ARS 388 Advanced Architecture: Complex Places, Multiple Spaces

**Chemistry**  
CHM 100 Perspectives in Chemistry  
CHM 111 Chemistry I: General Chemistry  
CHM 118 Advanced General Chemistry

**Classical Languages and Literature**  
CLS 227 Classical Mythology

**Computer Science**  
CSC 106 Introduction to Computing and the Arts  
CSC 260 Programming Techniques for the Interactive Arts

**East Asian Languages and Literatures**  
EAL 237 Chinese Poetry and the Other Arts  
EAL 241 Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks and Urban Rakes

**Education and Child Study**  
EDC 235 Child and Adolescent Growth and Development  
EDC 238 Introduction to the Learning Sciences  
EDC 305 The Teaching of Visual Art in the Classroom  
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

**Film Studies**  
FLS 200 Introduction to Film Studies

**First Year Seminars**  
FYS 197 On Display: Museums, Collections and Exhibitions

**Geosciences**  
GEO 112 Archaeological Geology of Rock Art and Stone Artifacts  
GEO 221 Mineralogy  
GEO 231 Invertebrate Paleontology and the History of Life

**History**  
HST 101 Introduction to Historical Inquiry  
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.

**Museums Concentration**  
MUX 117 Collecting 101

**Sociology**  
SOC 319 Visual Sociology

**Philosophy**  
PHI 233 Aesthetics  
PHI 260 Hermeneutics: Meaning and Interpretation

**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*  
GEOI 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  

*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 and 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

Major Requirements
Advisers: Members of the department

Adviser for Study Abroad: Peter Bloom

Requirements: Ten semester courses, the basis (102, 110, and 202), six further classroom courses above the 100 level, and 325 in the senior year. Of the six further classroom courses, at least one must be taken in three of the following areas:

- History of Western Music
- American Music
- World Music
- Music Theory
- Composition and digital music

In world music and in American music, 101 and 105 or 106, respectively, may be substituted for a further classroom course above the 100 level.

In music theory and analysis, students who place out of 110—a placement test can be scheduled as necessary at the opening of the fall semester—are welcome to take in its stead any classroom course in music as they complete the 10 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 four credit special studies for one of the six further classroom courses in the major.

The S/U grading option is not allowed for courses counting toward the major.

Music Major with Concentration in Performance

Majors who intend to pursue graduate-level conservatory training may, before March of their junior year, seek via audition before a representative committee of the department admission to the concentration in performance, which consists of enrollment in MUS 940y (intensive preparation for a senior recital); and two hours of performance lessons a week during the senior year.

The Minor
Advisers: Members of the department

Requirements: Six semester courses: the basis (102, 110, 202) and three further classroom courses of which at least two should be above the 100 level.

Students who place out of 110—a placement test can be scheduled as necessary at the opening of the fall semester—are welcome to take in its stead any classroom course in music as they complete the six courses required for the minor.

The S/U grading option is not allowed for courses counting toward the minor.

Honors
Director: Raphael Atlas

MUS 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

MUS 431 Honors Project
Credits: 8
Offered Fall 2013

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 eight credits, and will take an oral examination on the subject of the thesis. The thesis in history, theory, or cultural studies will normally be a research paper of approximately fifty 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 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 (7) courses distributed as indicated in the following four (4) 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.
1. Area Studies or Topics courses: at least two courses
2. Methodology: at least two courses
3. Performance: at least one course
4. Electives: negotiated in consultation with the student's ethnomusicology advisor, including courses from related disciplines including: anthropology, sociology, history, or media studies; area studies fields such as African Studies, American Studies, Asian Studies or Middle East Studies; or others 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

Exemption from introductory courses required for the major may be obtained on the basis of Advanced Placement or departmental examinations.

Prospective majors are advised to take 110 in the first year.

**Introductory Courses**

**MUS 100 Colloquia**
Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they will emphasize class discussion and written work, which will be 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  
*Grant Moss*  
Offered Spring 2014

**MUS 101 Introduction to World Music**
A survey of the world’s musical traditions, usually including areas of Africa, Latin America, the Middle East, India, Indonesia and East Asia. Each unit will contain a general overview of the region, detailed study of one or more genres, and a discussion of contemporary popular musics. No prerequisites. [A][S] Credits: 4  
*Margaret Sarkissian*  
Offered Fall 2013

**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 *Symphony fantastique* (Berlioz), and *Le Sacre du printemps* (Stravinsky). Using Thomas Kelly’s textbook “First Nights” (which treats these five compositions) as well as videos and supplementary reading and listening materials, students will come to understand musical monuments as aesthetic objects and as manifestations of the artistic cultures that engendered them. [A][H] Credits: 4  
*Richard Sherr*  
Offered Fall 2013

**MUS 105 Roll Over Beethoven: A History of Rock**
This course will provide a critical survey of rock music, tracing the music’s development from blues and blackface minstrelsy to heavy metal, grunge, and techno. Emphasis throughout will be 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*  
Offered Spring 2014

**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. Prerequisite: ability to read standard pitch and rhythmic notation in treble and bass clefs, major and minor key signatures, time signatures, and to name intervals. (A placement test is given before the fall semester for incoming students). One fifty-minute ear training section required per week, in addition to classroom meetings. Sections are limited to 20. [A] Credits: 4  
*Raphael Atlas*  
Offered Fall 2013

**Intermediate and Advanced Courses**

**MUS 201 Music from the Pre-Classic to the Post-Modern**
A historical survey of the principal styles and monuments of western music from the time of Haydn and Mozart to the time of Stravinsky and beyond. Open to all students (including first-years) who have had previous musical experience or who have obtained permission of the instructor. [A][H] Credits: 4  
*Peter Bloom*  
Offered Spring 2014

**MUS 202 Thinking About Music**
This course explores different approaches to the study of music as a cultural phenomenon. We will 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, in-class discussion, and collaborative fieldwork, we will study the institutions of music (music schools, concerts, ensembles, etc.) and the varied practices of music making (classical, non-classical; amateur, professional, etc.) 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*  
Offered Spring 2014

**MUS 205 Topics in Popular Music**
*Producing Popular Music: The American Music Industry*  
During the past three decades, the music industry has undergone substantial, even radical changes. This class will focus on recent developments in the music industry, while reflecting on larger issues that have informed the making and selling of music. Among the primary questions we will consider are: how have new technologies affected the ways in which music is created, bought and sold? What relationship exists between “live” and “recorded” music in the way the music industry operates? How do legal definitions and struggles over intellectual property shape the practices of musicians and music corporations? What does it mean to work in the music industry, and to what extent should the creative labor of musicians be considered similar to or different from other types of labor?  
Enrollment limit of 20 students. [A][S] Credits: 4  
*Steve Waksman*  
Offered Fall 2013
MUS 210 Analysis and Repertory
A continuation of 110. One fifty-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
Offered Spring 2014

MUS 220 Topics in World Music

African Popular Music
This course focuses on 20th century African popular music; it examines musical genres from different parts of the continent, investigating their relationships to the historical, political and social dynamics of their respective national and regional origins. Regional examples like highlife, soukous and mbaqanga will provide the basis for assessing the significance of popular music as a creative response to the colonial and postcolonial environment in Africa. Themes explored include the use of music in the construction of social identity and the interaction of local and global elements. No prerequisites. Maximum enrollment 30 students. (A)(S) Credits: 4
Bode Omojola
Offered Spring 2014

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 Soper
Offered Fall 2013

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 will include chant, 19th-century art song, and opera. Composers to be considered will include Mozart and Wagner as well as such recent and contemporary figures as John Cage and Steve Reich, and popular and crossover artists including Duke Ellington, the Rolling Stones, and Björk. Open to all students (including first years) who have had previous musical experience or who have obtained the permission of the instructor. (E) (A) Credits: 4
Katharine Soper
Offered Spring 2014

ANT 258 Performing Culture
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: 130 or permission of the instructor. Enrollment limited to 12. (A)(H) Credits: 4
Peter Bloom
Offered Fall 2014

MUS 305 Music of the High Baroque
The music of Bach and Handel, concentrating on their vocal works. Prerequisite: 110 or permission of the instructor. (A) Credits: 4
Richard Sherr
Offered Fall 2013

MUS 325 Writing About Music
In this seminar we will consider various kinds of writing—from daily journalism and popular criticism to academic monographs and scholarly essays—that concern the broad history of western music. Via regular writing assignments and group discussions of substance and style, students will have opportunities to improve the mechanics, tone and range of their written prose. Prerequisite: any 300-level course in music, or permission of the instructor. (A) Credits: 4
Peter Bloom
Offered Spring 2014

How does music in film produce ideology? We will closely study a number of films, focusing at first on half a dozen top-grossing Hollywood vehicles from the last 50 years, theorizing the role of the score in the production, and exploring how it constructs identities for the characters and positions viewers. Prerequisites: FLS 150 or MUS 110. Enrollment limit of 12 students. (A)(H) Credits: 4
Raphael Atlas
Offered Spring 2014

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 Soper
Offered Spring 2014

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 Soper
Offered Fall 2013

MUS 400 Special Studies
In the history of music, world music, composition, or in the theory or analysis of music. By permission of the department, for juniors and seniors. Credits: 1 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014

Graduate Courses
The department offers no graduate program but will in exceptional circumstances consider admitting an advanced student whose independent studies leading to the M.A. degree would be overseen by the appropriate members of the faculty.

Performance
Admission to performance courses is determined by audition. Students are accepted on the basis of musicianship, competence and potential. Auditions take place during orientation. Please consult the music office or department website for details.

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.

Courses in performance consist of weekly private lessons. Specific course expectations are determined by the instructor. Two performance courses may not be taken concurrently without permission of the department. This restriction does not apply to chamber music or conducting.
Performance study requires a yearlong commitment. First- and second-year students normally take lessons in addition to a regular course load. With permission of the instructor, a student in the third or fourth year may register for eight credits within or above a regular program. All performance students are encouraged to study music in the classroom. Non-majors and non-minors wishing to take performance beyond the second year must be taking or have already taken two 4-credit classroom courses in music (MUS 100 Fundamentals of Music does not count).

No more than 24 credits in performance courses may be counted toward graduation.

Students wishing to study performance with Five College faculty must obtain departmental approval.

Performance courses require an additional fee, which is waived for music majors and minors.

Performance courses carry the following numbering sequence, credits and section letters:

MUS 914Y This is a full-year course.
(A) Credits: 2 per semester, 4 for yearlong course

MUS 924Y This is a full-year course.
(A) Credits: 2 per semester, 4 for yearlong course

MUS 928Y Music majors in second year of performance study who, with their teacher’s permission, wish to study for full credit. Prerequisite: MUS 914Y. This is a full-year course. (A) Credits: 4 per semester, 8 for yearlong course

MUS 930Y Advanced level for variable credit (4 or 8 credits). Can be repeated once. Prerequisite: MUS 924Y or 928Y. This is a full-year course. (A) Credits: 2 or 4

MUS 940Y
(A) Credits: 4 per semester, 8 for yearlong course

A Piano  M Clarinet
B Organ  N Bassoon
C Harpsichord  O French Horn
D Voice  P Trumpet
E Violin  Q Trombone
F Viola  R Tuba
G Violoncello  S Percussion
H Double Bass  T Guitar
I Viola da Gamba  U Lute
J Flute  V Harp
K Recorder  W Other Instruments
L Oboe

Piano, Judith Gordon, Grant Moss

Organ. Prerequisite: piano 914Y or the equivalent. Grant Moss

Harpsichord. Prerequisite: piano 914Y or permission of the instructor. Grant Moss

Voice. Karen Smith Emerson, Jane Bryden, Judith Gray, Joseph Baldwin

Violin. Joel Pitchon, Sarah Cornelius

Viola. To be announced

Violoncello. Volcy Pelletier

Double bass. (UMass)

Viola da Gamba. Alice Robbins

Wind Instruments. Ellen Redman, flute; Kirsten Hadden Lipkins, oboe;

Lynn Sussman, clarinet; Emily Samuels, recorder; Rebecca Eldridge, bassoon

Brass Instruments. Donna Gouger, trumpet; Frederick Aldrich, French horn; trombone, tuba (UMass)

Percussion. (UMass)

Harp. Felice Swados

Guitar. Phillip de Fremery

Drum Set. Claire Arenius

MUS 901 Chamber Music Ensemble
Open on a limited basis to qualified students who are studying their instruments. This course requires a one-hour lesson and three hours of practice per week. May be repeated. Permission of the instructor required. (A) Credits: 1

Instructor: TBD

Offered Fall 2013, Spring 2014

MUS 903 Conducting
Introduction to the art of conducting. The class will examine 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

Joseph Baldwin

Offered Fall 2013

MUS 905 Five College Opera Production

Topic for 2014: Street Scene (Kurt Weill). Prerequisite: admission by audition. S/U only. (A) Credits: 1

Jane Bryden

Offered Interterm 2014

Smith College Orchestra
A symphony orchestra open to Smith students, Five-College students and community members. The orchestra gives one concert each semester and performs at annual events such as Family Weekend and Christmas Vespers. Rehearsals on Tuesday evenings.

Jonathan Hirsh, Conductor

Smith College Javanese Gamelan Ensemble
One concert per semester. Open (subject to space) to Smith students, other Five College students, faculty and staff. No prior experience necessary. Rehearsals on Tuesday evenings.

Sumarsam and Margaret Sarkissian, Directors

Smith College Jazz Ensemble
One rehearsal per week; at least two concerts per semester. Open to Smith and Five College students, and members of the community, with all levels of prior jazz training.

Genevieve Rose, Director

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.

Ellen Redman, Director

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, staff and members of the community.

Ellen Redman, Director
Choral Ensembles

The Choral Program at Smith includes three ensembles. Each ensemble performs annually at Family Weekend, Montage, Autumn Serenade, Christmas Vespers, Spring Serenade, and at college events such as Convocation and Rally Day. All the ensembles perform a diverse repertoire, including the premiere of women's choral pieces from Western art music, jazz, contemporary and folk music from the U.S. and international traditions. Each spring, men's glee clubs from colleges such as Harvard, Rutgers, the Naval Academy, the University of Michigan and the University of Virginia collaborate with the Glee Club, and often with Chorus. In alternate years, the Chamber Singers perform on tour in the United States and abroad. Recent tours have visited Italy, Spain, Hungary and the Czech Republic.

Glee Club: open by audition to sophomores, juniors, seniors and Ada Comstock Scholars. Rehearsals on Monday and Wednesday afternoons.
Jonathan Hirsh, Conductor

Chamber Singers: open to selected members of the choral ensembles by audition. Normally offered in alternate years.
Jonathan Hirsh, Conductor

Chorus: open by audition to all first-year students and Ada Comstock Scholars. Rehearsals on Monday and Wednesday afternoons.
Joseph Baldwin, Conductor

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. Smith students should contact Jane Bryden, Emily Samuels or Alice Robbins for further details.
Robert Eisenstein, Director
Neuroscience Committee
Mary Ellen Harrington, Professor of Psychology
Virginia Hayssen, Professor of Biological Sciences
Richard F. Olivo, Professor of Biological Sciences
"1 Stylianos P. Scordilis, Professor of Biological Sciences
David Bickar, Professor of Chemistry
"1 Maryjane Wraga, Professor of Psychology
"2 Adam Charles Hall, Professor of Biological Sciences, Director
"1 Michael Joseph Barresi, Associate Professor of Biological Sciences
"1, 2 Annaliese K Beery, Assistant Professor of Psychology
Beth Powell, Senior Lecturer in Psychology
Allison Anacker, Eveillard Postdoctoral Fellow in Neuroscience

Major

Core courses: BIO 150/151; BIO 152/153 or 230/231; CHM 111 or 118, 222; PSY 110/NSC 110 (formerly PSY/NSC 210); one course with laboratory from BIO 200/201, 202/203; PSY 201, MTH 190, 241 or 245; NSC 230; two courses with laboratories from the following: BIO 300/301, 302/303, 310/311, NSC 314/315.

Two electives:
2. Select one from NSC 400 (special studies, 4 or 5 credits), 430d/432d (Thesis), NSC 312, 316, BIO 325, BCH 380, PSY 314, 326, 327.

A total of 53 credits is required in the major. 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. Credits should be earned by taking an additional elective. NSC 230 is not open to seniors.

BIO 200, 202, 230, 300, 302, 310 or NSC 311 may be taken as either core or elective, but one course cannot be counted as both core and elective.

Adviser for Study Abroad: Mary Harrington

Adviser for Transfer Students: Virginia Hayssen

The Minor

Required core courses: PSY 110/NSC 110 (formerly PSY/NSC 210); , and a 300-level course selected in consultation with the adviser.

Choose four electives from: PSY 105, 120, 130, 215, 230, 314, 326, 327; NSC 312, 314, 316; BIO 200, 202, 230, 300, 302, 310, 323, 362, 363; BCH 380.

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: 4 per semester, 8 for yearlong course Offered Fall 2013, Spring 2014

NSC 432D Honors Project
This is a full-year course. Credits: 6 per semester, 12 for yearlong course Offered Fall 2013, Spring 2014

Please consult the director of honors or the departmental website for specific requirements and application procedures.

NSC 110 Introduction to Neuroscience
Same as PSY 110 (formerly PSY/NSC 210). An introduction to the organization and function of the mammalian nervous system. An in depth exploration of the brain using multiple levels of analysis ranging from molecular to cognitive and behavioral approaches. An appreciation of how brain cells interact to orchestrate adaptive responses and experiences will be gained. Seniors require permission of the instructor. This course has no prerequisites. [N] Credits: 4
Adam Hall
Offered Spring 2014

NSC 230 Experimental Methods in Neuroscience
A laboratory course exploring anatomical research methods, neurochemical techniques, behavioral testing, design of experiments and data analysis. Prerequisites: PSY 210 or 221 and CHM 111 or 118 or permission of the instructor. Not open to seniors. Enrollment limited to 16. [N] Credits: 4
Beth Powell, Fall 2013
Allison Anacker, Spring 2014
Offered Fall 2013, Spring 2014

NSC 312 Seminar in Neuroscience

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
Mary Harrington
Not Offered this Academic Year

Reward, Addiction and the Brain
This course will address the causes, mechanisms, and consequences of addiction and related behaviors. We will examine genetic, cultural, developmental, behavioral and molecular factors of addiction, with a focus on neurobiology. Prerequisites: PSY/NSC 110(formerly PSY/NSC 210); or NSC 230 or permission of the instructor. Enrollment limited to 12. [N] Credits: 4
Allison Anacker
Offered Fall 2013

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: PSY/NSC 110(formerly PSY/NSC 210); and one of BIO 200, 202 or 230, or permission of the instructor. Enrollment limited to 20. [N] Credits: 4
Annaliese Beery
Offered Fall 2013
BIO 200 Animal Physiology Laboratory
Experiments will demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. BIO 200 must be taken concurrently. (N) Credits: 1
Richard Briggs
Offered Fall 2013

BIO 202 Cell Biology
The structure and function of eukaryotic cells. This course will examine 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 150/151 and CHEM 222. Laboratory (BIO 203) is recommended but not required. (N) Credits: 4
Stylianos Scordilis
Offered Fall 2013

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. There will be an emphasis 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 Kent
Offered Fall 2013

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 will 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 will also deal with the principal experimental and computational tools that have advanced relevant fields, and will introduce students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we will explore selected topics including the molecular biology of infectious diseases, genetic underpinnings of development, the comparative analysis of whole genomes and the origins and evolution of genome structure and content. Prerequisites: BIO 110 or 152. Laboratory (BIO 231) is recommended but not required. (N) Credits: 4
Robert Dorit, Robert Merritt
Offered Spring 2014

BIO 231 Genomes and Genetic Analysis Laboratory
A laboratory designed to complement the lecture material in 230. Laboratory and computer projects will 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
Instructor: TBA
Offered Spring 2014

BIO 300 Neurophysiology
The function of nervous systems. Topics include electrical signals in neurons, synapses, the neural basis of form and color perception, and the generation of behavioral patterns. See website (tinyurl.com/bio300) for full syllabus. Prerequisites: BIO 200 or 202. Laboratory (BIO 301) must be taken concurrently. (N) Credits: 4
Richard Olivo
Offered Spring 2014
BIO 301 Neurophysiology Laboratory
Electrophysiological recording of signals from neurons, including an independent project in the second half of the semester. BIO 300 must be taken concurrently. (N) Credits: 1
Richard Olivo
Offered Spring 2014

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. We will web conference with the prominent developmental biologists whose research we are covering. Prerequisites: BIO 150, BIO 152 and BIO 202 or BIO 230; BIO 154 is suggested. (N) Credits: 4
Michael Barresi
Not Offered this Academic Year

BIO 303 Developmental Biology Laboratory
Students will design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered will be 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 will require time outside of the normally scheduled lab period. Your data will be constructed into a poster that will be presented at Smith and may be presented at an undergraduate developmental biology conference with participating local colleges and universities. Prerequisite: BIO 302 (must be taken concurrently). Enrollment limited to 12. (N) Credits: 1
Michael Barresi
Not Offered this Academic Year

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 Hall
Offered Fall 2013

BIO 311 Research in Cellular and Molecular Neuroscience
This laboratory initially uses tissue culture techniques to study the development of primary neurons in culture (e.g. extension of neurites and growth cones). This is followed by an introduction to DNA microarray technology for studying gene expression in the brain. The rest of the laboratory uses the Xenopus oocyte expression system to study molecular structure-function by injecting DNA encoding for a variety of ion channels. The second half of the semester involves a lab project using the expression system to investigate channel characteristics or pharmacology. BIO 310 must be taken concurrently. Enrollment limited to 20. (N) Credits: 1
Adam Hall
Offered Fall 2013

BIO 323 Seminar: Topics in Developmental Biology
Embryology, Ecology, and Evolution
How does our environment shape the way we look and act? This seminar will explore the role and influence of past and current environments on the development of plants and animals at embryological, ecological and evolutionary levels. Students will examine how toxins in our environment cause teratogenic effects, how phenotypic plasticity influences predator-prey interactions, and how new taxonomic groups may have evolved due to molecular changes during embryonic development. Course material uses primary research literature as a springboard to hold videoconferences with the researchers who conducted the work. Students will create a documentary movie on one of these topics. Prerequisites: BIO 150, 152, or 154, and at least one upper level BIO course. May not be repeated for credit. Enrollment limited to 12. (N) Credits: 4
Mary Harrington
Offered Spring 2014

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
Offered Fall 2013

BIO 363 Animal Behavior: Methods
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
Virginia Hayssen
Not Offered this Academic Year

PSY 130 Clinical Neuroscience
(Formerly PSY 221) 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 uses. Major topics include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. Open to entering students. (N(S) Credits: 4
Beth Powell
Offered Fall 2013

PSY 215 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. (N) Credits: 4
Mary Harrington
Offered Spring 2014

PSY 230 Psychopharmacology
(Formerly PSY 222) This course will examine the effects of drugs on the nervous system and associated changes in mood, cognition, and behavior. Legal and illegal recreational drugs will be considered, as well as therapeutic agents used to treat psychological illnesses such as depression and schizophrenia. Focus will be on controversial issues such as binge drinking, addiction to prescription medications, the medical use of marijuana, psychotherapeutic medication of...
children, the power of the pharmaceutical industry, and the use of cognitive/performance enhancers. Prerequisites: PSY 110 or PSY 130 or permission of the instructor. {N}{S} Credits: 4
Beth Powell
Offered Spring 2014

PSY 314 Seminar in Foundations of Behavior

Cognition in Film
This seminar explores the cognitive processes underlying human perception and comprehension of film, the techniques film makers use to capitalize on these processes, as well as the general portrayal of cognition by film makers. We will read and discuss empirical articles and view relevant examples of film. Topics range from motion perception, narrative and to depictions of amnesia in 20th century film. Prerequisite: PSY 120 or permission of the instructor. {N} Credits: 4
Maryjane Wraga
Offered Spring 2014

PSY 327 Seminar in Mind and Brain

Alzheimer’s Disease
In this seminar we will 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 will be studied. Current treatments and potential future therapies will be covered. Prerequisites: a course in experimental methods, a course in statistics, a course in neuroscience, and permission of the instructor. Credits: 4
Mary Harrington
Offered Fall 2013

PSY 105 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 will be paid to the ways in which the environment interacts with biology to shape subjective experience and behavior. Prerequisites: Introduction to Psychology, Introduction to Neuroscience or permission of the instructor. {N} Credits: 4
Annaliese Beery
Not Offered this Academic Year

PSY 120 Human Cognition
(Formerly PSY 218) 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}{S} Credits: 4
Maryjane Wraga
Offered Spring 2014

PSY 130 Clinical Neuroscience
(Formerly PSY 221) 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 uses. Major topics include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. Open to entering students. {N}{S} Credits: 4
Beth Powell
Offered Fall 2013

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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. {N} Credits: 4
Mary Harrington
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Beth Powell
Offered Spring 2014

PSY 314 Seminar in Foundations of Behavior

Cognition in Film
This seminar explores the cognitive processes underlying human perception and comprehension of film, the techniques film makers use to capitalize on these processes, as well as the general portrayal of cognition by film makers. We will read and discuss empirical articles and view relevant examples of film. Topics range from change blindness and apparent motion to depictions of amnesia in 20th century film. Prerequisite: PSY 218 or PSY 219 or permission of the instructor. {N} Credits: 4
Maryjane Wraga
Offered Spring 2014

PSY 326 Seminar in Biopsychology

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 pre-natal origins of adult disorders, endocrine disruption and behavior, and aspects of the physical and social environments that impact outcomes from depression to longevity. We will 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. {N} Credits: 4
Annaliese Beery
Not Offered this Academic Year
Philosophy

Major Requirements

Advisers: Members of the department

Advisers for Study Abroad: Nalini Bhushan

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. either 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, normally taken in the sophomore year
5. two 300-level courses

Note:
1) topics courses, such as 210, may fall under different rubrics in different years
2) 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: e.g., 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, class, etc.; the meaning of work; the meaning of life; end-of-life care, etc.;
3) traditions: tracing philosophical dialogues through time-ancient, medieval, and modern philosophy, continental philosophy, Indian philosophy, Buddhism, African philosophy, etc.;
4) perspectives: understanding the joining or clashing of perspectives across cultures or subcultures—e.g., 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 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 a course in LOG and a 100-level PHI course; 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: Jeffry Ramsey

PHI 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

PHI 431 Honors Project
Credits: 8
Offered Fall 2013

PHI 432D Honors Project
Credits: 6 per semester, 12 for yearlong course
Offered Fall 2013, Spring 2014

Please consult the director of honors or the departmental website for specific requirements and application procedures.

Graduate

Advisers: Members of the department

PHI 580 Advanced Studies
By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics. Credits: 4 or 8
Offered Fall 2013, Spring 2014

PHI 580D Advanced Studies
By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics. This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

PHI 590 Research and Thesis
Credits: 4 or 8
Offered Fall 2013, Spring 2014
Happen Next?

Offered Fall 2013

Students.

Their centrality to all of us as citizens and individuals. Enrollment limit of 16.

These matters will take into account both their importance to bioethics and care and social justice, and end-of-life care and euthanasia. Our approach to

We turn to theoretical underpinnings of contemporary bioethics. On this

Following an exploration of key works in the Hippocratic Corpus and by Plato,

This course introduces students to bioethics starting with its ancient roots.

Bioethics

Offered Spring 2014

Samuel Ruhmkorff

Students per section 20.

Ancient, modern and contemporary philosophers primarily in the Western

Of human beings from other cultures and historical periods? Readings from

And passionate at the same time? What kind of access can we have to the worlds

What is thinking? What is the distinction between mind and body, and ought we

to accept it? Can the mind survive the death of the body? Can you be thoughtful

PHI 100 Thinking About Thinking

What is thinking? What is the distinction between mind and body, and ought we to accept it? Can the mind survive the death of the body? Can you be thoughtful and passionate at the same time? What kind of access can we have to the worlds of human beings from other cultures and historical periods? Readings from ancient, modern and contemporary philosophers primarily in the Western tradition. Designed to introduce beginning students to problems and methods in philosophy and to the philosophy department at Smith. Maximum number of students per section 20. (H) [M] Credits: 4

Albert Mosley

Offered Spring 2014

PHI 100 Valid and Invalid Reasoning: What Follows from What?

Formal logic and its application to the evaluation of everyday arguments, the abstract properties of logical systems, the implications of inconsistency. Examples drawn from law, philosophy, economics, literary criticism, political theory, commercial, mathematics, psychology, computer science, off-topic debating and the popular press. Deduction and induction, logical symbolism and operations, paradoxes and puzzles. May not be taken for credit with PHI 202. (M) Credits: 4

James Horle, Samuel Ruhmkorff

Offered Fall 2013

LOG 101 Plausible and Implausible Reasoning: What Happened? What Will Happen Next?

This course is designed for students who are uncomfortable with symbolic systems. It will provide an elementary introduction to the structure and function of propositional and predicate logic. This will include translating ordinary language statements and arguments into symbolic form; using truth tables to calculate truth values and determine the validity of arguments in finite universes; quantification in infinite universes; direct, indirect and conditional proof techniques in propositional and predicate logic. The course will also survey topics in inductive logic involving probabilistic and statistical reasoning and elements of decision theory. Enrollment limited to 24. (M) Credits: 4

Albert Mosley

Offered Spring 2014

PHI 100D Research and Thesis

This is a full-year course. Credits: 4 per semester, 8 for yearlong course

Offered Fall 2013, Spring 2014

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 its application to the evaluation of everyday arguments, the abstract properties of logical systems, the implications of inconsistency. Examples drawn from law, philosophy, economics, literary criticism, political theory, commercial, mathematics, psychology, computer science, off-topic debating and the popular press. Deduction and induction, logical symbolism and operations, paradoxes and puzzles. May not be taken for credit with PHI 202. (M) Credits: 4

James Horle, Samuel Ruhmkorff

Offered Fall 2013

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. (H) [M] Credits: 4

Jeffry Ramsey

Offered Spring 2014

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. Required for majors, optional for minors. Normally taken in the sophomore year. Prerequisite: Two college courses in philosophy, one of which may be taken concurrently, or permission of the instructor. (WI) Credits: 4

Nalini Bhushan

Offered Spring 2014

PHI 204 Design: Philosophical Inquiries

Design is one of the most pervasive human activities. Its effects—intended or unintended—permeate our lives. Questions abound about the role of design and the significance of being able to exercise it and of being subject to it. For example: Are there particular pleasures, as well as special responsibilities, characteristic of designing? What is the nature of deprivation imposed upon people when they lack the opportunity or the knowledge to share in the design of their living or working conditions? How much control do designers actually have over the meaning and use of what they design? (E) [S] Credits: 4

Elizabeth Spelman

Offered Spring 2014

PHI 210 Colloquium: Issues in Recent and Contemporary Philosophy

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

Albert Mosley

Offered Fall 2013

Knowledge and Rationality (Pending CAP Approval)

This course in contemporary epistemology examines the sources and structure of knowledge, belief, justification and rationality. Topics include: skepticism; whether targets of oppression have privileged epistemic standpoints; probabilistic epistemology; whether we should change our beliefs when we discover that peers disagree with us; what to believe when we lose track of our location in time and space; what information our position as human observers gives us about other universes, aliens and the extinction of humanity; and how much we should trust our past, present and future selves. Prerequisite: one course in philosophy or permission of the instructor. (E) [M] Credits: 4

Samuel Ruhmkorff

Offered Spring 2014

PHI 212 Colloquium on Meanings and Values in the World of Work

We will examine diverse issues regarding work: What significance does work have in our lives? How does it vary across communities, classes, and professions? How is it related to individual and group identity? How is it related to family life and individual well being? What makes it desirable or undesirable, and meaningful or meaningless? What rights, interests and obligations does
it involve? Is there a right or an obligation to work? How should various opportunities, benefits, and burdens associated with work be distributed? How should work be organized and controlled? What forms of cooperation and conflict exist in work? How are notions of play and leisure related to work? (S) Credits: 4
Ernest Alleva
Offered Spring 2014

PHI 221 Ethics and Society
This course will survey current topics in applied ethics. It will introduce the major sources of moral theory from religious and secular sources, and show how these theories are applied. Topics will include biomedical ethics (abortion, euthanasia, reproductive technologies, rationing), business ethics (advertising, accounting, whistle-blowing, globalization), sexual ethics (harassment, coercion, homosexuality), animal rights (vegetarianism, vivisection, experimentation), social justice (war, affirmative action, poverty, criminal justice), environmental ethics (preserving species and places, genetically modified foods, global warming) and other topics. (H) [S] Credits: 4
Ernest Alleva
Offered Spring 2014

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
Ernest Alleva
Offered Fall 2013

PHI 224 Topics in the Philosophy of Science
Pluralism
Pluralism is the general idea that some natural phenomena cannot be fully explained by a single theory or fully investigated using a single approach. Multiple approaches are required. Is a pluralistic approach necessarily only a temporary state of affairs, or are there some phenomena that can never be encompassed within single, comprehensive representation? Should the aims, methods and results of sciences that are currently pluralistic be understood or evaluated in reference to the quest for a fundamental, unified, monistic grail? Examples will be drawn from the numerous sciences of the study of behavior and of the environment. (M) [N] Credits: 4
Jeffrey Ramsey
Offered Fall 2013

PHI 232 Contemporary Metaphysics
(Pending CAP Approval)
This course surveys the responses of contemporary philosophers to central questions in metaphysics, including those related to: the essence of humans, our ability to persist through change, and ability to will freely; the nature of objects and their properties; causation, time, and time travel; what exists, and how we can talk about what does not exist, including fictional entities; how what could be true and must be true relates to what is true; and whether the world is mind-independent, including whether categories such as race and gender are natural kinds. Prerequisite: one course in philosophy or permission of the instructor. (E) [M] Credits: 4
Samuel Ruhmkorff
Offered Fall 2013

PHI 234 Philosophy and Human Nature: Theories of the Self
Desire
For many philosophical and religious thinkers, desire has been a source of some anxiety: depicted as being by their very nature powerful and insatiable, desires appear to weaken people’s capacities to control themselves at the same time to open up opportunities for other people to control them. Focusing especially on the important of desire to a consumer society, we shall be examining questions such as: Is it possible to make a clear distinction between need and desire? To what extent are desires plastic, pliable, amenable to reshaping? Are we in any sense responsible for our desires? (S) Credits: 4
Elizabeth Spelman
Offered Fall 2013

PHI 235 Morality, Politics and the Law
Individual liberty is a core value in liberal democratic societies. What is liberty? Why is it thought to be important, and how might it be justified? When can it be legitimately constrained? This course will examine these and related concerns regarding liberty, including: alternative approaches to interpreting and valuing liberty; connections and conflicts between liberty and other values (such as justice, equality, well-being, and community); and selected contemporary public policy controversies involving issues of individual liberty (such as drug use, prostitution, pornography, hate speech and assisted suicide/voluntary euthanasia, among others). Readings will include material by moral, political and legal thinkers representing diverse perspectives. (S) Credits: 4
Ernest Alleva
Offered Fall 2013

PHI 236 Linguistic Structures
Introduction to the issues and methods of modern linguistics, including morphology, syntax, semantics, phonology and pragmatics. The focus will be 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 de Villiers
Offered Fall 2013

PHI 247 The Ethics of Slavery (C)
Slavery is almost universally condemned in the modern world, but it was accepted as an integral part of the moral order for most of history. This course will explore various manifestations of slavery in ancient and modern times—war captives, debt slaves, convicted felons, chattel slaves, sex slaves, child soldiers—and their treatment in the philosophical literature. It will explore the moral arguments for and against European slavery, the African slave trade, American slavery and contemporary forms of forced labor. Special attention will be given to the role of Christian, Enlightenment, and Utilitarian systems of morality. Enrollment limit of 20 students. (E) [S] Credits: 4
Albert Mosley
Offered Fall 2013

PHI 250 Epistemology
Ignorance
What is Ignorance? Is it simply lack of knowledge? What is its relation to illusion, deception, self-deception? What is the difference between being ignorant of something and ignoring it? Is ignorance something for which one can be held responsible? Something for which one can be punished? Something for which one can be rewarded? To what social and political ends has ignorance been put, and how? (S) Credits: 4
Elizabeth Spelman
Offered Fall 2013

PHI 255 Philosophy and Literature
Of late there has been talk of philosophy’s being at an end or at least in need of transformation. In order to provide a measure of renewal, people are considering whether approaches taken and insights expressed in literature might enrich the study of philosophy. We will explore this issue through an examination of philosophical and literary treatments of friendship from
Aftermath

How is sustainability related to future people? What values are affirmed by integrity, etc.) does sustainability rely on, and are these conceptions justifiable?

Sustainability

Students can take both fall and spring for credit; they count as separate courses.

PHI 262 Meaning and Truth: The Semantics of Natural Language

This course is an introduction to central topics in the philosophy of language. What is the relation between thought, language, and reality? What kinds of things do we do with words? Is there anything significant about the definite article “the”? How does meaning accrue to proper names? Is speaker meaning the same as the public, conventional (semantic) meaning of words? Is there a distinction between metaphorical and literal language? We will explore some of the answers that philosophers like Frege, Russell, Strawson, Donnellan, Austin, Quine, Kripke, and Davidson have offered to these and other related questions. Prerequisite: LOG 100, LOG 101 or the equivalent. {M} Credits: 4

Nalini Bhushan

Offered Fall 2013

PRS 302 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-returning 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. Prerequisites: 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. {E} {H} {L} Credits: 4

Nalini Bhushan, Jay Garfield

Offered Fall 2013

PRS 303 Talking Trash

Questions about waste permeate our lives. Perhaps most obviously there is the never-absent concern, across time and culture, about what to do with the waste humans generate in virtue of their biological processes, their practices of production, and their habits of consumption. At the same time, deciding what counts as waste is an inescapable part of our lives. “Waste,” along with close relatives such as “trash,” “rubbish,” and “garbage,” is part of the normative vocabulary we employ in evaluating the usefulness of the people and things around us, the projects we undertake, the way we spend our time. Enrollment limited to 12 juniors and seniors. {S} Credits: 4

Elizabeth Spelman

Offered Spring 2014

PHI 304 Colloquium in Applied Ethics

Students can take both fall and spring for credit; they count as separate courses.

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. {N} {S} Credits: 4

Jeffry Ramsey

Offered Fall 2013

PSY 313 Seminar in Psycholinguistics

Language and Thought

The seminar will consider 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

Jill de Villiers

Offered Fall 2013

PHI 324 Seminar in Ancient Philosophy

Conceptions of the Best Life

This seminar will explore the reflections of ancient philosophers on the topic of human flourishing. Questions to be addressed include: What role should reason and thought play in the best life for human beings? What value should be assigned to emotions and desires and to interpersonal relationships? Can individuals flourish in isolation, or does the best life necessarily involve engagement in human communities? We will focus on the views expressed by Plato, Aristotle, Epicurus, Greek and Roman Stoics and the ancient Skeptics. Recommended background: PHI 124 or the equivalent. {H} Credits: 4

Susan Levin

Offered Spring 2014

PHI 330 Seminar in the History of Philosophy

Friedrich Nietzsche (1844–1900)

This seminar will reconstruct and examine a slice of one of the most influential trajectories in the history of 19th and 20th century European philosophy. The focus will be the work of the German philosopher Nietzsche. On what basis did he criticize the role played by reason, understanding, truth and morality in the work of respected philosophers such as Plato, Descartes and Kant in the history of philosophy? Who were his historical role models? The seminar will explore Nietzsche’s “revaluations” of the concepts he criticized; his creative analysis of various forms of suffering and their implicit role in philosophical thinking; his critique of nations and nationalism; and his own re-conception of the splendid individual, expressed in aesthetic terms. How did Nietzsche’s critique influence the thinking of philosophers who came after him, both in the west and in the east (like Foucault and Nishitani)? How did his ideas and methods inflect discussions in philosophical areas such as existentialism, postmodernism and feminism? {H} {S} Credits: 4

Nalini Bhushan

Offered Spring 2014

Cross-Listed Courses

HSC 211 Perspectives in the History of Science

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 will be drawn from primary and secondary sources. 

Jeffry Ramsey

Offered Spring 2014

**PHI 400 Special Studies**
For senior majors, by arrangement with the department. Credits: 1 to 4

*Instructor: TBA*

Offered Fall 2013, Spring 2014

**PHI 408D Special Studies**
For senior majors, by arrangement with the department. This is a full-year course. Credits: 4 per semester, 8 for yearlong course

*Instructor: TBA*

Offered Fall 2013, Spring 2014
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 300-level physics courses as possible.

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

PHY 432D Honors Project

This is a full-year course. Credits: 6 per semester, 12 for yearlong course

Offered Fall 2013, Spring 2014

Please consult the director of honors or the departmental website for specific requirements and application procedures.

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 Advanced Placement tests in physics B and C may apply that credit toward the degree unless they complete 117 and 118 for credit, respectively.

PHY 106 The Cosmic Onion: From Quantum World to the Universe

Basic concepts of quantum mechanics governing the atomic and subatomic worlds. Structure of atoms, atomic nuclei and matter. The evolution of the Universe and its relation to the subatomic physics. The course is designed for non-science majors. It does not involve mathematical tools.  (N) Credits: 4

Piotr Decowski

Not Offered this Academic Year

PHY 107 Physics of Music

This course for non-science majors explores the physics of musical sound through lecture, discussion, hands-on activities and demonstrations. Sample topics include how sound is generated, travels, and is heard; the physics of musical notes, pitches, harmonics and resonances; and how musical instruments (including the human voice) generate the sounds that we hear. Students select, design, construct and try out wind, string or percussive musical instruments. These instruments are theirs to keep at the end of the course.  (N) Credits: 4

William Williams

Offered Spring 2014
PHY 109 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 firewall. 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 will 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
Gary Felder
Not Offered this Academic Year

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 will have the first opportunity to enroll. Students will be enrolled in the following priority order: first-years, then second-years, then juniors, then seniors. Sections are capped at 28. [N] Credits: 5
Gary Felder
Offered Fall 2013, Spring 2014

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: 115/117 or permission of the instructor. [N] Credits: 4
Courtney Lannert
Offered Fall 2013, Spring 2014

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. [M] [N] Credits: 4
Doreen Weinberger
Offered Spring 2014

PHY 215 Modern Physics I
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: 118 or permission of the instructor. [N] Credits: 4
Doreen Weinberger
Offered Spring 2014

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. [N] Credits: 4
Nalini Easwar
Not Offered this Academic Year

PHY 315 Modern Physics II
Classical distribution functions; blackbody radiation; quantum mechanics of the hydrogen atom, including orbital angular momentum and spin; spin-orbit interaction and fine structure; Zeeman effect; quantum statistics; lasers. Prerequisite: PHY 210 and PHY 215. [N] Credits: 4
William Williams
Offered Fall 2013

PHY 317 Classical Mechanics
Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisites: 118 and 210 or permission of the instructor. Co-requisite: 215 or permission of the instructor. [N] Credits: 4
Malgorzata Pfabe
Offered Fall 2013

PHY 318 Electricity and Magnetism
Electrostatic and magnetostatic fields in vacuum and in matter, electrodynamics and electromagnetic waves. Prerequisite: 118 and 210 or permission of the instructor. [N] Credits: 4
Malgorzata Pfabe
Offered Fall 2013

PHY 319 Thermal Physics
Introduction to statistical mechanics and thermodynamics. Prerequisites: 210, 315 or permission of the instructor. [N] Credits: 4
William Williams
Offered Fall 2013

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: 315 and 317 or permission of the instructor. [N] Credits: 4
William Williams
Offered Spring 2014

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 4 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 240 or the equivalent. May be repeated for credit up to a maximum of 8 credits. Enrollment limited to 8 per lab section. [E] [N] Credits: 4
Malgorzata Pfabe
Offered Spring 2014

PHY 360 Advanced Topics in Physics
Selected special topics which will 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 will vary with the topics of the course.

Cosmology
An introduction to the structure and history of the universe. Topics will include the big bang model, the cosmic microwave background radiation, inflation and
the early universe, dark matter and dark energy, accelerated expansion and the possible futures of the universe and multiverse theories. Prerequisites: PHY 210 and PHY 215 or permission of the instructor. [N] Credits: 4

Gary Felder
Offered Fall 2013

PHY 399 Current Topics in Physics
For this course we will read articles and attend talks on diverse topics in physics. The emphasis will be put on oral presentation and discussion of the new phenomena using knowledge from other physics courses. Prerequisite: PHY 315, or permission of the instructor. Restricted to juniors and seniors. [N] Credits: 2

Nalini Easwar
Offered Spring 2014

PHY 400 Special Studies
By permission of the department. Credits: 1 to 4

Instructor: TBA
Offered Fall 2013, Spring 2014
Poetry Concentration

Poetry Concentration Advisory Board
Rosetta Marantz Cohen  Kevin Everod Quashie, Director
Peter Nielsen Gregory  Michael T. Thurston
Barry Moser  Susan R. Van Dyne
Thalia A. Pandiri  Ellen K. Watson
Cornelia D.J. Pearsall  Sujane Wu

The poetry concentration is a course of study designed to allow students to pursue work in and about poetry through a range of different experiences and courses. Through a combination of academic study, practical work and independent projects, students will 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 gives students the opportunity to explore areas of professional practice 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 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 for the Concentration

1. Gateway Courses
   ENG 112 Reading Contemporary Poetry
   PYX 140 The Art and Business of Poetry

2. Three electives
   One of these electives must include any 200-level poetry/literature course (literary analysis, not creative writing) in any department.

3. Two practical experiences
   Coursework will be 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 404 Poetry Capstone

   Five possible foci or strands may be pursued in the Poetry Concentration. These include:
   1. Poetry Writing
   2. Poetry Translation
   3. Book Arts
   4. The Teaching of Poetry, and
   5. A general strand focusing on poetry appreciation across several areas of interest

   The total combined coursework will accrue 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. Class sessions alternate with readings by visiting poets. Graded Satisfactory/Unsatisfactory only. Course may be repeated. Credits: 2
   Patrick Donnelly
   Offered Fall 2013

   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 will feature faculty members who serve as advisers and may be consultants for the senior capstone projects that may focus in one of these areas: printing poetry, reading poetry, theories and politics of translating poetry, teaching poetry in the high school classroom. Students will 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
   Susan Van Dyne
   Not Offered this Academic Year

   PYX 404 Poetry Capstone
   The poetry concentration stipulates a senior capstone project integrating the skills and perspectives learned through the electives in the concentration and the internships or practical experiences. Students will complete an independent project under the rubric of a group special studies. For example, students might produce and print a chapbook of their own poetry, a portfolio of translations; an integrated packet of curriculum materials for teachers of poetry in a particular grade (K–12), or curate an online exhibit of some part of the poetic process, such as drafts. Students will work both with the instructor and their concentration adviser in shaping and implementing the project. Credits: 4
   Instructor: TBA
   Offered Spring 2014
Psychology

The Major
Advisers: Members of the department

Adviser for Study Abroad: TBD

Foundation Courses: PSY 100, PSY 201/MTH 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 para-professional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

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 comprise 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

PSY 431 Honors Project
Credits: 8
Offered Fall 2013

PSY 432D Honors Project
This is a full-year course. Credits: 6 per semester, 12 for yearlong course
Offered Fall 2013, Spring 2014

Please consult the director of honors or the departmental website for specific requirements and application procedures.

Courses

Courses in Psychology are divided into four main sections:

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. Non-majors and students who are not planning to major in psychology are encouraged to enroll in the other breadth courses in the department; PSY 100 is not recommended for these students.

   PSY 100 Introduction to Psychology
   See full description in Foundational Courses section.
   Offered Fall 2013
A. Mind and Brain

PSY 105 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 will be paid to the ways in which the environment interacts with biology to shape subjective experience and behavior. (N) Credits: 4

B. Health and Illness

PSY 110 Introduction to Neuroscience
Same as NSC 110 (formerly PSY/NSC 210) An introduction to the organization and function of the mammalian nervous system. An in depth exploration of the brain using multiple levels of analysis ranging from molecular to cognitive and behavioral approaches. An appreciation of how brain cells interact to orchestrate adaptive responses and experiences will be gained. Seniors require permission of the instructor. This course has no prerequisites. (N) Credits: 4

PSY 120 Human Cognition
(Formerly PSY 218) 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) (S) Credits: 4

PSY 130 Clinical Neuroscience
(Formerly PSY 221) 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 uses. Major topics include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. Open to entering students. (N) (S) Credits: 4

PSY 140 Health Psychology
(Formerly PSY 225) This course will provide an overview of health psychology using concepts, theories, methods, and applications of the field. We will critically examine state-of-the-art research and current gaps in knowledge to explore topics including: definitions of health and illness; stress and coping; health behaviors; and health promotion. Emphasis will be placed on the ways psychological factors interact with the social, cultural, economic and environmental contexts of health. (N) (S) Credits: 4

C. Person and Society

PSY 150 Abnormal Psychology
(Formerly PSY 252) A study of psychopathology and related issues. Course will cover 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

PSY 160 Child Development
(Formerly PSY 243) We will investigate aging from a lifespan perspective, studying the span of emerging adulthood to old age. In addition to focusing on psychological processes, we will spend time considering societal influences on aging. Topics include theories of the life-cycle, the impact of generations, identity formation, the experience of growing older, personality stability and change. Prerequisite: PSY 100. (N) (S) Credits: 4

PSY 165 Adult Development
(Formerly PSY 245) We will investigate aging from a lifespan perspective, studying the span of emerging adulthood to old age. In addition to focusing on psychological processes, we will spend time considering societal influences on aging. Topics include theories of the life-cycle, the impact of generations, identity formation, the experience of growing older, personality stability and psychological adjustment to the myths and realities of old age. (N) (S) Credits: 4

PSY 170 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. (N) Credits: 4

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
2. Foundational Courses

**PSY 100 Introduction to Psychology**
(Formerly PSY 111) An introductory course surveying fundamental principles and findings in classical and contemporary psychology. Students must enroll in a discussion section. Discussion sections are limited to 22. (N) Credits: 4

Byron Zamboanga, Fall 2013
Maryjane Wraga, Fall 2013
Nuamdi Pole, Fall 2013
Peter de Villiers, Fall 2013

Offered Fall 2013

**PSY 201 Statistical Methods for Undergraduate Research**
(Formerly PSY/MTH 190) Same as MTH 201. 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 will be 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 will 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. (M) Credits: 5

David Palmer, Fall 2013
David Palmer, Spring 2014
Instructor: TBA, Spring 2014

Offered Fall 2013, Spring 2014

**PSY 202 Introduction to Research Methods**
(Formerly PSY 192) Introduces students to a variety of methods used in psychological research. All sections of this course will cover the basic methodological techniques of contemporary psychology such as observational, experimental, and survey methods. Sections will 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. (N) Credits: 4

Benita Jackson, Fall 2013
Bill Peterson, Fall 2013
Patricia DiBartolo, Fall 2013
Beth Powell, Spring 2014
Bill Peterson, Spring 2014
Randy Frost, Spring 2014

Offered Fall 2013, Spring 2014

**MTH 220 Introduction to Probability and Statistics**
(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 testing, resampling procedures and multiple regression. A wide variety of applications from the natural and social sciences will be 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 will 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 MTH 153, or one year of high school calculus or permission of the instructor. Lab sections limited to 20. (M) Credits: 5

Katherine Halvorsen, Andrew Bray

Offered Fall 2013

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.

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 Philosophy and History of Psychology**
The course introduces you to the philosophical debates behind the psychology of the mind, focusing mostly on work from 20th century onwards. We will focus on the philosophical implications of major historical figures in psychology and their approach to Mind (James, Freud, Skinner). We will 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 will be 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. (N) Credits: 4

Jill de Villiers

Not Offered this Academic Year

**PSY 215 Language Acquisition**
A detailed examination of how children learn their language. Theories of acquisition of word meaning, syntax and pragmatics will be examined, as well as methodology for assessment of children’s knowledge. Cross-linguistic and cross-cultural data and perspectives will be considered, as well as applications in language therapy and education. Students will 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. (N) Credits: 4

Jill de Villiers

Not Offered this Academic Year

**PSY 215 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. (N) Credits: 4

Mary Harrington

Offered Spring 2014
B. Health and Illness

PSY 224 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 will shape a chain of responses in a pigeon and will experiment with instructional technology with humans. Enrollment limited to 16. [N] Credits: 4
David Palmer
Not Offered this Academic Year

PSY 230 Psychopharmacology
(Formerly PSY 222) This course will examine the effects of drugs on the nervous system and associated changes in mood, cognition and behavior. Legal and illegal recreational drugs will be considered, as well as therapeutic agents used to treat psychological illnesses such as depression and schizophrenia. Focus will be on controversial issues such as binge drinking, addiction to prescription medications, the medical use of marijuana, psychotherapeutic medication of children, the power of the pharmaceutical industry, and the use of cognitive/performance enhancers. Prerequisites: PSY 110 or PSY 130 or permission of the instructor. [N][S] Credits: 4
Beth Powell
Offered Spring 2014

PSY 240 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 will 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 design and assess an intervention to improve their individual health, and in groups, identify and implement a project focused on campus-level health promotion. Emphasis will be on critically evaluating and applying primary empirical articles. Prerequisites: PSY 100 and 202. Recommended: PSY 140. [N][S] Credits: 4
Benita Jackson
Offered Fall 2013

PSY 253 Developmental Psychopathology
Survey of child psychopathology from a developmental perspective. Course will rely on the lens of scientific thinking to understand the complex paths youth take as they develop, addressing notions about risk, resilience and intergenerational transmission of disorder. Prerequisites: PSY 100, PSY 202, and either PSY 150 or 160. [N] Credits: 4
Instructor: TBA
Offered Spring 2014

C. Person and Society

PSY 260 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 will be given to cultural concepts in adolescent/ emerging adulthood psychology and development. Prerequisite: PSY 100, PSY 201, PSY 202 [N] [S] Credits: 4
Byron L Zamboanga
Not Offered this Academic Year

PSY 262 Psychology of Asian American Experiences
This course involves an intensive exploration of Asian American personal and cultural identities through psychological and literary analyses. What roles do factors like generation, migration, racism, gender and ethnicity play in the formation of identity? Psychological readings will be paired with literature to examine how insights from psychologists and creative writers contradict, illuminate, and otherwise enliven our understanding of Asian American experiences. Prerequisite: PSY 100 or any PSY course in the Person and Society Area or permission of instructor. [S] Credits: 4
Bill Peterson
Offered Fall 2013

PSY 263 Psychology of the Black Experience
(Formerly PSY 247) Study of psychological factors particularly affecting the lives of African Americans. Course will include a historical perspective of African American adaptation to life in the United States. It will consider both Afrocentric and Eurocentric perspectives on African American psychology and cover topics include: race, racism, racial identity, Whiteness, intelligence, family structure, neighborhoods, religion, physical health and mental health. Prerequisites: PSY 100, PSY 202. [N] Credits: 4
Nnamdi Pole
Offered Spring 2014

PSY 265 Political Psychology
This colloquium is concerned with the psychological processes underlying political phenomena. The course is divided into three sections: Leader, Followers and Social Movements. In each of these sections, we will examine how psychological factors influence political behavior, and how political acts affect individual psychology. Prerequisites: PSY 100, PSY 202. [N][S] Credits: 4
Lauren Duncan
Offered Fall 2013

PSY 266 Psychology of Women and Gender
An in-depth examination of controversial issues of concern to the study of the psychology of women and gender. In the first half of the course, we will discuss current research on these topics. In the second half of the course, students will have the opportunity design and execute original research in an area of their choice. Topics might include women in leadership, math and science, and media and self-objectification, but will be driven by student interest. Prerequisites: PSY 100, PSY 202. [N] Credits: 4
Lauren Duncan
Offered Spring 2014

PSY 269 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 will encounter theories and research concerning the processes of self-and-other categorization, sociodentity, stereotyping, prejudice and strategies from the reduction of intergroup hostility that these approaches inform. Enrollment limited to 18. [N][S] Credits: 4
Fletcher Blanchard
Offered Fall 2013

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
Same as MTH 290. A survey of statistical methods needed for scientific research, including planning data collection and data analyses that will provide evidence about a research hypothesis. The course can include coverage of analyses of variance, interactions, contrasts, multiple comparisons, multiple regression,
fact or 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. SPSS Statistical software will be used for data analysis. Prerequisites: One of the following: PSY 201/MTH 201, GOV 190, MTH 219, MTH 220 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  
Katherine Halvorsen  
Offered Fall 2013

A. Mind and Brain

PSY 313 Seminar in Psycholinguistics

Language and Thought  
The seminar will consider 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 language 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  
Jill de Villiers  
Offered Fall 2013

PSY 314 Seminar in Foundations of Behavior

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 will read and discuss empirical articles and view relevant examples of film. Topics range from motion perception, narrative and to depictions of amnesia in 20th century film. Prerequisite: PSY 120 or permission of the instructor. (N) Credits: 4  
Maryjane Wraga  
Offered Spring 2014

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 will 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 PSY 160, PHI/PSY 213, or PSY 253 or permission of the instructor. (N) Credits: 4  
Peter de Villiers  
Not Offered this Academic Year

PSY 326 Seminar in Biopsychology

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 pre-natal origins of adult disorders, endocrine disruption and behavior, and aspects of the physical and social environments that impact outcomes from depression to longevity. We will introduce epigenetics and critically examine how epigenetic mechanisms and others reflect and contribute to experience. Prerequisites: a 200-level course in biopsychology or neuroscience, and an introductory biology course, or permission of the instructor. (N) Credits: 4  
Annaliese Beery  
Not Offered this Academic Year

PSY 327 Seminar in Mind and Brain

Alzheimer’s Disease  
In this seminar we will 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 will be studied. Current treatments and potential future therapies will be covered. Prerequisites: a course in experimental methods, a course in statistics, a course in neuroscience, and permission of the instructor. Credits: 4  
Mary Harrington  
Offered Fall 2013

B. Health and Illness

PSY 340 Psychosocial Determinants of Health

We will examine scientific perspectives on how psychological and social factors influence the development and progression of physical health and illness. Major topics will include psychosocial origins of health disparities, relationships and health, emotion and disease, placebo effects, and complementary and alternative medical treatments. Emphasis will be placed on critically evaluating current research and designing appropriate future studies. Prerequisites: PSY 100 and PSY 202. Enrollment preference will be given to those who have completed a health psychology course. (N) (S) Credits: 4  
Benita Jackson  
Offered Spring 2014

PSY 350 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 will use self-examination to provide an experiential understanding of ethnic/cultural development. Second, it will provide theoretical models and concepts for understanding ethnic minority mental health in a sociocultural, historical, psychological and methodological context. Third, it will review culturally sensitive and responsive approaches to psychological assessment and treatment of psychological distress. Prerequisites: PSY 100 and at least one of the following: PSY 150, 260, 263. (S) Credits: 4  
Byron Zamboanga, Nnamdi Pole  
Not Offered this Academic Year

PSY 352 Seminar in Advanced Clinical Psychology

Topic: Divorce as Family Transition  
Examination of research and clinical knowledge relevant to child and family transitions and adaptation following divorce. We will focus on risk and protective factors with a special focus on children, legal and psychological interventions, and various roles for the mental health professional. Prerequisite: PSY 100, PSY 150 or PSY 254 (N) Credits: 4  
Marsha Kline Pruett  
Not Offered this Academic Year

PSY 340 Psychosocial Determinants of Health

We will examine scientific perspectives on how psychological and social factors influence the development and progression of physical health and illness. Major topics will include psychosocial origins of health disparities, relationships and health, emotion and disease, placebo effects, and complementary and alternative medical treatments. Emphasis will be placed on critically evaluating current research and designing appropriate future studies. Prerequisites: PSY 100 and PSY 202. Enrollment preference will be given to those who have completed a health psychology course. (N) (S) Credits: 4  
Benita Jackson  
Offered Spring 2014
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 will focus on risk factors, theoretical models and methods of assessment and intervention. Prerequisites PSY100, PSY 202, PSY 150. Permission of the instructor required. [N] Credits: 4
Instructor: TBA
Offered Spring 2014

PSY 354 Seminar in Advanced Abnormal Psychology
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. We will 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 will also be addressed. Prerequisites: PSY 150 or PSY 254. [N] Credits: 4
Randy Frost
Offered Fall 2013

PSY 355 Seminar in the Scientific Basis of Psychotherapy
This seminar will provide a guided tour through the scientific literature on psychotherapy. We will begin with a historical overview of the field including a review of the major systems of psychotherapy (psychodynamic, behavioral, cognitive and humanistic). We will then devote some time to developing critical skills for reading the scientific literature. These skills we be 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 will explore the field’s current position on that question and demonstrate that it leads naturally to the process question, “How does psychotherapy work?” We will discuss the current literature on this question and gain some “hands-on” experience with psychotherapy process measures. Course readings will be supplemented with videotapes and transcript material from actual psychotherapies. Prerequisites PSY100, PSY 202, PSY 150 or PSY 254. [N] Credits: 4
Nnamdi Pole
Offered Spring 2014

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
Patricia Dibartolo, Fall 2013
Randy Frost, Spring 2014
Offered Fall 2013, Spring 2014

C. Person and Society

PRS 304 Happiness: Buddhist and Psychological Understandings of Personal Well-Being
What is happiness? What is personal well-being? How are they achieved? This course will examine 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 will be 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 Peake
Not Offered this Academic Year

PSY 361 Research Seminar: Alcohol Use and Misuse
An introduction to research techniques through the discussion of current research, design and execution of original research in selected areas such as drinking games, programing (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: PSY 201, PSY 202, with PSY 201 preferred. [N] Credits: 4
Byron L. Zamboanga
Not Offered this Academic Year

PSY 362 Seminar: Psychology of Adolescence and Emerging Adulthood Amount US Hispanics
Adolescence is a time of dramatic development whereby young people experience multiple changes in their physical, psychological and social worlds. In the U.S., this age period presents adolescents with exciting opportunities for growth, as well as challenges to healthy development, in an attempt to broaden our understanding of developmental and cultural processes during adolescence. This course will examine acculturation, as well as their relationship to psychosocial adjustment among Hispanics adolescents and emerging adults. Prerequisites PSY 100.
Byron L. Zamboanga
Not Offered this Academic Year

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. [N] Credits: 4
Fletcher Blanchard
Offered Spring 2014

PSY 371 Seminar in Personality
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 happiness? How does a person’s sense of well being influence health, relationships and other important life outcomes? Prerequisites: 170 or 180. [N]{S} Credits: 4
Philip Peake
Not Offered this Academic Year

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 100, PSY 202 and a colloquium in the Person and Society area. [N] Credits: 4
Lauren Duncam
Offered Fall 2013

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 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014

PSY 374 Psychology of Political Activism
This seminar focuses on peoples’ motivations to participate in political activism, especially activism around social issues. Readings include theoretical and empirical work from psychology, sociology, and political science. We will
consider accounts of some large-scale liberal and conservative social movements in the U.S. and abroad. Prerequisite: PSY 100, PSY 202 and a colloquium in the Person and Society area. [S] Credits: 4
Lauren Duncan
Not Offered this Academic Year

PSY 375 Research Seminar in 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. Prerequisites: PSY 192 and PSY 266, 270, or 271 and permission of the instructor. Enrollment limited to 16. [N] Credits: 4
Lauren Duncan
Offered Fall 2013

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 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014
Public Policy

Director
Donald C. Baumer, Professor of Government

Advisory Committee
Carrie N Baker, Associate Professor, Study of Women and Gender
Riché J. Daniel Barnes, Assistant Professor of Afro-American Studies
Randall K. Bartlett, Professor of Economics
Benjamin J. Baumer, Visiting Assistant Professor of Government
Brent M Durbin, Assistant Professor of Government
†2 Deborah Haas-Wilson, Professor of Economics
† Leslie L. King, Associate Professor of Sociology

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 are intended to 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: Donald Baumer (Government); Randall Bartlett (Economics); Deborah Haas-Wilson (Economics)

The minor consists of six courses:
1. GOV 207 or PPL 220
2. Any two public policy electives;
3. Any two courses from departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser);
4. PPL 390 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 Baumer
Offered Fall 2013

IDP 208 Women's Medical Issues
A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. Social, ethical and political issues will be considered including violence, the media's representation of women, and gender bias in health care. An international perspective on women's health will also be considered. {N} Credits: 4
Leslie Jaffe
Offered Spring 2014

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
Randall Bartlett
Not Offered this Academic Year

SWG 222 Gender, Law and Policy
This course explores the legal status of women in the United States historically and today, focusing in the areas of employment, education, sexuality, reproduction, the family and violence. We will study constitutional and statutory law as well as public policy. Some of the topics we will cover are sexual harassment, domestic violence, sexual assault, sexual orientation and gender identity discrimination, and pregnancy discrimination. We will study feminist activism to reform the law and will examine how inequalities based on gender, race, class and sexuality shape the law. We will also discuss and debate contemporary policy and future directions. Prerequisite SWG 150 or permission of the instructor. Credits: 4
Carrie Baker
Offered Fall 2013

SWG 271 Reproductive Justice
This course will explore reproductive justice in the U.S. and the influence of U.S. policy globally, addressing issues of law, policy, theory and activism. Topics include historic and contemporary state control over women's reproduction, social movements to expand women's control over their reproductive lives, access to reproductive care, reproductive technologies, reproductive coercion and violence, religious fundamentalism's increasing influence over reproduction, and the discourses around women's bodies and pregnancy. A central framework for analysis is how gender, race, ethnicity, class, sexuality, disability and nationality shape women's ability to control their reproduction. Prerequisite: SWG 150 or permission of the instructor. {S} Credits: 4
Carrie Baker
Offered Spring 2014

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 Sayre
Offered Spring 2014

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 U.S. 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. {S} Credits: 4
Brent Durbin
Offered Spring 2014

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 220a or a course in American government. {S} Credits: 4
Randall Bartlett
Offered Fall 2013
**GOV 306 Seminar in American Government**

*Topic: 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 will be covered. Students will complete research papers on an environmental policy topic of their choice. Prerequisite: a 200-level course in American Government. {S} Credits: 4

*Donald Baumer*

Offered Spring 2014

**PPL 390 Senior Public Policy Workshop**

An assessment of current policy controversies undertaken as group projects. Policy recommendations made by groups should be based on both technical advisability and political feasibility. Limited to seniors who are completing the program in public policy, or other seniors with permission of the instructor. {S} Credits: 4

*Donald Baumer*

Not Offered this Academic Year

**PPL 400 Special Studies**

By permission of the director. Variable credit. Credits: 1 to 4

*Instructor: TBA*

Offered Fall 2013, Spring 2014
Quantitative Courses for Beginning Students

These courses engage students in quantitative analysis or develop quantitative skills. Some courses may have prerequisites.

Some courses may have prerequisites.

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 non-science majors. [N] Credits: 4
James Lowenthal
Offered Spring 2014

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 non-science majors. Enrollment limited to 20 students per section. [N] Credits: 3
Margaret Thacher
Offered Fall 2013

BIO 110 Introductory Colloquia: Life Sciences for the 21st Century
Small group discussion courses for entering students and non-majors focused on current topics in the life sciences. Colloquia help develop the fundamental skills necessary for success in the sciences, including reading and analysis of primary literature (R), writing about science (W and WI), data presentation and quantitative analysis (Q), laboratory work (L), and hypothesis construction and testing. WI colloquia also fulfill the College requirement for a writing-intensive course. May be repeated for credit with a different subject. Enrollment limited to 20 unless otherwise indicated. Women and Exercise—What Is Really Going On In Our Muscles (Q, R, L)
Muscle responds to environmental changes and stresses in ways we don’t even notice. It atrophies from disuse, hypertrophies from weight lifting, and changes in response to daily exercise. We will explore the effects of exercise on ourselves. We will examine different muscle cell types at the microscopic level. We will carry out biochemical analyses of metabolites such as glucose and lactate, and enzymes such as creatine kinase and lactate dehydrogenase, to elucidate changes due to exercise. We will also explore some physiological and molecular alterations that help our bodies compensate for new exercise patterns. Enrollment limited to 15. [N] Credits: 4
Stylianos Scordilis
Not Offered this Academic Year

CHM 118 Advanced General Chemistry
This course is designed for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions will be quickly reviewed. The major portions of the course will 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 is designed to prepare students for CHM 222/223 and to replace both CHM 111 and 224. A student who passes 118 cannot take either 111 or 224. Enrollment limited to 32. [N] Credits: 0
Joseph Yeager
Offered Fall 2013

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 will be produced, and decide who will get the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty. [S] Credits: 4
Randall Bartlett
Offered Fall 2013, Spring 2014

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 will focus 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 Bartlett
Offered Fall 2013, Spring 2014

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: 150 or 153. Students will not be given credit for both ECO 220 and any of the following courses: MTH 190/PSY 190, GOV 190, MTH 241, MTH 245, or SOC 201. [M][S] Credits: 5
Vis Turriz
Offered Fall 2013, Spring 2014

GOV 190 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 will be paid to survey data and to data analysis using computer software. [M][S] Credits: 5
Howard Gold
Offered Spring 2014
MTH 101 Algebra
Same as QSK 101. This course is intended for students who need additional preparation to succeed in courses containing quantitative material. It will provide 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
Offered Fall 2013, Spring 2014

MTH 102 Elementary Functions
Linear, polynomial, exponential, logarithmic, and trigonometric functions; graphs, mathematical models, and optimization. For students who need additional preparation before taking calculus or quantitative courses in scientific fields, economics, government and sociology. Also recommended for prospective teachers whose precalculus mathematics needs strengthening. Laboratory section must be taken concurrently with the lecture section. {M} Credits: 4
Mary Murphy
Offered Fall 2013

MTH 103 Math Skills Studio
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 will 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. Credits: 2
Catherine McCune, Karyn Nelson
Offered Interterm 2014

MTH 107 Statistical Thinking
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 will design experiments, collect and analyze the data, and write reports on findings. Enrollment limited to 25. Prerequisite: high school algebra. {M} Credits: 4
Katherine Halvorsen
Offered Interterm 2014

MTH 111 Calculus I
Rates of change, differential equations and their numerical solutions, integration, differentiation, and the fundamental theorem of the calculus. Situations in science and social science in which calculus naturally arises are emphasized. {M} Credits: 4

MTH 190 Statistical Methods for Undergraduate Research
Same as 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 will be 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 245, which also satisfies the basis requirement. Normally students will receive credit for only one of the following introductory statistics courses: MTH 190/PSY 190, ECO 220, GOV 190, MTH 241, MTH 245 or SOC 201. Exceptions may be allowed in special circumstances and require permission of the adviser and the instructor. Enrollment limited to 20. Permission of the instructor required. This course does not carry a Latin Honors designation. Credits: 4
Tina Wildhaber
Offered Spring 2014
**Professors**
Carol Zaleski, Ph.D
†1 Peter Nielsen Gregory, Ph.D
†1 Jamie Hubbard, Ph.D (Professor of Religion and Yehan Numata Professor of Buddhist Studies), Chair
Lois C. Dubin, Ph.D
†1 Joel S. Kaminsky, Ph.D
Suleiman Ali Mourad, Ph.D
Vera Shevzov, Ph.D

**Ruth and Clarence Kennedy Professor in Renaissance Studies**
W. J. Torrence Kirby, D.Phil.

**Associate Professor**
†1 Andy N. Rotman, Ph.D

**Lecturers**
Constance Kassor, M.A.
Maria Metzler, M.A.
Andrew Olendzki, Ph.D.
Michael O. Sugerman, Ph.D.
Richard Taupier, Ph.D.

**Research Associates**
Benjamin Braude, Ph.D
Philip Zaleski, B.A.
Edward Feld, M.H.L

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**Electives (Courses 9–12 or 10–12)**
A student will take three or four additional Religion courses to complete the twelve 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.

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**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: (i) Philosophical, Theoretical, or Comparative; (ii) Biblical Literature; (iii) Jewish Traditions; (iv) Christian Traditions; (v) Islamic Traditions; (vi) Buddhist Traditions; (vii) 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 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.

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**Honors**
Director: Peter N. Gregory

**REL 430D Honors Project**
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

The religion department encourages majors to apply to the departmental honors program and engage in 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.

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**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
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
Vera Sherzov, Carol Zaleski
Offered Fall 2013

BUX 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 will 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 will be meeting during the second half of the semester only. Graded S/U only. (E) Credits: 1
Constance Kassor
Offered Fall 2013

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 as a whole and its interdisciplinary nature. The first part of the course focuses on 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
Lois Dubin
Offered Fall 2013

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
Offered Spring 2014

REL 206 Heaven, Hell and Other Worlds: The Afterlife in World Religions
How do the world’s religions picture the journey beyond death? This course examines conceptions of heaven, hell, and purgatory; immortality, rebirth, and resurrection; the judgement of the dead and the life of the world to come. Readings include classic and sacred texts such as The Epic of Gilgamesh, Plato’s Phaedo, the Katha Upanisad, The Tibetan Book of the Dead, Dante’s Divine Comedy, and Newman’s Dream of Gerontius; and a variety of philosophical and theological reflections on the meaning of death and the hope for eternal life. Enrollment limited to 35. (H) [L] Credits: 4
Carol Zaleski
Offered Spring 2014

Biblical Literature

REL 214 Virgins, Vamps and Viragos: Women in the Hebrew Bible
This course focuses on the lives of women in ancient Israelite society through close readings of the Hebrew Bible. We will look at detailed portraits of female characters as well as the role of many unnamed women in the text to consider the range and logic of biblical attitudes toward women, including reverence, disgust, and sympathy. We will also consider female deities in the ancient Near East, women in biblical law, sex in prophetic and Wisdom literature, and the female body as a source of metaphor. (E) Credits: 4
Instructor: TBA
Offered Spring 2014

REL 216 Topics in Biblical Studies
Archaeology and the Bible
This course explores the material culture of the peoples who lived in ancient Palestine from the Middle Bronze Age through the Iron III period and down to the Roman-Byzantine eras (c.1400 B.C.E. to 640 C.E.). We will consider the latest archaeological finds from Israel and the Mediterranean basin, including the ruins of great cities, temples, ancient churches and synagogues and colorful mosaic artwork. Special attention will be given to a critical evaluation of the ways that archaeology can—and cannot—illuminate the key people, places, and events mentioned in biblical and post-biblical texts. (H) [L] Credits: 4
Michael Sugerman
Offered Fall 2013

Jewish Traditions

REL 223 Jews and Modernity: A Global Diaspora
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 will examine 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. We will pay attention throughout to tensions between assimilation and cohesion; tradition and renewal; and history and memory. (H) Credits: 4
Lois Dubin
Offered Fall 2013
REL 225 Jewish Civilization
Same as JUD 125. An introduction to Jewish civilization from a variety of perspectives (religion, history, politics, philosophy, literature and culture) organized around different themes; the theme for Spring 2013 is Environmentalism. Consideration of core ideas, texts and practices that have animated Jews and Judaism from antiquity to the present, with attention to both classical and modern formulations. (H) {L} Credits: 4
Lois Dubin
Offered Spring 2013

Christian Traditions

REL 231 The Making of Christianity
The formation of Christian thought and the varieties of Christian experience from early through medieval Christian times. Christian images and writings from Palestine and Syria, the Egyptian desert, the Mediterranean, Northern Europe, Africa and Asia. Topics include the Bible and its interpreters; God, Christ, and humanity; martyrs, monks and missionaries. Liturgical, devotional, mystical and theological texts; art, music and film. (E) {H} {L} Credits: 4
Vera Shevzov
Offered Spring 2014

REL 237 Colloquium: Christianity and Culture
Topic: Reformation Thought
This survey of principal themes in the thought of selected major figures of the Reformations of the sixteenth century will include readings from primary texts representative of late-medieval precursors of reform as well as key texts from the writings of Desiderius Erasmus, Martin Luther, Huldreich Zwingli, Heinrich Bullinger, Martin Bucer, John Calvin, Ignatius Loyola, Teresa of Ávila, Peter Martyr Vermigli, and Richard Hooker, among others. Enrollment limited to 20. (E) {H} Credits: 4
W. J. Torrance Kirby
Offered Fall 2015

REL 238 Mary: Images and Cults
Whether revered as the Birth-Giver of God or remembered as a simple Jewish woman, Mary has both inspired and challenged generations of Christian women and men. This course focuses on key developments in the “history of Mary” since early Christian times to the present. How has her image shaped Christianity? What does her image in any given age tell us about personal and collective Christian identities? Topics include: the development of Mary’s “life”; the rise of the Marian cult in the Christian East and West; icons and Black Madonnas; apparitions (e.g., Guadalupe and Lourdes) and miracles; Mary, liberation and feminism; Mary and the goddess figure. Devotional, literary, and theological texts, art and film. Enrollment limited to 35. {H} Credits: 4
Vera Shevzov
Offered Fall 2013

Islamic Traditions

REL 245 The Islamic Tradition
The Islamic religious tradition from its beginnings in 7th 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 Mourad
Offered Fall 2013

REL 246 Islamic Thought and the Challenge of Modernity
Major themes addressed by Muslim thinkers since the eighteenth century, such as Islamic reform and revival, the encounters with colonialism and imperialism, nationalism and other modern ideologies; and Islamic discussions of modernity, liberalization, conservatism, fundamentalism and militancy. Reading of primary sources in translation. (H) Credits: 4
Suleiman Mourad
Offered Spring 2014

REL 248 Topics in Modern Islam
Topic: 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, Shari’a/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
Suleiman Mourad
Offered Spring 2014

Buddhist Traditions

REL 260 Buddhist Thought
Enduring patterns of Buddhist thought concerning the interpretations of self, world, nature, good and evil, love, wisdom, time and enlightenment as revealed in a careful reading of two major Mahayana texts. Enrollment limited to 35. (H) Credits: 4
Peter Gregory
Offered Fall 2013

REL 262 The Poetry of Enlightenment (C)
This course will explore ancient and modern Buddhist-inspired poetry from China, Korea, Japan and the United States. The first half of the course will be devoted to East Asian poetry, and the second half will be devoted to American poetry. We will read selections from such notables as Wang Wei, Han Shan and Su Shi (China), Saigyo, Ikkyu and Ryokan (Japan), Ko Un (Korea), and Gary Snyder, Philip Whalen, Jane Hirshfield and Dan Gerber (U.S.). Enrollment limited to 20. {L} Credits: 4
Peter Gregory
Offered Fall 2013

REL 269 Introduction to Mongolian Buddhism
(Pending CAP approval)
This course will trace early Buddhism on the Indian sub-continent and its evolution through Central Asia along the Silk Road. We will consider the emergence of the Mahayana (Great Vehicle) and Vajrayana (Diamond Vehicle) Buddhist traditions and their development as they moved into Central and East Asian territories. We will examine Buddhism among the Chinese Northern Wei, Tang and Yuan dynasties, among the Turkic Uighurs and the ethnic Tibetan Tanguts, and finally the eastern and western Mongols and sub-groups who practiced Buddhism within the Russian Empire. (E) {H} Credits: 2
Richard Taupier
Offered Spring 2014
South Asian Traditions

REL 278 Religion in the Himalayas: Coexistence, Conflict and Change
This course examines the religious life of the Himalayan regions of India, Pakistan, Nepal, Tibet and Bhutan, paying particular attention to issues surrounding the construction of religious identity. Through text, film, and art, we will explore practices in Buddhist, Hindu, Muslim, and local traditions, and investigate the ways in which these practices negotiate political change and modernization. Topics include gender (in)equality in religious institutions and practices, insider/outsider representations of communities, and the intersection of religion and politics. (E) {H} Credits: 4
Constance Kassor
Offered Spring 2014

REL 281 Gender, Religion, and Popular Culture in South Asia
(Pending CAP Approval)
This course investigates the ways that religious practices influence the construction of gender identities in South Asia, and the ways that communities negotiate these influences. Through primary and secondary textual sources, as well as popular materials such as news articles, films, and comic books, we will explore the roles that women, men, and third gender people are expected to play in South Asian societies, as well as the roles that they actually play. We will consider the ways in which religious practices in South Asia can be said to enforce traditional gender roles as well as to challenge them. Topics to be considered include: contesting divine feminine energy (shakti) in contemporary Hinduism; Buddhist nuns’ struggle for full ordination in Sri Lankan and Tibetan communities; phallic imagery in domestic and religious ritual in Bhutan; and the appropriation of the Gai Jatra (Cow Festival) by LGBT communities in Nepal. (E) {H} Credits: 4
Constance Kassor
Offered Spring 2014

Religion in the Americas

No courses offered this year.

300-Level Courses

REL 301 Seminar: Philosophy of Religion
Topic: C.S. Lewis
The life and thought of C.S. Lewis (1898–1963), the literary historian, novelist, poet, critic, satirist, and popular Christian philosopher. Readings will be drawn from Lewis’s writings on medieval and Renaissance literature, his fantasies (including the space trilogy and Narnia), philosophical and religious writings, letters and diaries, and the memoir Surprised by Joy. Attention will be given to Lewis as a war writer, “Romantic rationalist,” and controversialist, as well as to the main concerns and critical reception of his scholarly, imaginative and religious works. Permission required. Enrollment limited to 12. {H}{L} Credits: 4
Carol Zaleski
Offered Fall 2013

REL 320 Seminar: Jewish Religion and Culture
Topic: Judaism, Feminism, and Religious Politics
A critical examination of the impact of contemporary feminism upon Jews across the spectrum—traditional, modern and radical. We will explore new approaches to the Jewish tradition evident in the study of Jewish women’s history and experience; the critique and reinterpretation of classical texts; changing conceptions of God, Torah, community, ritual and sexuality; and new roles for women as religious leaders, scholars and activists. We will discuss theoretical, interpretive, and polemical works, as well as novels, poetry, newspapers and films, focusing on the tensions between continuity and innovation and between inclusion and transformation. Prerequisite: a course in Religion, Jewish Studies, Women's Studies or permission of the instructor. Enrollment limited to 12. {H}{S} Credits: 4
Lois Dubin
Offered Spring 2014

REL 335 Seminar: Christianity and Culture
Topic: The Russian Icon
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 seminar examines the complex and multifaceted world of the Russian icon from its Byzantine roots to its contemporary re-emergence in the public space of post-Soviet Russia. Consideration of the iconographic vocation and craft; beauty and the sacred; devotions and rituals; the icon and national identity; the “discovery” of the icon by the modern art world; controversial images and forms of iconoclasm. In addition to icons themselves, sources will include historical, devotional, liturgical, philosophical and literary texts. Enrollment limited to 12. {H}{L} Credits: 4
Vera Shevzov
Offered Spring 2014

REL 345 Seminar: Islamic Thought
Topic: The Making of Muhammad
This seminar examines the place of prophecy in Muslim thought by analyzing historical sources for the life of Muhammad: the Qur’an, traditional and revisionist biographies, poetry, art, and literature. Topics include the challenges of reconstructing the historical Muhammad, representations of his character and teachings in the traditions of Islamic theology, mysticism and sacred history, medieval European presentation of the prophet of Islam and his portrayal in modern film and fiction. The course offers students an opportunity to investigate with some sophistication questions that require careful attention to research methods, critical theory and writing. {H} Credits: 4
Suleiman Mourad
Offered Spring 2014

REL 360 Seminar: Problems in Buddhist Thought
Classical Buddhist Psychology and Philosophy of Mind
The core teachings of the Buddha are deeply rooted in the workings of the mind: how it operates in daily life, what causes contribute to happiness and unhappiness, and how techniques of mental development can purify and transform the mind. This course consists of a close reading of specifically selected Pali texts which illuminate the early Buddhist understanding of the mind, senses, consciousness and the world of human experience. Special attention is given to how the theoretical models of mind developed in ancient India relate to contemporary issues in the philosophy of mind, and how the mindfulness practices of Buddhism are evoking new approaches to mental health and treatment. Prerequisite: one course in Buddhist traditions or permission of the instructor. {H} Credits: 4
Andrew Olendzki
Offered Fall 2013

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 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014

REL 408D Special Studies
By permission of the department, normally for senior majors who have had four semester courses above the introductory level. Credits: 4 per semester, 8 for yearlong course
Instructor: TBA
Offered Fall 2013, Spring 2014
Russian Language and Literature

Professors
Maria Nemcová Banerjee, Ph.D.
Alexander Woronzoff-Dashkoff, Ph.D., Chair

Senior Lecturer
*2 Catherine M. Woronzoff-Dashkoff, A.B.

The Majors
Adviser for Study Abroad: Alexander Woronzoff-Dashkoff

Courses Elsewhere
Courses in the Five College consortium, on approved programs abroad, or at other institutions may count toward the major. A student’s petition to count such a course must be approved by the major adviser and the department of Russian. Normally, at least six of the courses toward the major shall be taken at Smith College.

Russian Literature
Advisers: Members of the department

Basis: 220y, 126 and 127.

Required courses: 331 and 332 and one semester of 338 and two of the following: 234, 235, 236, 237, 238, 239, 240, CLT 203, CLT 277, CLT 305.

One required seminar: 340, 346, HST 340, REL 335.

Strongly recommended: HST 239, HST 245, HST 247, and REL 236, JUD 284.

Russian Civilization
Advisers: Members of the department

Basis: 220y.

Required courses: 331 and 332 and two of the following: 126, 127, 234, 235, 237, 238, 239, CLT 203, CLT 277, CLT 305 and three of the following: 240, ECO 209, GOV 223, HST 239, HST 240, HST 245, HST 247, REL 236, JUD 284.

One required seminar: 340, 346, ECO 309, HST 340, REL 335.

Strongly recommended: 338.

Honors
Director: Maria Nemcová Banerjee

RUS 431 Honors Project
Credits: 8
Maria Banerjee
Offered Fall 2013, Spring 2014

Russian Literature or Russian Civilization
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 an introductory language course.

RUS 100Y Elementary Russian
Four class hours. This is a full-year course. {F} Credits: 5 per semester, 10 for yearlong course
Catherine Woronzoff-Dashkoff
Offered Fall 2013, Spring 2014

RUS 220Y Intermediate Russian
General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 100y or the equivalent. This is a full-year course. {F} Credits: 4 per semester, 8 for yearlong course
Alexander Woronzoff-Dashkoff
Offered Fall 2013, Spring 2014

RUS 331 Advanced Russian
Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 220y or permission of the instructor. {F} Credits: 4
Catherine Woronzoff-Dashkoff
Offered Fall 2013

RUS 332 Advanced Russian
A continuation of 331. Prerequisite: 331 or permission of the instructor. {F} Credits: 4
Catherine Woronzoff-Dashkoff
Offered Spring 2014

RUS 338 Seminar in Language and Literature
Advanced study of a major Russian literary text.
Mikhail Bulgakov’s Master and Margarita.
Discussion, conversation, oral reports, papers. Prerequisite: 332 or permission of the instructor. {F} {L} Credits: 4
Catherine Woronzoff-Dashkoff
Offered Fall 2013

B. Literature
RUS 126 Readings in 19th-Century Russian Literature
Alienation and the Search for Identity
A study of the individual’s struggle for self-definition in society: from the superfluous man, through the underground man, to the role of women. Emphasis on the social, political and ideological context of the works considered. Authors treated include Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Tolstoy, Dostoevsky and Chekhov. In translation. {L} Credits: 4
Maria Banerjee
Offered Fall 2013
RUS 127 Readings in 20th-Century Russian Literature

**Literature and Revolution**
The theme of revolution as a central concern of Soviet literature. Authors treated include Gorky, Bely, Blok, Mayakovsky, Pilnyak, Zamiatin, Gladkov, Babel, Sholokhov, Pasternak, Solzhenitsyn. In translation. [L] Credits: 4

Maria Banerjee
Not Offered this Academic Year

RUS 235 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 Banerjee
Offered Spring 2014

RUS 239 Major Russian Writers

Turgenev and the Novel of Ideas
This course will focus on Turgenev's major fiction and the question of the representation of ideas in the novel. It will include the critical and ideological debates of the 1840s and 1860s, such as serfdom, the question of women in society, the conflict of generations, etc. (E) [L] Credits: 4

Maria Banerjee
Offered Fall 2013

Women's Memoirs and Autobiographical Writings in Russia
A study of Russian culture, history and literature through outstanding examples of women's autobiographical writings from the 18th to the 20th century. The course will focus on issues on gender, class, race and disguise, among others. Authors to include Ekaterina Dashkova, Nadezhda Durova, Marina Tsvetaeva, Evgeniia Ginzburg and Yelena Khanga. (E) [L] Credits: 4

Alexander Woronzoff-Dashkoff
Offered Spring 2014

RUS 240 Russian Culture, Literature and Art
This integrating course is an introduction to Russian culture from medieval times to the Russian Revolution. Russian religious culture, painting, music, architecture, the folk tradition, and socio-political movements will be studied in conjunction with historical and literary texts. Readings will include the ancient historical chronicles, the lives of early Russian saints, and medieval tales, along with the poems and short prose works of such classic Russian authors as Pushkin, Gogol, Turgenev, Tolstoy, Dostoevsky and Blok. For those students planning to study in Russia, the course offers many valuable insights into the life and attitudes of Russian citizens today. Class discussions will be supplemented by frequent video, internet and musical presentations, as well as other computer-based activities. [L] Credits: 4

Alexander Woronzoff-Dashkoff
Not Offered this Academic Year

RUS 340 Seminar in Russian Thought

A Double Vision: Heroine/Victim
We shall examine how the iconic status of woman as moral redeemer and social path breaker 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 will be supplemented with theoretical essays by Belinsky, J.S. Mill, Schopenhauer and Vladimir Soloviev. [F][L] Credits: 4

Maria Banerjee
Not Offered this Academic Year

Cross-Listed Courses

CLT 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
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. [L] [WI] Credits: 4

Robert Hosmer
Offered Spring 2014

CLT 277 Modern Jewish Fiction
Explores relationships between language and identity, the homeless imagination and imagined homecomings, modernist experimentation and the crisis of the modern, the particularity of national experience and the universality of the Jew. Readings from modern masters of the novel and short story, including folktales by Hasidic mystics (Hebrew and Yiddish); Kafka's narratives of alienation (German); Isaac Babel's modernist stories of Revolution (Russian); Bashevis Singer's demons and sexual transgressors (Yiddish); and the magic realism of Bruno Schulz (Polish) and Nobel laureate Agnon (Hebrew). Can we really speak of a modern Jewish canon, given that it lacks the central markers that have distinguished other national literatures. All readings in translation; open to students at all levels. [L] Credits: 4

Justin Cammy
Not Offered this Academic Year

CLT 305 Studies in the Novel

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 will focus on the central European novels of the 20th Century, the age of “terminal paradoxes.” Texts will 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

Maria Banerjee
Offered Fall 2013

RUS 404 Special Studies
By permission of the department, for majors who have had four semester courses above the introductory level. Credits: 4

Instructor: TBA
Offered Fall 2013, Spring 2014

RUS 408D Special Studies
By permission of the department, for majors who have had four semester courses above the introductory level. This is a full-year course. Credits: 4 per semester; 8 for yearlong course

Instructor: TBA
Offered Fall 2013, Spring 2014
Science Courses for Beginning Students

Introductory science courses that serve as the basis of the major usually are numbered 111 (and 112 if they continue into a second semester), except in Biology, which has a three semester core series (BIO 150–155) and neuroscience courses within Psychology (PSY 210, 211). Physics offers basis courses for students with differing backgrounds. Hence, after consulting with a faculty member, beginning students may choose between two physics courses PHY 115 and 117. Students with AP credit should consult with individual departments about advanced placement.

AST 100 A Survey of the Universe
AST 102 Sky and Time
AST 103 Sky and Telescopes
AST 111 Introduction to Astronomy
AST 113 Telescopes and Techniques
BIO 101 Modern Biology for the Concerned Citizen
BIO 103 Economic Botany: Plants and Human Affairs
BIO 110 Introductory Colloquia: Life Sciences for the 21st Century
BIO 120 Horticulture: Landscape Plants and Issues
BIO 122 Horticulture
BIO 123 Horticulture Laboratory
BIO 150 Cells, Physiology and Development
BIO 151 Cells, Physiology and Development Laboratory
BIO 152 Genetics, Evolution and Molecular Biosciences
BIO 153 Genetics, Evolution and Molecular Biosciences Laboratory
BIO 154 Biodiversity, Ecology, and Conservation
BIO 155 Biodiversity, Ecology and Conservation Laboratory
BIO 157Y Discovery: Form, Function and Genetics of Novel Bacteriophage
CHM 100 Perspectives in Chemistry
CHM 108 Environmental Chemistry
CHM 111 Chemistry I: General Chemistry
CSC 102 How the Internet Works
CSC 103 How Computers Work
CSC 105 Interactive Web Documents
CSC 111 Introduction to Computer Science Through Programming
ENV 100 Environment and Sustainability: Notes from the Field
ENV 101 Environmental Integration I: Perspectives
ENV 150 Modeling Our World: An Introduction to Geographic Information Systems
ESS 100 Playing the Game: Introduction to Exercise and Sport Studies
GEO 101 Introduction to Earth Processes and History
GEO 102 Exploring the Local Geologic Landscape
GEO 150 Modeling Our World: An Introduction to Geographic Information Systems
FYS 103 Geology in the Field
GEO 105 Natural Disasters: Confronting and Coping
GEO 106 Extraordinary Events in the History of Earth, Life and Climate
GEO 108 Oceanography: An Introduction to the Marine Environment
IDP 208 Women’s Medical Issues
MTH 101 Algebra
MTH 102 Elementary Functions
MTH 105 Discovering Mathematics
MTH 107 Statistical Thinking
MTH 111 Calculus I
MTH 201 Statistical Methods for Undergraduate Research
PHY 106 The Cosmic Onion: From Quantum World to the Universe
PHY 107 Physics of Music
PHY 117 Introductory Physics I
PHY 118 Introductory Physics II
PSY 100 Introduction to Psychology
PSY 110 Introduction to Neuroscience
PSY 120 Human Cognition
PSY 130 Clinical Neuroscience
PSY 140 Health Psychology
PSY 150 Abnormal Psychology
PSY 165 Adult Development
PSY 170 Social Psychology
PSY 201 Statistical Methods for Undergraduate Research

Of the following courses, most have no prerequisites. Read the course descriptions for complete information.
The Major in Sociology

Advisers: Payal Banerjee, Ginetta Candelario, Richard Fantasia, Leslie King, Eeva Sointu, Marc Steinberg, Nancy Whittier, Tina Wildhagen

Basis: 101.

Requirements: 10 semester courses beyond the introductory course (SOC 101): 250, 201, either 202 or 203, four courses at the 200 or 300 level, and a senior seminar most appropriate to the thesis research; a thesis (430, 432) written during two semesters; or a thesis (431) written during one semester; an oral examination on the thesis.

The Minor in Sociology

Advisers: Payal Banerjee, Ginetta Candelario, Richard Fantasia, Leslie King, Eeva Sointu, Marc Steinberg, Nancy Whittier, Tina Wildhagen

Requirements: 101, 201 and 250, three additional courses at the 200 or 300 level.

Honors

Honors Director: Eeva Sointu

Please consult the director of honors or the departmental website for specific requirements and application procedures.

SOC 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

SOC 431D Honors Project
Credits: 8
Offered Fall 2013

SOC 432D Honors Project
Credits: 6 per semester, 12 for yearlong course
Offered Fall 2013, Spring 2014

1. Requirements: 10 semester courses beyond the introductory course (SOC 101): 250, 201, either 202 or 203, four courses at the 200 or 300 level, and a senior seminar most appropriate to the thesis research; a thesis (430, 432) written during two semesters; or a thesis (431) written during one semester; an oral examination on the thesis.

Graduate

SOC 580 Special Studies
Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology. Credits: 4
Offered Fall 2013, Spring 2014

SOC 590 Research and Thesis
Credits: 4 or 8
Offered Fall 2013, Spring 2014

SOC 590D Research and Thesis
This is a full-year course. Credits: 2 or 4
Offered Fall 2013, Spring 2014

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. (S) Credits: 4
Instructor: TBA
Offered Fall 2013, Spring 2014

SOC 201 Evaluating Information
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. [M] Credits: 5
Jacklyn Stein, Fall 2013
Sharla Alegria, Fall 2013
Offered Fall 2013

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 will 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 will design and carry out a research project using survey methodology, along with exercises in additional quantitative methods. Prerequisite: 201. [M] [S] Credits: 4
Tina Wildhagen
Offered Spring 2014
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. Soc 203 aims to provide 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. [S] Credits: 4
Eeva Sointu
Offered Spring 2014

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 Candelario
Offered Spring 2014

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 will be considered. Special attention will be 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 20. [S] Credits: 5
Ginetta Candelario
Offered Fall 2013

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
Offered Fall 2013

SOC 219 Medical Sociology
This course analyzes—and at times challenges—the ways in which we understand health, illness and medicine. The course is divided in roughly three parts: first dealing with definitions and representations of health and illness, the second with the significance and impact of biomedical dominance, and the third with the intersections of health, illness and medicine with gender, race, social class and sexual orientation. The course encourages you to ask questions about the power exercised by various medical practitioners, and about the ways in which understandings of health and illness are not neither natural nor neutral, but invested with culturally and historically specific meanings. Enrollment limited to 35. Prerequisite: SOC 101. [S] Credits: 4
Eeva Sointu
Offered Spring 2014

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 will consider 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
Rick Fantasia
Offered Fall 2013

SOC 225 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 will 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. Prerequisite: SOC 101. Enrollment limited to 35. [S] Credits: 4
Tina Wildbagen
Offered Spring 2014

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. [S] Credits: 4
Nancy Whittier
Offered Fall 2013

SOC 237 Gender and Globalization
This course engages with the various dimensions of globalization through the lens of gender, race, and class relations. We will 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
Michael Frenkel
Offered Spring 2014

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
Ginetta Candelario
Offered Spring 2014

SOC 250 Theories of Society
This course is designed to introduce 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 will be
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. (S) Credits: 4
Payal Banerjee
Offered Fall 2013

SOC 317 Seminar: Inequality in Higher Education
This course will apply a sociological lens to understanding inequality in American higher education. We will examine how the conflicting purposes of higher education have led to a highly stratified system of colleges and universities. We will also address the question of how student’s social class, race, ethnicity, and gender affect their chances of successfully navigating this stratified system of higher education. Finally, we will examine selected public policies aimed at minimizing inequality in student’s access to and success in college. Prerequisites: SOC 101 and permission of the instructor. Enrollment limited to 12. (S) Credits: 4
Tina Wildhagen
Offered Fall 2013

SOC 320 Seminar: Special Topics in the Sociology of Culture
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. Permission of the instructor. (A) (S) Credits: 4
Rick Fantasia
Offered Spring 2014

SOC 323 Seminar: Gender and Social Change
Theory and research on the construction of and change in gender categories in the United States, with particular attention to social movements that seek to change gender definitions and stratification, including both feminist and anti-feminist movements. Theoretical frameworks are drawn from feminist theory and social movement theory. Readings examine historical shifts in gender relations and norms, changing definitions of gender in contemporary everyday life, and politicized struggles over gender definitions. Themes throughout the course include the social construction of both femininity and masculinity, the intersection of race, class, and sexual orientation with gender, and the growth of a politics of identity. Case studies include feminist, lesbian and gay, right-wing, self-help, anti-abortion and pro-choice movements. (S) Credits: 4
Nancy Whittier
Offered Fall 2013

SOC 327 Seminar: Global Migration in the 21st Century
This 300-level seminar will provide an in-depth engagement with global migration. It will cover areas such 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 will 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
Offered Spring 2014

SOC 328 Sociology of Wellbeing
This seminar explores the rise of wellbeing across varying contexts in contemporary societies. Particular attention is given to therapeutic practices, from alternative medicines to psychotherapy and self-help. The lectures highlight the emergence of different discourses of wellbeing historically, and relate the appearance of today’s cultures of wellbeing—and of varied embodied wellbeing practices—to questions of self, subjectivity, gender and belonging. Prerequisites: SOC 101 and permission of the instructor. Enrollment limited to 12. (S) Credits: 4
Eeva Sointu
Offered Fall 2013

General Courses

SOC 404 Special Studies
By permission of the department, for junior and senior majors. Credits: 4
Offered Fall 2013, Spring 2014

SOC 408D Special Studies
This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014
South Asian Concentration

Director: Nalini Bhushan

Smith College Participating Faculty
Elisabeth Armstrong, Payal Banerjee, Ambreen Hai, Pinky Hota, Leslie Jaffe, Marylin Rhie, Andy Rotman, Margaret Sarkissian, Charles Staelin, Vis Taraz

Five College Faculty
Amherst College: Amrita Basu, Sujani Reddy, Nusrat Chowdhury, Christopher Dole, Maria Heim, Nasser Hussain, Tariq Jaffer, Krupa Shandilya, Dwijayan Sen, Adam Sitze
Hampshire College: Dula Amarasiriwardena, Salman Hameed, Talya Kingston, Junko Oba, Uditi Sen
Mount Holyoke College: Kavita Datla, Girma Kebbede, Kavita Khory, Susanne Mrozik, Indira Peterson, Ajay Sinha, Amina Steinfields
UMass: Karen Cardozo, Anne Ciecko, Ranjanaa Devi, Asha Nadkarni, Svat 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 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 South Asia: An Introduction
This course introduces students to the study of South Asia, the history of the region, the cultures and cultural productions of South Asia, and the economic, political and religious forces that shape South Asia as well as the impact of South Asian and its diaspora on the contemporary world. It is the gateway course to the South Asia concentration and is required for all concentrators.

Course:

1. PHI 127 Indian Philosophy
2. ARH 226 The Art of India (L)
3. ENG 246 South Asian English Literatures
4. REL 275 Religious History of South Asia: Ancient to Medieval
5. REL 276 Religious History of India: Medieval and Modern Periods
6. REL 277 South Asian Masculinities
7. REL 280 South Asian Visual Culture
8. REL 282 Violence and Non-Violence in Religious Traditions of South Asia
9. PRS 302 Whose Voice? Whose Tongue? The Indian Renaissance and its Aftermath
10. PRS 319 South Asians in Britain and America
11. REL 375 Seminar: South Asian Religious Literature

Additional courses:

1. EAS 279 Colloquium: The Art and Culture of Tibet
2. ENG 241 Postcolonial Literature
3. ENG 277 Postcolonial Women Writers
4. ENG 334 Seminar: Servants in Literature and Film
5. IDP 320 Seminar on Global Learning: Women’s Health of Tibetan Refugees In India
6. PHI 265 Colloquium: Comparative Indian Philosophy
7. PHI 330 Seminar in the History of Philosophy
Spanish and Portuguese

Professors
11 Nancy Saporta Sternbach, Ph.D.
Maria Estela Harretche, Ph.D.

Associate Professors
Reyes Lazzaro, Ph.D.
12 Michelle Joffroy, Ph.D.
Marguerite Itamar Harrison, Ph.D.,
Chair
Maria Helena Rueda, Ph.D.
Ibtissam Bouachrine, Ph.D.

Assistant Professor
Malcolm Kenneth McNee, Ph.D.

Senior Lecturer
12 Patricia E. Gonzalez, Ph.D.

Lecturers
Silvia Berger, Ph.D.
Phoebe A. Porter, Ph.D.
Molly Falsetti-Yu, M.A.
Lisandro Sebastian Kahan, M.A.
Simone M Gugliotta, M.A.

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 department

Advisers for the Portuguese-Brazilian Studies Major: Marguerite Itamar Harrison, Malcolm K. McNee

Advisers for Study Abroad
For students interested in Smith Consortium Programs PRESHCO, Córdoba, Spain: Ibtissam Bouachrine; PMCSIP, Puebla, Mexico: Maria Helena Rueda and Patricia Gonzalez. 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, and 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 courses taken during the senior year. Of the remaining four courses, two may be Spanish language courses 200 and above, Portuguese 200 or above; one course may be taught in English. For students who study abroad their junior year, credit will be granted at the 200-level.

*All majors are encouraged to take a full year of Portuguese, but will be required to take one semester.

Major in Portuguese-Brazilian Studies
Eight semester courses. POR 100y, POR 200 and either POR 220 or POR 221. Five other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses to be selected from literature and language, history (especially HST/LAS 260 and 261), Afro-American 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: POR 100y or POR 125, POR 200 and either POR 220 or POR 221. Two other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses to be selected from literature, history (especially HST/LAS 260 and 261), Afro-American studies, anthropology, art, dance, music, economics and government.

Honors

Director: Malcolm McNee

SPN 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

SPN 431 Honors Project
Credits: 8
Offered Fall 2013

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 Latina/o literature, 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; with the Program for Mexican Culture and Society for Study Abroad in Puebla, Mexico; and with Brown in Brazil for Study Abroad in Rio de Janeiro.
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 yearlong language course.

POR 100Y Elementary Portuguese
A one-year elementary course in spoken and written Brazilian Portuguese. Emphasis first semester will be on development of oral proficiency and acquisition of reading and writing skills. Second semester will also include 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. Credits: 4 per semester, 8 for yearlong course
Marguerite Harrison
Offered Fall 2013, Spring 2014

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 will be in Portuguese and students’ individual knowledge of Spanish will support the accelerated pace of the course, with contrastive approaches to pronunciation and grammar. The course will also provide an introduction to aspects of the cultures of Brazil, Portugal and Portuguese-speaking Africa, with discussion of authentic audio-visual materials and short texts. Prerequisite: Spanish placement test or SPN 220 or its equivalent. [F] Credits: 4
Malcolm McNeill, Fall 2013
Simone Gugliotta, Spring 2014
Offered Fall 2013, Spring 2014

POR 215 Advanced Conversation and Composition
This course will focus on developing skills in both spoken and written Portuguese and is designed for students who have already mastered the fundamentals of grammar. Topics for compositions, class discussions, and oral reports will be based on short literary texts as well as articles from the media, music, and film. Prerequisite: POR125 or POR200 or permission of the instructor. [F] Credits: 4
Marguerite Harrison
Offered Fall 2013, Spring 2014

POR 220 Portuguese and Brazilian Literature and Culture
Brazil in the News: Media, Society and Popular Culture
This intermediate language course will serve as a grammar review and will help students develop greater facility in oral expression, reading and writing, through work with a variety of digital, broadcast, and print media. Class discussions and assignments will consider key issues and trends in contemporary Brazilian society and culture as expressed through a selection of media forms and texts, such as newspaper and magazine articles, websites, television and radio programs, advertisements, graphic novels, and films. Conducted in Portuguese. Prerequisite: POR 100Y or POR 125 or the equivalent. [A] [F] [L] Credits: 4
Simone Gugliotta
Offered Fall 2013

POR 221 Portuguese and Brazilian Literature and Culture
Popular Music, Nationhood and Globalization in the Portuguese-Speaking World
An introduction to popular music genres in Portuguese-speaking nations, the historical, socio-cultural and political forces that have shaped their emergence, and ways in which they communicate ideas of nationhood. We will also explore impacts of globalization on these genres and their transnational dissemination. Our approach will involve close readings of lyrics, analysis of musical form and influence, and attention to the broader cultural contexts surrounding songs, genres and musicians. Genres may include bossa nova, MPB, and forró (Brazil); fado (Portugal); morna (Cape Verde); kuduro (Angola); marrabenta (Mozambique); and transnational forms such as rock and hop-hop. Course taught in Portuguese. [A] [F] [L] Credits: 4
Malcolm McNeill
Offered Spring 2014

POR 280 Portuguese and Brazilian Voices in Translation
Literature on the Margins of Modernity
This course introduces celebrated writers from Brazil, Lusophone Africa and Portugal. Though these writers have achieved international acclaim and circulation, their relative location on the periphery of global modernity is key to understanding dimensions of the aesthetic, thematic, and ideological force of their work and its reception in translation. While privileging close-readings of short stories and novels, we will discuss the place of these writers in their national literatures, a transnational Portuguese-language literature and World Literature today. Students will also consider these writers in other comparative literary frameworks with which they are familiar, whether African, European or Latin American. [L] Credits: 4
Malcolm McNeill
Offered Spring 2014

POR 381 Seminar in Portuguese and Brazilian Studies
Brasil Profundo: Landscape and the Environmental Imaginary in Brazilian Culture
This course addresses diverse modes of representing nature and the environment in Brazil, from the pre-colonial period to the present. Drawing upon visual arts, film, poetry, fiction and non-fiction, we will consider mytho-poetic accounts of the creation of the land, colonial accounts of flora, fauna and plantation agriculture, 19th-century scientific expeditions, Romantic and Modernist associations of nature and national identity, rural social movements and ideas of rural authenticity; and global orientations of contemporary “earth art” and “eco-poetry.” Deepening our understanding of the diversity of Brazilian landscapes and ecologies and historical forces that have shaped them, we will consider ways in which gender, class, ethnicity and ideology are implicated in different paradigms of environmental representation. Course conducted in Portuguese. Enrollment limited to 14. [A] [F] [L] Credits: 4
Malcolm McNeill
Offered Spring 2014

POR 400 Special Studies in Portuguese and Brazilian Literature
By permission of the department, normally for senior majors. Credits: 1 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014

Spanish Language, Literature and Culture

Credit is not granted for the first semester only of a yearlong language course.

SPN 112Y Accelerated Elementary Spanish
An accelerated introduction to Spanish aimed at basic proficiency, emphasizing
all modes of communication. The course also serves as an introduction to Hispanic culture. 3 contact hours. Priority will be given to first and second year students. Credits: 4 per semester, 8 for yearlong course

Lisandro Kaban, Fall 2013
Phoebe Porter, Spring 2014
Offered Fall 2013, Spring 2014

SPN 120 Low Intermediate Spanish (Intensive)
This course aims to prepare 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. Students completing this course can go to SPN 220, if they receive an A- or higher. {F} Credits: 6

Molly Falsetti-Yu
Offered Fall 2013

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. {F} Credits: 4

Molly Falsetti-Yu, Fall 2013
Patricia Gonzalez, Fall 2013
Lisandro Kaban, Spring 2014
Silvia Berger, Spring 2014
Offered Fall 2013, Spring 2014

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. Prerequisite: SPN 120, 200 or the equivalent. {F} Credits: 4

Patricia Gonzalez, Fall 2013
Silvia Berger, Fall 2013
Molly Falsetti-Yu, Spring 2014
Reyes Lazaro, Spring 2014
Offered Fall 2013, Spring 2014

SPN 225 Advanced Composition
The course is intended to provide the student with the academic writing skills necessary to successfully undertake writing assignments in the upper-division Spanish courses. The focus of the course will be on expository and argumentative writing, but some attention will be devoted to writing narratives and descriptions. Grammar will be reviewed within the context of the writing assignments. Prerequisite: SPN 220 or sufficient proficiency in Spanish. Enrollment limited to 19. Priority given to majors, minors and second-year students planning on a JYA. {F} Credits: 4

Silvia Berger, Fall 2013
Patricia Gonzalez, Spring 2014
Offered Fall 2013, Spring 2014

SPN 230 Latin American and Peninsular Literature
Creative Writing By/With Spanish Women Writers
This is a hinge course between beginning-intermediate and advanced-intermediate courses. Students will read and practice creative writing (essays and pieces of fiction) with the aid of fictional and biographical pieces written by Spanish women from the 12th century to our day. Its goal is to develop students’ competence and self-confidence in the analysis of short and longer fiction in Spanish; knowledge of the history of women’s writing in Spain; and acquisition of linguistic and cultural literacy in Spanish through playful fiction writing. Enrollment limited to 19. {F} Credits: 4

Reyes Lazaro
Offered Fall 2013

Latin America Online: Culture and Identity in the Digital Age
This course will look at different ways in which Latin Americans use the internet to promote debates, express opinions, encourage creativity, and disseminate information and knowledge. Students will explore various kinds of websites for institutional and alternative media in Spanish, and work on a web-based project. They will expand their understanding of Latin American culture and identity through the work of intellectuals, artists and activists who use the Internet as a medium. They will also reflect on the implications of using the web as a platform to access knowledge and debate about Latin American culture. {A}{F} Credits: 4

Maria Harretche
Offered Spring 2014

SPN 240 From Page to Stage
Mujeres de Artes Tomar
In March of 2012, an initiative that rapidly gained strength was born in Buenos Aires. Recalling the familiar “men at arms,” the newly created Women at Arts used artistic innovation to launch a debate over issues too often approached on an unequal footing. Mujeres de Artes Tomar dramatizes ideas and projects related to gender, and vivifies the role of women as creators. In Argentina, as well as in Brazil and Mexico, over four hundred participants have begun exploring themes of political, cultural, and social actuality, exploiting art as an instrument of reflection and social transformation. Their goal is to struggle for a tomorrow free from violence and for universal equal rights. The course will move thematically following the group’s calendar of celebrations. Dramatic, musical, visual and poetic texts will be staged, each with a distinct focus and drawn from various disciplines. No previous acting experience needed. Prerequisite of SPN 220 required. {A}{F}{L} Credits: 4

Maria Harretche
Offered Spring 2014

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 JYA in Spain. Prerequisite: SPN 220 or above permission of the instructor. Enrollment limited to 19. {F} Credits: 4

Ibtissam Bouachrine
Offered Spring 2014

SPN 245 Latin American and Peninsular Studies
Spanish Visual Arts
This course surveys the history and cultures of Spain through its visual arts. We will examine specific works, most of which are owned by the Smith College Museum of Art, in order to discuss the role of visual arts in religion, politics and the construction of a national identity. Major styles and artists covered are: medieval miniatures and manuscripts, Andalusian architecture and textiles, El Greco, Velázquez, Goya, Sorolla, Barcelona Modernism (Gaudí), Picasso, Dalí and Miró. We will also examine paintings and photographs of Spain by non-Spanish artists such as Juan (Jean) Laurent and Douglas Keats. Highly recommended for students considering JYA in Spain. A satisfactory command of Spanish is
required. Prerequisite: SPN 220 or above, or the permission of the instructor.
Enrollment limited to 19. {F} {L} Credits: 4
Ibtissam Bouachrine
Offered Fall 2013

SPN 246 Latin American Literature

Reinterpreting Magical Realism in Literature and Film
Magical realism has been studied as a way of representing reality that is particu-
larly suited to Latin American needs for expression. This class will explore the
rationale behind this conception, in terms of how the representative strategies
of magical realism approach the conflicitive histories of Latin America. Students
will analyze the implications of this approach in films and literary works that
use this type of discourse. Prerequisite: SPN 220 or above. {F} {L} Credits: 4
Maria Helena Rueda
Offered Fall 2013

Afro-Latin American Theater
This course will explore different manifestations of African cultural influences
in theater in Brazil, Cuba, Puerto Rico, Colombia and Uruguay. The course will
address the historical development of the region as well as the presence of the
slave trade in order to understand contemporary texts. The course will include
ritual, religious and social themes, including discrimination, racial glorification,
performances in festivitites and funeral rites. Central to this course is the hostile
world that Afro-Latin Americans confront to this day, and the strategies they have
used not only to survive but also to create a rich and unique cultural heritage.
Additionally, this course will address transculturation as conceived by Cuban in-
tellectual Fernando Ortiz. Prerequisite: SPN 220 or above. {F} {L} Credits: 4
Patricia Gonzalez
Offered Spring 2014

Jewish Presence in Latin American Literature and Film
This course will examine representations of the Jewish-Latin American experience
through the study of 20th Century poetry, short stories, essays and films. We will
explore how recent authors, artists, and filmmakers explore issues of a minority
group’s identity and belonging. Special attention will be given to images of Jews
and Jewish history as metaphors to express present social and political concerns.
Prerequisites: SPN 220 or above. Enrollment limited to 19. {F} {L} Credits: 4
Silvia Berger
Offered Spring 2014

SPN 250 Survey of Iberian Literatures and Society I

Sex and the Medieval City
This course examines the medieval understanding of sex and the woman’s body
within an urban context. We will read medieval texts on love, medicine and
women’s sexuality by Iberian and North African scholars. We will investigate
the ways in which medieval Iberian medical traditions have viewed women’s
bodies and defined their health and illness. We will 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 med-
ical profession. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19.
{F} {L} Credits: 4
Ibtissam Bouachrine
Offered Fall 2013

SPN 251 Survey of Iberian Literatures, Art and Society II
A society and its artistic and cultural journeys will be examined through the eyes
of writers and other artists and intellectuals who lived both in Spain itself as well
as in exile. From Romanticism to the Post-Franco and Postmodern eras (Goya
to Almodóvar). Prerequisite: SPN 220 or above. Enrollment limited to 19. {F}
{L} Credits: 4
Maria Harreteche
Offered Spring 2014

SPN 260 Survey of Latin American Literature I
An historical perspective of Latin American literature as an expression of the
cultural development of the continent within the framework of its political
and economic dependence, from the colonial period until the present time.
Enrollment limited to 19. {F} {L} Credits: 4
Patricia Gonzalez
Offered Fall 2013

SPN 261 Survey of Latin American Literature II
A study of the development of genres and periods in Latin American literature.
Special attention will be 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, and the Latin American
adaptation of European models. {F} {L} Credits: 4
Maria Helena Rueda
Offered Spring 2014

SPN 290 Depicting Journey Through Digital Storytelling
This course is designed for seniors who have spent a semester or year in a
Spanish-speaking country. We will introduce the methodology of digital
storytelling, in which images and recorded narrative are combined to create
short video stories based on students’ study abroad experience. As a group,
students will listen, watch, and read compelling personal stories and then
write their own stories. A few of the classes will be technology workshops and
presentations. Finally, each participant will script, plan (storyboard) and
produce a 3–4 minute film about her own reflections on her experience.
Prerequisite: Semester or year abroad and a high level of Spanish. Enrollment
limited to 12 students. {A} {F} Credits: 2
Molly Falsafi-Yu
Offered Fall 2013

SPN 332 Seminar: The Middle Ages Today

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 Penin-
sula from the Middle Ages until the present. Discussions will focus on religious,
historical, philosophical, and political narratives about the place of Islam
and Muslims in the West. Students will also be 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. Course
taught in Spanish. Enrollment limited to 14. {F} {L} Credits: 4
Ibtissam Bouachrine
Offered Spring 2014

SPN 366 Comparative Topics on Spanish and Portuguese Literatures and
Cultures

Art and Revolution: Poetry, Fiction and Visual Culture of the Spanish Civil
War
Same as CLT 366. The Spanish Revolution and Civil War (1936–39) are crucial
moments of the 20th century, and privileged sites to study the connection be-
tween culture, art and politics. An immense amount of international expression,
poetry, novels, posters, paintings (such as Picasso’s Guernica), songs, memoirs
and films were inspired by both. In this class we study: how people expressed and
acted on their dreams of an ideal society; why many avant-garde artists were
heavily invested in the project; how established conceptions of literature and
other arts were challenged; how this “internationalist” legacy, and its suppress-
sion as a result of military defeat, are remembered today. Course conducted in
English. Enrollment limited to 14. Credits: 4
Reyes Lazzaro
Offered Spring 2014
SPN 372 Seminar: Topics in Latin American and Iberian Studies

Argentina 2000–12/Teatro x la Identidad: 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 theatrical life. First, by critically reading dramatic texts, newspapers and blogs, we will then bring some of the stories to life—from written word to stage—in a final performance. No previous acting experience needed.

(A) (F) (L) Credits: 4
Maria Harretche
Offered Fall 2013

SPN 373 Seminar: Literary Movements in Spanish America
Enrollment limited to 14.
Decoding Love: Affect and Subjectivity in Contemporary Latin American Culture
This seminar will look at love, affect and subjectivity, as portrayed in Latin American film and literature since the 1990s. Students will explore the cultural and political ramifications of narratives that deal with love in its many manifestations—hetero and homosexual desire, familial and communal bonds, affective visions of childhood, etc. The class will discuss how complex socio-political situations can be addressed by stories in terms of love and emotion, to reflect on the collective anxieties and the socio-political implications of this process, for the Latin American region and beyond. (F) (L) Credits: 4
Maria Helena Rueda
Offered Fall 2013

SPN 400 Special Studies in Spanish and Spanish American Literature
By permission of the department, normally for senior majors. Credits: 1 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014

SPN 481 The Teaching of French or Spanish
Same as FRN 480. The theoretical and instructional implications of teaching foreign languages. This course reflects contemporary research and is designed to prepare aspiring instructors for the challenges of the profession. A theoretical component incorporates recent trends in language pedagogy and critical appraisal of SLA theories. A practical component focuses on developing a teaching persona, a relationship with learners, and classroom organization and presentation skills. The course will transform knowledge into practice, and will culminate in the creation of a teaching portfolio. Spanish majors must obtain permission from their major adviser prior to enrolling in the course. Credits: 4
Molly Falsetti-Yu
Offered Spring 2014

Cross-Listed Courses

CLT 204 Writings and Rewritings

Writings and Rewritings: Don Quixote
This course is entirely devoted to reading the two volumes of the first modern novel, Don Quijote de la Mancha (1605–15), as well as commentaries on it by a wide variety of world writers, critics and filmmakers. This insanely humorous novel poses fundamental questions about the nature of life and fiction that mil-
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 2 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 will not be required to repeat the introductory statistics course, but they will be expected to complete 5 courses to satisfy the requirements for the minor in applied statistics.

The student must also take both of the following courses: (Students presenting a 4 or 5 on the AP Statistics Examination will receive exemption from this requirement.)

- **2 MTH 201 Statistical Methods for Undergraduate Research**
  Credits: 5

- **2 MTH 219 Probability and Statistics for Engineers, Mathematicians and Computer Scientists**
  Credits: 4

- **2 ECO 220 Introduction to Statistics and Econometrics**
  Credits: 5

- **2 GOV 190 Empirical Methods in Political Science**
  Credits: 5

- **2 SOC 201 Evaluating Information**
  Credits: 5

The student must also take two (or more) courses from the following list:

- **2 BIO 232 Evolution**
  Credits: 5

- **2 BIO 234 Genetic Analysis**
  Credits: 5

- **2 BIO 235 Genes and Genomes Laboratory**
  Credits: 5

- **2 BIO 266 Principles of Ecology**
  Credits: 5

- **2 BIO 267 Principles of Ecology Laboratory**
  Credits: 5

- **2 ECO 240 Econometrics**
  Credits: 5

- **2 ECO 351 Seminar: The Economics of Education**
  Credits: 5

- **2 ECO 362 Seminar: Population Economics**
  Credits: 5

- **2 ECO 363 Seminar: Inequality**
  Credits: 5

- **2 ECO 396 Seminar: International Financial Markets**
  Credits: 5

- **2 EGR 389 Techniques for Modeling Engineering Processes**
  Credits: 5

- **2 GOV 312 Seminar in American Government**
  Credits: 5

- **2 MTH 246 Probability**
  Credits: 5

- **2 MTH 292 Data Science**
  Credits: 5

- **2 MTH 290 Research Design and Analysis**
  Credits: 5

- **2 MTH 291 Multiple Regression**
  Credits: 5

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 concentration in statistics within the mathematics major and the minor in mathematical statistics in the Department of Mathematics and Statistics.
Theatre

Professors
†1 Leonard Berkman, D.F.A.
†1 Catherine H. Smith, M.F.A.
Andrea D. Hairston, M.A. (Theatre and Afro-American Studies)
†2 Ellen Wendy Kaplan, M.F.A.
Kyriaki Gounaridou, Ph.D.

Associate Professor
Daniel Elihu Kramer, M.F.A., Chair

The Major

Advisers: Members of the department
Adviser for Study Abroad: Ellen W. Kaplan

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:
1. 12 semester courses, at least two of which must be at 300-level.
2. 198 and 199 Theatre History and Culture
4. Three courses from Division B, Theory and Performance: 141 Acting I; 252 Set Design I or 253 Introduction to Lighting Design I or 254 Costume Design I; 344 Directing I or 261 Writing for Theatre
5. Four credits of 200 Theatre Production
6. Three additional courses from either Division A or B.

Requirements for a Theatre major with an emphasis on Acting:
1. 12 semester courses, at least two of which must be at the 300-level
2. 198 and 199 Theatre History and Culture
4. Three semesters of acting classes from 141 Acting I, 242 Acting II, 312 Masters and Movements in Performance
5. 142 Voice for actors
6. Two of the following: 252 Set Design I, 253 Lighting Design I, 254 Costume Design I; 344 Directing I or 261 Writing for Theatre
7. Four credits of 200 Theatre Production
8. One additional course from either Division A or B

Requirements for a Theatre major with an emphasis on Directing:
1. 12 semester courses
2. 198 and 199 Theatre History and Culture
4. 141 Acting I and another acting class
5. 252 Set Design I
6. 261 Writing for Theatre
7. One other design class from 100, 253 or 254
8. 344 Directing I and 345 Directing II
9. Four credits of 200 Theatre Production

Requirements for a Theatre major with an emphasis on Design:
1. 12 semester courses, at least two of which must be at the 300-level
2. 198 and 199 Theatre History and Culture
4. 141 Acting I
5. Two of the following: 252 Set Design I, 253 Lighting Design I, 254 Costume Design I
6. One of the following: 352 Set Design II, 353 Lighting Design II, 354 Costume Design II, 318 Movements in Design
7. 344 Directing I or 261 Writing for Theatre
8. Four credits of 200 Theatre Production
9. One additional course from either Division A or B

Requirements for a Theatre major with an emphasis on Playwriting:
1. 12 semester courses, at least two of which must be at the 300-level
2. 198 and 199 Theatre History and Culture
4. 141 Acting I or 142 Voice for Actors
5. Three of any of the following playwriting and screenwriting: 261, 262, 361, 362 or the equivalent
6. One course from any of the following: 100, 252, 253, or 254
7. 344 Directing I
8. Four credits of 200 Theatre Production

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 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 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 four-credit course of the student’s choice (including, as an option, four credits of 200 Theatre Production):
1. History, Literature, Criticism
2. Acting, Directing, or Playwriting
3. Design: 100, 252, 253, 254.
Honors

Director: Ellen W. Kaplan, Andrea Hairston

THE 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2013, Spring 2014

THE 431 Honors Project
Credits: 8
Offered Fall 2013

THE 432D Honors Project
Credits: 6 per semester, 12 for yearlong course
Offered Fall 2013, Spring 2014

Please consult the director of honors or the departmental website for specific requirements and application procedures.

Graduate

Adviser: Andrea Hairston, Leonard Berkman

M.F.A. in Playwriting, please refer to the Graduate and Special Programs section of the print catalog.

THE 512 Advanced Studies in Acting, Speech and Movement
Credits: 4
Ellen Kaplan, Fall 2013
Ellen Kaplan, Daniel Kramer, Spring 2014
Offered Fall 2013, Spring 2014

THE 513 Advanced Studies in Design
Credits: 4
Edward Check
Offered Fall 2013

THE 515 Advanced Studies in Dramatic Literature, History, Criticism and Playwriting
Credits: 4
Instructor: TBA
Offered Fall 2013, Spring 2014

THE 580 Special Studies
Credits: 4
Instructor: TBA
Offered Fall 2013, Spring 2014

THE 590 Research and Thesis Production Project
Credits: 4
Instructor: TBA
Offered Fall 2013, Spring 2014

THE 590D Research and Thesis Production Project
This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Instructor: TBA
Offered Fall 2013

THE 100 The Art of Theatre Design
The course is designed to explore the nature of design, in theatre and the visual arts. Students will 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 will involve 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 Check
Offered Spring 2014

THE 198 Theatre History and Culture: Ancient Greece to English Restoration
This course will survey the history of theatre, drama, and performance from Ancient Greece to the 18th century. The main focus will be on the theatres of Europe and their relationship to their respective cultures. Non-western issues in regards to Asian theatres will also be discussed. Lectures and discussions will be complemented by video screenings of recent productions of some of the plays under consideration. (A) (H) (L) Credits: 4
Kyriaki Gounaridou
Offered Fall 2013

THE 199 Theatre History and Culture: 18th Century to the Present
This course will survey the history of theatre, drama and performance from the 18th century to the present. The main focus will be 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 theatres will also be discussed. Lectures and discussions will be complemented by video screenings of recent productions of some of the plays under consideration. (A) (H) (L) Credits: 4
Kyriaki Gounaridou
Offered Spring 2014

A. History, Literature, Criticism

THE 213 American Theatre and Drama
This course will discuss 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 will be complemented by video screenings of recent productions of some of the plays under discussion. (A) (H) (L) Credits: 4
Kyriaki Gounaridou
Offered Spring 2014

THE 217 Modern European Drama I
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, Wilkiewicz, Pirandello, Mayakovsky, Fleissner, early Brecht). 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
Not Offered this Academic Year

THE 218 Modern European Drama II
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, Karkwood, Beckett, Ionesco, Genet, Pinter, Duras, Handke, Fo, Havel, Schimmelpfennig, Page, Mrozek, Lober 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
Not Offered this Academic Year
Interrupting The Master Narrative

Building on the legacy of Alice Childress, Lorraine Hansberry, Adrienne Kennedy, and Ntozake Shange, this course will explore the work of Pearl Cleage, Lynne Nottage, Suzan Lori Parks, Anne D. Smith and other playwrights who from the 1950s to present go about reinventing the narrative of America. We will 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 early 21st, what are/are the particular artistic and intellectual challenges for these theatre artists? What are/were their strategies, missteps, triumphs? [A][H][L] Credits: 4

Andrea Hairston
Offered Fall 2013

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.” (E) [A] [H] [L] Credits: 4

Ellen Kaplan
Offered Fall 2013

The 210 The Democratization of Clothing in the United States, 1780–1930(C)

Same as AMS 210. This course will make extensive use of the Smith College Historic Clothing Collection and the Costume & Textiles Collection at Historic Northampton to introduce students to theoretical and historical themes in the study of clothing and fashion. Thematically, the course will focus on the vast social, cultural, political, and economic changes associated with the introduction of machinery and mass-marketing into the American clothing complex. Topics include the political economy of clothing; the expressive functions of clothing and fashion; clothing, personal identity and social power; consumerism; clothing, mass leisure and mass entertainment; the global clothing industry; and transnational fashion influences. Enrollment limited to 20. (E) [A] [H] [S] Credits: 4

Walter Hall-Witt
Offered Fall 2013

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 will be: 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

Leonard Berkman

Not Offered this Academic Year

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 will investigate the counterfactual, speculative, subjunctive impulse in overtly speculative drama and film with a particular focus on race and gender. We will examine an international range of plays by such authors as Caryl Churchill, Tess Onwueme, Dael Olandersmith, Derek Walcott, Bertolt Brecht, Lorraine Hanberry, 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 20. (A) [L] Credits: 4

Andrea Hairston
Offered Spring 2014

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 will not assure course admittance.

The 141 Acting I

Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 14.

Acting Fundamentals for Majors

A more focused approach to acting for those students with some acting experience and for those who intend to major in Theatre, encompassing foundational skills, developing a personal warm-up, and work on script analysis, character building, scoring the role and creating ensemble. We work on developing truthful responses to imaginary circumstances, and exploring the worlds of the text. Enrollment limited to 14. [A] Credits: 4

Ellen Kaplan, Fall 2013
Instructor: TBA, Spring 2014
Offered Fall 2013, Spring 2014

Acting I: Fundamentals for Non-Majors
[A] Credits: 4

Kimberly Stauffer
Offered Fall 2013

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

Instructor: TBA
Offered Spring 2014

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 will be one general meeting in the Fall (September 10) and in the Spring, 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 Rusb
Offered Fall 2013, Spring 2014
THE 242 Acting II
Acting II offers intensive focus on different, specific topics pertaining to acting training. THE 242 can be repeated for credit up to three times provided the content is different. Prerequisites: Acting I (THE 141) or its equivalent.

Acting the New American Play
This class explores the particular demands and opportunities that come with acting in a range of American plays from the last decade. Many of these plays refuse to give themselves over to one particular “style,” moving easily, or not so easily, among modes. Actors working on these plays must find ways to fill each mode, to let go of preconceptions regarding style and form, and to embrace the power of the language and movement in these works, which are often conspicuously theatrical. Enrollment limited to 14. {A} Credits: 4

Daniel Kramer
Offered Fall 2013

THE 252 Set Design I
The course will develop overall design skills for designing sets for the theatre. After reading assigned plays, students will learn how 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 will learn to develop their ideas. This course will also emphasize the importance of collaborating with every member of the creative team. Enrollment limited to 12. {A} Credits: 4

Edward Check
Offered Fall 2013

THE 253 Introduction to Lighting Design
This course introduces students to the theory and practice of stage lighting design. Over the semester, we will 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 will 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. Through hands-on exercises in the lab and in the theatres, we will 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
Offered Spring 2014

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 Smith
Not Offered this Academic Year

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 bi-weekly 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 will be considered for staging. L and P with writing sample required, best submitted weeks prior to registration. {A} Credits: 4

Andrea Hairston
Offered Fall 2013

THE 262 Writing for the Theatre
Intermediate and advanced script projects. Prerequisite: 261. L and P. {A} Credits: 4

Andrea Hairston
Offered Fall 2013

THE 312 Masters and Movements in Performance
Improvisation
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

John Hellweg
Offered Spring 2014

THE 318 Movements in Design
Production Design in 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 will 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 will then make design choices for the entire script. Whether picking out locations or creating sets to be shot on a sound stage, this class will examine what makes one design choice better than another. Students will also learn the basic skills to communicate their designs through storyboards and drafting. Enrollment limited to 12 students. {A} Credits: 4

Edward Check
Offered Spring 2014

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

Ellen Kaplan
Offered Spring 2014

THE 353 Advanced Studies of Lighting Design
This course further explores the role light plays in artistic creations and the role lighting designers play in theatrical collaborations. Over the semester, we will examine the different approaches to designing for a diverse range of performing arts such as drama, dance, concert and opera. We will study advanced color theories, and learn to use or improve our skills in industry-standard computer software such as Vectorworks®. Students will design for the Spring Dance Concert in the Hallie Flanagan Studio Theatre. Permission of the instructor required. Prerequisites: THE 253. Enrollment limited to 12. {A} Credits: 4

Nan Zhang
Offered Spring 2014

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 Smith
Not Offered this Academic Year

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 Hairston
Offered Spring 2014
**THE 362 Screenwriting**
Intermediate and advanced script projects. Prerequisite: 361. L and P. [A]
Credits: 4
*Andrea Hairston*
Offered Spring 2014

**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 to 4
*Instructor: TBA*
Offered Fall 2013, Spring 2014
Translation Studies Concentration

Co-Directors
Janie Vanpée
Gregory White

Coordinator
Lisa Morde

Advisory Committee
Maria Banerjee
Giovanna Bellesia
Margaret Bruzelius
Eglal Doss-Quinby
Dawn Fulton
Chris Golé
Patricia Gonzalez
Maki Hubbard

Judith Keyler-Mayer
Reyes Lazaro
Catherine McCune
Malcolm McNee
Thalia Pandiri
Hyayr Tamzarian
Ellen Watson
Sujane Wu

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 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

Gateway 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’ll 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
Offered Spring 2014

Academic Courses

(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
FRN 295 French Translation in Practice [2 credits]
EAL 360 Topics in East Asian Studies
JPN 350 Contemporary Texts
ITL 340 The Theory and Practice of Translation

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 (future course)
Yiddish Literature and Culture (future course)
The Task of the Translator (future course)
University of Massachusetts
COMP-LIT 290T Translation, Cross-Cultural Communication and the Media
COMP-LIT 391P Transatlantic Translation: Caba, New York, Spain
COMP-LIT 393T Theory and Practice of Translation
COMP-LIT 551 Translation and Technology
COMP-LIT 481 Introduction to Interpreting: Research and Practice I
COMP-LIT 482 Introduction to Interpreting: Research and Practice II
In development for Spring 2014: undergraduate translation workshop 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 260 Hermeneutics: Meaning and Interpretation
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 17 and 19 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):

- 1 course with a focus on translation theory, technology or practice (4 credits)
- 2 courses in the language/literature/culture of the foreign language, chosen from available courses in the Five Colleges or when studying abroad (8 credits)
- 1 elective in translation studies, linguistics, the foreign language or one elective that focuses on problems of language (4 credits total).

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, International Experience Grants, and Global Engagement Seminars, as well as a number of other grants for specific regions available for students studying or interning abroad or in immigrant communities in the U.S. 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. The European Council on Languages has developed a model of the Language Passport that can be adapted to non-European languages. See www.coe.int/t/dg4/linguistic/Portfolio_en.asp and www.coe.int/t/dg4/education/elp/elp-reg/Source/Guidetocompile/COE_language-passport_EN.pdf. 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 4 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 a one-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. This course will be offered starting spring 2015.
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 the following list but must contain choices 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. Please consult home departments for year and semester each course is offered.

**Afro-American Studies**
AAS 245 The Harlem Renaissance
AAS 278 The ‘60s: A History of Afro-Americans in the United States from 1954 to 1970

**Art**
ARH 283 Architecture Since 1945 (L)
ARH 285 Great Cities (L) Rome
ARS 388 Advanced Architecture: Complex Places, Multiple Spaces

**Economics**
ECO 230 Urban Economics

**Education**
EDC 200 Education in the City
EDC 336 Seminar in American Education Urban Educational Reform, Policy and Practice

**Government**
GOV 204 Urban Politics
GOV 217 Colloquium: The Politics of Wealth and Poverty in the U.S.
GOV 311 Seminar in 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) The United States Since 1877
HST 279 (L) The Culture of American Cities

**Landscape Studies**
LSS 200 Socialized Landscapes: Private Squalor and Public Affluence

**Presidential Seminars**
PRS 308 Urbanization in the 21st Century: Comparative Prospects, Problems and Policies

**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

Requirements for the Major

The major requires the completion of ten 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. Any given course may fill more than one of the requirements below.

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 queer studies course
3. One course in the women, race and culture thematic focus
4. Three courses within one of the following thematic foci (including one 300 level seminar)
   a) Forms of literary or artistic expression (L/A)
   b) Historical perspectives (H)
   c) Forms of political/social/economic thought/action/organization (S)
   d) Modes of scientific inquiry (N/M)
   e) Queer studies
   f) Women, race and culture
5. Four (4) courses with the SWG prefix, including 150 and one 300-level seminar
6. Two 300-level courses (total)

Transfer students are expected to complete at least half of their major (or five courses) at Smith (or 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 her major. The senior statement and SWG advising checklist are due to the faculty adviser by the Friday prior to Spring break.

Requirements for the Minor in the Program for the Study of Women and Gender

In consultation with an adviser from the Study of Women and Gender program committee, a student will select six approved courses (or a total of 24 credits) in the Program. The courses must include:

1. SWG 150 Introduction to the Study of Women and Gender (normally taken in the first or second year; which may not be elected S/U)
2. One queer studies course
3. One women, race and culture course
4. Three additional courses in the program

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 eight-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 to 4
Instructor: TBA
Offered Fall 2013, Spring 2014

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 per semester, 8 for yearlong course
Carrie Baker
Offered Fall 2013, Spring 2014

Courses with SWG prefix or taught by SWG faculty in 2013–14

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 will learn about subject areas, methodological issues and resources in queer studies. May not be repeated for credit. Offered for 2 credits, graded satisfactory/unsatisfactory only. (H)(L)(S) Credits: 2
Kevin Quashie
Offered Spring 2014

SWG 101 SWG Reads
The course offers a series of talks and discussions about the ways that SWG reads the world around us and the times we live in. This course is designed to introduce students to “intersectionality,” as a core concept and a distinctive methodology of the Study of Women and Gender. We’ll use a series of contemporary case studies drawn from current events, music, film, literature and history to develop a deeper awareness of how our individual experiences and social and historical forces intersect. The course meets Thursday evenings from 7:30-9 p.m. for seven weeks beginning on September 12 and ending October 24. 1 credit, graded S/U only. Credits: 1
Susan Van Dyne
Offered Fall 2013

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. Lecture and discussion, students will be assigned to sections. (H)(S) Credits: 4
Anna Ward, Spring 2014
Carrie Baker, Spring 2014
Jennifer Hall-Witt, Spring 2014
Kelly Anderson, Spring 2014
Offered Spring 2014

SWG 220 Introduction to Queer Studies
(Pending CAP Approval)
This course is designed to provide students with an introduction to the interdisciplinary field of queer studies, including its historical formations and recent innovations. Particular attention will be paid to the roots of queer theory in feminist theories of subjectivity and desire, queer of color critique, and queer critiques of traditional domains of knowledge production. Prerequisite: SWG 150 or permission of the instructor. (L)(S) Credits: 4
Anna Ward
Offered Fall 2013

SWG 222 Gender, Law and Policy
This course explores the legal status of women in the United States historically and today, focusing in the areas of employment, education, sexuality, reproduction, the family and violence. We will study constitutional and statutory law as well as public policy. Some of the topics we will cover are sexual harassment, domestic violence, sexual assault, sexual orientation and gender identity discrimination, and pregnancy discrimination. We will study feminist activism to reform the law and will examine how inequalities based on gender, race, class and sexuality shape the law. We will also discuss and debate contemporary policy and future directions. Prerequisite SWG 150 or permission of the instructor. Credits: 4
Carrie Baker
Offered Fall 2013

SWG 270 Colloquium: Documenting Lesbian Lives
Grounding our work in the current scholarship in lesbian history, this course will explore lesbian communities, cultures and activism. While becoming familiar with the existing narratives about lesbian lives, students will be introduced to the method of oral history as a key documentation strategy in the production of lesbian history. Our texts will include secondary literature on late 20th century lesbian culture and politics, oral history theory and methodology, and primary sources from the Sophia Smith Collection (SSC). Students will conduct, transcribe, edit and interpret their own interviews for their final project. The course objectives are: an understanding of modern lesbian movements and cultures from a historical perspective, basic skills in and knowledge of oral history methods, and the rich experience of being historians by creating new records of lesbian lives. Prerequisites: SWG 150 or permission of the instructor. Enrollment limited to 20. (E) (H)(S) Credits: 4
Kelly Anderson
Offered Spring 2014

SWG 271 Reproductive Justice
This course will explore reproductive justice in the U.S. and the influence of U.S. policy globally, addressing issues of law, policy, theory and activism. Topics include historic and contemporary state control over women’s reproduction, social movements to expand women’s control over their reproductive lives, access to reproductive care, reproductive technologies, reproductive coercion and violence, religious fundamentalism’s increasing influence over reproduction, and the discourses around women’s bodies and pregnancy. A central framework for analysis is how gender, race, ethnicity, class, sexuality, disability and nationality shape women’s ability to control their reproduction. Prerequisite: SWG 150 or permission of the instructor. (H)(S) Credits: 4
Carrie Baker
Offered Spring 2014

SWG 290 Gender, Sexuality and Popular Culture
(Pending CAP Approval)
How do popular culture texts reinforce and/or challenge social norms? How do they both reflect and construct our sexual and gendered identities, the communities we identify with, what and who we find pleasurable? This course provides an opportunity to think critically about the media around us and
what makes popular culture such a tremendous source of both pleasure and displeasure. The course examines a range of popular culture texts, including television, music and new media. We will focus in-depth on a set of case studies designed to introduce key concepts in feminist and queer media studies, critical media literacy and cultural studies. Prerequisite: SWG 150 or permission of the instructor. (E) [A] [S] Credits: 4

**Anna Ward**

**Offered Spring 2014**

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 300 Special Topics in the Study of Women and Gender**

**Unruly Bodies**

This course explores issues of gender and sexuality within the field of embodiment studies. We will pay particular attention throughout the course to bodies marked as "unruly" in various ways: dysfunctional, disabled, diseased, excessive, grotesque, abject, etc. Students will acquire a solid grounding in feminist theories of embodiment, disability studies and queer phenomenology. Prerequisite: SWG 150 and at least one additional course in SWG. (A) (S) Credits: 4

**Anna Ward**

**Offered Fall 2013**

**The Gay 80s**

In this seminar, we will look at the gay cultural aspects of the 1980s. In this regard, we will consider four particular things: 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, intersectionality; the decade's culture of conservatism, especially in relationship to the legacy of the 60s and the 70s; and the emergence of quee studies scholarship. Permission of the instructor required. (L) (S) Credits: 4

**Kevin Quashie**

**Offered Spring 2014**

**SWG 302 Intimacies**

(Pending CAP Approval)

While scholarship on contemporary American society often emphasizes how distracted and disconnected we are, it can also be argued that we have developed new ways of connecting, generating intimacies that challenge, exceed or swerve from traditional categorizations (e.g. sexual, familial). What are the queer and feminist resonances of these modes of intimacy? How has new media and technology helped to generate and proliferate new forms of intimacy? Topics include the use of social media, contemporary pornographies, intimacies across time, and the queering of the genre of the "buddy"/road movie. Prerequisite: SWG 150 and at least one additional SWG course. (E) [A] [S] Credits: 4

**Anna Ward**

**Offered Spring 2014**

**SWG 360 The Cultural Work of Memoir**

This course takes the foundational premise of SWG that culture constructs subjects and asks how do queer or non-normative subjectivities come into existence? By studying a selection of literary memoirs by women and men in the last half century in the U.S., we will explore the relationships between queer subjectivities, politicized identities, communities, historical moments, and social movements. The course depends on a second more radical premise that we do not have a life until we narrate it. How does life-writing as an expressive act create livable lives? Students will produce analytical essays and a memoir portfolio. Through the process of reflecting, re-imagining, and revising, we explore multiple writing strategies to turn our lives into art. Prerequisites: SWG 150 and at least one other course in the major, with preference for courses in queer studies and literature. Permission of the instructor and writing sample required. Enrollment limited to 15. (H) (L) Credits: 4

**Susan Van Dyne**

**Offered Spring 2014**

These 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 catalog for descriptions.

**AAS 155 Introduction to Black Women's Studies**

**Riché Barnes**

**Offered Spring 2014**

**AAS 202 Topics in Black Studies**

**Race and Love**

**Daphné Lamothe**

**Offered Spring 2014**

**AAS 212 Family Matters: Representations, Policy and the Black Family**

**Riché Barnes**

**Offered Spring 2014**

**AAS 289 (C) Feminism, Race and Resistance: History of Black Women in America**

**Shani Roper**

**Offered Fall 2013**

**ANT 251 Women and Modernity in East Asia**

**Suzanne Gottschang**

**Offered Fall 2013**

**ANT 271 Globalization and Transnationalism in Africa**

**Caroline Melly**

**Offered Spring 2014**

**ANT 340 Seminar: Topics in Anthropology**

**Topic: The Body**

**Pinkly Hota**

**Offered Fall 2013**

**ARH 257 Gender, Sexuality and the Built Environment**

**Laura Kalba**

**Offered Spring 2014**

**CLT 206 Empathy, Rage and Outrage: Female Genital Excision in Literature and Film**

**Katherine Male**

**Offered Spring 2014**

**CLT 229 The Renaissance Gender Debate**

**Ann Jones**

**Not Offered this Academic Year**

**CLT 239 Contemporary Chinese Women's Fiction**

**Sabina Knight**

**Offered Fall 2013**

**EAL 239 Contemporary Chinese Women's Fiction**

**Sabina Knight**

**Offered Fall 2013**

**EAS 214 Korean Film and Culture**

**Extreme Emotions**

**Jina Kim**

**Offered Spring 2014**
EAS 219 Modern Korean History
Jina Kim
Offered Spring 2014

ENG 241 The Empire Writes Back: Postcolonial Literature
Ambreen Hai
Offered Fall 2013

ENG 309 Seminar: Black Prison Intellectuals
Andrea Stone
Offered Fall 2013

ENG 310 Enabling Fictions: Writing Women’s Lives
Sharon Seelig
Offered Spring 2014

ENG 334 Servants in Literature and Film
Ambreen Hai
Offered Fall 2013

FLS 241 Genre/Period
Women and American Cinema: Representation, Spectatorship, Authorship
Alexandra Keller
Offered Fall 2013

FLS 250 Queer Cinema/Queer Media
Lokeilani Kaimana
Offered Spring 2014

FYS 107 Women of the Odyssey
Justina Gregory
Offered Fall 2013

FYS 114 Turning Points
Susan Van Dyne
Offered Fall 2013

FYS 179 Rebellious Women
Kelly Anderson
Offered Fall 2013

FRN 230 Colloquia in French Studies
Consumers, Culture and the French Department Store
Jonathan Gosnell
Offered Fall 2013

Women Writers of Africa and the Caribbean
Dawn Fulton
Offered Fall 2013

FRN 320 Women Writers of the Middle Ages
Eglal Doss-Quinby
Offered Fall 2013

GOV 305 Seminar in American Government
Strange Bedfellows: State Power and Regulation of the Family
Alice Hearst
Offered Fall 2013

GOV 347 Seminar in International Politics and Comparative Politics
Gregory White
Not Offered this Academic Year

HST 238 (C) Gender and the British Empire
Jennifer Hall-Witt
Offered Fall 2013

HST 252 (L) Women and Gender in Modern Europe, 1789–1918
Darcy Buerkle
Offered Fall 2013

HST 253 (L) Women and Gender in Contemporary Europe
Darcy Buerkle
Offered Spring 2014

HST 259 (C) Aspects of African History
Women in African Colonial Histories
Jeffrey Abelman
Offered Fall 2013

HST 265 (L) Race, Gender and United States Citizenship, 1776–1861
Elizabeth Pryor
Offered Spring 2014

HST 270 (C) Aspects of American History
Race in the Atlantic World
Elizabeth Pryor
Offered Spring 2014

Cross-Cultural Captivity in North America, 1500–1860
Neal Salisbury
Offered Spring 2014

HST 278 (L) Women in the United States, 1865 to Present
Jennifer Guglielmo
Offered Fall 2013

HST 280 (C) Inquiries into United States Social History
Globalization, Immigration, and Transnational Cultures
Jennifer Guglielmo
Offered Spring 2014

HST 289 (C) Aspects of Women’s History
Women and Higher Education: Smith College in Historical Context
Jennifer Hall-Witt
Offered Spring 2014

HST 313 (S) Problems in East Asian History
Women and Gender in Early Modern East Asia
Marnie Anderson
Offered Fall 2013

HST 350 Seminar: Modern Europe
Gender and Histories of the Holocaust
Darcy Buerkle
Offered Fall 2013

HST 355 Seminar: Topics in Social History
Recent Historical Debates in Gender and Sexuality
Darcy Buerkle
Offered Spring 2014

HST 383 Research in United States Women’s History: The Sophia Smith Collection
Jennifer Guglielmo
Offered Fall 2013

IDP 142 Women’s Sexuality
Emily Nagoski
Not Offered this Academic Year
IDP 208 Women’s Medical Issues
Leslie Jaffe
Offered Spring 2014

IDP 320 Seminar on Global Learning: Women’s Health of Tibetan Refugees In India
Leslie Jaffe
Offered Fall 2013

JUD 237 Forbidden Love: Cinematics of Desire in Israel and Beyond
Miri Talmon
Offered Spring 2014

LAS 260 (L) Colonial Latin America, 1492–1821
Ann Zulawski
Offered Fall 2013

PSY 265 Political Psychology
Lauren Duncan
Offered Fall 2013

PSY 266 Psychology of Women and Gender
Lauren Duncan
Offered Spring 2014

REL 320 Seminar: Jewish Religion and Culture
Topic: Judaism, Feminism and Religious Politics
Lois Dubin
Offered Spring 2014

SOC 213 Race and National Identity in the United States
Ginetta Candelario
Offered Spring 2014

SOC 214 Sociology of Hispanic Caribbean Communities in the United States
Ginetta Candelario
Offered Fall 2013

SOC 229 Sex and Gender in American Society
Nancy Whittier
Offered Fall 2013

SOC 232 World Population
Melissa Hodges
Not Offered this Academic Year

SOC 244 Feminisms and Women’s Movements: Latin American Women’s and Latinas’ Pursuit of Social Justice
Ginetta Candelario
Offered Spring 2014

SOC 323 Seminar: Gender and Social Change
Nancy Whittier
Offered Fall 2013

SPN 230 Latin American and Peninsular Literature
Creative Writing By/With Spanish Women Writers
Reyes Lazaro
Offered Fall 2013

SPN 240 From Page to Stage
 Mujeres de Artes Tomar
 Maria Harretche
Offered Spring 2014

SPN 332 Seminar: The Middle Ages Today
Islam in the West
Ibtissam Bouachrine
Offered Spring 2014

THE 221 Rehearsing the Impossible: Black Women Playwrights
Interrupting The Master Narrative
Andrea Hairston
Offered Fall 2013

THE 319 Shamans, Shapeshifters and the Magic If
Andrea Hairston
Offered Spring 2014
Women’s Education Concentration

Advisory Committee
Carrie N. Baker, Study of Women and Gender
Ibtissam Bouachrine, Spanish and Portuguese
Susan C. Bourque, Government
Rosetta Cohen, Education & Child Study, Co-Director
Susan Etheredge, Education & Child Study, Co-Director
Paula Giddings, Afro-American Studies
Stacie Hagenbaugh, Lazarus Center for Career Development
Susannah Howe, Engineering
Robert Merritt, Biological Sciences
Lucy W. Mule, Education and Child Study
Christine Shelton, Exercise and Sports Studies
Cris Smith, Education, Policy, Research, and Administration (University of Massachusetts)
Tina Wildhagen, Sociology

The Women’s Education concentration provides students with a framework for exploring the range of issues associated with the education of women, both in the United States and internationally. Students may explore the topic of women’s education broadly, or focus on an area of special interest, such as women’s education in the developing world.

Participation: The Women’s Education concentration includes up to 15 students annually, and is open to any student by application. The application is available online at www.smith.edu/wex/concentration.php.

Requirements
The concentration is composed of six courses for a minimum of 21 credits:
1. Gateway course WEX 100 Educating Women (1 credit)
2. Four electives chosen with adviser approval
3. Capstone course (4 credits)
4. Two practical experiences

Courses

WEX 100 Educating Women-An Introduction
(Formerly IDP 140) This lecture course will explore a range of issues that have an impact on girls and women’s education. In a series of six sessions, faculty members will discuss topics that span Smith's own history, the broader historical development of educational opportunities for American women, girls' education in the contemporary United States, and problems and possibilities related to women’s education in the developing world. Credits: 1
Rosetta Cohen, Ibtissam Bouachrine
Offered Fall 2013

WEX 200 The History and Politics of Women's Education
In the United States and abroad, in the past and today, the nature and scope of women’s education is deeply connected to religious, economic, and social norms and beliefs. Why and how we educate women are interdisciplinary questions that draw on issues of national identity and culture. In this course, students will explore the politics, history and sociology of this subject, beginning in the United States and ending with a global perspective. Students will consider the challenges of educating women in countries where female literacy is still deeply contested and examine the political processes likely to address this situation. Students will also have an opportunity to pursue research projects in the College Archives and Sophia Smith collection. Credits: 4
Rosetta Cohen
Offered Fall 2014

Suggested Courses for Women’s Education Concentration Credit
The following is a list of courses that may count as electives for the concentration, organized by department and according to the general field in which they fall. Additional courses which, while not specifically focused on women’s education, may be counted toward the concentration with the approval of the adviser or director, provided the independent project or research paper for the course is focused on women’s education. Consult the catalog for course details and availability.

Historical
Smith College Courses
AAS 245 The Harlem Renaissance
AMS 201 Introduction to the Study of American Society and Culture
ARX 102 From Subjects of Reform to Agents for Social Change: Working Women in the Industrial Program of the YWCA
FYS 179 Rebellious Women
GOV 269 Politics of Gender and Society
HST 223 (C) Women and Gender in Japanese History
HST 252 (L) Women and Gender in Modern Europe, 1789–1918
Five College Courses
AFRAM 210 20th African American Culture and Society (Mount Holyoke)
CSI 0265 Family, Gender and Power (Hampshire)
EURST 315 European History—Uncommon Women (Mount Holyoke)
HIST 46 Women’s History 1865 to Present (Mount Holyoke)
HIST 275 18th and 19th Century Women (Mount Holyoke)

Domestic
Smith College Courses
AAS 289 (C) Feminism, Race and Resistance: History of Black Women in America
AAS 243 Afro-American Autobiography
EDC 210 Literacy in Cross-Cultural Perspective
EDC 235 Child and Adolescent Growth and Development
EDC 237 Comparative Education
EDC 341 The Child in Modern Society
ESS 200 Sport: In Search of the American Dream
ESS 250 Nutrition and Health
ESS 502 Philosophy and Ethics
PSY 266 Psychology of Women and Gender
PSY 324 Seminar: Society, Psychology and Health
SOC 226 Sociological Perspectives on Power and Privilege in American Education
SWG 222 Gender, Law and Society
SWG 223 Sexual Harassment and Social Change

Five College Courses
AFRAM 201 African American Culture and Society (Mount Holyoke)
CSI 0265 Family, Gender and Power (Hampshire)
HIST 275 18th and 19th Century Women (Mount Holyoke)
POLIT 304 Inequality/Social Policy (Mount Holyoke)

Global
Smith College Courses
EDC 237 Comparative Education
FYS 165 Childhood in African Literature
GOV 229 Government and Politics of Israel
GOV 232 Women and Politics in Africa
HST 223 (C) Women and Gender in Japanese History
PSY 225 Health Psychology
SOC 237 Gender and Globalization
SWG 223 Sexual Harassment and Social Change

Five College Courses
ASLC 363 Women in the Middle East (Amherst)
CSI 0265 Family, Gender and Power (Hampshire)
EDUC 229 Introduction to International Education
EDUC 752 Gender Issues in International Education (UMass, Center for International Education)
EDUC 720 International Development Theories for Educators
EDUC 635 Issues in Literacy Program Development (UMass, Center for International Education)
EURST 315 European History—Uncommon Women (Mount Holyoke)
ACC 223 Financial Accounting  
The course, while using traditional accounting techniques and methodology, will focus on the needs of external users of financial information. The emphasis is on learning how to read, interpret and analyze financial information as a tool to guide investment decisions. Concepts rather than procedures are stressed and class time will be largely devoted to problem solutions and case discussions. A basic knowledge of arithmetic and a familiarity with a spreadsheet program is suggested. No more than four credits in accounting may be counted toward the degree. Credits: 4  
Instructor: TBA  
Offered Spring 2014

EDP 290 Mellon Mays Undergraduate Fellows Research Seminar  
Seminar on research design and conduct. The development and conduct of research projects including question definition, choice of methodology, selection of evidence sources and evidence evaluation. Participants will present their own research design and preliminary findings. Limited to participants of Mellon Mays Undergraduate Fellowships. Seminar to be taken twice—once as a junior and once as a senior. Graded S/U only (2 S/U credits each time taken). Credits: 2

Naomi Miller  
Offered Fall 2013

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, and 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. (E) Credits: 2

Tom Riddell, Jane Stangl  
Offered Spring 2014

IDP 106 Mapping the Renaissance  
What was the Renaissance? The word is literally “rebirth” but, capitalized, it usually means European rediscovery of Greek and Roman cultures (mediated by translations from the Arabic) between 14th and 16th centuries. However faithfully or fancifully the classics were revived (opinions vary), the period of the “Renaissance” reached far beyond literary and artistic cultures to new technologies, new sciences and new worlds: the invention of printing, the start of modern physics and astronomy, the “discovery” of the Americas, the enormous expansion of trade with all parts of the world and the beginnings of capitalist economics; the rise of Protestantism; the development of the nation state. In this 13-week course we’ll explore the explosion that was the Renaissance, from kings to sunspots, from mathematics to maps, from printing to painting to royal progresses. This is a course in which various disciplines will rub shoulders with one another in order to suggest the variety of this extraordinary moment. (E) Credits: 2

William Oram, Douglas Patey, Marjorie Senechal  
Offered Fall 2013

IDP 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—will provide an overview of the practice of creating narratives from specific disciplinary perspectives. Editors, publishers, agents and producers will reflect on the publication and production process. Speakers will discuss researching, revising, publishing, and producing texts and read from their work to provide examples. They will also explore questions of style, voice and genre. S/U only. (H) (WI) Credits: 1

Andrea Hairston, Julio Alves  
Offered Spring 2014

IDP 115 AEMES Seminar  
This course teaches students to apply appropriate learning strategies to extend and refine their 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

Gail Thomas  
Offered Fall 2013

IDP 120 Community-Based Learning: Ethics and Practice  
This interdisciplinary course explores the practice and ethics of community-based learning (CBL) through relevant readings and lectures. Students interact with guest speakers (faculty, community partners and peers) who provide first-hand perspectives on how CBL connects to local, national and global issues. The course provides a point of entry and orientation to students new to CBL, as well as an opportunity for in-depth discussion among students at all levels of familiarity with CBL. IDP 120 serves as the gateway course for the Community Engagement and Social Change Concentration. S/U only. (E) Credits: 2

Lucy Mule  
Offered Spring 2014

IDP 136 Applied Learning Strategies  
This course teaches students to extend and refine their academic capacities to become autonomous learners. Course content includes research on motivation and cognitive development as well as application of critical thinking and study skills. The class format consists of lectures, readings, discussion, and guest speakers with a focus on individual application of skills. Students who take this course will be better prepared to handle coursework, commit to a major, and take responsibility for their own learning. Priority will be given to students referred by their dean or adviser. Enrollment limited to 20. Grading S/U. (E) Credits: 1

Gail Thomas  
Not Offered this Academic Year

IDP 140 Educating Women  
This six-week lecture series will explore a range of issues that have an impact on girls and women’s education. Faculty members will discuss topics that span Smith’s own history, the broader historical development of educational opportunities for American women, girls’ education in the contemporary United States, and problems and possibilities related to a women’s education in the developing world. This course will serve as the gateway to the women’s
education concentration (pending CAP approval will be WEX 100). This course will meet during the first half of the semester. Graded S/U only (E) Credits: 1
Susan Bourque
Not Offered this Academic Year

IDP 150 Introduction to AutoCAD
This course will provide students with an introduction to AutoCAD. Through a combination of short lecture components and hands-on drafting activities, the course will cover tools and techniques for effective 2-dimensional drafting. No previous computer drafting experience is required. Open to all students. Enrollment limited to 24. Graded S/U only. Credits: 1
Keith Zaltzman
Offered Interterm 2014

IDP 156 Introduction to SolidWorks
This course will provide students with an introduction to SolidWorks 3D CAD software. Through a combination of short lecture components and hands-on design activities, the course will cover tools and techniques for effective 3-dimensional modeling and parametric design. No previous computer modeling experience is required. Open to all students. Enrollment limited to 18. Graded S/U only. Credits: 1
Matthew Page
Offered Interterm 2014

IDP 250 Applied Design and Prototyping: Design It! Make It!
This course will provide students with an introduction to applied design and prototyping. Students will learn how to transform an idea into a set of sketches, a computer model and a working prototype. The course will cover design strategies, design communication, documentation, materials, rapid prototyping, and manufacturing. Prerequisites: Introduction to AutoCAD or Introduction to SolidWorks. Enrollment limited to 12. Graded S/U only. (E) Credits: 1
Susannah Hoare, Eric Jensen
Offered Interterm 2014

IDP 200 The History and Politics of Women's Education
In the United States and abroad, in the past and today, the nature and scope of women's education is deeply connected to religious, economic, and social norms and beliefs. Why and how we educate women are interdisciplinary questions that draw on issues of national identity and culture. In this course, students will explore the politics, history and sociology of this subject, beginning in the United States and ending with a global perspective. Students will consider the challenges of educating women in countries where female literacy is still deeply contested and examine the political processes likely to address this situation. Students will also have an opportunity to pursue research projects the College Archives and Sophia Smith collection. (E) {S} Credits: 4
Susan Bourque
Not Offered this 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 diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. Social, ethical and political issues will be considered including violence, the media's representation of women, and gender bias in health care. An international perspective on women's health will also be considered. (N) Credits: 4
Leslie Jaffe
Offered Spring 2014

IDP 320 Seminar on Global Learning: Women's Health of Tibetan Refugees in India
The purpose of this seminar is to study women's health and cultural issues within India, with a focus on Tibetan refugees, and then apply the knowledge experientially. During J-term, the students will travel to India and deliver workshops on reproductive health topics to young Tibetan women living at the Central University of Tibetan Studies in Sarnath where they will be further educated in Tibetan medicine. The seminar will be by permission of the instructor with interested students required to write an essay explaining their interest and how the seminar furthers their educational goals. Enrollment limited to 5 students. (E) Credits: 4
Leslie Jaffe
Offered Fall 2013

IDP 325 Art/Math Studio
This course is a combination of two distinct but related areas of study: studio art and mathematics. Students will be actively engaged in the design and fabrication of 3-dimensional models that deal directly with aspects of mathematics. The class will include an introduction to basic building techniques with a variety of tools and media. At the same time each student will pursue an intensive examination of a particular-individual-theme within studio art practice. The mathematical projects will be pursued in small groups. The studio artwork will be done individually. Group discussions of reading, oral presentations and critiques— as well as several small written assignments will be 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
Not Offered this Academic Year

MTH 101 Algebra
Same as QSK 101. This course is intended for students who need additional preparation to succeed in courses containing quantitative material. It will provide 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 McCane
Offered Fall 2013, Spring 2014

MTH 103 Math Skills Studio
Same as QSK 103. In this course, students will focus on computational skills, graphing skills, algebra, trigonometry and beginning calculus. Featuring a daily lecture/discussion followed by problem solving drills and exercises stressing technique and application, this course is intended to provide any student with concentrated practice in the math skills essential for thriving in Smith College course-work. Students gain credit by completing all course assignments, including a final self-assessment they will use in developing their own future math skills study plan. Enrollment limited to 20 students. This course to be graded S/U only. Permission of the instructor required. This course does not count toward the major. Credits: 2
Catherine McCane, Karyn Nelson
Not Offered this Academic Year

SPE 100 The Art of Effective Speaking
This one-credit course will give students systematic practice in the range of public speaking challenges they will face in their academic and professional careers. During each class meeting, the instructor will present material on an aspect of speech craft and delivery; each student will then give 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 will also review and analyze films of notable speeches. Classes will be held for the first six weeks of the semester. Conferences will be 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
Offered Spring 2014
Five College Faculty Course Offerings

Languages Through the 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, e-mail fclang@hfa.umass.edu or call 413-545-3453.

Five College Course Offerings by Five College Faculty

**African Studies**

*Mount Holyoke: Politics 249f*

**African Politics**

This course covers African politics from the pre-colonial period to the contemporary era, examining local experiences of democracy, governance, and economic development in light of varied colonial experiences, independence movements, international political economy, and informal sources of political power. Students will read closely historical, theoretical, and creative texts on African Politics, and consult contemporary media coverage of Africa.

*Kim Yi Dionne, Assistant Professor of Government (at Smith College in the Five College Program)*

**Offered Fall 2013**

*Smith: Government 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 will introduce students to various theoretical and analytical approaches to the study of Africa’s political development. Central themes will 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.

*Kim Yi Dionne, Assistant Professor of Government (at Smith College in the Five College Program)*

**Offered Fall 2013**

*Smith: Government 224*

**Colloquium: Comparative Responses to AIDS in Africa**

Offered Spring 2014

**African Politics**

This course covers African politics from the pre-colonial period to the contemporary era, examining local experiences of democracy, governance, and economic development in light of varied colonial experiences, independence movements, international political economy, and informal sources of political power. Students will read closely historical, theoretical, and creative texts on African Politics, and consult contemporary media coverage of Africa.

*Kim Yi Dionne, Assistant Professor of Government (at Smith College in the Five College Program)*

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*Kim Yi Dionne, Assistant Professor of Government (at Smith College in the Five College Program)*

**Offered Fall 2013**

*Smith: Government 224*

**Colloquium: Comparative Responses to AIDS in Africa**

Though sub-Saharan Africa has only 10 percent of the world’s population, it is home to 68 percent of all people living with HIV and AIDS. Certainly, countries in sub-Saharan Africa are more complex and dynamic than these simple statistics on HIV prevalence, however we study AIDS in Africa particularly because the pandemic is hitting Africa the hardest and poses a serious challenge to public health, development, and even governance across African contexts. In recent years, international organizations and donor governments have responded by generously supporting humanitarian interventions to prevent the spread of HIV and to mitigate the effects of AIDS in severely resource-constrained countries suffering from a generalized epidemic. 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 will focus on the interventions against HIV and AIDS, concluding with a close look at the local realities of the global intervention against AIDS. Enrollment limited to 20.

*Kim Yi Dionne, Assistant Professor of Government (at Smith College in the Five College Program)*

**Offered Spring 2014**

**Arabic**

*Mount Holyoke: Arabic 101*

**First Year Arabic I**

This yearlong course is designed for students with no prior knowledge of the Arabic language seeking to develop strong communication skills in formal and colloquial Arabic. The course begins with a focus on reading, pronouncing and recognizing Arabic sounds and progresses quickly toward developing beginner reading, writing, speaking and listening proficiency as well as cultural competence. The course covers essential communicative skills relating to real-life and...
task-oriented situations (queries about personal well-being, family, work, and telling the time). Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write paragraphs and participate in role plays, debates, presentations and conversations throughout the year.

Mohamed Hassan, Five College Senior Lecturer in Arabic and Director of the Five College Arabic Language Initiative
Offered Fall 2013

Amherst: Arabic 201
Second Year Arabic I
According to the ACTFL standards, this course is Intermediate Low-Mid. 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 and websites. Exercises include writing, social interactions, role plays, and the interplay of language and culture. Prerequisite is Arabic 102 or the equivalent.

Olla Al-Shalchi, Five College Lecturer in Arabic
Offered Fall 2013

Amherst: Arabic 301
Third Year Arabic I
The goal of this course is to help 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 will 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 will cover both linguistic and cultural knowledge. This course covers Al-Kitaab, Book 3, Units 1–5 in addition to extra instructional materials. Prerequisite: Arabic 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.

Olla Al-Shalchi, Five College Lecturer in Arabic
Offered Fall 2013

Hampshire: 1A 110
Elementary Arabic 1
This year-long course is designed for students with no prior knowledge of the Arabic language seeking to develop strong communication skills in formal and colloquial Arabic. The course begins with a focus on reading, pronouncing and recognizing Arabic sounds and progresses quickly toward developing beginner reading, writing, speaking and listening proficiency as well as cultural competence. The course covers essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work and telling the time). Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts.

In addition to the traditional textbook exercises, students will write paragraphs and participate in role plays, debates, presentations and conversations throughout the year.

Abdelkader Berrahmoun, Five College Lecturer in Arabic
Offered Fall 2013

Mount Holyoke: Asian 130f
First Year Arabic I
This year-long course is designed for students with no prior knowledge of the Arabic language seeking to develop strong communication skills in formal and colloquial Arabic. The course begins with a focus on reading, pronouncing and recognizing Arabic sounds and progresses quickly toward developing beginner reading, writing, speaking and listening proficiency as well as cultural competence. The course covers essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work and telling the time). Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write paragraphs and participate in role plays, debates, presentations and conversations throughout the year.

Heba Arafah, Five College Lecturer in Arabic
Offered Fall 2013

Mount Holyoke: Asian 232f
Second Year Arabic I
According to the ACTFL standards, this course is Intermediate Low-Mid. 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 and websites. Exercises include writing, social interactions, role plays, and the interplay of language and culture. Prerequisite is Asian 131 or the equivalent.

Heba Arafah, Five College Lecturer in Arabic
Offered Fall 2013

Smith: Arabic 100Y-01
Elementary Arabic
This year-long course is designed for students with no prior knowledge of the Arabic language seeking to develop strong communication skills in formal and colloquial Arabic. The course begins with a focus on reading, pronouncing and recognizing Arabic sounds and progresses quickly toward developing beginner reading, writing, speaking and listening proficiency as well as cultural competence. The course covers essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work and telling the time). Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write paragraphs and participate in role plays, debates, presentations and conversations throughout the year.

Abdelkader Berrahmoun, Five College Lecturer in Arabic
Offered Fall 2013
Smith: Arabic 100Y-02
Elementary Arabic
This year-long course is designed for students with no prior knowledge of the Arabic language seeking to develop strong communication skills in formal and colloquial Arabic. The course begins with a focus on reading, pronouncing and recognizing Arabic sounds and progresses quickly toward developing beginner reading, writing, speaking and listening proficiency as well as cultural competence. The course covers essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work and telling the time). Students will acquire vocabulary and usage for everyday inter-actions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write paragraphs and participate in role plays, debates, presentations and conversations throughout the year.
Abed El-Kader Berrahmoun, Five College Lecturer in Arabic
Offered Fall 2013

University: Arabic 197FA
Four Skilled Arabic I
This year-long course is designed for students with no prior knowledge of the Arabic language seeking to develop strong communication skills in formal and colloquial Arabic. The course begins with a focus on reading, pronouncing and recognizing Arabic sounds and progresses quickly toward developing beginner reading, writing, speaking and listening proficiency as well as cultural competence. The course covers essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work and telling the time). Students will acquire vocabulary and usage for everyday inter-actions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write paragraphs and participate in role plays, debates, presentations and conversations throughout the year.
Nabila Khalil, Five College Lecturer in Arabic
Offered Fall 2013

Smith: Arabic 200
Intermediate Arabic I
According to the ACTFL standards, this course is Intermediate Low-Mid. 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 and websites. Exercises include writing, social interactions, role plays and the interplay of language and culture. Prerequisite is ARA 100Y II or the equivalent.
Olla Al-Shalchi, Five College Lecturer in Arabic
Offered Fall 2013

University: Arabic 197FB
Four Skilled Arabic II
This year-long course is designed for students with no prior knowledge of the Arabic language seeking to develop strong communication skills in formal and colloquial Arabic. The course begins with a focus on reading, pronouncing and recognizing Arabic sounds and progresses quickly toward developing beginner reading, writing, speaking and listening proficiency as well as cultural competence. The course covers essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work and telling the time). Students will acquire vocabulary and usage for everyday inter-actions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write paragraphs and participate in role plays, debates, presentations and conversations throughout the year.
Nabila Khalil, Five College Lecturer in Arabic
Offered Fall 2013

Smith: Arabic 300
Advanced Arabic I
The goal of this course is to help 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 will 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 will cover 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.
Heba Arafah, Five College Lecturer in Arabic
Offered Fall 2013

Smith: MES 390
Media Arabic
Media Arabic is an advanced Language course at the 400 level. Students are required to complete a set amount of material during the semester. Media Arabic introduces the language of print and the Internet news media to students of Arabic seeking to reach the advanced level. It makes it possible for those students to master core vocabulary and structures typical of front-page news stories, recognize various modes of coverage, distinguish fact from opinion, detect bias and critically read news in Arabic. The course enables students to read extended texts with greater accuracy at the advanced level by focusing on meaning, information structure, language form, and markers of cohesive discourse. The prerequisite for Media Arabic is the equivalent of three years of college-level Arabic study in a classroom course that includes both reading/writing skills and speaking/listening skills. The final grade is determined by participation and assignments, two term-papers and a final paper, a final written exam, an oral presentation and a comprehensive oral exam. Participation in the program requires significant independent work and initiative.
Mohamed Hassan, Five College Senior Lecturer in Arabic and Director of the Five College Arabic Language Initiative
Offered Fall 2013

Amherst: Arabic 102
First Year Arabic II
This is a continuation of First-Year Arabic I. We will complete the study of the Elementary Arabic AlKitaab book sequence along with additional instructional materials. Emphasis will be on the integrated development of all language
skills—reading, writing, listening and speaking—using a communicative-oriented, proficiency-based approach. By the end of this semester, you will acquire vocabulary, grammatical knowledge, and language skills necessary for everyday interactions as well as skills that will allow you to communicate with a limited working proficiency in a variety of situations, read and write about a variety of factual material and familiar topics in non-technical prose. In addition to the textbook exercises, you will write short essays, do oral and video presentations and participate in role plays, discussions and conversations throughout the semester in addition to extra-curricular activities and a final project. Prerequisite: Arabic 101 or equivalent. 

Mohamed Hassan, Five College Senior Lecturer in Arabic and Director of the Five College Arabic Language Initiative

Offered Spring 2014

Amherst: Arabic 202
Second Year Arabic II
This is a continuation of Second-Year Arabic I. We will complete the study of the AlKitaab II book sequence along with additional instructional materials. In this course, we will 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 non-technical 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 will have broad enough vocabulary that will enable 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, extra-curricular activities and a final project. Prerequisite: Arabic 201 or equivalent, or instructor's permission. Olla Al-Shalchi, Five College Lecturer in Arabic

Offered Spring 2014

Hampshire: IA 110
Elementary Arabic II
This is a continuation of First-Year Arabic I. We will complete the study of the Elementary Arabic AlKitaab book sequence along with additional instructional materials. Emphasis will be on the integrated development of all language skills—reading, writing, listening and speaking—using a communicative-oriented, proficiency-based approach. By the end of this semester, you will acquire vocabulary, grammatical knowledge, and language skills necessary for everyday interactions as well as skills that will allow you to communicate with a limited working proficiency in a variety of situations, read and write about a variety of factual material and familiar topics in non-technical prose. In addition to the textbook exercises, you will write short essays, do oral and video presentations and participate in role plays, discussions, and conversations throughout the semester in addition to extra-curricular activities and a final project. Prerequisites: IA 110 or equivalent.

TBD

Offered Spring 2014

Mount Holyoke: Asian 131s
First Year Arabic II
This is a continuation of First-Year Arabic I. We will complete the study of the Elementary Arabic AlKitaab book sequence along with additional instructional materials. Emphasis will be on the integrated development of all language skills—reading, writing, listening and speaking—using a communicative-oriented, proficiency-based approach. By the end of this semester, you will acquire vocabulary, grammatical knowledge, and language skills necessary for everyday interactions as well as skills that will allow you to communicate with a limited working proficiency in a variety of situations, read and write about a variety of factual material and familiar topics in non-technical prose. In addition to the textbook exercises, you will write short essays, do oral and video presentations and participate in role plays, discussions and conversations throughout the semester in addition to extra-curricular activities and a final project. Prerequisites: Asian 130f or equivalent.

Heba Arafab, Five College Lecturer in Arabic

Offered Spring 2014

Mount Holyoke: Arabic 233s
Second Year Arabic II
This is a continuation of Second-Year Arabic I. We will complete the study of the AlKitaab II book sequence along with additional instructional materials. In this course, we will 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 non-technical 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 will have broad enough vocabulary that will enable 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, extra-curricular activities and a final project. Prerequisite: Asian 232f or equivalent, or instructor's permission. Ollia Al-Shalchi, Five College Lecturer in Arabic

Offered Spring 2014

Smith: Arabic 100Y-01
Elementary Arabic II
This is a continuation of First-Year Arabic I. We will complete the study of the Elementary Arabic AlKitaab book sequence along with additional instructional materials. Emphasis will be on the integrated development of all language skills—reading, writing, listening and speaking—using a communicative-oriented, proficiency-based approach. By the end of this semester, you will acquire vocabulary, grammatical knowledge, and language skills necessary for everyday interactions as well as skills that will allow you to communicate with a limited working proficiency in a variety of situations, read and write about a variety of factual material and familiar topics in non-technical prose. In addition to the textbook exercises, you will write short essays, do oral and video presentations and participate in role plays, discussions and conversations throughout the semester in addition to extra-curricular activities and a final project. Prerequisites: Arabic 100f or equivalent.

Abdelkader Berrebnoun, Five College Lecturer in Arabic

Offered Spring 2014

Smith: Arabic 100Y-02
Elementary Arabic II
This is a continuation of First-Year Arabic I. We will complete the study of the Elementary Arabic AlKitaab book sequence along with additional instructional materials. Emphasis will be on the integrated development of all language skills—reading, writing, listening and speaking—using a communicative-ori-
This course, we will 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 non-technical 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 will have broad enough vocabulary that will enable 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, extra-curricular activities and a final project. Prerequisites: Arabic 201 or equivalent, or instructor’s permission.

Olla Al-Shalchi, Five College Lecturer in Arabic
Offered Spring 2014

Smith: Arabic 201
Intermediate Arabic II
This is a continuation of Second-Year Arabic I. We will complete the study of the AlKitaab II book sequence along with additional instructional materials. In this course, we will 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 non-technical 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 will have broad enough vocabulary that will enable 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, extra-curricular activities and a final project. Prerequisite: Arabic 201 or equivalent or instructor’s permission.

Nabila Khalil, Five College Lecturer in Arabic
Offered Spring 2014

Archeology

Mount Holyoke: Anthropology 216-01
Collecting the Past: Art and Artifacts of the Ancient Americas
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 will learn how archaeologists study a variety of artifact types within museum collections and will have the opportunity to conduct independent research projects using pre-Columbian pottery collections from the Mount Holyoke Art Museum. Limit 25.

Elizabeth Klarich, Assistant Professor of Anthropology (at Smith College in the Five College Program)
Offered Fall 2013

Smith: Anthropology 135/Archeology 135
Introduction to Archaeology
The study of past cultures and societies through their material remains. 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. Course 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 economic, political and social contexts is explored. Limited to first years and sophomores. Enrollment limited to 30.

Elizabeth Klarich, Assistant Professor of Anthropology (at Smith College in the Five College Program)
Offered Fall 2013

Amherst: Anthropology 224
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. 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 will
address the roles and responsibilities of archaeologists in heritage management, museum development and community outreach.

Elizabeth Klarich, Assistant Professor of Anthropology (at Smith College in the Five College Program)

Offered Spring 2014

Smith: Anthropology 347

Archaeology 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 emphases will be 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.

Elizabeth Klarich, Assistant Professor of Anthropology (at Smith College in the Five College Program)

Offered Spring 2014

Architecture

Amherst: ARCH375/ENVS 375

The Poetics and Politics of Sustainable Architecture

This course interrogates the prevalent discourse of sustainability in architectural design literature, under the premise that “sustainability” is a politically-framed and context-dependent notion. The main issue we explore is the often-sidelined disconnect between the green design discourse vis-à-vis issues of poverty, migration, and modernization. On one side of this disconnect there is a green design imaginary—based on the idea that everybody, everywhere agrees with the global environmental agenda of natural preservation, greenhouse gas emission reductions, and alternative technologies. On the other side there are four billion people in the world living below the poverty line, and as they face socio-economic pressures, their interests are often at odds with the global ideals of sustainable design and development. If the global green imaginary celebrates exuberant forests, in the local experience the forests are viewed as wood for cooking. By looking at canonical texts on green design, and analyzing these in light of current events and social science theory, we critically study how the sustainable design discourse relates to that disconnect. Topics include green building activism and so-called barefoot architecture, naturalism in architecture, and an ethno-architectural analysis of Third World villager experiences. We also study the discourse of green design and culture, the poetics and politics of intermediate technology, and, lastly, issues of “green colonialism” and the commodification of the sustainability discourse. Limited to 20 students. Open to juniors and seniors.

Gabriel Arboleda, Five College Visiting Assistant Professor of Sustainable Architecture

Offered Fall 2013

Hampshire: HACU 205

CMYK: Graphic Design and Representation Studio

CMYK: Graphic Design and Representation Studio: Graphic design is a creative and critical practice at the intersection of communication and abstraction. The process of learning graphic design is two-fold, and students in this course will engage both areas: first, students will develop knowledge and fluency with design skills—in this case, software (Photoshop/Illustrator); second students will address the challenges of design head-on through discussion, practice, iteration, critique and experimentation. The projects will challenge students to explore raster and vector graphic forms, color theory and typography in creative, experimental ways to reach their objectives. Techniques, approaches, styles and processes for representing numbers, maps, philosophies and ideas will be introduced throughout the course. As a studio and software course, it will be fast-paced and immersive and will require a substantial amount of work outside of class time. The course will be made up of several small, fast-paced projects and culminate in one longer, more engaged print design project. Instructor Permission required. Additional Info: This course is geared toward students with a design-focused course of study. Preference will be given to Architectural Studies majors and graphic design-focused students. Lab Fee $50.

Thom Long, Assistant Professor of Architecture and Design (at Hampshire College in the Five College Program)

Offered Fall 2013

Hampshire: HACU 243

Theory of Architectural Ideas

The year 2014 marks fifty since the publication of Bernard Rudofsky’s “Architecture Without Architects,” a powerful statement about the role of culture and nature in architectural design. This intermediate level seminar studies the notions of nature and culture, their historical role in architectural discourse, and their relevance in contemporary discourse about green design. We will explore what has changed in architectural design theory and practice in connection to these two ideas since the publication of Rudofsky’s manifesto. In a more general context, we will explore the notion that traditional building is by default “green,” a key assumption in the discourse of green design and culture. Specific topics for discussion include: What is the relationship between culture and nature when it comes to the built environment? What does canonical design literature understand as culture, nature and sustainability? How important is culture in the connections between environment and building this literature makes? No previous background in architectural design or theory is required for this course. Comments: Independent Work Writing and Research Multiple Cultural Perspectives Lab Fee $50.

Gabriel Arboleda, Five College Visiting Assistant Professor of Sustainable Architecture

Offered Fall 2013

Amherst: European Studies 216 /Art 216

Digital Constructions: Intermediate Architectural Design

In this intermediate architectural design studio we will explore the intellectual and creative process of making and representing architectural space. The focus will be to explore the boundaries of architecture—physically and theoretically, historically and presently—through digital media. Our process will prompt us to dissect 20th-century European architectures and urban spaces and to explore their relationships to contemporary, global issues. The capstone of the course will be a significant design project (TBD) requiring rigorous studio practices, resulting in plans, sections, elevations and digital models. This course will introduce students to various digital diagramming, drawing and modeling software, while challenging students to question the theoretical and practical implications of these interdisciplinary media processes. This course will combine lectures, reading, discussion and extensive studio design. Requisite: ARHA 111. Admission with consent of the instructor. Limited to 10 students.

Thom Long, Assistant Professor of Architecture and Design (at Hampshire College in the Five College Program)

Offered Spring 2014

Hampshire: HACU 259

Capstone Architectural Design Studio

This is an advanced architectural studio class for students with some design experience, both in terms of familiarity with architectural representation and principles of architectural design. Throughout this course students develop design projects proposed by themselves or the instructor. The class has a theoretical component in which literature relevant to the students’ projects is discussed. Students’ work is assessed every week through desk reviews and pin-up critiques.
A considerable amount of self-directed work outside of class hours is expected from students.

**Offered Fall 2013**

**John Slepian, Assistant Professor of Art and Technology (at Hampshire College in the Five College Program)**

**Concept, Process and Practice**

This is an introductory studio for those students interested in exploring the design fields: architecture, interior design, landscape architecture and product design. These fields all share a studio based approach to problem solving that is at once spatial, material, conceptual and social. In practice today, this also necessitates considering sustainability issues in the broadest sense from the very beginning of the design process. Over the course of the semester, students will be given a series of projects that will introduce visual and spatial thinking and communication. Emphasis will be placed upon developing a conceptual approach to a problem and investigating a design process that may lead to surprising and unexpected outcomes. Projects will increase in scope and complexity over the course of the semester. Specific projects will address issues of materiality, structure, mass, light and the peripatetic experience. All projects will be presented in a studio critique format with drawings and models conveying the intent of the design project. Note: this course is a pre-requisite for all advanced architectural design courses.

**Naomi Darling, Assistant Professor of Sustainable Architecture (at Hampshire College in the Five College Program)**

**Offered Spring 2014**

**Mount Holyoke: Architectural Studies 225:**

**Introduction to Architectural Design II: Principles of Environmental Design**

This hybrid studio addresses human comfort with lectures and problem work sessions integrated with design projects. We start with an in-depth study of the world’s climate regions, the sun, and the earth’s tilt and spin. Primary methods of heat transfer are investigated as students research two architectural solutions (vernacular and contemporary) within each climate. Using daylight, the sun’s movement, and sun-path diagrams students will design, draw and build a functioning solar clock. Issues in day-lighting and thermal comfort will then drive an extended design problem. Students will be asked to solve numerical problems and present design solutions using both drawings and models. Prereq. minimum 4 credits of architecture design studio; knowledge of algebra and trigonometry; 4 credits. Expected enrollment 12. Students enrolled in this course will be responsible for some of the cost of materials.

**Naomi Darling, Assistant Professor of Sustainable Architecture (at Hampshire College in the Five College Program)**

**Offered Spring 2014**

**Art and Technology**

**Hampshire: IA 127**

**Concept, Process and Practice**

The contemporary practice of art is less and less dependent on any particular disciplinary skill. Nonetheless, making art is very much still a rigorous process. It depends on highly developed critical, sensory and communicative skills. This studio art course is an introduction to some of the basic questions a contemporary artist must answer: What rules will guide the making of my work? What forms and materials will be best for what I wish to express? How can my work metaphorically embody my ideas? We will answer these questions and more through a series of collaborative and individual projects, readings and viewings, and frequent group critiques—the process of critique itself being one of the foundations of a successful art practice. Some familiarity with an art medium could be helpful, but is not necessary.

**John Slepian, Assistant Professor of Art and Technology (at Hampshire College in the Five College Program)**

**Offered Fall 2013**

**Hampshire: ARS 385**

**Seminar: Visual Studies**

Topics course. 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. Comments: Topic: Engagement. Instructor Permission. Limited to ARS majors. Not open to first-years, sophomores.

**Naomi Darling, Assistant Professor of Sustainable Architecture (at Hampshire College in the Five College Program)**

**Offered Fall 2013**

**Art History**

**Hampshire: HACU 128T**

**Ethical Imagining in Contemporary Culture**

In his last interview Fluxus artist Dick Higgins said, “...one of the areas that has been understated since the immediate post-war era has been ethics. Exploring the nature of kindness or of cruelty, or of the various implications of Bosnia or of militarism or things like that.” Ethical exploration is an area of subject matter that has to be dealt with.”

More recently, Canadian cultural critic Jeanne Randolph has explored how we act morally and ethically while participating in a culture of abundance, opulence and consumerism. This course will explore ethics as a subject in the work of contemporary artists and thinkers in different media and disciplines, and across different cultures. It will explore ethical imagining as a cultural practice—how the imagination is elusive, contingent, yet exceedingly precious, and how it helps us understand changes in human relations and in culture that have evolved with 20C and 21C materialism.

**Lorne Falk, Five College Associate Professor of Art History**

**Offered Fall 2013**

**Hampshire: HACU 291**

**The Bioapparatus**

The bioapparatus is a term coined by two Canadian media artists, Nell Tenhaaf and Catherine Richards, to cover a wide range of issues concerning the technologized body. This course will explore the relationship of the mind and body to technology in contemporary art and culture. We will consider the resonance and currency of the bioapparatus in relation to the cyborg, the posthuman, and bionics. We will discuss issues such as the nature of the apparatus, re-embodiment, designing the social, natural artifact, cyborg fictions, subjectivities, perfect bodies, virtual environments, the real interface, art machines and bioart. Division II and III students will have the opportunity to develop an independent paper or portion of their thesis in this course.

**Lorne Falk, Five College Associate Professor of Art History**

**Offered Fall 2013**

**Hampshire: CSI 298**

**Border Culture: Globalization and Contemporary Art**

This course will look at globalization and contemporary art through the lens of border culture, a term that refers to the “deterриториialized” nature of a subject when she is removed from her context or place of origin. Her themes include borders within the realms of language, gender, ideology, race, and genres of cultural production. Border culture emerged in the 1980s in Tijuana/San Diego in a community of artists who had spent many years living outside their home-lands or living between two cultures—an experience that in 2014 might well represent the nature of contemporary life as well as cultural praxis. Division II
and III students will have the opportunity to develop an independent paper or portion of their Division III project in this course.

Lorne Falk, Five College Associate Professor of Art History
Offered Spring 2014

Asian/Pacific/American Studies

Amherst: American Studies 232
Racialization in the U.S.: The Asian/Pacific/American Experience

This course is an interdisciplinary introduction to Asian/Pacific/American Studies. We will begin by looking at the founding of the field through the student-led social movements of the 1960s and ask ourselves how relevant these origins have been to the subsequent development of the field. We will then use questions that arise from this material to guide our overview of the histories, cultures, and communities that make up the multiplicity of Asian/Pacific America. Topics will include, but not be limited to, the racialization of Asian Americans through immigrant exclusion and immigration law; the role of U.S. imperialism and global geo-politics in shaping migration from Asia to the U.S., the problems and possibilities in a pan-ethnic label like A/P/A, interracial conflict and cooperation, cultural and media representations by and about Asian Americans, diaspora, and homeland politics. In addition, throughout the semester we will practice focusing on the relationships between race, gender, class, sexuality and nation. The ultimate goal of the course is to develop a set of analytic tools that students can then use for further research and inquiry. Limited to 20 students.

Sujani Reddy, Assistant Professor of American Studies (at Amherst College in the Five College Program)
Offered Fall 2013

Hampshire: CSI 208
Asian/Pacific/American History

This course is an introductory survey course in the history of Asian/Pacific/ Americans within the broader historical context of U.S. imperialism in the Asia/Pacific region. The objective of the course 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 Asia/Pacific region. The course will be conducted seminar style and will entail class discussions based on an assigned textbook and other reading materials; individual reports; and a final paper or project. Thematically, the course will focus on imperialism, migration, race and racism, class, gender, sexuality, immigration, colonialism, post-colonialism, nationalism, ethnicity, global and transnationalism. Discussions will emphasize the complexity and diversity, as well as the commonalities, of certain groups of A/P/A community affected by American imperialism and globalization.

Richard T. Chu, Associate Professor of History (at the University of Massachusetts in the Five College Program)
Offered Fall 2013

University: History 247
"Empire," "Race," and the Philippines: Indigenous Peoples vs. the Spanish, U.S., and Japanese Imperial Projects

Is the United States an "empire"? Today, U.S. political, military, and economic involvement in many parts of the world like the Middle East makes this an urgent and important question. This course addresses the issue of American imperial power by examining the history of U.S. colonization of the Philippines, during the first half of the 20th-century, and by comparing it with that of two other imperial powers—Spain and Japan. Themes to be discussed include imperialism, colonialism, religion, ethnicity, gender, orientalism, nationalism, post-colonialism, neo-colonialism, crony capitalism, globalization and militarism.

Richard T. Chu, Associate Professor of History (at the University of Massachusetts in the Five College Program)
Offered Fall 2013

University: Sociology 392R
Racialization and Immigration

This course defines, analyzes and interrogates processes of U.S. racial formation with a particular focus on immigration, immigrant communities and the question of immigrant rights. We will begin in the late 19th century and follow through to the present day. It will include an outline of the basic patterns of migration to the United States; the role that empire has played in creating these flows; the relationship between immigration, racialization and nation-state formation; questions of naturalization, citizenship and family reunification; immigrant labor; “illegal” immigrants; nativism and anti-immigration movements; the relationships between gender, sexuality, race, class and nation; and diaspora/transnationalism. Throughout we will pay specific attention to the shape of contemporary debates about immigration and their relationship to the histories we consider. Open to Sociology majors only.

Sujani Reddy, Assistant Professor of American Studies (at Amherst College in the Five College Program)
Offered Fall 2013

Amherst: AMST 236/ASLC 292
From Civil Rights to Immigrant Rights: The Politics of Race, Nation and Migration Since WWII

This course centers ongoing struggles for social justice and liberation as a means for investigating the landscape of U.S. social formation in what many term the “post-civil rights” era. Our inquiry will begin with the youth-led movements of the late 1960s and 1970s and move through to the present day. Topics will include questions of empire, the criminalization of radical movements, the prison industrial complex, the “war on drugs,” the diversification of immigration to the United States, struggles over citizenship, migrant labor, and immigrant detention and deportation. Throughout we will pay specific attention to the shape of contemporary debates about the issues we examine.

Sujani Reddy, Assistant Professor of American Studies (at Amherst College in the Five College Program)
Offered Spring 2014

Hampshire: CSI

Sujani Reddy, Assistant Professor of American Studies (at Amherst College in the Five College Program)
Offered Spring 2014

Mount Holyoke: History XXX
"Empire," "Race," and the Philippines: Indigenous Peoples vs. the Spanish, U.S., and Japanese Imperial Projects

Is the United States an “empire”? Today, U.S. political, military and economic involvement in many parts of the world like the Middle East makes this an urgent and important question. This course addresses the issue of American imperial power by examining the history of U.S. colonization of the Philippines, during the first half of the 20th-century, and by comparing it with that of two other imperial powers—Spain and Japan. Themes to be discussed include imperialism, colonialism, religion, ethnicity, gender, orientalism, nationalism, post-colonialism, neo-colonialism, crony capitalism, globalization and militarism.

Richard T. Chu, Associate Professor of History (at the University of Massachusetts in the Five College Program)
Offered Spring 2014

University: History 253
Asian/Pacific/American History

This course is an introductory survey course in the history of Asian/Pacific/ Americans within the broader historical context of U.S. imperialism in the Asia/Pacific region. We will compare and contrast the historical experiences of specific groups of the A/P/A community; namely, those of Chinese, Filipino, Japanese,
Korean, Southeast Asian (Vietnamese, Cambodian, and Hmong), Asian Indian, and Pacific Islander descent. The objective of the course 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 Asia/Pacific region. Thematically, the course will focus on imperialism, migration, race and racism, class, gender, sexuality, immigration, colonialism, post-colonialism, nationalism, ethnicity, globalization and transnationalism. Discussions will emphasize the complexity and diversity, as well as the commonalities, of certain groups of A/P/A community affected by American imperialism.

Richard T. Chau, Associate Professor of History (at the University of Massachusetts in the Five College Program)
Offered Spring 2014

Dance

Amherst: Theater and Dance 116H
Contemporary Dance: Modern II/III
The study and practice of contemporary movement vocabularies, including regional dance forms, contact improvisation and various modern dance techniques. Because the specific genres and techniques will vary from semester to semester, the course may be repeated for credit. Objectives include the intellectual and physical introduction to this discipline as well as increased body awareness, alignment, flexibility, coordination, strength, musical phrasing and the expressive potential of movement. The course material is presented at the beginning/intermediate level.
Paul Matteson, Assistant Professor of Dance (at Amherst [Home Campus] and Mount Holyoke colleges in the Five College Program)
Offering Fall 2013

Amherst: Theater and Dance 216
Contemporary Dance: Modern 4/5 Technique and Repertory
This course will include studio sessions in contemporary modern/jazz dance technique at the intermediate level and rehearsal sessions to create original choreography; the completed piece(s) will be presented in concert at the end of the semester. The emphasis in the course will be to increase expressive range, technical skills and performance versatility of the dancer through the practice, creation and performance of technique and choreography. In addition, the course will include required readings, the viewing of dance videos and live performances to give an increased understanding of the historical and contemporary context for the work. Audition for course enrollment will be held the first day of class.
Paul Matteson, Assistant Professor of Dance (at Amherst [Home Campus] and Mount Holyoke colleges in the Five College Program)
Offering Fall 2013

Amherst: Theater and Dance 216H
Contemporary Dance: Modern 4/5
The study and practice of contemporary movement vocabularies, including regional dance forms, contact improvisation and various modern dance techniques. Objectives include the intellectual and physical introduction to this discipline as well as increased body awareness, alignment, flexibility, coordination, strength, musical phrasing and the expressive potential of movement. The course material is presented at the beginning/intermediate level. A half course. Because the specific genres and techniques will vary from semester to semester, the course may be repeated for credit.
Paul Matteson, Assistant Professor of Dance (at Amherst [Home Campus] and Mount Holyoke colleges in the Five College Program)
Offering Fall 2013

Hampshire: HACU 123T
Dancing Motown
For students of dance, music, black studies, cultural studies: Start your Hampshirereason on the beat with a socio-political history of Rhythm & Blues that takes you from your seat to (dancing in) the street. In the classroom, we will learn about the evolution of R&B from its roots in jump blues, electric blues, blues-gospels, and doo-wop to a style of soul music that reached its height of popularity in the 1960s with Motown Records in the “Motor City” of Detroit, where such tunes as Martha and the Vandellas’ “Dancing in the Street” became not only infectious party song but reflective of the politically and racially-charged environment of black urban communities during the Black Power Movement. In the studio, we will combine basic tap steps and social dance moves into back-up dance-chorus routines in the style of Cholly Atkins, the legendary rhythm tap dancer who, as house director of Motown Records, devised “vocal choreography” for such acts as the Supremes, Temptations, Four Tops, and Gladys Knight & Pips. Class routines will be rhythmically succinct but simple enough to execute and enjoy. There will also be an R&B History and Singing Lab in which students learn back-up harmonizing singing style that engages with the lyrics while (like the dancing) remaining cool, relaxed and in control. Open to all incoming first-year students wishing to refine their rhythmic sensibilities and move with grace and style. No dance experience necessary.
Constance Valis Hill, Professor of Dance (at Hampshire College in the Five College Program)
Offering Fall 2013

Mount Holyoke: Dance 212
Partnering (Intermediate)
This course offers a toolbox of methods for generating trust-oriented, intricate, three-dimensional partnering. As a safe and supportive ensemble, students will enter into physical investigations of weight sharing, body-part manipulations, off-balance support, lifting and being lifted, negative space, resistance and various ways of harnessing forces of momentum. Duets, trios, and groups will collaboratively create set partner dances using a series of construction/reconstruction steps challenging technical range while honoring idiosyncrasy. There will be repeated opportunities in the last part of class to perform.
Paul Matteson, Assistant Professor of Dance (at Amherst [Home Campus] and Mount Holyoke colleges in the Five College Program)
Offering Fall 2013

Mount Holyoke: Dance 216
Intermediate Modern
Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation.
Paul Matteson, Assistant Professor of Dance (at Amherst [Home Campus] and Mount Holyoke colleges in the Five College Program)
Offering Fall 2013

Mount Holyoke: Dance 318
Advanced Modern
Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation.
Paul Matteson, Assistant Professor of Dance (at Amherst [Home Campus] and Mount Holyoke colleges in the Five College Program)
Offering Fall 2013

University: Dance 171
20th Century American Dance
From the light-transforming dances of La Loie and the barefoot dances of Isadora to the graceful cakewalking of Ada Overton and George Walker, bending over backward until their heads almost touched the floor; from the zealous modernists to the irreverent postmodernists; from ballroom, boogie, and
shim-sham-shimmy to jazz tap, bebop and hip-hop: this survey of 20th-century American dance looks at all the steps, styles and genres, the classical and cultural traditions that shaped American vernacular dance forms. Viewing cultural history through the lens of movement and performance, we will ask, what are the particular social and cultural traditions that shaped images of American dance performance, as we trace our own roots as dance artists within the 20th and 21st century continuum.

Constance Valis Hill, Professor of Dance (at Hampshire College in the Five College Program)

Offered Fall 2013

Amherst: Theater and Dance 115H

Contemporary Dance: Modern 1/2

The study and practice of contemporary movement vocabularies, including regional dance forms, contact improvisation and various modern dance techniques. Objectives include the intellectual and physical introduction to this discipline as well as increased body awareness, alignment, flexibility, coordination, strength, musical phrasing and the expressive potential of movement. The course material is presented at the beginning/intermediate level. A half course. Because the specific genres and techniques will vary from semester to semester, the course may be repeated for credit.

Paul Matteson, Assistant Professor of Dance (at Amherst [Home Campus] and Mount Holyoke colleges in the Five College Program)

Offered Spring 2014

Hampshire: HACU 231

Dancefilm: Choreography and The Moving Image

Moving nimbly between dance history and film theory, big mainstream movies and small experimental films, this course is an exploration of the choreographic in cinema. We will trace the history of the dance film form from its earliest manifestation in the silent film era, through the historic avant garde, musicals and music videos to contemporary short dance films, showing how the combination of dance and film produces cine-choreographic practices that are specific to the dance film form. This course, which combines theory and practice, invites video and film concentrators, dancers, and dance-makers interested in exploring new frontiers of choreography on film.

Constance Valis Hill, Professor of Dance (at Hampshire College in the Five College Program)

Offered Spring 2014

Hampshire: HACU 317

New Millennium Choreography

This course looks at the vast and diverse cultural and aesthetic landscape of dance performance in the millennium and the new breed of choreographers making cutting-edge works that pursue radically different methods, materials and strategies for provoking new ideas about dance, body and corporeal aesthetics. Taking in the vast spectrum of new-age performance (live and virtualized), we will ask such questions as: How does non-narrative dance focus on the body as an instrument with unlimited possibilities, without the impetus of stories, emotions, ideas, specific external images? How do heterosexuality, homosexuality, and androgyny constitute a gender spectrum in new works? How do we watch and evaluate dances from culturally specific traditions? How, in improvisational performance, do we watch people moving with each other and in space when there is no clear beginning, middle or end; and how is the viewer challenged to see the point of people balancing, lifting, falling and rolling? How do community-based performances constitute a distinct sociopolitical theme in dance works? How do site-specific works illuminate the thematic content of a work and various spaces for the viewer? How do choreographers utilize technology, text, sets, and lighting in developing multidisciplinary performance art works? Lastly, and most importantly, how have millennial dance artists instigated new frames and viewing positions from which to understand how dance communicates; and how are they inspiring a new generation of self-and-socially conscious artists/activists who insist on speaking directly to their own generation?

Constance Valis Hill, Professor of Dance (at Hampshire College in the Five College Program)

Offered Spring 2014

English

Hampshire: HACU 127T

Scenes, Subcultures, Movement

What makes a particular place and time conducive to an artistic movement? How do people come together to form a scene? How do subcultures react and respond to the mainstream? What are the political and social forces that create literary, music, painting, film, dance and other artistic communities? In the course, we will explore the work and history of a selection of artistic movements, which may include Bloomsbury, Dada, Surrealism, Harlem Renaissance, French New Wave, the Black Arts Movement, NY and UK punk, old-school hip-hop and Dogme 95. We will examine how the avant-garde gains aesthetic and political influence and may eventually become mainstream. Our goal will be to see how different artists and works interact and to assess these movements critically in our writing. Each student will develop an independent project over the semester on a chosen scene that will culminate in a final presentation and paper.

Scott Branson, Five College Visiting Assistant Professor of English and Comparative Literature

Offered Fall 2013

Hampshire: HACU 236

Intro to Literary Theory

You know those theorists whose names you hear dropped in every lit class you take? It's finally time to read some them. In this course, we will gain a familiarity with some of the key contributors to literary theory in conjunction with a selection of literary texts. Maurice Blanchot writes, “literature begins the moment when literature becomes a question.” From the structuralist focus on language beginning with Saussure and the Russian formalists at the start of the century to the politicization of literary studies after 1968 with third-wave feminism, post-colonialism and Marxism, the role of literature in contemporary society has been questioned and altered. We will ask how literary theory opens the possibilities of what literature can do in the world as well as how it limits its chances. This course will give you a working knowledge of the various specialized courses associated with different methodologies of 20th- and 21st-century literary theory. No background in literary theory is necessary. Theorists may include Saussure, Shklovsky, Heidegger, Benjamin, Adorno, Barthes, Blanchot, Althusser, Lacan Foucault, Derrida, Deleuze, Irigaray, Cixous, Spivak, Bhabha, Gates.

Scott Branson, Five College Visiting Assistant Professor of English and Comparative Literature

Offered Fall 2013
University: English 221
Shakespeare Lecture
This course offers a broad survey of Shakespeare’s dramatic works, including a sampling of comedies, tragedies, histories, and romances. We will unlock the mysteries of Shakespeare’s plays by focusing on the complex beauty of their language, the cultural norms that they challenge, and the realities of theater and performance in Renaissance England. Why do we read Shakespeare? Why do his plays continue to resonate today? Under what conditions were his plays written and performed? Through careful reading and discussion, we will explore what makes Shakespeare’s plays so powerful, both for Renaissance audiences and for modern-day ones. Special attention will be given to Shakespeare’s exploration of cultural outcasts, his playful manipulations of gender and sexuality, and his often unsettling moral messages. Attendance at lecture and consistent participation in discussion sections required. Written work includes two essays, weekly postings, a midterm, and a final exam. Plays will likely include Merchant of Venice, Henry V, Twelfth Night, Hamlet, Othello, Measure for Measure, Macbeth, Pericles and The Tempest.

Jane Degenhardt, Associate Professor of English (at the University of Massachusetts in the Five College Program)
Offered Fall 2013

University: English 891-AN
Renaissance Drama and the World Stage: Postcoloniality, Transnationalism, Globalization
This course puts plays by Shakespeare and his contemporaries in conversation with canonical and emerging theoretical frameworks in the fields of postcolonial, transnational, and global studies. How did the early modern theater—a pervasive medium of commercial, popular entertainment—mediate England’s history of imperial subjugation as well as its nascent imperial aspirations? What was the public theater’s role in imagining and influencing the meanings of “nation,” “empire,” and the “global”? How do England’s early ventures in cross-cultural trade and colonial settlement fit into larger narratives of capitalist and imperial development? We will study such plays as Christopher Marlowe’s The Jew of Malta, Thomas Heywood’s Fair Maid of the West, John Fletcher’s The Island Princess, and Shakespeare’s Merchant of Venice and The Tempest. We will also place these primary texts in conversation with theoretical writings by Frantz Fanon, Benedict Anderson, Gayatri Spivak, Ania Loomba, Mark Netzloff, David Baker, David Armitage, Laura Doyle and others, as well as with Renaissance travel narratives and other (short) non-dramatic primary texts.

Jane Degenhardt, Associate Professor of English (at the University of Massachusetts in the Five College Program)
Offered Fall 2013

Hampshire: HACU 149
Self-made Men: Masculinity and the Great American Novel
The history of the novel in America has always been intertwined with the production of an image of the American man. From Hawthorne’s attempt to best the “mobs of scribbling women” to the idealized Ioner cowboy, from the hard-boiled journalistic prose of Hemingway to the maximalist and misogynist rantings of Roth, we might say that the epitome of the American self-made man is the novelistic protagonist. In this course, we will combine literary study and gender theory to begin to examine the myth of the American man, considering both how it is constructed and undermined in American literature. We will pay particular attention to the function of sexual and racial difference—and its erasure—in the idealization of the male protagonist (and author). Readings will draw from a range of texts from the 19th-century to the present, including short stories and novels by Melville, Hemingway, Chandler, Wright, O’Connor, Baldwin, Roth, Diaz and Wallace.

Scott Branson, Five College Visiting Assistant Professor of English and Comparative Literature
Offered Spring 2014

Hampshire: HACU 295
Religion, Magic and the Shakespearean Stage
Religious rituals, black magic, and theatrical entertainment were linked by controversy in Shakespeare’s England: were they potent acts or empty performances? How did they seduce and endanger unwitting audiences? Foregrounding the plays of Shakespeare and his contemporaries, we will explore the intersecting cultural histories of religious persecution, witchcraft trials, and movements to close down the theaters. We will consider how England’s religious culture was destabilized not only by the Protestant Reformation but also by global trade and travel, which increasingly exposed the English to Islam, Judaism and other religions of the world. To what extent did audiences believe in the power of Othello’s witchcraft, Prospero’s conjuring, or Paulina’s miraculous resurrection? Why was theatrical enactment considered so dangerous? Our focus will extend beyond the interpretation of simple representational allusions to grapple with the particular semiotics of theatrical performance. Plays include: The Winter’s Tale, Macbeth, The Merchant of Venice, Pericles, The Renegade, The Witch of Edmonton, Dr. Faustus and others.

Jane Degenhardt, Associate Professor of English (at the University of Massachusetts in the Five College Program)
Offered Spring 2014

University: English 201
Early British Literature and Culture
English majors only. This course will survey the work of influential British writers from the Middle Ages, the Renaissance and the early Restoration period. We will examine issues of form, genre, and theme, as well as placing these texts in their social and historical contexts. Authors will include Geoffrey Chaucer, Chretien de Troyes, Edmund Spenser, William Shakespeare and Aphra Behn, among others. We will focus in particular on how these writers represent sex and violence and the cultural contexts that shaped the meaning of these representations at different points in history. Why do so many texts from this period depict sex and violence together? Is violence an intrinsic part of sex, and is it always antithetical to “moral” sex? What makes the effect funny, exciting, scary, or misogynistic? Coursework will include in-class quizzes, two essays, a midterm and a final exam, and a brief class presentation.

Jane Degenhardt, Associate Professor of English (at the University of Massachusetts in the Five College Program)
Offered Spring 2014
**Film/Video**

**Amherst: ENG 287/FAMS 228**

**Introduction to Super 8 Filmmaking and Digital Video**

This course will introduce students to basic Super 8 film and digital video techniques. The course will include workshops in shooting for film and video, Super 8 film editing, Final Cut Pro video editing, lighting, sound recording and stop motion animation. Students will learn to think about and look critically at the moving and still image. Students will complete three moving image projects, including one Super 8 film, one video project and one final project. Weekly screenings will introduce students to a wide range of approaches to editing, writing, and directing in experimental, documentary, narrative and hybrid cinematic forms. Screenings include works by Ximena Cuevas, Jennifer Reeves, Eija-Lisa Ahtila, Jean Vigo, Dziga Vertov, Martha Colburn, Jean-Pierre Gorin, Ousmane Sembene and Johanna Vaude.

*Baba Hillman, Associate Professor of Video/Film Production (at Hampshire College in the Five College Program)*

Offered Fall 2013

**Hampshire: HACU 292**

**Writing for Film: Text and Image in Transnational Cinema**

This production/theory class will introduce students to scripts and texts by independent filmmakers and installation artists who are questioning what it means to work in a transnational context and to negotiate conflicts between notions of the local and the global, notions of national identity and the postnational. These filmmakers are working in hybrid combinations of essayistic, poetic, fictional and non-fictional forms. Many of them work in a context of multiple languages and seek to express the rupture of cultural displacement, and the ways in which it impacts questions of representation. We will study works by filmmakers and installation artists including Pedro Costa, Anri Sala, Mona Hatoum, Yamina Benguigui, John Akomfrah and Ousmane Sembene. The course will include workshops in writing voice-over, dialogue and visual text for the screen as well as workshops in editing image to text. Students will write and shoot two short projects and one longer project in film or video.

*Baba Hillman, Associate Professor of Video/Film Production (at Hampshire College in the Five College Program)*

Offered Fall 2013

**Mount Holyoke: Film Studies 210**

**Beginning Video Production: Eye to Ear**

What is the relationship between image and sound in video? How does listening affect what we see and imagine? This class will provide a foundation in technical and conceptual skills for making short videos. We will study the aesthetics and mechanics of shooting digital video, recording and mixing sound, and editing with Final Cut Pro. Sonic expression will play a leading role in our exploration of video production and interpretation in narrative, documentary and experimental works. Coursework includes individual and group production projects, weekly screenings, readings, and several short writing assignments. Students will complete 3 short videos and a final project. Prerequisites: Film Studies 201, application and. Application available through Film Studies website. Enrollment limited to 12.

*E.E. Miller, Visiting Lecturer in Film Studies*

Offered Fall 2013

**University: COMM 397CC**

**Advanced Production Workshop**

This course will introduce students to a wide range of narrative, experimental and documentary strategies. Students will gain experience in basic production techniques and will learn to think about and look. Course requirements include the completion of three video production assignments and one longer final project. The course will include workshops in lighting, final cut pro, and sound recording and mixing.

*E.E. Miller, Visiting Lecturer in Film Studies*

Offered Fall 2013

**Amherst: ENGL 489/FAMS 489**

**Paris and the Banlieues: The City and Cinematography in French and Francophone Cinema.**

This advanced film production/theory course will address changing cinematic representations of the city of Paris in relation to the body of the performer. The course will include workshops in cinematography, lighting, editing and sound recording. We will consider shifting representations of the city and the body of the performer in the films of Feuillade, Vigo, Rivette, Prevert, Denis, Benguigui and Keochiche. We will analyze performances of identities, emphasizing the body as the primary site of a daily negotiation of language and space. Students will be encouraged to question how performative languages of movement and speech, in relation to architecture and geography, function as aesthetic systems that reflect the ways in which the body is coded. The course will include a study of articles from Présence Africaine, Trafic, Cahiers du Cinéma and Bref, as well as works by Petrine Archer-Straw, Carrie Tarr and Nicole Brenez. Students will complete two film or video projects.

*Baba Hillman, Associate Professor of Video/Film Production (at Hampshire College in the Five College Program)*

Offered Spring 2014

**Hampshire: HACU 287**

**Directing and Performance for Film, Video and Installation**

This is an advanced production/theory course for video and film students interested in developing and strengthening the element of performance in their work. How does performance for the camera differ from performance for the stage? How do we find a physical language and a camera language that expand upon one another in a way that libera the imagination? This course will explore performance and directing in their most diverse possibilities, in a context specific to film and videomakers. The class will emphasize the development of individual approaches to relationships between performance, text, sound and image. We will discuss visual and verbal gesture, dialogue and voice-over, variations of approach with actors and non-actors, camera movement and rhythm within the shot, and the structuring of performance in short and long form works. Screenings and readings will introduce students to a wide range of approaches to directing and performance. We will study works by Talia Hadid, Charles Burnett, Andrei Tarkovsky, Nagisa Oshima, Wong Kar Wai, Marina Abramovic and the Wooster Group among others. Students will complete three projects.

*Baba Hillman, Associate Professor of Video/Film Production (at Hampshire College in the Five College Program)*

Offered Spring 2014

**Mount Holyoke: Film Studies 310**

**Advanced Video Production: Documentary Workshop**

In this class, we will take skills and insights gained in introductory production courses and develop them over the length of the semester through the creation of one short documentary project, 10 minutes long. We will explore the ethical questions and ambivalences inherent in this medium, seeking complex answers to difficult questions about representation and the often blurry lines between fiction and non-fiction. We will watch documentaries each week, films that introduce us to new ideas both in their content and in their form. Come with your idea; we will hit the ground running with proposed writing the first week. Prerequisite: Beginning Video Production. Application and permission of the instructor required. Enrollment limited to 10. 4 credits

*Bernadine Mellis, Lecturer in Film Studies (at Mount Holyoke College in the Five College Program)*

Offered Spring 2014
Smith: Film Studies 280
FLS 280 Introduction to Video Production: First Person Documentary
This course provides a foundation in the principles, techniques, and equipment involved in making short videos. In it, students will make short documentary films from the first-person point of view. We will use our own stories as material, but we will look beyond self-expression, using video to explore places where our lives intersect with larger historical, economic, environmental or social forces. We will develop our own voices while learning the vocabulary of moving images and gaining production and post-production technical training. Through in-class critiques, screenings, readings and discussion, students will explore the aesthetics and practice of the moving image while developing their own original projects. Prerequisite: Introduction to Film Studies. Application and permission of instructor required. Enrollment limited to 12. 4 credits
Bernadine Mellis, Lecturer in Film Studies (at Mount Holyoke College in the Five College Program)
Offered Spring 2014

Geosciences
University: Geo 105
Dynamic Earth
The earth is a dynamic planet, constantly creating oceans and mountain ranges, accompanied by earthquakes and volcanic eruptions. This course explores the scientific ideas that led to the scientific revolution of plate tectonics; how plate tectonics provides a comprehensive theory explaining how and why volcanoes and earthquakes occur; and the hazards that they produce and their impact on humans. Emphasis is placed on current earthquake and volcanic events, as well as on momentous events from the past, such as the San Francisco earthquake of 1906, the 1991 eruption of Mount Pinatubo (Philippines) and Kilauea (Hawaii).
J. Michael Rhodes, Professor of Geochemistry (at the University of Massachusetts in the Five College Program)
Offered Fall 2013

University: Geo 591V
Volcanology
A systematic discussion of volcanic phenomena, including types of eruptions, generation and emplacement of magmas, products of volcanism, volcanic impact on humans, and the monitoring and forecasting of volcanic events. Case studies of individual volcanoes illustrate principles of volcanology, with particular emphasis on Hawaiian, ocean-floor and Cascade volcanism. Each week deals with a particular topic in volcanism and includes a lecture, readings and a discussion paper. For the class presentation, each student is required to select and read a paper from an appropriate journal, and come to class prepared to discuss the paper. Enrollment limited to 12. 4 credits
J. Michael Rhodes, Professor of Geochemistry (at the University of Massachusetts in the Five College Program)
Offered Spring 2014

History
Mount Holyoke: History 301
Colloquium: The Middle East and WWI
This course examines the Middle East within the context of the First World War. This relatively understudied yet historically pivotal moment cemented new imaginings of both nation and state, with consequences for population movements, changing political compasses, personal identities, and new social, cultural, economic and religious formulations. Topics covered democratic and social movements; the impact of war, famine and genocide; the nuances of anti-colonialism; the rise of Arab nationalism, Zionism and other nationalisms; Islamic movements; and the seeds of labor, communist, and women's movements. We will read relevant historiography and also do close investigations of relevant primary sources. Instructor Permission Required.
Nadya Shaiti, Assistant Professor of History (at Smith [Home Campus] and Mount Holyoke colleges in the Five College Program)
Offered Fall 2013

Smith: History 208
Making of the Modern Middle East
This course is designed as an introduction to the modern history of the Middle East with a focus on the 18th century to the present. The main political, economic, social, and cultural institutions and forces that have most profoundly affected events in the region. Identifying how specific events and long-term processes have informed social and political realities in the Middle East. Focus on significant developments and movements, including Ottoman reform; the emergence of Arab nationalism and the rise and formation of modern nation states; the role of imperialist and colonial powers in the region; regional conflicts; Zionism; Islamism and social and cultural changes.
Nadya Shaiti, Assistant Professor of History (at Smith [Home Campus] and Mount Holyoke colleges in the Five College Program)
Offered Fall 2013

Mount Holyoke: History 111
Making of the Modern Middle East
This course is designed as an introduction to the modern history of the Middle East with a focus on the 18th century to the present. The main political, economic, social, and cultural institutions and forces that have most profoundly affected events in the region. Identifying how specific events and long-term processes have informed social and political realities in the Middle East. Focus on significant developments and movements, including Ottoman reform; the emergence of Arab nationalism and the rise and formation of modern nation states; the role of imperialist and colonial powers in the region; regional conflicts; Zionism; Islamism and social and cultural changes.
Nadya Shaiti, Assistant Professor of History (at Smith [Home Campus] and Mount Holyoke colleges in the Five College Program)
Offered Spring 2014

Smith: History 209
Aspects of Middle Eastern History
Topics course: Women and Gender in the Middle East
Development of discourses on gender as well as lived experiences of women from the rise of Islam to the present. Topics include the politics of marriage, divorce, and reproduction; women's political and economic participation; masculinity; sexuality; impact of Islamist movements. Provides introduction to main themes, and nuanced historical understanding of approaches to the study of gender in the region.
Nadya Shaiti, Assistant Professor of History (at Smith [Home Campus] and Mount Holyoke colleges in the Five College Program)
Offered Spring 2014

International Relations
Hampshire: CSI 149T
Hot War: The Impact of Climate Change on International Peace & Security
We are becoming increasingly aware of the likely environmental effects of climate change: rising sea levels, more frequent and more severe storms, prolonged heat spells and droughts, and so on. Less is known, however, about the social and political implications of climate change. Yet these impacts—flooded
communities, dessicated croplands, species loss and others—are the ones most likely to affect human life and social cohesion. This course will consider the likely impacts of climate change on human communities, including the potential for mass migrations, state collapse, resource wars and ethnic strife. Each student will be expected to study a particular aspect of these effects and explore what can be done to reduce its most severe human impacts.

Michael T. Klare, Professor of Peace and World Security Studies (at Hampshire College in the Five College Program)

Offered Fall 2013

Mount Holyoke: International Relations 237
International Human Rights
This course provides an introduction to the basic concepts of, and issues in, international human rights. Prior to World War II, there was very little focus on the question of human rights within the international system and within the discipline of international relations. Since that time we have seen a significant expansion of human rights theory, practice and institutions. This course outlines the historical ideational and institutional developments of human rights. It exposes students to a range of theoretical propositions and empirical findings to understand the role (and limits) of human rights in the international system today.

Jon Western, Professor of International Relations (at Mount Holyoke College in the Five College Program)

Offered Fall 2013

Mount Holyoke: International Relations 263
U.S.—China Geopolitics
An examination of areas of discord in U.S.—China relations, particularly those touching on security matters. Will consider such issues as Taiwan, nuclear proliferation, North Korea, East and South China Seas, China-Russia relations and U.S.—China energy competition.

Michael T. Klare, Professor of Peace and World Security Studies (at Hampshire College in the Five College Program)

Offered Fall 2013

Smith: Government 341
Seminar in International Politics: U.S. Foreign Policy, Human Rights and Democracy
Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the U.S. have on the development of democracy around the world and on the emergence of—and compliance with—international human rights conventions, protocols and laws? This seminar begins with an historical overview of American democracy and human rights rhetoric and policies, and seeks to uncover the range of political, economic, cultural and geopolitical motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa.

Jon Western, Professor of International Relations (at Mount Holyoke College in the Five College Program)

Offered Fall 2013

Hampshire: Critical Social Inquiry 209
The Rivals: U.S.—China Geopolitics in the 21st Century
This course will examine the impact of China’s rise on international affairs generally and U.S.—Chinese relations in particular. It will focus especially on issues of contention in U.S.—Chinese relations: Taiwan, North Korea, Iran, energy competition, trade, the environment and so on. Students will be expected to select a particular problem for research in depth. This course satisfies the Division I Distribution requirements.

Michael T. Klare, Professor of Peace and World Security Studies (at Hampshire College in the Five College Program)

Offered Fall 2013

Mount Holyoke: International Relations 337
International Human Rights Advocacy
This course examines how and why international human rights norms, laws and institutions have emerged and how they are influencing global politics. We will examine closely the practices and influences of human rights advocacy organizations and the major international human rights political and judicial institutions. Studies will be introduced to legal and political theories, advocacy strategies and media technologies as well as a broad range of analytical approaches to evaluating advocacy campaigns. This class is linked (we share several class sessions and a final project) with Spanish 340: The Other in the Media: New Media and Otherness in the Americas.

Jon Western, Professor of International Relations (at Mount Holyoke College in the Five College Program)

Offered Spring 2014

Smith: Government 250
Case Studies in International Relations
This course will assess stresses in the international system arising from global competition over vital and valuable resources, especially oil, water, food, gems and minerals. The course will begin by considering the status of world resource supplies and the pressures that are contributing to increased resource competition, such as globalization, climate change, population growth and the rise of new economic dynamos like China and India. It will then assess the potential for conflict arising from the combination of resource scarcity and intensified competition, as well as strategies for averting such conflict. Students will be expected to choose a particular country or problem for intensive study.

Michael T. Klare, Professor of Peace and World Security Studies (at Hampshire College in the Five College Program)

Offered Spring 2014

Japanese

Amherst: Japanese 301
Japanese Writing and Film
This course will introduce different genres of writing: short novels, essays, newspaper and magazine articles, poems, expository prose, scientific writings and others. Various genres of films will also be introduced. Development of higher speaking and writing proficiency levels will be focused upon as well. The class will be conducted entirely in Japanese. Small groups based on the students’ proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester. Requisite: JAPA 202 or equivalent.

Fumiko Brown, Five College Lecturer in Japanese

Offered Fall 2013

Mount Holyoke: Asian Studies 324F
Third Year Japanese I
This course helps students attain a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.

Fumiko Brown, Five College Lecturer in Japanese

Offered Fall 2013
Amherst: Japanese 302
Moving From “Learning to Read” to “Reading to Learn” in Japanese
This course will be a continuation of JAPA 301. Various genres of writing and film, of longer and increased difficulty levels, will be used to develop a high proficiency level of reading, writing, speaking, and listening throughout the semester. At this level, the students should gradually be moving from “learning to read” to “reading to learn.” This important progression will be guided carefully by the instructor. Small groups based on the students’ proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester. Requisite: JAPA 301 or equivalent.
Fumiko Brown, Five College Lecturer in Japanese
Offered Spring 2014

Mount Holyoke: Asian Studies 326s
Third-Year Japanese II
This course continues Asian Studies 324, Third Year Japanese I. Emphasizes attaining a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.
Fumiko Brown, Five College Lecturer in Japanese
Offered Spring 2014

Judaic Studies
Amherst: History 204
Jewish History in the Modern Age
This course introduces students to the history of the Jews from the 16th century to the present. Jews—a small group, lacking a stable geographical or political center for most of modern history—have played a remarkably central role in world events. Jewish history exemplifies questions of tolerance, intolerance, and diversity in the Modern Age. From Europe to the Americas to the Middle East, Jewish history has witnessed constant interchange between the non-Jewish world and its Jewish subcultures. This course investigates Jewish history’s multiple dimensions: developments in Jews’ political status and economic opportunity; dramatic demographic shifts and global migrations; transformations in Jewish cultures, ideologies and identities; and religious adjustments to modernity. We examine a variety of Jewish encounters with the modern world: integration, acculturation, assimilation, anti-Semitism, Jewish assimilation and nationalism. Finally, the course will use this broad historical lens to explore and contextualize the double watershed of the 1940s—the Holocaust and the establishment of the State of Israel—as well as contemporary Jewish life. Two class meetings per week.
Adi Gordon, Five College Visiting Assistant Professor of Judaic Studies
Offered Fall 2013

Korean
Mount Holyoke: Asian Studies 160 F
First Year 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 is designed to improve 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.
Chan Young Park, Five College Lecturer in Korean
Offered Fall 2013

Mount Holyoke: Asian Studies 262 F
Second Year Korean I
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 is designed to reinforce and increase 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 activities such as the followings: 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.
Suk Massey, Five College Lecturer in Korean
Offered Fall 2013

Smith: Korean 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 is designed to improve students’ communicative competence in daily life, focusing on the four language skills: speaking, listening, reading and writing. Students are encouraged to expand their knowledge and take confidence-inspiring risks through activities such as the following: 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.
Suk Massey, Five College Lecturer in Korean
Offered Fall 2013

Smith: Korean 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 is designed to reinforce and increase 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 activities such as the followings: 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.
Suk Massey, Five College Lecturer in Korean
Offered Fall 2013

University: Asian 197B
Beginning 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 is designed to improve 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.
Chan Young Park, Five College Lecturer in Korean
Offered Fall 2013

University: Asian 297B
Intermediate Korean I
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 is designed to reinforce and increase students’ facility with Korean in the four language areas: speaking, listening, reading and writing. Students are encouraged to expand their knowledge and take confidence-in-
spiring risks through activities such as the followings: 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.

Chan Young Park, Five College Lecturer in Korean
Offered Fall 2013

Mount Holyoke: Korean 161s
First Year Korean II
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 is designed to improve 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.

Chan Young Park, Five College Lecturer in Korean
Offered Spring 2014

Smith: Korean 102
Korean I
Beginning Korean I 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 is designed to improve 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.

Suk Massey, Five College Lecturer in Korean
Offered Spring 2014

University: Asian 197C
Beginning Korean II
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 is designed to improve 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.

Chan Young Park, Five College Lecturer in Korean
Offered Spring 2014

Music

Hampshire: HACU 258
African Popular Music
This course focuses on 20th century African popular music; it examines musical genres from different parts of the continent, investigating their relationships to the historical, political and social dynamics of their respective national and regional origins. Regional examples like highlife, soukous, chimurenga and afro-beat will be studied to assess the significance of popular music as a creative response to social and political developments in colonial and postcolonial Africa. The course also discusses the growth of hip-hop music in selected countries by exploring how indigenous cultural tropes have provided the basis for its local appropriation. Themes explored in this course include: the use of music in the construction of identity; popular music, politics and resistance; the interaction of local and global elements; and the political significance of musical nostalgia.

Bode Omofola, Associate Professor of Music (at Mount Holyoke College in the Five College Program)
Offered Fall 2013

Mount Holyoke: Music 226
World Music
This course is a survey of selected musical traditions from different parts of the world, including Africa, Indonesia, India, the Caribbean and the United States. The course adopts an ethnomusicological approach that explains music as a cultural phenomenon, and explores the social and aesthetic significance of musical traditions within their respective historical and cultural contexts. It examines how musical traditions change over time, and how such changes reflect and relate to social and political changes within a given society. Weekly reading and listening assignments provide the basis for class discussions.

Bode Omofola, Associate Professor of Music (at Mount Holyoke College in the Five College Program)
Offered Fall 2013

Smith: Music 220
African Popular Music
This course focuses on 20th century African popular music; it examines musical genres from different parts of the continent, investigating their relationships to the historical, political and social dynamics of their respective national and regional origins. Regional examples like highlife, soukous, chimurenga and afro-beat will be studied to assess the significance of popular music as a creative response to social and political developments in colonial and postcolonial Africa. The course also discusses the growth of hip-hop music in selected countries by exploring how indigenous cultural tropes have provided the basis for its local appropriation. Themes explored in this course include: the use of music in the construction of identity; popular music, politics and resistance; the interaction of local and global elements; and the political significance of musical nostalgia.

Bode Omofola, Associate Professor of Music (at Mount Holyoke College in the Five College Program)
Offered Spring 2014

Physics

University: Physics 381
Writing in Physics
This course has a proud history in this department as well as a strong reputation in the University. The course content is in your major. All scientists need to learn how to read research articles and to write clearly, but there are styles and
techniques of writing that are peculiar to Physics. Forms to be covered include the parts of a research article, especially abstract and figure captions; posters; research proposals; application for jobs, grad school or fellowships (includes résumé and cover letter). Learning to read a scientific paper critically, which can require overcoming fear of what you don’t know, is part of the course. Yes, writing is hard work. The happy truth is that writing can be deeply satisfying hard work. Crafting a good sentence can bring pleasure. Best of all, writing is a type of late-stage process that clarifies your own thinking.

Courtney Lannert, Associate Professor of Physics (at Smith College [home campus] and the University in the Five College Program)

Offered Fall 2013

Natural Sciences 499E/F

Integrative Scientific Research (iCons)

Students in iCons will engage in authentic scientific research in UMass Amherst faculty research laboratories. UMass Amherst offers a rich portfolio of world-class research opportunities in the fields of Renewable Energy and Biomedicine, the two available concentration areas in the iCons Program. Each iCons student will join a laboratory and develop a capstone research project that identifies and fills a scientific knowledge gap in their chosen theme area. The project must be interdisciplinary and integrative—crossing disciplinary boundaries, and building upon previous learning in Gen Eds and major courses at UMass Amherst—to create new knowledge in the theme area. iCons students will deepen their integrative nature of their learning through reflective portfolio development. iCons concludes with the Senior Expo, a research symposium open to all members of the University and the general public. This course fulfills the requirements of the Commonwealth Honors College. Capstone project. 6 credits.

Courtney Lannert, Associate Professor of Physics (at Smith College [home campus] and the University in the Five College Program)

Offered Fall 2013

Smith: Physics 118

Introductory Physics II

Simple harmonic motion, fluids, electricity and magnetism. Lab experiments are integrated with lectures, discussions, and problem solving activities. Three extended-length classes/week plus a discussion section. This course satisfies medical school and engineering requirements for an introductory physics II course with labs. Prerequisite: 117 or permission of the instructor.

Courtney Lannert, Associate Professor of Physics (at Smith College [home campus] and the University in the Five College Program)

Offered Fall 2013

Russian, East European, Eurasian Studies

Amherst: History 232/European Studies 242

European Intellectual History in the 20th Century

This class will explore European intellectual history in the 20th century, focusing on the important trends such as psychoanalysis, phenomenology, structuralism, and post-modernism. While studying thinkers such as Freud, Lacan, Heidegger or Levi-Strauss, we will pay special attention to how world-historical events shaped their thought. How did European intellectuals react to World War I, Communism, Nazism or de-colonization? How did they imagine a way out of totalitarianism and the assured mutual destruction of the Cold War? How did abstract ideas about the individual, freedom, or beauty develop in response to the historical circumstances in which they were forged? Finally, the class will draw on local archival sources to highlight the thought of several influential European intellectuals who found refuge in the Five Colleges. Two class meetings per week.

Sergey Glebov, Assistant Professor of History (at Smith [Home Campus] and Amherst colleges in the Five College Program)

Offered Fall 2013

Amherst: Russian 101

First-Year Russian I

Introduction to the contemporary Russian language, presenting the fundamentals of Russian grammar and syntax. The course helps the student make balanced progress in listening comprehension, speaking, reading, writing and cultural competence. Five meetings per week.

Evgeny Dengub, Five College Lecturer in Russian

Offered Fall 2015

Mount Holyoke: Russian and Eurasian Studies 251F

Advanced Studies in Russian

This course aims at expansion of students’ vocabulary and improvement of both 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 including short stories, films and articles. Course Notes: Prereq: Russian and Eurasian Studies 202.

Evgeny Dengub, Five College Lecturer in Russian

Offered Fall 2013

Smith: History 241

Soviet Union in the Cold War

Much of the second half of the 20th century passed in the shadow of the Cold War. Although we hear a lot about the Cuban missile crisis or the blockade of West Berlin, we rarely get a chance to learn about what was happening in the U.S.’ main adversary in the Cold War, the Union of Soviet Socialist Republics. This class will focus on the history of the Soviet Union during the “greater cold war,” that is, between WWII and the disintegration of the USSR. While we will touch on foreign policy developments, our main focus will be on social, political and economic processes and cultural developments inside the USSR itself. To explore Soviet history in the second half of the 20th century, we will use historical works and a range of primary sources. Among the topics considered will be post-war reconstruction, rise of the military-industrial complex, education, popular culture and dissent.

Sergey Glebov, Assistant Professor of History (at Smith [Home Campus] and Amherst colleges in the Five College Program)

Offered Fall 2013

University: Russian 110

Elementary Russian I

Introduction to the contemporary Russian language, presenting the fundamentals of Russian grammar and syntax. The course helps the student make balanced progress in listening comprehension, speaking, reading, writing and cultural competence. Five meetings per week.

Evgeny Dengub, Five College Lecturer in Russian

Offered Fall 2015

Amherst: Russian 102

First-year Russian II

Continuation of RUSS 101. Requisite: RUSS 101 or equivalent

Evgeny Dengub, Five College Lecturer of Russian

Offered Spring 2014

Amherst: History 235/European Studies 245

Stalin and Stalinism

Joseph Stalin, the infamous Soviet dictator, 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, Eastern Europe, China, and North Korea. The course will begin with the exploration of Stalin’s
own life, and then focus on what historical forces enabled the emergence of Stalinism. The course will cover 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. Among issues to be explored are the extent of popular support for Stalinist type regimes, the mechanisms of large scale political terror, the longevity of Stalinist regimes, and historical memory about Stalinism. Two class meetings per week.

Sergey Glebov, Assistant Professor of History (at Smith [Home Campus] and Amherst colleges in the Five College Program)
Offered Spring 2014

Smith: History 239
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.

Sergey Glebov, Assistant Professor of History (at Smith [Home Campus] and Amherst colleges in the Five College Program)
Offered Spring 2014

University: Russian 110
First-year Russian II
Continuation of RUSS 110. Requisite: RUSS 101 or equivalent
Evgeny Dengub, Five College Lecturer in Russian
Offered Spring 2014
African Studies, Five College Certificate

The Five College African Studies Certificate Program allows students on each of the five campuses to develop a concentration of study devoted to Africa that complements any major. The certificate course of study is based on six courses on Africa to be selected with the guidance and approval of an African studies certificate program adviser.

Students should refer to the Five College African Studies Program website (www.fivecolleges.edu/african) for the most current information on the requirements for the certificate.

A. Six courses, chosen from at least four different disciplines or programs:
(Each course should carry at least three semester credits and its content should be at least 50 percent devoted to Africa per se)

- History. Minimum of one course providing historical perspective on Africa. (Normally the course should offer at least a regional perspective);
- Social Science. Minimum of one course on Africa in the social sciences (i.e., Anthropology, Economics, Geography, Political Science, Sociology);
- Arts and Humanities. Minimum of one course on Africa in the fine arts and humanities (i.e. Art, Folklore, History, Literature, Music, Philosophy, Religion).

B. Language Requirement:
Proficiency through the level of the second year in college, in an indigenous or colonial language of Africa other than English. This requirement may be met by examination or course work; such language courses may not count towards the six courses required in Section A.

C. Further Stipulations:
- No more than three courses in any one discipline or program may count toward the six required in Section A.
- A certificate candidate may present courses taken in Africa, but normally at least three of the required courses must be taken in the Five Colleges.
- A candidate must earn a grade of B or better in every course for the certificate; none may be taken on a pass/fail basis.
- Unusual circumstances may warrant substituting certificate requirements; therefore a candidate through her/his African Studies Faculty Adviser may petition the Faculty Liaison Committee (the Five College committee of certificate program advisers) at least one full semester before graduation for adjustments in these requirements. A successful petition will satisfy the interdisciplinary character of the certificate program.

D. Recommendations:
- Students are encouraged to spend a semester or more in Africa. Study abroad opportunities currently available through the Five Colleges include University of Massachusetts programs at the American University in Cairo, Egypt; the University of Fort Hare, South Africa; Mount Holyoke College Program in Senegal at l’Université Cheikh Anta Diop, Dakar; and independent programs approved by each college. Admission to these exchange programs is open to qualified students from all five colleges. Further information about these and other Africa programs is available at the college’s study abroad office.
- Students are encouraged to complete their certificate program with an independent study project that integrates and focuses their course work in African studies.

For further details, consult one of the Smith College advisers:
Elliot Fratkin, Department of Anthropology
Caroline Melly, Department of Anthropology
Katwia Mule, Program in Comparative Literature
Louis Wilson, Department of Afro-American Studies
Asian/Pacific/American, Five College Certificate

Mission Statement

The Five College Asian/Pacific/American Studies Certificate Program enables students to pursue concentrated study of the experiences of Asians and Pacific Islanders in the Americas. Through courses chosen in consultation with their campus program adviser, students can learn to appreciate APA cultural and artistic expressions, understand and critique the racial formation of Asian/Pacific/Americans, and investigate how international conflicts, global economic systems, and ongoing migration affect APA communities and individuals and their intersections with others. Drawing upon diverse faculty, archival, and community-based resources, the Five College program in Asian/Pacific/American Studies encourages students not only to develop knowledge of the past experiences of Asian/Pacific/Americans, but also to act with responsible awareness of their present material conditions.

Students should refer to the Five College Asian/Pacific/American Studies Program website (www.fivecolleges.edu/apastudies) for the most current information on the requirements for the certificate.

Requirements

A minimum of seven courses, distributed among the following categories. (As always, to be counted toward graduation, courses taken at another campus must be approved by campus advisers.)

1. **One foundation course.** Normally taken during the first or second year, this course offers an interdisciplinary perspective on historical and contemporary experiences of Asian/Pacific/Americans. Attention will be paid to interrogating the term Asian/Pacific/American and to comparing different APA populations distinguished, for example, by virtue of their different geographical or cultural derivations, their distribution within the Americas, and their historical experience of migration.

2. **At least five elective courses.** Students must take at least one course from each of the following categories. (Three of these five courses should be chosen from among the core courses and two may be taken from among the component courses.)
   a) **Expressions.** These courses are largely devoted to the study of APA cultural expression in its many forms.
   b) **U.S. Intersections.** These courses are dedicated substantially to the study of Asian/Pacific/Americans but are further devoted to examining intersections between APA experiences and non-APA experiences within the United States.
   c) **Global Intersections.** These courses have their focus outside the United States but offer special perspectives on the experiences of Asian/Pacific/Americans.

3. **Special Project.** Normally fulfilled in the third or fourth year, this requirement involves the completion of a special project based on intensive study of an Asian/Pacific/American community, historical or contemporary, either through research, service-learning, or creative work (e.g. community-based learning project, action-research, internship, performing or fine arts project, etc.). Normally the requirement will be fulfilled while enrolled in an upper-level, special topics, or independent study course, although other courses may be used subject to approval of the campus program adviser. Projects should include both self-reflective and analytic components. Students fulfilling this requirement will meet as a group at least once during the semester to discuss their ongoing projects, and at the end of the semester to present their completed projects at a student symposium or other public presentation. Students' plans for completing the requirement should be approved by a campus program adviser in the previous semester.

Further Stipulations

- **Grades:** Students must receive the equivalent of a “B” grade or better in all courses counted toward the Certificate based on the written evaluations supplied by course instructors.
- **Courses Counted toward Satisfaction of Campus-Based Major Requirements:** May also be counted toward the Five College Certificate.
- **No course can be counted as satisfying more than one certificate distribution requirement.**
- **Courses taken abroad may be used to fulfill the distribution requirement with the approval of the campus program adviser.**

Recommendation

Students are encouraged to attain some proficiency in at least one language other than English, especially if such proficiency facilitates the completion of the Special Project component of the Certificate Program. While English is sufficient and appropriate for the completion of many projects involving Asian/Pacific/American communities, many sources and communities can be consulted only through other languages.

Administration and Advisement

Each year, each campus will designate two or more faculty members to advise students seeking the Five College Certificate in Asian/Pacific/American Studies. These advisers will constitute the Five College Asian/Pacific/American Studies Certificate Program Committee, and will review and approve applications for the certificate in spring semester of the senior year. Upon the Committee's certification that a student has completed all requirements of the Program, the Committee will notify the Registrar at the student’s campus so that award of the Certificate can be noted on the official transcript. Students completing Program requirements will also receive a Certificate recognizing their achievement.

Smith College Advisers

Floyd Cheung, Department of English and American Studies Program
Bill E. Peterson, Department of Psychology
Buddhist Studies, Five College Certificate Program

Because Buddhist studies is an interdisciplinary field—straddling anthropology, art history, Asian studies, history, language study, literary and textual studies, philosophy, and religious studies—students are often unaware of the integrity of the field or of the range of resources available for its study in the valley. Each student pursuing the Buddhist studies certificate will choose, in consultation with the Buddhist studies adviser at his/her college, a course of study comprising no fewer than seven courses. At least five of these courses should be drawn from the Buddhist studies courses listed on the website (www.fivecolleges.edu/buddhism/courses; this list is subject to modification from year to year). Two others may be drawn from this list or may be chosen from elsewhere in the Five Colleges to support the student’s Buddhist studies program from other disciplinary perspectives. Each proposed course of study must be approved by the coordinating committee for the Buddhist studies certificate.

For students who may wish to pursue a certificate in Buddhist studies as preparation for graduate study in this field, we strongly recommend the study of at least one canonical language (Sanskrit, Pali, Chinese, or Tibetan) and/or the modern language of at least one Buddhist culture (especially for those who have an ethnographic interest in Buddhism). Up to two courses in a relevant language can count towards the certificate, although we strongly encourage these students to continue language study beyond the first-year level. Language study is not required, however.

1. The certificate comprises at least seven courses, at least one of which must be at an advanced level (200 or 300 at Hampshire, 300 or above at Mount Holyoke, Smith, or UMass; comparable upper-level courses at Amherst).
2. Students must take at least one course in three different disciplines of Buddhist Studies (anthropology, art history, Asian studies, philosophy, religious studies, etc.).
3. Students must take at least one course addressing classical Buddhism and one course addressing contemporary Buddhist movements (19th-21st Century), and they must study Buddhism in at least two of the following four geographical areas: South and Southeast Asia, East Asia, the Tibeto-Himalayan region, and the West.
4. Up to two canonical or appropriate colloquial Asian language courses may count towards the certificate.
5. Students must receive a grade of at least “B” in each course counting towards the certificate.
6. Courses must be of three credit-hours or more to count towards the certificate.
7. Courses taken abroad or outside the Five Colleges may count towards the certificate only if they would be approved for credit towards the major in the appropriate department of the student’s home institution.
8. Exceptions to these requirements by petition.

Interested students should contact the faculty coordinator at their campus to enroll in the program:
Amherst—Maria Heim, mheim@amherst.edu
Hampshire—Ryan Joo, bsJHA@hampshire.edu
Mount Holyoke—Susanne Mrozik, smrozik@mtholyoke.edu
Smith—Jamie Hubbard, jhubbard@smith.edu
University of Massachusetts—Reiko Sono, rsono@asianlan.umass.edu
Coastal and Marine Sciences, Five College Certificate

Contact: Cindy Bright, Program Coordinator  
Office: 110A Bass Hall, Smith College  
Phone: (413) 585-3799  
E-mail: marinesci@email.smith.edu  
Website: www.fivecolleges.edu/sites/marine

The Five College Coastal and Marine Sciences (FCCMS) Certificate enables students to select from a variety of marine-related courses, including coastal and marine ecology/geology, resource management and policy, oceanography, and coastal engineering to create a concentration of study. Smith, Mount Holyoke, and Hampshire Colleges and the University of Massachusetts currently award this certificate under the guidance of faculty advisers on each campus. Students choose a progressive series of courses available within the five campuses and in academic off-campus programs (Sea Education Association, Williams-Mystic, Duke Marine Lab and others). Students are required to gain proficiency in field work through intensive field courses or internships. Finally, students participate in a “capstone” independent, marine-related research project that will count toward the Certificate.

Students interested in working toward the Certificate should begin by sending an email to marinesci@email.smith.edu to schedule an introductory meeting with the Program Coordinator. Students should bring an unofficial copy of their transcript to aid in the selection of an appropriate course of study. Once students have begun the introductory course of study, they will be appointed a FCCMS faculty advisor. Advisers at Smith College are Paulette Peckol (Biological Sciences), Sara Pruss (Geosciences), and L. David Smith (Biological Sciences).

Requirements

1. Course Work

Under the guidance of the FCCMS faculty advisors, students choose a progressive series of courses available within the five campuses and in approved academic off-campus programs.

A minimum of six courses (18 credit minimum), with at least one course in each of the following categories:

- Marine Biodiversity
- Marine and Coastal Ecology
- Marine Geology and chemistry
- Resource Management and Policy

A. At least three of the six courses must be above the introductory level and must not all be from the same field of study (example: biology, geology, environmental science, etc.).

B. At least one course with a heavy concentration in coastal and marine science is required. (listed in bold on the FCCMS course list available on the FCCMS website).

C. Students must receive a cumulative grade point average of 3.0 or better for all courses contributing to the certificate requirements.

Course Listings: www.fivecolleges.edu/marine/courses  
Study Away Programs (both domestic and abroad):  
www.fivecolleges.edu/marine/opportunities

2. Field/Lab Experience*

Each student must demonstrate competency in data collection by completing a minimum of 80 cumulative hours of coastal and marine-related field and/or lab work (log sheet included in FCCMS application)

This can be achieved by an appropriate combination of:

A. Courses that include field/lab experience (field trips, outdoor or indoor laboratory or practicum, field research). These courses may be taken among the Five Colleges or an approved study away program.

B. An approved summer internship, job or volunteer experience in a coastal or marine environment.

Field Opportunities: www.fivecolleges.edu/marine/opportunities

*Students must meet with FCCMS advisors ahead of time to ensure that internships, courses, field trips, etc. will meet the field/lab requirement.

3. Marine-Related Research Project

Students must consult with their FCCMS advisor to develop and complete an independent marine-related research project typically completed during the junior or senior year. These projects may take the form of a thesis, independent study, or other activity acceptable to the FCCMS advisor (research projects may be based upon work begun during an internship, field course, volunteer or job experience).

Requirements for this research project include:

A. Research proposals must be submitted to FCCMS advisors for review (preferably before research is conducted; the research itself may be overseen by another faculty member or scientist). The research project proposal form is on the last page of the certificate application available at www.fivecolleges.edu/marine/certificate.

B. The research project will culminate in a paper, poster, or presentation.

C. Students will then present their research to their FCCMS advisor for feedback which will be incorporated into the project’s final version prior to the certificate application submission.

Completion of the Application Form and Transcripts

Upon completion of courses, field/lab experience, and research project requirements, the student completes the certificate application and meets with their FCCMS advisor for review and signature. Once signed, the student then submits the completed application and transcript to the FCCMS Program Coordinator for review by the Steering Committee (January graduation deadline: December 1st; May graduation deadline: April 15th). A copy of the research project should be sent to the Program Coordinator via email (marinesci@smith.edu) Seniors submitting an application with required courses in progress will submit with “grades pending” leaving the GPA blank.

Once the committee certifies that a student has successfully completed all program requirements, Five Colleges, Inc. contacts campus registrars so the certificate can be noted on the official transcript. Eligible students receive a certificate recognizing their achievement.

Note: The Minor in Marine Science and Policy and the Five College Coastal and marine Sciences certificate cannot both be noted on the transcript. Smith students must decide which is to be noted and contact the registrar.

The application form and current list of approved courses can be downloaded at www.fivecolleges.edu/marine/certificate.

Please review the Five College Coastal and Marine Science website for the most current information www.fivecolleges.edu/marine/certificate.
Cognitive Neuroscience, Five College Certificate

Cognitive neuroscience is the study of the mind as it is manifested in the human brain. Cognitive neuroscientists combine psychophysical and brain imaging techniques such as functional magnetic resonance imaging (fMRI) and event-related potentials (ERPs) to examine the brain function underlying cognitive abilities in human beings.

The field of cognitive neuroscience has grown substantially during the past twenty years. President Bush designated the 1990s as “The Decade of the Brain” in an effort to enhance public awareness of the benefits to be obtained from brain research. The field of cognitive neuroscience currently is at the forefront of research providing profound insights into the neural substrate of cognitive functioning, through cutting-edge technologies and innovative experimental paradigms.

This certificate is designed to offer a unique opportunity for undergraduate students in the Five Colleges to deepen their understanding of cognitive neuroscience, through both theoretical and empirical training. The interdisciplinary program includes courses in research techniques, basic scientific foundations, neuroscience, philosophy, and cognition, combined with independent research. It brings together several related disciplines, each of which provides a different focus on mind-brain issues.

This certificate encourages the student to follow a program of study distinct from, and yet complementary to, current offerings such as a major in neuroscience or psychology.

Areas of Study

1. Overview of cognitive science
   Rationale: Provides the student with a broad outlook of issues related to cognitive science.

2. Scientific foundations (physics, computer science, chemistry, biology)
   Rationale: Provides the student with greater coverage of a topic supporting the cognitive neuroscience framework. To be determined under the guidance of the student’s Cognitive Neuroscience certificate faculty adviser. It is recommended that this course be in an area outside of the student’s major.

3. Research Methods, design and analysis
   Rationale: Provides the student with the methodological foundation needed to understand, interpret and conduct basic research.

4. Philosophy of mind
   Rationale: Provides the student with fundamental philosophical insights on the mind-body problem, a key issue in the field of cognitive neuroscience.

5. Neuroscience (neuroanatomy and neurophysiology)
   Rationale: Provides the basics in brain anatomy and function.

6. Advanced topics
   Rationale: Provides more in-depth coverage of empirical and theoretical issues central to cognitive processes.

Students must complete at least one course in each of the areas of study. Students must also complete at least one semester of independent research through a thesis, course project, or special study. The course project may be completed in conjunction with one of the classes listed under the Research Methods areas. An adviser-approved summer research project would also meet the research requirement.

For a list of the courses offered throughout the Five College Consortium that are currently approved to fulfill the Cognitive Neuroscience Certificate requirements, please see the program’s website at www.fivecolleges.edu/cogneuro.
Culture, Health and Science, Five College Certificate

The Five College Certificate in Culture, Health and Science complements a traditional disciplinary major by allowing students to deepen their knowledge of human health, disease, and healing through an interdisciplinary focus. Under the guidance of CHS faculty advisors on each campus, students choose a sequence of courses available within the five colleges, and identify an independent project that will count toward the certificate. The certificate is designed to foster holistic, biocultural, interdisciplinary understandings of health and disease.

Requirements:
The certificate consists of coursework and an independent project. Four semesters of a foreign language is strongly suggested, although not required.

Coursework:
Satisfactory completion of seven courses is necessary to receive the CHS Certificate. You must receive a grade “B” or better in each of the seven courses for it to count toward the certificate. You can take courses from any of the five college campuses. You must take one course from each of the five categories. No course may be used to satisfy more than one category. If possible, it is best to begin with courses in Categories I and II. It is required that at least three of the courses used to satisfy CHS requirements fall outside of your major. In other words, no more than four of the courses used to satisfy CHS requirements should also count towards your major. It is also recommended, but not required, that at least one of your courses expose you to knowledge of health and disease processes at the level of the population (those marked with *P). And finally, at least four courses must be above the introductory level.

Independent Research Project:
The certificate requires the completion of an independent project such as an internship, thesis, Division III project, course project, independent study, or other activity. You work with your campus CHS advisor to develop a project that satisfies both the certificate requirements and your own interests. Not sure if you have an independent project that qualifies? Meet with your CHS Campus Advisor to find out.

Foreign Language:
Although not required, training in a foreign language may be necessary for students seeking internships or summer research positions.

For further details consult the Smith College representatives:
Elliot Fratkin, Anthropology, Suzanne Z. Gottschang, Anthropology, Benita Jackson, Psychology, Donald Joralemon, Anthropology, Sabina Knight, Comparative Literature.

Please consult the Five College Program in Culture, Health and Science website for the most current information www.fivecolleges.edu/chs/certificate.
Advisers:
Members of the Five College Ethnomusicology Committee.

Mission
The Five College Certificate Program in Ethnomusicology allows students interested in studying music from a multi-disciplinary perspective to build bridges across departmental boundaries in a rigorous and structured manner, and to receive credit for their accomplishments, even while completing a major in another field. In reflecting interdisciplinary trends in Ethnomusicology, students are encouraged to combine the certificate with degrees in various overlapping fields, such as African American and African Studies, American Studies, Anthropology, Asian Studies, Asian American Studies, Cultural Studies, European Studies, Gender Studies, language studies, Latin American Studies, Religion, Sociology, as well as other courses in Music (Composition, Performance, Jazz Studies/Improvisation and Musicology).

The Certificate Program in Ethnomusicology provides a framework for navigating course offerings and engaging with ethnomusicologists throughout the Five Colleges. While “music” is the centerpiece of the certificate program, the wide range of topics that appear under the rubric of “ethnomusicology” extend far beyond “music in a cultural context” to include history, political science, economics, evolution, science and technology, physiology, media studies and popular culture studies, among others. Students working within the certificate program might focus on music as it relates to a number of areas of inquiry, such as:

1. relationships between music and other artistic and expressive forms (i.e. dance, theater, film);
2. relationships between singing and other forms of vocal practice;
3. relationships between the study of language and music;
4. human cognitive capacity for musical and other sonic expression;
5. listening as a culturally specific practice;
6. the social history of music and popular culture;
7. understanding national, class, gender, ethnic, sexual, and other forms of identity;
8. the relationship between music and social and political power;
9. globalization and transnationalism in music;
10. the uses of music and sound in contemporary media production;
11. roles of sonic technology and surveillance in contemporary Western society;
12. the use of music and sound in relation to social and state control, the law and space;
13. intellectual property and copyright as it pertains to musical composition, performance, and ownership.

To earn 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; introductory courses in related disciplines may only be counted in certain circumstances determined by the research goals of the individual student.

1. Area Studies or Topics courses: at least two courses
2. Methodology: at least two courses
3. Performance: at least one course
4. Electives: negotiated in consultation with the student’s ethnomusicology advisor, including courses from related disciplines including: anthropology, sociology, history or media studies; area studies fields such as African studies, American studies, Asian studies or Middle East studies; or others 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 acquire proficiency in a language relevant to their focus. Students are also encouraged to 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.

Please review the Five College Ethnomusicology Program website for the most current information www.fivecolleges.edu/ethnomusicology/certificate.

List of Courses and Ensembles
Will be posted and updated on our website: www.fivecolleges.edu/ethnomusicology/courses.
Film Studies, Five College Major

Smith College Advisers
Alexandra Keller, Director, Film Studies Program
Anna Botta, Italian Language and Literature
Dawn Fulton, Department of French Studies
Jefferson Hunter, Department of English Language and Literature
Barbara Kellum, Department of Art
Daniel Kramer, Department of Theatre
Richard Millington, Department of English Language and Literature
Fraser Stables, Department of Art
Frazer Ward, Department of Art
Joel Westerdale, Department of German Studies

The Five College Film Studies major is in film studies as opposed to film production. While the film faculty believes that all students should be familiar with film and video production, the major is not designed to train students to enter the film industry without further training. As with all liberal arts majors, film is studied in relation to all the arts, humanities and social sciences and can lead to careers in teaching, arts administration, web design or freelance work in non-industry venues. The major is comprised of 10 courses, one of which may be a component course. (A core course is one in which film is the primary object of study; a component course is one in which film is significant but not the focus of the course.) Of these 10 courses, at least two (but no more than five) must be taken outside the home institution. In addition, each student must have an adviser on the home campus and the requirements for the major may vary slightly from campus to campus.

Program of Study

1. Introduction to Film (must be taken on the home campus)
2. One film history course (either a general, one-semester survey or a course covering approximately 50 years of international film history)
3. One film theory course
4. One film genre or authorship course (generally on a single director or group of directors)
5. One national or transnational cinema course
6. One special topics course (may be a component course)
7. One advanced seminar in a special topic
8. One film, video or digital production course, or a screenwriting course; but no more than two such courses may be counted toward the major.
9. Two electives from any of the above categories

A thesis is optional; students should check with their home campus adviser.

In the course of fulfilling the program of study, at least one course must focus on non-narrative film (documentary or experimental) and at least four courses should be at the advanced level. Courses can fit into more than one category, but a single course may not be used to satisfy two of the numbered requirements above.
International Relations, Five College Certificate

The International Relations Certificate Program offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural and environmental—that are increasingly important to all nations.

1. The certificate program consists of a minimum of eight courses covering the following areas of study: Introductory world politics;
2. Global institutions or problems;
3. The international financial and/or commercial system;
4. A modern (post–1815) history course relevant to the development of international systems;
5. Contemporary U.S. foreign policy;
6. A contemporary foreign language up to a proficiency level of the second year of college;
7. Two courses on the politics, economy, and/or society of foreign areas, of which one must involve the study of a developing region.

A list of the Five College courses for each of the seven requirements is available at www.mtholyoke.edu/acad/intrel/5col/homepage.htm.

Not every Five-College course is accepted at Smith for degree credit; students should consult with their advisers as to whether particular courses are acceptable for Smith and certificate credit.

No more than four of these courses in any one department can be counted toward the certificate, and no single course can satisfy more than one requirement. Students must complete the required courses with a grade of B or better (no pass/fail options) to receive the certificate.

Advisers:
Mlada Bukovansky, Brent Durbin, Gregory Whayne White
Latin American Studies, Five College Certificate

The Five College Certificate in Latin American Studies offers students the opportunity to show an area of specialization in Latin American studies in conjunction with or in addition to their majors. The program provides a disciplined course of study allowing students to draw on the rich resources of more than 50 Latin Americanist faculty members in the Five College area and is designed to enhance students’ understanding of the complex region that comprises contemporary Latin America.

Minimum course requirements (minimum of three credits each):
1. A broadly based introductory course providing an overview of the social and political history of Latin America (such as History 260/261);
2. One course in the humanities, including courses focusing on Latin American culture from the pre-Columbian period to the present (such as art, art history, dance, film, folklore, literature, music, religion and theatre);
3. One course in the social sciences including anthropology, economics, geography, political science and sociology, that offers substantial attention to Latin America and/or the Caribbean;
4. Four other courses which should be more advanced and more specific in focus;
5. A seminar which gives the student’s course work in Latin American Studies an interdisciplinary force.

Other requirements:
1. Proficiency in Spanish or Portuguese through the level of the fourth semester of college language study. Students must take one of these languages to the intermediate level and/or demonstrate in an interview the ability to conduct a normal conversation and read and interpret a text.
2. Students must receive a grade of B or better in every course that qualifies for the minimum certificate requirement.

At least three of the eight courses must be taken either at another of the five colleges or be taught by a faculty member not of the student’s own institution.

The certificate adviser on each campus is the director of the Latin American studies program at that campus or another individual designated by that body.
“How critical is logic? I will tell you: in every corner of the known universe, you will find either the presence of logical arguments or, more significantly, the absence.”
—V. K. Samadar

Logic is a part of every discipline. There is reasoning in every field of inquiry. There are rules behind every work of art, behind every natural language. There is inference in every intelligence, human and inhuman. Every issue of law and public policy bends to the power of logic.

The study of logic itself is thus of the greatest importance. The Logic Certificate Program brings together aspects of logic from different regions of the curriculum: philosophy, mathematics, computer science and linguistics. The program is designed to acquaint students with the uses of logic and initiate them in the profound mysteries and discoveries of modern logic.

The basic requirement for the logic certificate is six courses from the list of Five College logic courses.

No more than four courses can be counted towards the certificate from any single discipline (philosophy, linguistics, mathematics, computer science).

At least two courses must be taken at an advanced level (500 or above at UMass, 300 or above at Smith, Hampshire or Mount Holyoke, 30 or above at Amherst).

At least one course should expose students to the basic metatheory of first order logic including incompleteness. Courses satisfying this requirement include:

- Smith, Philosophy 220
- Amherst, Math 34
- UMass, Philosophy 514
- Mount Holyoke, Philosophy 327

Students must receive grades of at least ‘B’ in each course counting towards the certificate.

For a complete list of courses fulfilling certificate requirements, consult the program website, www.fivecolleges.edu/logic listed with other certificate programs at the Five College website (www.fivecolleges.edu). Or consult a program advisor (Alexander George, Philosophy; Dan Velleman, Mathematics).

**Complete List of Logic Courses**

**Introductory symbolic logic courses:**
- Smith, Logic 100, Logic 101, Philosophy 202
- Amherst, Philosophy 13
- UMass, Philosophy 110

**Critical thinking courses:**
- UMass, Philosophy 192R
- Mount Holyoke, Philosophy 210

**Introductory symbolic logic for mathematics students:**
- Amherst, Math 34
- UMass, Philosophy 513, 514
- Mount Holyoke, Philosophy 225

**Incompleteness:**
- Smith, Philosophy 220
- Amherst, Math 34
- UMass, Philosophy 514
- Mount Holyoke, Philosophy 327

**Various topics in logic and philosophy:**
- Smith, Philosophy 203
- Amherst, Philosophy 50
- UMass, Philosophy 310, 511, 512, 594, 710
- Hampshire, CS 210

**Various topics in computer science:**
- Smith, Computer Science 250, 270, 290, 294
- Amherst, Computer Science 14, 24, 38
- UMass, CMPSCI 601
- Hampshire, CS 175, CS 236

**Various topics in mathematics:**
- Smith, Set Theory as Logic 400
- Amherst, Math 34
- UMass, Philosophy 594S

**Various topics in Linguistics:**
- Smith, Computer Science 294
- UMass, Ling 610
- UMass, Ling 620
- UMass, Ling 720
- Hampshire, CS 166, CS 210

**Special Events**

Every fall a distinguished logician is invited to Smith College to give the annual Alice Ambrose Tom Tymoczko Logic Lecture. This lecture has been delivered by JC Beall, Graham Priest, Marcia Groszek, Raymond Smullyan, Anil Gupta, Barbara Partee and Carol Wood.
The Five College Certificate provides an opportunity for students to complement a disciplinary major with multidisciplinary studies and linguistic attainments. Because of the wide range of courses available through the Five Colleges, students must design a program that will meet their intellectual, academic and prospective professional needs in conjunction with an adviser from their home institution. The Program is administered by the Five College Committee for Middle Eastern Studies, which includes the program advisers from each campus. Students intending to earn the certificate should meet with their campus adviser during their first or second years of study. In addition to exploring the range of courses offered at the Five Colleges, students are encouraged to spend time in the Middle East, learning Arabic and other languages and immersing themselves in the culture of the area. Plans for study abroad should be designed in consultation with the student’s adviser. Courses from outside the Five Colleges will be counted toward the certificate requirements on the recommendation of the campus adviser and the approval of the committee. Students must receive a grade of B or better in every course counted toward the certificate.

1. Knowledge equivalent to at least two years of college-level study of a Middle Eastern language, such as Arabic, Hebrew, Turkish, Persian and Armenian. Classes in Arabic and Modern Hebrew are currently taught in the Five Colleges. Arabic (ARA 100y Elementary Arabic, ARA 200 Intermediate Arabic) and Modern Hebrew (JUD 100y Elementary Modern Hebrew, JUD 200 Intermediate Modern Hebrew) are taught at Smith; advanced Arabic is taught yearly at one of the Five Colleges; advanced modern Hebrew is taught yearly at UMass. In consultation with an adviser, other languages of the region may be substituted.

2. Two introductory courses providing a historical overview of the medieval and modern periods.

3. Five courses from the following categories. Students must take at least one course from each of the first three groups, and no more than two from any single group.
   - Group one: Religion/Philosophy
   - Group two: History/Literature/Arts
   - Group three: Social Sciences
   - Group four: Additional language study beyond what is required to satisfy the language requirement above.

A list of courses offered at the five colleges satisfying each of the requirements is available from the advisers listed below and through the Five College Center or on the Five College Web page (www.fivecolleges.edu). Courses not listed, whether taken at one of the five colleges or elsewhere, must be approved by the committee on the recommendation of the campus adviser.

There is at least one adviser on each campus in Middle East Studies. Any of the following faculty members of the Program in Middle East Studies at Smith College may serve as your adviser: Joshua Birk (Jewish Studies), Ibtissam Bouachrine (Spanish and Portuguese), Donna Robinson Divine (Government), Suleiman Mourad (Religion), Nadya Shati (History), Gregory White (Government).

Please contact Five Colleges, Inc. or see their website at www.fivecolleges.edu/middleeast/certificate for the most up to date information on the Certificate in Middle East Studies.
Native American Indian Studies, Five College Certificate

The Five College Certificate in Native American Indian Studies provides students with the opportunity to acquire a knowledge and understanding of the development, growth, and interactions of the indigenous peoples and nations of the Western Hemisphere. The program emphasizes the many long histories of Native American Indians as well as their contemporary lives and situations. A holistic and comparative interdisciplinary approach underlies the certificate program’s requirements, enabling students to become familiar with the diversity of indigenous lifeways, including cultural forms, institutions, political economies, and modes of self-expression. In addition to this broader perspective, the program places some emphasis on the Native peoples of the Northeast so that Five College students can become acquainted with the history, culture and presence of indigenous peoples in this region.

Requirements

No application is necessary prior to beginning the certificate, but a student’s program must be approved by the program advisor from her or his campus. At least seven courses are required for completion of the Five College Certificate in Native American Indian Studies: a foundation course plus six additional courses, with no more than three of the seven courses from a single discipline.

Requirements are as follows:

1. Foundation courses. Offered at various levels, foundation courses provide an opportunity to hear Native perspectives and are taught from a philosophical perspective that reflects Native Studies theories, pedagogies and methodologies. Currently, Anthropology 370 (UMass) is the approved foundation course.

2. At least six additional courses. Below is a list of courses currently approved by the Five College NAIS Committee as counting toward the certificate. The six additional courses must be selected from this list. (Courses not on this list may be approved for inclusion by campus program advisors in consultation with the committee.)

3. Grades. Students must receive a grade of B or higher in all seven courses to receive a certificate.

4. When you complete your courses, please fill out the Application for Certificate and submit it by April 15 to Nate Therien, Five Colleges, Inc., 97 Spring Street, Amherst, MA 01002-2324, (413) 542-4000.

NOTE: This information describes the certificate offered through the Five Colleges. For the most current information please visit www.fivecolleges.edu/natam/certificate

Smith College Advisers:
Fernando Armstrong-Fumero, Department of Anthropology
Christen Mucher, Department of American Studies
Queer and Sexuality Studies, Five College Certificate

Advisers: Members of the Five College Queer and Sexuality Studies Steering Committee.

Smith advisers for 2013–14:
Martha Ackelsberg
Kelly Anderson
Cornelia Pearsall
Kevin Quashie
Susan Van Dyne

The Certificate Program in Queer and Sexuality Studies will provide an intellectual framework for the critical inquiry into issues related to diverse sexual and gender identities and expressions in a wide range of historical and geo-political contexts.

Requirements

To obtain a Five College certificate in Queer and Sexuality Studies, students must successfully complete a total of seven courses, including one introductory course, at least one cross-cultural course, and five other courses. These five courses must include at least two courses in the Humanities and two courses in the Social Sciences, and at least one of the five courses must be an upper-level (300 or above) course.

List of Courses

Courses applicable towards the certificate are posted on our website: www.fivecolleges.edu/queerstudies/certificate/

In addition to the courses listed on the website, other classes may be accepted at the discretion of the Five College Queer and Sexuality Studies Steering Committee.
This Certificate Program offers students the opportunity to take advantage of the significant multidisciplinary resources in the Five Colleges on Russia, Eastern Europe and Eurasia. The certificate consists of a minimum of six courses. Courses applied to the certificate may also be used to fulfill major requirements. The list of courses fulfilling particular requirements will be maintained and regularly updated by the Five College Committee for Russian, East European and Eurasian Studies.

Requirements

1. The program’s core course, normally taken in the first or second year. The core course will be offered every year on a rotating basis at one of the campuses and will introduce an interdisciplinary perspective on the historical and contemporary experiences of the peoples of Russia, Eurasia (here understood as the former republics of the Soviet Union) and East (and Central) Europe. The course will include guest lectures by noted specialists in the Five Colleges.

2. Five additional elective courses, distributed as indicated below. (Independent study courses may be included, assuming approval by the student’s campus program advisor.)

3. At least four courses, including the core course, must be taken within the Five Colleges.

Language Requirement

Students receiving the certificate must possess proficiency in a language of one of the certificate regions equivalent to the level achieved after four semesters of post-secondary course work. This proficiency may be demonstrated by course work or examination.

Study Abroad

Students are encouraged to study abroad in one of the certificate regions.

Electives

1. In electing the five courses satisfying the certificate requirements, the following guidelines should be observed: Courses should be drawn from more than one of the three geographical areas: Russia, Eurasia (here understood as the former republics of the Soviet Union) and Eastern (and Central) Europe.

2. At least one of the elective courses must focus on a period before the 20th century.

3. At least one course must be taken from each of the following disciplinary categories: history, social sciences and humanities/arts. No single course can fulfill more than one disciplinary distribution requirement.

4. Elementary or intermediate language courses cannot be included as one of the five electives. A language course beyond the intermediate level can be counted toward one of the electives.

5. Credit for one-time courses, special topics courses and transfer or study abroad courses requires approval from the home campus faculty advisor to the program.

Students who wish to apply for the certificate can download the application form below and submit it to on-campus advisors.

Please visit the Five College website for the most current information www.five-colleges.edu/reees/certificate

Smith College Adviser:
Vera Shevzov, Department of Religion