Notice of Nondiscrimination

Smith College is committed to maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences. Smith College does not discriminate in its educational and employment policies on the bases of race, color, creed, religion, national/ethnic origin, sex, sexual orientation, age, or with regard to the bases outlined in the Veterans Readjustment Act and the Americans with Disabilities Act.

Smith’s admission policies and practices are guided by the same principle, concerning women applying to the undergraduate program and all applicants to the graduate programs.

For more information, please contact the Office of Institutional Diversity, (413) 585-2141.

Campus Security Act Report

The annual Campus Security Act Report contains information regarding campus security and personal safety on the Smith College campus, educational programs available and certain crime statistics from the previous three years. Copies of the annual Campus Security Act Report are available from the Department of Public Safety, Neilson Library B/South, Smith College, Northampton, Massachusetts 01063. Please direct all questions regarding these matters to Paul Ominsky, director of public safety, at (413) 585-2490.
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How to Get to Smith

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, Vermont Transit 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.

By Car: Northampton is on Route I-91. Take Exit 18, and follow Route 5 north into the center of town. Turn left onto Route 9. Go straight through three 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.

Smith College, Northampton, Massachusetts

1. Academy of Music
2. College Hall
3. Office of Admission
4. Northampton bus station

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

Visitors are always welcome at the college. Student guides are available to all visitors for tours of the campus throughout the year by appointment, and 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. vii, 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, Dean of Enrollment
Debra Shaver, Director 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 call the Office of Admission for specific times.

Financial Aid, Campus Jobs and Billing for Undergraduates
Deb Luekens, Senior Associate Director of Student Financial Services
College Hall 10
(413) 585-2530
E-mail: sfs@smith.edu

Academic Standing
Maureen A. Mahoney, Dean of the College
College Hall 21, (413) 585-4900
Tom Riddell, Associate Dean of the College and Dean of the First-Year Class
Margaret Bruzelius, Dean of the Sophomore and Junior Classes
Margaret Zelljadt, Dean of the Senior Class
College Hall 23, (413) 585-4910
Erika J. Laquer, Dean of Ada Comstock Scholars
College Hall 23, (413) 585-3090

Advancement
Karin George, Vice President for Development and Chief Advancement Officer
Alumnae House, (413) 585-2020

Alumnae Association
Carrie Staples Cadwell, Executive Director
Alumnae House, (413) 585-2020

Career Planning and Alumnae References
Jane Sommer, Interim Director of Career Development Office
Drew Hall, (413) 585-2570

College Relations
Laurie Fenlason, Chief Public Affairs Officer
Garrison Hall, (413) 585-2170

Graduate Study
Patricia L. Sipe, Director
Lilly Hall, (413) 585-3050

Medical Services and Student Health
Leslie R. Jaffe, College Physician and Director of Health Services
Elizabeth Mason Infirmary, (413) 585-2800

Religious 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
Mela Dutka, Dean of Students
College Hall 24, (413) 585-4940

Transcripts and Records
Patricia O’Neil, Registrar
College Hall 6, (413) 585-2550
Academic Calendar, 2004–05

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/ admission/dates.html for further details.

**Fall Semester, 2004**

Thursday, September 2, 9 a.m.–4 p.m.  
Central check-in for entering students

Thursday, September 2–Monday,  
September 6 Orientation for entering students

Sunday, September 5, 10 a.m.–4 p.m.  
Monday, September 6, 1–4 p.m.  
Central check-in for returning students

Monday, September 6, 7:30 p.m.  
Opening Convocation

Tuesday, September 7, 8 a.m.  
Classes begin

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

Saturday, October 9–Tuesday, October 12  
Autumn recess

Friday, October 15–Sunday, October 17  
Family Weekend

Tuesday, November 2  
Otelia Cromwell Day— Afternoon and evening classes are canceled.

Monday, November 8–Friday, November 19  
Advising and course registration for the second semester

Wednesday, November 24–Sunday, November 28  
Thanksgiving recess (Houses close at 10 a.m. on November 24 and open at 1 p.m. on November 28.)

Tuesday, December 14  
Last day of classes

Wednesday, December 15–Friday,  
December 17  
Pre-examination study period

Saturday, December 18–Tuesday, December 21  
Midyear examinations

Wednesday, December 22–Sunday, January 2  
Winter recess (Houses and Friedman apartments close at 10 a.m. on December 22 and open at 1 p.m. on January 2.)

**Interterm, 2005**

Monday, January 3–Saturday, January 23

**Spring Semester, 2005**

Thursday, January 20–Sunday, January 23  
Orientation for entering students

Monday, January 24, 8 a.m.  
Classes begin

Wednesday, February 23  
Rally Day— All classes are canceled.

Saturday, March 12–Sunday, March 20  
Spring recess (Houses close at 10 a.m. on March 12 and open at 1 p.m. on March 20.)

Monday, April 4–Friday, April 15  
Advising and course registration for the first semester of 2005–06

Friday, April 29  
Last day of classes

Saturday, April 30–Monday, May 2  
Pre-examination study period

Tuesday, May 3–Friday, May 6  
Final examinations

Saturday, May 7  
Houses close for all students except ’05 graduates, Commencement workers and those with Five College finals after May 6.

Sunday, May 15  
Commencement

Monday, May 16  
All houses close at noon.
The Mission of Smith College

Smith College began more than 130 years ago in the mind and conscience of a New England woman. In her will, Sophia Smith expressed her vision of a liberal arts college for women, one equal to the best available to men, which would make it possible “to develop as fully as may be the powers of womanhood.” By means of such a college, she wrote, women’s “wrongs will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased… their power for good incalculably enlarged.” In this spirit Smith College seeks to provide the finest liberal arts education for women of diverse backgrounds, ages and outlooks who have the ability and promise to meet the demands of an academically rigorous curriculum.

Today Smith College, as the largest liberal arts college for women, is well situated to fulfill its founder’s wish to provide such “studies as coming times may develop or demand for the education of women.” For its pursuit of the advancement of learning the college is endowed with exceptional resources and facilities, an outstanding faculty and a dedicated staff, and a rich international curriculum. Smith’s overall educational purposes are furthered by a number of co-educational graduate programs, and by membership in the Five College Consortium, which offers all our students an abundance of academic, cultural and social advantages.

The Smith faculty has committed itself to two purposes, which it regards as fully complementary. It educates students, and it conducts research in the arts and sciences or engages in the performing or creative arts. The faculty believes that the best undergraduate education is to be fostered by offering a wide range of courses designed to develop students’ analytic, creative and expressive powers. Students—advised by the faculty—plan programs of study suited to their individual talents and interests, and thereby share the responsibility for their own education.

Smith students come from throughout the United States and more than 60 countries around the world. They bring to the college an array of talents that allows them to develop and hone intellectual discipline and the habits of inquiry, reflection and criticism necessary for success in their lives and careers. In providing women with a liberal arts education, a broad range of co-curricular activities and a house residential system fostering self-reliance and self-governance, Smith endeavors to produce graduates distinguished by their intellectual capabilities, their capacity for leadership, their ethical values and their readiness to contribute to the betterment of the world. On becoming alumnae, our graduates inspire new generations of students and enhance in many ways the life of the college. Altogether, the Smith community—students, faculty, staff and alumnae—strives to be what its founder envisioned, “a perennial blessing to the country and the world.”
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.

The college began more than a hundred years ago in the mind and conscience of a New England woman. The sum of money used to buy the first land, erect the first buildings and begin the endowment was the bequest of Sophia Smith. When she inherited a large fortune at age 65, Sophia Smith decided, after much deliberation and advice, that leaving her inheritance to found a women's college was the best way for her to fulfill the moral obligation she expressed so eloquently in her will:

I hereby make the following provisions for the establishment and maintenance of an Institution for the higher education of young women, with the design to furnish for my own sex means and facilities for education equal to those which are afforded now in our colleges to young men.

It is my opinion that by the higher and more thorough Christian education of women, what are called their "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.

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

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

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

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

In the fall of 1875, Smith College opened with 14 students and six faculty 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 1,635; its buildings to 35. These buildings included Alumnae Gymnasium, site of the first women's basketball game, which now houses the College Archives and is connected to the William Allan Neilson Library, one of the best-stocked 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 exiled or endangered foreign teachers, scholars, lecturers and artists to the college. Meanwhile, as long as peace lasted, Smith students went to study in France, Italy and Spain on the Junior Year Abroad Program instituted by the college in 1924.

President Neilson retired in 1939, just before the outbreak of World War II, and for one year Elizabeth Cutter Morrow, an alumna trustee, served as acting president. Herbert Davis took office as Smith's fourth president in 1940 and reaffirmed the contributions that a liberal arts college could make to a troubled world. Already during World War I a group of Smith alumnae had gone to France to do relief work in the town of Grécourt; a replica of Grécourt's chateau gates is now emblematic of the college.

Soon after the 1941 bombing of Pearl Harbor, the college agreed to provide facilities on its campus for the first Officers' Training Unit of the Women's Reserve, or WAVES. The college added a summer term from 1942 to 1945 so some students could graduate more quickly and go on to government, hospital or military service. Though physically isolated by travel restrictions, the college retained its cosmopolitan character as refugees came to lecture, teach and study. And foreign films were shown regularly in Sage Hall—a practice that would give generations of students their sensitivity both to other cultures and to an important, relatively new art. President Davis' administration was marked by intensified academic life, reflecting his belief that serious study was a way of confronting the global threat to civilization.
Benjamin Fletcher Wright came from Harvard to become Smith's fifth president in 1949. The college had by then resumed its regular calendar and completed several much-needed building projects, including a new heating plant and a student recreation center named for retiring President Davis. The most memorable achievements of President Wright's administration were the strengthening of Smith's financial position and the defense of academic freedom during the 1950s.

In 1950, the $7 Million Fund Drive was triumphantly completed, enabling the college to improve facilities and increase faculty salaries. In 1955, the Helen Hills 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. Completing 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 movement, the students' rights movement and the anti-war movement take root and grow at many of the country's universities and colleges, including Smith. Thanks to these movements and to the wisdom, tact and humor of President Mendenhall, the college emerged from the 1960s with a more precise awareness of student needs and an active, practical sense of social responsibility.

Meanwhile, life in the college houses was changing. The old rules governing late evenings out and male visitors were relaxed, then abandoned. Not surprisingly, when Vassar began to admit men, and Yale, Princeton and Dartmouth to admit women as candidates for degrees, some members of the college community wondered whether Smith should also become coeducational. In 1971, a committee of trustees, faculty, administration, students and alumnae studied the question in detail. The committee concluded that admitting men as candidates for the Smith degree would detract from the founding purpose of the college—to provide the best possible education for women.

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

The college that President Conway left to her successor was in some ways very different from the college served by Presidents Seelye, Burton and Neilson. 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 her decade as president, Mary Maples Dunn led the college through exciting and challenging times. During her tenure, 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 1994 Ruth Simmons was chosen as Smith's ninth president. With a long and distinguished career in higher education behind her, Simmons was 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 the establishment of 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 significant building projects were launched during Simmons' administration; most significant is a $35-million expansion and renovation of the Smith College Museum of Art, art department and art library. Ground was broken in 2002 for a campus center, and the Lyman Conservatory has been renovated.

A widely respected scholar of Victorian literature, Carol T. Christ took up her duties as Smith's 10th president in June 2002. In her first two years at Smith, Christ launched an energetic program of outreach, innovation and long-range planning. She encouraged the development of coursework emphasizing fluency in American cultures and the diversity of experience of American ethnic groups and launched a review, conducted by members of the Smith faculty and outside scholars, to determine the particular strengths of the Smith curriculum and areas on which to build in the future. She shaped dialogue and programs to address constraints on Smith's budget caused by the nation's economic situation, a process that culminated in a comprehensive plan to avoid deficits and bring the college's budget into equilibrium, ensuring continued excellence, access and affordability and funding for new initiatives. As major building projects— the renovation of and addition to the Brown Fine Arts Center, a dramatic new Campus Center, a renovated Lyman Conservatory and the impressive Olin Fitness Center— came to fruition, Christ has spurred long-range planning for a comprehensive new science center and, for the shorter term, a permanent building for the college's pioneering Picker Engineering Program and molecular biology facilities.

Today the college continues to benefit from a dynamic relationship between innovation and tradition. Smith is still very much a part of Northampton, now a lively and sophisticated cultural center in its own right. The majority of students still live in college houses with their own common rooms, in accord with the original "cottage" plan. The faculty and administration are still composed of men and women who work together in a professional community with mutual respect. The teaching is still as challenging as it is at the best coeducational colleges. And while Smith's basic curriculum of the humanities, arts and sciences still flourishes, the college continues to respond to the new intellectual needs of today's women— offering majors or interdepartmental programs in computer science, engineering, women's studies, Third World development, neuroscience, film studies, Latin American studies, history of science and technology, and other emerging fields. Were Sophia Smith to visit Northampton today, she would no doubt find her vision realized, as students at her college prepare themselves for exemplary lives of service and leadership.
The William Allan Neilson Chair of Research

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

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

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

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

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

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

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

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

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

Edgar Wind, Ph.D.
Art, 1944–48

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

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

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

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

Alfred Kazin, M.A.
English, 1954–55

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Roy S. Bryce-Laporte, Ph.D.
Sociology, first semester; 1993–94
Trinh T. Minh-ha, Ph.D.
Women’s Studies, second semester, 1993–94

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

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

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

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

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

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

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

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

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

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

Lauren Berlant
Women’s Studies, first semester, 2003–04

Nawal El Saadawi
Comparative Literature, second semester, 2004–05

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.
Architecture and Art History, second semester, 1982–83

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

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

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

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

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

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

André Hayum, Ph.D.
Art History, 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

Anna Maria Petrioli Tofani, Dottore in Lettere
Art History 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 History, first semester, 1999–2000

Phyllis Pray Bober, Ph.D.
Art History, 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
Art History, second semester, 2003–04

Richard Cooper
French, first semester, 2004–05

The Ruth and Clarence Kennedy Professorship in Renaissance Studies

The Ruth and Clarence Kennedy Professorship in the 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 History, 1974–75

Felix Gilbert, Ph.D.
History, 1975–76

Giuseppe Billanovich, Dottore di Letteratura Italiana
Italian Humanism, second semester, 1976–77
The Academic Program

Smith: A Liberal Arts College

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

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

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

The Smith faculty strongly recommends that students "pursue studies in the seven major fields of knowledge" listed below. Completion of a course in each of these areas is a condition for Latin Honors at graduation: to be eligible each student must take at least one course in each of the seven areas (see following, and Latin Honors on p. 27).

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 Requirements and Expectations

Each first-year student is required, during her first or second semester at Smith, to complete successfully at least one writing-intensive course. (The list of such courses, approved by the Committee on Academic Priorities, is made available at the time of registration for each semester.) 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 half of her courses 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 (see p. 27) at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed above. Each student has the freedom and responsibility to choose, with the help of academic advisers, a course of studies to fit her individual needs and interests. The curricular expectations and requirements for the degree therefore allow great flexibility in the design of a course of study leading to the degree.

The Major

A student's program requires a minimum of 36 credits in a departmental or interdepartmental major. For the bachelor of arts degree, one-half of a student's total program, or at least 64 credits, shall be taken outside the department or program of the major. Any course (including prerequisites) which is explicitly listed in the catalogue as required for, or counting toward, fulfilling the requirements of the major shall be considered to be inside the major for the purposes of this rule. The requirements for each major are described at the end of the course listings for each major department and program.

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:

- Afro-American Studies
- Anthropology
- Art
- Astronomy
- Biological Sciences
- Chemistry
- Classical Languages and Literatures
- Computer Science
- Dance
- East Asian Languages and Literatures
- Economics
- Education and Child Study
- Engineering
- English Language and Literature
- French Studies
- Geology
- German Studies
- Government
- History
- Italian Language and Literature
- Italian Studies
- Mathematics
- Music
- Philosophy
- Physics
- Psychology
- Religion and Biblical Literature
- Russian Language and Literature
- Sociology
- Spanish and Portuguese
- Theatre
- Interdepartmental majors are offered in the following areas:
  - American Studies
  - Biochemistry
  - Comparative Literature
  - Medieval Studies
  - East Asian Studies
  - Latin American and Latino/a Studies
  - Neuroscience
  - Women's Studies

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
The Academic Program

interdepartmental majors are available in the class deans’ office, College Hall 23. Students in departmental majors or in student-designed interdepartmental majors may enter the honors program. A description of the honors program can be found on page 12.

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.

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.

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

- African Studies
- Ancient Studies
- Archaeology
- Astrophysics
- East Asian Studies
- Environmental Science and Policy
- Ethics
- Film Studies
- History of Science and Technology
- International Relations
- Jewish Studies
- Latin American and Latino/a Studies
- Logic
- Marine Sciences
- Medieval Studies
- Neuroscience
- Political Economy
- Public Policy
- Third World Studies
- Urban Studies
- Women’s Studies

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.

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 30 and April 30. Proposals for minors may be submitted at any time after the major has been declared but no later than the end of the first semester of the senior year.

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

Information about student-designed interdepartmental majors and minors is available from the class deans and the director of the Ada Comstock Scholars Program.

Students in a student-designed interdepartmental major apply to undertake an honors program in that major through one of the departments or programs of the major.

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 in African studies and international relations require that the student earn a grade of B or above in all courses counting for the certificate and demonstrate competence in a language other than English. Each institution determines the method by which competence will be measured.

Advising

Premajor 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 premajor faculty 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. 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.

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 page 187.

Prebusiness Advising

Students who are interested in pursuing a graduate program in business should consult with the Career Development Office, 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 Career Development Office 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 126 for important information.

Prelaw Advising

Law schools accept students from any major; there is no pre-law curriculum. Students interested in pursuing a law degree are encouraged to pick up or print off a copy of the Career Development Office (CDO) handout on "Law School," and bring their questions to the CDO and/or to the faculty pre-law adviser (usually Alice Hearst in the government department.)

Academic Honor System

In 1944, the students of Smith College voted to establish the Academic Honor System in the belief that each member of the Smith community has an
The Academic Program

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

Special Programs

Accelerated Course Program

With permission of the administrative board, students having a cumulative average of at least B (3.0) may complete the requirements for the degree in six or seven semesters. Four semesters, including two of these in the junior or senior year, must be completed in residence at Smith College in Northampton. A student who intends to study away from campus during the junior year should file her acceleration proposal by the end of the first year.

A maximum of 32 credits can be accumulated toward the degree through a combination of Advanced Placement (or similar), pre-matriculation, Interterm and summer school credits. Students whose acceleration plans include courses to be taken during Interterm should be aware of the fact that these courses are limited both in number and in enrollment and cannot be guaranteed as part of the acceleration plan. Requests for permission to accelerate should be filed with the student's class dean at least two full semesters before the proposed date of graduation.

The Ada Comstock Scholars Program

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

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman's history, age, marital status, parenting circumstances and socioeconomic level. Each Ada Comstock Scholar has a high level of ability, strong motivation and at least a year of transferable liberal arts credit. This widely disparate group of women contributes vigor, diversity of perspective, intellectual ability and enthusiasm to all aspects of Smith life. Their achievements confirm the academic standard of the college.

A student admitted through the Office of Admission normally will not be permitted to change her class status to Ada Comstock Scholar. A candidate's status as an Ada Comstock Scholar must be designated at the time of application.

For information about application procedures, see page 45. Information about expenses and how to apply for financial aid can be found on pages 34 and 38. For more information about the Ada Comstock Scholars Program, contact the program office at (413) 585-3090; e-mail, comstock@smith.edu; or fax (413) 585-3595.

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

After the first semester of her first year, 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 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 in depth or undertake research within the department of the major. Students should consult the departmental director of honors about application deadlines. Students must have departmental permission and a 3.3 average for all courses in the major and a 3.0 average for courses outside the major through the junior year. Only Smith College, Five College and Smith College Junior Year Abroad grades are counted. Departmental honors requirements are outlined in the catalogue following each department’s course offerings. Information regarding procedures can be obtained from departmental directors of honors, the class deans or the director of the Ada Comstock Scholars Program. The culmination of the work is a thesis written under the direction of a member of the department.

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 30 for a second-semester program and April 30 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 30 for a second-semester program and April 30 for a summer or first-semester program. Information and applications for internships are available in 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 one or two years 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 30 and April 30 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 Committee on Academic Priorities. Work done in the program may result in a thesis, 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 department chairs, honors directors, the class deans and the director of the Ada Comstock Scholars Program.
Study Abroad Programs

Smith College offers a wide range of study abroad programs, from Smith’s own programs in Western Europe to Smith-approved programs all over the world. For the Smith Junior Year Abroad (JYA) programs in Florence, Hamburg, Geneva and Paris, a JYA program application must be filed by February 1 in the Office for International Study. For all other study abroad programs, students must submit a plan of study for college approval in the semester prior to studying abroad. (February 15 for fall or full-year study; October 15 for spring semester study.) Students should contact the Office for International Study for information on deadlines and procedures.

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

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

All students who wish to study abroad must obtain approval from the Office for International Study. Students must be in good standing in both academic and student conduct matters, have a declared major and no shortage of credit at the time of application to be approved for study abroad. Exceptions are considered on a case-by-case basis. 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 on a Smith or non-Smith program must petition the Administrative Board through the class dean.

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

Smith College Junior Year Abroad Programs

The Smith College Junior Year Abroad Programs provide students in a variety of disciplines the opportunity for study, research, internships and residence in foreign countries. Smith faculty direct the four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence) and Switzerland (Geneva). The programs provide a rich opportunity to observe and study the countries visited. Students are encouraged to enjoy the music, art and theatre of each country; meetings are arranged with outstanding scholars, writers and leaders. During the academic year students board with local families or live in student dormitories or in other college-approved housing. During vacations students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

Each Smith JYA program lasts a full academic year; students are not accepted for a single semester except for the Hamburg program, which offers a one-semester option as well. A student studying on a Smith College Junior Year Abroad Program will normally receive 34 credits for the academic year. In exceptional cases, with the permission of the director and the associate dean for international study, students may earn up to 40 credits for a year on a Smith Junior Year Abroad Program.

Each program is directed by a member of the Smith College faculty who serves as the official representative of the college. The director oversees the academic programs and general welfare of the students. During program breaks or vacations the college assumes no responsibility for participants in the Junior Year Abroad Programs. The supervision of the director and responsibility of Smith College ends with the close of the academic year.

Applicants should have a minimum cumulative grade point average of 3.0 (B), a declared major and a minimum of two years of college-level instruction in the appropriate language before they can be selected to spend the year abroad. All prospective candidates are urged to seek advice, beginning in their first year, concerning the best sequence of courses in the language of the country in which they wish to study. Students who spend the junior year abroad may apply for admission to the honors program at the beginning of the senior year.
Each year, participants for the Junior Year Abroad programs are chosen by a selection committee, which reviews the applications in detail. The selection process is competitive. Participants are selected from both Smith College and other colleges. All applications for the Smith College Junior Year Abroad Programs, including recommendations, must be filed with the Office for International Study by February 1.

If a student should withdraw from aJunior Year Abroad Program during the course of the year, it is college policy not to grant credit for less than a full year's work and to refund only those payments for board and room which may be recovered by the college. Tuition charges for the year are not refundable. Normally, students who withdraw from a Junior Year Abroad Program are withdrawn from Smith and may not return to the college the following semester.

**Florence**
The year in Florence begins with four weeks of intensive work in the Italian language. Classes in art history, literature and history are offered during orientation as preparation for the more specialized work of the academic year. The students are matriculated at the Università di Firenze, together with Italian students. Students may elect courses offered especially for Smith by university professors at the Smith Center, as well as the regular university courses. Thus, a great variety of subjects is available in addition to the traditional courses in art history, literature and history; other fields of study include music, religion, government, philosophy and comparative literature. 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. Two years or more of college-level Italian are required for acceptance into the program.

**Geneva**
The academic year in Geneva is international in orientation and offers unique opportunities to students of government, economics, economic history, European history, international relations, comparative literature, French studies, anthropology, psychology, sociology, history of art, and religion. Students are fully matriculated at the Université de Genève and may take courses at its associate institutes as well, where the present and past roles of Geneva as a center of international organization are consciously fostered. Exceptional opportunities include internships in international organizations, the faculty of psychology and education that continues the work of Jean Piaget, and the rich holdings of the museums of Geneva in Western and Oriental art.

Students in the program attend a preliminary four-week session of intensive language training in Paris in September. The academic year in Geneva begins in mid-October and continues until early July. Since classes in Geneva are conducted in French, students are expected to have an excellent command of the language. For prerequisites, see the requirements for study abroad under French Studies.

**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 five-week vacation during which students are free to travel. The winter semester is preceded by a five-week 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 coordinated with the course work. The program is open to students in almost every major field of study, and a wide variety of courses is available, including art (studio and history), biology, economics, history, history of science and technology, literature, mathematics, music history, philosophy, physics, psychology, religion and sociology. Since classes in Hamburg are conducted in German, students are expected to have an excellent command of the language; normally, four semesters of college German are required for participation in the program.

The program introduces a one-semester study option for fall or spring semester for academic year 2005-06. Interested students should consult with the German studies department or the Office for International Study for details and application deadlines.
PARIS
The program in France begins with a four-week period in Aix-en-Provence devoted to intensive work in the language, supplemented by courses, lectures and excursions. In early October, each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued in the various branches of the Université de Paris; for example, art history at the Institut d’Art et d’Archéologie; studio art at the Atelier St. Paul; history, literature, philosophy, religion and many other subjects at the Sorbonne (Paris IV). Courses at such institutions are sometimes supplemented by special tutorials. A few courses or seminars are arranged exclusively for Smith students. 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. For prerequisites, see the requirements for study abroad under French Studies.

Smith-Approved Study Abroad
Smith-approved programs are in all regions of the world, including Latin America, Asia, Africa, English-speaking countries, and countries in Europe not served by Smith programs. Smith-approved study-abroad programs are selective but generally open to students with a strong academic background and sufficient preparation in the language and culture of the host country. A list of approved programs is available from the Office for International Study along with the guidelines for study abroad. Students wishing to petition for approval for a program not approved by Smith must do so by mid-semester prior to the deadline for study abroad applications.

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

ASSOCIATED KYOTO PROGRAM (AKP)
Smith is one of the sponsors of the year-long AKP program in Japan and conducts the selection process. Interested students should consult the faculty in East Asian languages and cultures and East Asian studies.

PROGRAMA DE ESTUDIOS HISPANICOS IN CORDOBA (PRESHCO)
Smith is one of the sponsors of the program in Cordoba, Spain, and conducts the selection process. Interested students should consult faculty in the Department of Spanish and Portuguese.

SOUTH INDIA TERM ABROAD (SITA)
Smith is one of the sponsors of this fall or spring semester program. Interested students should consult the Office for International Study.

PROGRAM FOR MEXICAN CULTURE AND SOCIETY IN PUEBLA
This fall-semester residential study program is offered in collaboration with the Benemérita Universidad Autónoma de Puebla (BUAP), one of Mexico’s leading public universities. It offers an extensive and strong focus in the humanities and social sciences. Smith conducts the selection process. Interested students should consult faculty in the Department of Spanish and Portuguese.

Off-Campus Study
Programs in the U.S.
Jean Picker Semester-in-Washington Program
The Department of Government offers the Jean Picker Semester-in-Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail on page 259.

Internship at the Smithsonian Institution
The American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. Under the supervision of outstanding scholars, qualified students may examine some of the finest collections of materials relating to the development of culture in America. The program is described in detail on page 80.
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, Wheaton and Williams. The exchange is open to a limited number of students with a minimum 2.8 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; however, Smith financial aid does not carry to the host institution.

One-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, sponsored by Connecticut College, the Williams-Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College and Biosphere2, sponsored by Columbia University.

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 have the approval of the student's major adviser at Smith College.

Application forms are available in the class deans' office.

Study at Historically Black Colleges

Interested students may apply for a year's study, usually in the junior year, at one of several historically black colleges. The course program to be followed at the host institution must have the approval of the student's major adviser at Smith College. Further information and application forms are available in the Office of the Class Deans.

Pomona-Smith Exchange

The college participates in a one-to-one student exchange with Pomona College in Claremont, California. Sophomores and juniors in good standing, with a minimum 3.0 (B) average, are eligible to apply. Applications are available in the class deans' office.
The Campus and Campus Life

Smith's 125-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 100 student organizations and their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members and alumnae also contribute to the already full schedule.

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

Facilities

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

Smith College Libraries

With a collection of more than 1.4 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 page (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, and to full-text resources.

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 more than 25,000 printed books in all subjects from the 15th through 20th centuries plus the Virginia Woolf and Sylvia Plath manuscript collections. 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 Sophia Smith Collection, the oldest national repository for primary sources in women's history; and the College Archives, which documents the history of Smith.

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

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.

Clark Science Center
The Clark Science Center is composed of six 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 85 faculty and 20 staff. The center, which includes Burton, Sabin-Reed, McConnell and Bass halls, the temporary engineering building and Young Science Library, meets the most exacting specifications for modern scientific experimentation and equipment. Science center facilities include traditional and computer classrooms, seminar rooms, a large lecture hall, a computer resource center, student laboratories and faculty offices and research space. The educative mission in the sciences is supported by an administrative office, stockroom, technical shop, environmental health and safety services, science inreach 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 computer databases and electronic resources. Student laboratories customarily enroll between 12 and 20 students and are faculty taught. Summer student research opportunities are available.

Adjacent to the Clark Science Center are the Botanic Gardens and Lyman Plant House, with greenhouses illustrating a variety of climates. The campus grounds are an arboretum, with plants and trees labeled for easy identification.

Brown Fine Arts Center
The three portions of the Fine Arts Center serve different functions. Hillyer Hall, which houses 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 100,000 volumes, 37,000 microforms, 300 current periodicals, and a broad range of bibliographic databases and full-text electronic resources. The newly renovated art library facilities provide a variety of spaces for individual and group study with power and data connectivity available at all seats.

Tryon Hall is home to the Smith College Museum of Art, known as one of the nation’s outstanding museums affiliated with a college or university. Its collection, numbering approximately 24,000 objects, represents works dating from the 25th century B.C. to the present.

Art Library hours
- Monday–Thursday: 8 a.m.–11 p.m.
- Friday: 8 a.m.–9 p.m.
- Saturday: 10 a.m.–9 p.m.
- Sunday: noon–midnight

Museum hours
The museum hours from July 1, 2004, through June 30, 2005, are as follows:
- Tuesday–Sunday: 10 a.m.–4 p.m.
- Closed for the holidays from Friday, December 24, to Monday, December 27, 2004 (regular hours resume Tuesday, December 28).

Closed for maintenance and installation from Saturday, Janu-
ary 1–Monday, January 24, 2005 (regular hours resume Tuesday, January 25, 2005).

**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 Hanagan Studio Theatre, with its movable seats for 200; and the T.V. studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 95,000 books and scores, 1,200 video recordings, 237 current periodical titles and 57,000 recordings to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Newly renovated Sage Hall allows students to practice their music at one end and perform it in a gracious 750-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**

- Monday–Thursday 8 a.m.–11 p.m.
- Friday 8 a.m.–9 p.m.
- Saturday 10 a.m.–9 p.m.
- Sunday noon–11 p.m.

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

**Wright Hall**

Wright Hall supports many activities of learning in a variety of ways. The 400-seat Leo Weinstein Auditorium, the seminar rooms, the Center for Foreign Languages and Cultures, the Jahnige Social Science Research Center with 24 computer stations and more than 500 data sets, the Poetry Center and the 51 faculty offices draw students for formal class- room study, for lectures and special presentations, for informal discussions and for research.

**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, and a rotating display of poetry materials borrowed from the Mortimer Rare Book Room. While the room’s main function is a space in which to read, write and meditate, it can also be reserved for appropriate events by Smith faculty, academic departments and administrative offices.

**Reading room hours:**

- Monday–Friday 8 a.m.–4 p.m.
- except when booked for events

**Center for Foreign Languages and Cultures (CFLAC)**

The Center for Foreign Languages and Cultures maintains a multimedia resource center (Leo Weinstein Auditorium 7) and media classroom (Leo Weinstein Auditorium 233), housing a network of student workstations with integrated computer, audio and video components for the study of foreign languages, culture and literature. In the center, students may explore foreign cultures with the aid of interactive DVDs, digitized video and audio and CALL (computer assisted language learning) programs. The center also supports exercises for more than 30 courses in 11 languages through QuickTime audio movies delivered via Blackboard. Faculty members may receive assistance at the center in evaluating commercial courseware, in creating original interactive audio and video as well as CALL materials, or in organizing research projects in the field of second language acquisition.

**Center Hours**

- Monday–Thursday 8:30 a.m.–6 p.m.
- 7–11 p.m.
- Friday 8:30 a.m.–5 p.m.
- Saturday 1–5 p.m.
- Sunday 1–5 p.m.
- 7–11 p.m.
Information Technology Services

Information Technology Services’ academic facilities span the campus, with public computing labs in several buildings and a campuswide fiber-optic network allowing computer access from all buildings and residential houses. Resources, which are continually expanding, include more than 500 IBM-compatible and Macintosh computers used for word processing, graphics, numerical analysis, electronic mail and access to the Internet; and numerous UNIX computers, used for statistical analysis, computer programming, electronic communications and other class assignments. In addition, Information Technology Services administers the Smith College Computer Store, through which a student may purchase a personal computer at a discounted price. There are no fees for the use of computers in the resource centers, nor do Smith students need to be enrolled in a course using computers to have access to them. Students living on campus also have access to Smith’s computer resources and the Internet through CyberSmith, the residential house network.

Office of Disability Services

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

Jacobson Center for Writing, Teaching and Learning

From its offices in Seelye 307, the Jacobson Center offers a variety of programs to help students develop skills in writing, public speaking and effective learning. A staff of professional writing counselors is available to review student drafts, point out strengths and weaknesses, listen to new ideas and make suggestions for improvement. In the evenings and on weekends the same services are provided by student writing assistants stationed in the center and other campus locations. The Jacobson Center also offers classes and individual meetings for students wanting to improve their public speaking skills. In the tutorial program, students seeking help with a particular subject—economics or French, psychology or mathematics, virtually any subject taught at Smith—are matched with student tutors who have done well in the subject and have been recommended by faculty members. All of these services are free and are used by substantial numbers of Smith students, ranging from first-year students taking their first college courses to seniors writing honors essays. The Jacobson Center also offers workshops in time management and study skills. It maintains a library of resources on improving teaching skills for faculty members and, in conjunction with the dean for academic development, sponsors for faculty an extensive program of colloquia on teaching issues.

Full information on the Jacobson Center is available on its Web site, www.smith.edu/jacobsoncenter/index.html.

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, gymnasium, training room and the Human Performance Laboratory. Ainsworth Gymnasium provides a swimming pool with one- and three-meter diving boards, five newly renovated 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 February 2004.

The new 6,500-plus square 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. Soccer, lacrosse, field hockey, rugby and softball fields are 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 12 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

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<td>Saturday–Sunday</td>
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Campus Center

The Campus Center is the community center of the college, providing services, programs and conveniences for all members of the Smith College community. The center provides space for 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

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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 102 students. The houses range in architectural style from modern to Gothic to classic revival. Each house has a comfortable living room, a study or library, and laundry facilities. Many houses have a dining room where students eat meals prepared by the house kitchen staff or they share a dining room with other houses within the same geographic area. Students at all levels, from first-years to seniors, live together in each house, advising, supporting and sharing interests with one another. A variety of specialty living options are also available for students: two cooperative houses and apartments for Ada Comstock Scholars and returning students provide alternative living arrangements. A small cooperative house and an apartment complex for a limited number of juniors and seniors offer additional alternative living arrangements to students.

Intercollegiate Athletics, Intramurals and Club Sports

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 14 intercollegiate teams. Recreational activities provide fitness opportunities as well as special events, while our club sports introduce training in several sports. These experiences provide opportunities to compete as well as to cooperate with others in striving to achieve common goals.

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 http://www.smith.edu/athletics/clubsports/smithoutdoors.html

Career Development

The Career Development Office provides assistance to students, alumnae, Smith staff and faculty and their families in preparing for changing career envi-
We work with Smith women to help them develop global and personal foresight so that they can direct the change in their lives.

Our professional staff offers counseling, both individually and in groups, and our services are available 52 weeks a year. We hold seminars, workshops and panel discussions that cover internships, career choice and decision making, résumé writing, interviewing and job search techniques, alumnae networking, career presentations, applying to graduate and professional schools and summer jobs. We teach people of all ages how to assess their individual interests, strengths and weaknesses; how to establish priorities and make decisions; how to present themselves effectively; and how to do all of this successfully at different stages of their lives. Our extensive career resource library supports students in their research.

We encourage all members of the Smith community to participate in their own career development. We are a network that allows students to translate their academic and extra-curricular pursuits and their hopes and expectations into fruitful plans for the future. We also support alumnae as they undertake their plans and ask them to support the students yet to come by participating as informal advisers in the Alumnae Career Advising Service. Alumnae and families of staff and faculty are charged a small fee for individual counseling appointments and various publications and self-assessment materials, but there is no charge for the use of print and nonprint materials or for short drop-in advising sessions. Smith employees pay no fee for individual counseling. We see the Career Development Office as one of the most important implementers of the Smith “lifetime guarantee.”

Students, staff and alumnae are encouraged to visit the CDO home page at http://www.smith.edu/cdo for updated calendar and career resource connections. Students and alumnae can access jobs, internships and alumnae contacts through E-access, the CDO’s on-line service.

Praxis Summer Internship Funding Program

“Praxis: The Liberal Arts at Work,” administered through the Career Development Office, 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 (about 70 percent) 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. CDO staff and resources offer guidance and assistance to students in locating opportunities that meet their individual interests. Proposed internships are reviewed by a member of the faculty and by CDO staff. Each year approximately five hundred students work at summer internships funded through “Praxis: The Liberal Arts at Work.”

Health Services

Health Services provides medical and psychological services and health education 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, psychologists 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 range of outpatient services to our patient population, including gynecological exams and testing; nutrition counseling; routine physicals for summer employment and graduate school; immunizations for travel, flu and allergies; and on-site laboratory services.

Students who are ill and need some medical supervision but do not require an acute care hospital may be admitted to our intermediate health care facility by one of the college providers. There is a charge for this care for those students not electing
to enroll in one of the Smith College insurance plans. In case of unusual or serious illness, specialists in the Northampton and Springfield areas are available for consultation.

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. A student electing to waive the college insurance plan must do so before the beginning of the first semester and must give her membership number and the name and address of the insurance carrier to the treasurer’s office. Failure to do so 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 Junior Year 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 dean of religious life encourages and develops the many expressions of spirituality, religious faith, and ethical reflection that characterize a pluralistic community like Smith’s. Assisting the dean are the chaplains to the college and the director of voluntary services. The chaplains are dedicated to promoting a spirit of mutual respect and interfaith collaboration. They organize weekly gatherings in the Jewish, Muslim, Protestant, Buddhist, and Catholic traditions and act as liaisons and advisers to other religious groups on campus. They work to facilitate the activities of student religious organizations on campus including: Om, the Hindu student organization; Al-Iman, the Muslim student organization; the Newman Association; the Protestant Ecumenical Christian Church; several meditation groups; Inter-Varsity Christian Fellowship; Keystone Campus Crusade for Christ; the Baha’i Fellowship; the Korean Christian Church; the Episcopal-Lutheran Fellowship; the Eastern Orthodox student group; the Unitarian student group and the Association of Smith Pagans.

The chapel is also home to a robust musical program as well. The College Choirs, the Handbell Choir, the College Glee Club, and many visiting musical groups as well as faculty and staff musicians offer concerts and occasionally perform at worship services. The college organist uses the chapel’s Aolian-Skinner organ for teaching as well as performances.

A co-op kitchen in Dawes house provides a weekly kosher meal for students who observe Jewish dietary laws. A halal meal is offered in the Chase Duckett special dining room once a week for students who observe Muslim dietary laws.

The director of voluntary services and Service Organizations of Smith (S.O.S.) provide long- and short-term community service opportunities and internships with local agencies.

College policy states that any student who is unable because of religious observances to attend classes or to 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 examinations or work does not create an unreasonable burden on the college. No fees will be charged for rescheduling an examination.
The Student Body

Summary of Enrollment, 2003–04

UNDERGRADUATE STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Class of 2004</th>
<th>Class of 2005</th>
<th>Class of 2006</th>
<th>Class of 2007</th>
<th>Ada Comstock Scholars</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northampton area¹</td>
<td>663</td>
<td>450</td>
<td>694</td>
<td>646</td>
<td>148</td>
<td>2,601</td>
</tr>
<tr>
<td>Not in residence³</td>
<td>25</td>
<td>226</td>
<td>7</td>
<td>0</td>
<td>3</td>
<td>261</td>
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</table>

Five College course enrollments at Smith:
- First semester: 712
- Second semester: 665

GRADUATE STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Full-time degree candidates</th>
<th>Part-time degree candidates</th>
<th>Special students</th>
</tr>
</thead>
<tbody>
<tr>
<td>In residence</td>
<td>66</td>
<td>22</td>
<td>7</td>
</tr>
</tbody>
</table>

1. Guest students are included in the above counts.
2. This includes 76 Ada Comstock Scholars.
3. Smith students studying in off-campus programs and students on leave from the college are included in the above totals of students “not in residence.” In the Smith Junior Year Abroad Programs, there are 27 Smith students in Paris; four Smith students and three guest students in Hamburg; seven Smith students and five guest students in Geneva; and 16 Smith students in Florence.

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 1997 was 86 percent by May 2003. (The period covered is equal to 150 percent of the normal time for graduation.)
### Geographical Distribution of Students by Residence, 2003–04

**UNITED STATES**

<table>
<thead>
<tr>
<th>State</th>
<th>Students</th>
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</thead>
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<tr>
<td>Alabama</td>
<td>9</td>
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<tr>
<td>Alaska</td>
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<tr>
<td>Arizona</td>
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<td>Arkansas</td>
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<td>Colorado</td>
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<td>Connecticut</td>
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<tr>
<td>Delaware</td>
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</tr>
<tr>
<td>District of Columbia</td>
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</tr>
<tr>
<td>Florida</td>
<td>69</td>
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<tr>
<td>Georgia</td>
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<tr>
<td>Hawaii</td>
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<tr>
<td>Idaho</td>
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<tr>
<td>Illinois</td>
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<tr>
<td>Indiana</td>
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<td>Iowa</td>
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</tr>
<tr>
<td>Kansas</td>
<td>14</td>
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<tr>
<td>Kentucky</td>
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<tr>
<td>Louisiana</td>
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<td>Maryland</td>
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<td>Massachusetts*</td>
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<td>Michigan</td>
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<td>Montana</td>
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<td>Nebraska</td>
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<td>Nevada</td>
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<td>New Jersey</td>
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<td>North Carolina</td>
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<td>North Dakota</td>
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<tr>
<td>Ohio</td>
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<tr>
<td>Oklahoma</td>
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<tr>
<td>Oregon</td>
<td>27</td>
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<td>Pennsylvania</td>
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<td>Rhode Island</td>
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<td>South Carolina</td>
<td>6</td>
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<tr>
<td>Tennessee</td>
<td>12</td>
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<tr>
<td>Texas</td>
<td>59</td>
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<td>Utah</td>
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<tr>
<td>Vermont</td>
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<td>Virginia</td>
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<td>Washington</td>
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**FOREIGN COUNTRIES**

<table>
<thead>
<tr>
<th>Country</th>
<th>Students</th>
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<td>Bangladesh</td>
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<td>Bolivia</td>
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<tr>
<td>Bosnia-Herzegovina</td>
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<tr>
<td>Bulgaria</td>
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<tr>
<td>Canada</td>
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<td>Cayman Islands</td>
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<td>Denmark</td>
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</tr>
<tr>
<td>Ecuador</td>
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</tr>
<tr>
<td>Ethiopia</td>
<td>2</td>
</tr>
<tr>
<td>Fiji</td>
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</tr>
<tr>
<td>France</td>
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<td>Germany</td>
<td>10</td>
</tr>
<tr>
<td>Ghana</td>
<td>4</td>
</tr>
<tr>
<td>Greece</td>
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</tr>
<tr>
<td>Guatemala</td>
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<tr>
<td>Honduras</td>
<td>1</td>
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<tr>
<td>India</td>
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<tr>
<td>Israel</td>
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<tr>
<td>Italy</td>
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<tr>
<td>Jamaica</td>
<td>3</td>
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<tr>
<td>Japan</td>
<td>13</td>
</tr>
<tr>
<td>Kenya</td>
<td>2</td>
</tr>
<tr>
<td>Latvia</td>
<td>1</td>
</tr>
<tr>
<td>Lithuania</td>
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</tr>
<tr>
<td>Macedonia</td>
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<td>Malaysia</td>
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<tr>
<td>Myanmar</td>
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<tr>
<td>Namibia</td>
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<td>Nepal</td>
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<tr>
<td>Netherlands</td>
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<td>Netherlands Antilles</td>
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<td>Nicaragua</td>
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<tr>
<td>Nigeria</td>
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<tr>
<td>Norway</td>
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<tr>
<td>Oman</td>
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</tr>
<tr>
<td>Pakistan</td>
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<tr>
<td>People's Republic of China</td>
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<td>Philippines</td>
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<tr>
<td>Poland</td>
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<tr>
<td>Republic of Korea (South)</td>
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<tr>
<td>Romania</td>
<td>4</td>
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<tr>
<td>Saudi Arabia</td>
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</tr>
<tr>
<td>Senegal</td>
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</tr>
</tbody>
</table>

*This includes Ada Comstock Scholars and Graduate students who move to Northampton for the purpose of their education.*
<table>
<thead>
<tr>
<th>Majors</th>
<th>Class of 2004 (Seniors)</th>
<th>Class of 2005 (Honors)</th>
<th>Ada Comstock Scholars</th>
<th>Totals</th>
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<tr>
<td>Government</td>
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<td>Art: Architecture &amp; Urbanism</td>
<td>15</td>
<td>7</td>
<td>1</td>
<td>24</td>
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<tr>
<td>Art: History</td>
<td>26</td>
<td>12</td>
<td>2</td>
<td>45</td>
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<tr>
<td>Art: Studio</td>
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<td>23</td>
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<td>44</td>
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<td>33</td>
<td>23</td>
<td>11</td>
<td>69</td>
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<tr>
<td>Sociology</td>
<td>33</td>
<td>24</td>
<td>2</td>
<td>63</td>
</tr>
<tr>
<td>History</td>
<td>19</td>
<td>28</td>
<td>4</td>
<td>52</td>
</tr>
<tr>
<td>Education &amp; Child Study</td>
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<td>17</td>
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<td>Spanish &amp; Portuguese</td>
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<td>Spanish</td>
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<td>10</td>
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<td>German Studies</td>
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<td>Music</td>
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<td>Luso-Brazilian Studies</td>
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</tr>
</tbody>
</table>
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 listed on pp. 7–8 (applies to those students who began at Smith in September 1994 or later and who graduate in 1998 or later). Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see p. 68 for a listing of the designations used for the major fields of knowledge).

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) 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. Non-native 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.

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. See page 12. 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.

First Group Scholars

Students whose records for the previous year include at least 28 credits graded A- or better and who have no grades below B- are named First Group Scholars. Those named generally represent the top 10 percent of the class.
The Dean’s List

The Dean’s List for each year names those students whose total records for the previous academic year average 3.333 or above and include at least 24 credits for traditional-aged undergraduates or 16 credits for Ada Comstock Scholars. Students must be enrolled 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

The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College in 1905. Rules of eligibility are established by the chapter in accordance with the regulations of the national society. Selection is made on the basis of overall academic achievement.

Elections are held twice a year. In the autumn, a few seniors are elected on the basis of their academic records from the sophomore and junior years. Sixty-four credits must be in the calculation of the GPA. Only Smith, Five College and Smith Junior Year Abroad grades count. At the end of the spring semester, more seniors are elected, these on the basis of the records from their final three years.

Candidates for election in the autumn of the senior year must have completed at least one four-credit semester course in each of the three divisions; candidates at the end of the senior year must have completed at least two such courses in each division. Non-Smith courses may qualify in this distribution requirement.

For students who enter Smith College in September 1994 or later, and who graduate in 1998 or later, the distribution requirements for Phi Beta Kappa will be precisely the same as the college’s requirements for Latin Honors. Candidates for election in the autumn of the senior year will have to have completed the identical distribution requirements by the end of the junior year. Students and faculty may consult with the president or the secretary of the chapter for more information.

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 Academy of American Poets Poetry Prize 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 Award to a junior chemistry major who has excelled in analytical chemistry

The American Chemical Society/Polymer Education Division Undergraduate 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/Massachusetts 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
Recognition for Academic Achievement

The Sidney Balman Prize for outstanding work in the Jewish Studies Program
The Harriet Dey Barnum Memorial Prize for outstanding work in music to the best all-around student of music in the senior class
The Gladys Lampert ’28 and Edward Beenstock Prize for the best honors thesis in American studies or American history
The Suzan Rose Benedict Prize to a sophomore for excellence in mathematics
The Samuel Bowles Prize for the best paper on an anthropological subject
The Samuel Bowles Prize for the best paper in economics
The Samuel Bowles Prize for the best paper on a sociological subject
The Kathleen Bostwick Boyden Prize awarded to a member of the Service Organizations of Smith who has demonstrated the best initiative in her volunteer contributions to the Smith College community
The John Everett Brady Prize for excellence in the translation of Latin at sight; and for the best performance in the beginning Latin course
The Margaret Wemple Brigham Prize to a senior for excellence in the study of microbiology or immunology
The Amey Randall Brown Prize awarded for the best essay on a botanical subject
The Vera Lee Brown Prize for excellence in history to a senior majoring in history in regular course
The Yvonne Sarah Bernhardt Buerger Prize to the students who have made the most notable contribution to the dramatic activities of the college
The David 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 Ethel Olin Corbin Prize to an undergraduate for the best original poem or informal essay in English
The CRC Press Introductory Chemistry Achievement Award in introductory chemistry
The Merle Curti Prize for the best piece of writing on any aspect of American civilization
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 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 and 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 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 Ettie Chin Hong '36 Prize to a senior majoring or minoring in East Asian Languages and Literatures who has demonstrated leadership and academic achievement and who intends to pursue a career in education 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 John and Edith Knowles Memorial Award to a student of outstanding merit who has elected to pursue a medical career and who has displayed qualities that might lead her to become a thoughtful and humane critic of her chosen profession.

The Florence Corliss Lamont Prize, a medal 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 Barbara Ann Liskin-Bonagura M.D. Prize to a senior who plans to enter the field of mental health.
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 women’s studies

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 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 Eleanor B. Rothman Prize to a graduating Ada Comstock Scholar who will pursue a graduate degree and who has shown an interest in the Ada Comstock Scholars Program and in Smith College

The Department of Russian Prize for the best essay on Russian literature by a senior majoring in Russian

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 outstanding work in the field of economics by a Smith senior

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

The Rita Singler Prize for outstanding achievement in technical theatre

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
Recognition for Academic Achievement

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

The Department of Spanish and Portuguese Prize for distinguished work by a Spanish major.

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

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

The Valeria Dean Burgess Stevens Prize for excellent work in women's studies.

The Mary Ellen Szmkowiak Prize awarded on the basis of merit to a premedical student enrolling in medical school.

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

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

The Tryon Prize to a Smith or Five College undergraduate for the best piece of writing on a work or works of art at 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 Anacletta 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 sophomore at Smith College for an essay or other project in French that shows originality and engagement with her subject.

The Karel Fierman Wahrsager Award in Sociology to a student who has demonstrated a high level of scholarship, intellectual promise and leadership.

The Ernst Waldfisch Prize to a student of music for outstanding talent, commitment and diligence.

The Louise M. Walton Prize to an Ada Comstock Scholar studying art history or studio art whose dedication to the field is notable.

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

The Wayne and Sally White Prize for excellent work by a student majoring in education and child study.

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

The Enid Silver Winslow ’54 Prize in art history for the best student paper written in an art history course taught at Smith.

Fellowships

Major International and Domestic Fellowships

Students with high academic achievement and strong community service or leadership experience are encouraged to apply for international and domestic fellowships through the college. The Fellowships Program administers a 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), Mellon (U.S. and Canada), Gates (Cambridge), Mitchell (Ireland and Northern Ireland) and DAAD (Germany). The Fulbright is for yearlong projects to one of 140 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 is available from the coordinator for fellowships and grants at the Office for International Study.
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 communications to SFS@smith.edu or visit their Web site at www.smith.edu/financialaid.

Your Student Account

Smith College considers the student to be responsible for ensuring that payments—whether from loans, grants, parents, or 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 mailed on or about July 15 and December 15. Monthly statements will be mailed to the student’s permanent mailing address on or about the 15th of each month.

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 2004 is August 10, 2004. For spring 2005, the payment deadline is January 10, 2005. Payment must be made 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.

Beginning on the next business day 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.

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 being prevented from participating in the house decision/room lottery process, registering for future semester courses, receiving academic transcripts and receiving a diploma at commencement or approval for a leave of absence. 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 directly by check in the student's name; those that result from a PLUS or MEFA loan are issued to the parent borrower. With the student's written release, credit balance refunds may be issued to the parent or the designee of the student.

### Fees

#### 2004–05 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>$14,465</td>
<td>$14,465</td>
<td>$28,930</td>
</tr>
<tr>
<td>Room and Board*</td>
<td>4,865</td>
<td>4,865</td>
<td>9,730</td>
</tr>
<tr>
<td>Student activities fee</td>
<td>113</td>
<td>113</td>
<td>226</td>
</tr>
<tr>
<td><strong>Comprehensive fee</strong></td>
<td><strong>$19,443</strong></td>
<td><strong>$19,443</strong></td>
<td><strong>$38,886</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 $600 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 course for credit............................................$3,620

**FEES FOR ADA COMSTOCK SCHOLARS**  
Application fee .......................................................$60  
Transient Housing (per semester)  
    Room only (weekday nights) ..................$320  
    Room and full meal plan (weekday nights) ..............................................................$690  
Tuition per semester  
1–7 credits..............................................$905 per credit  
8–11 credits..............................................$7,240  
12–15 credits..............................................$10,860  
16 or more credits.................................$14,465

**STUDENT ACTIVITIES FEE**  
The $226 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.

#### 2004–05 Optional Fees

**STUDENT MEDICAL INSURANCE—$1,610**  
The $1,610 Student Medical Insurance fee is split between the two semesters and covers the student from August 15 through the following August 14. Massachusetts law requires that each student have comprehensive health insurance; Smith College offers a medical insurance plan through Koster Insurance (www.kosterweb.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 $1,030 for 2004–05.
MASSPIRG—$12
The $12 MassPIRG fee is approved by a vote of the student body. It funds the Massachusetts Public Interest Research Group, a nonprofit environmental and consumer organization. A student has the option to have the fee canceled by completing a waiver card at the beginning of the spring semester.

Other Fees and Charges

APPLICATION FOR ADMISSION—$60
The application fee, which helps defray the cost of handling all the paperwork and administrative review involved with all applicants, must accompany the application form. An applicant must send the fee and form to the Office of Admission prior to January 15. An applicant to the Ada Comstock Scholars Program must submit the fee and Part A of the Application for Admission to the Ada Comstock office prior to February 1.

ENROLLMENT DEPOSIT—$300
Upon admittance, a new student pays an enrollment deposit which serves to reserve her place in class and a room if she will reside in campus housing. $100 representing a general deposit component is held until six months after the student graduates from the college. The $100 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); $200 representing a room deposit component is credited $100 in July toward her fall semester charges; and $100 in December toward her spring semester charges.

FEE FOR MUSICAL INSTRUCTION—$600 PER SEMESTER (ONE-HOUR LESSON PER WEEK)
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 |
| Use of a practice room, one hour daily, and of a college instrument | $50 per year |
| Use of organ, one hour daily | $100 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 $450 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 ........................................ $445

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 ........................................... $20–$150
Additional supplies ............................................ $15–$100

CHEMISTRY LABORATORY COURSE PER SEMESTER
......................................................... $6–$25 plus breakage

CONTINUATION FEE
......................................................... $55 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.

LATE PAYMENT FEE
Any payment made after August 10 for fall or January 10 for spring will be considered late. Late payments may be assessed a late fee at the rate of $1.25 on every $100 (1.25%).

EARLY ARRIVAL FEE—$30 PER DAY

LATE CENTRAL CHECK-IN FEE—$55
Returning students who do not participate in Central Check-In will be assessed a fee.
LATE REGISTRATION FEE—$30
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 must be calculated if a student has withdrawn 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. A withdrawal fee of $100 will be charged in addition to any refund calculation made. 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, insurance and MassPIRG. 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 a Junior Year Abroad Program during the course of the year, it is college policy not to grant credit for less than a full year’s work and to refund only those payments for room and board which may be recovered by the college. Tuition charges for the year are not refundable. Normally students who withdraw from a Junior Year Abroad Program are withdrawn from Smith and may not return to the college the following semester.

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 the medical insurance and withdraws from the College during the first 31 days of the period for which coverage is purchased, she shall not be covered under the Plan and a full refund of the premium will be made. Insured students withdrawing 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 TuitionPay Monthly Plan (administered by Academic Management Services)
- Prepaid Stabilization Plan

Smith also offers some parent loan options.

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 World Wide Web at www.smith.edu/finaid.

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 make every effort to fully meet the 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 if they will need financial help to enroll at Smith. Entering first-year students who fail to apply for financial aid before the admission decision is issued will be ineligible to receive college-funded assistance until they have completed 64 credits earned at Smith.

Transfer students and Ada Comstock Scholars who do not apply for financial aid at the time of admission are eligible to apply after completing 32 credits earned at Smith. Note that institutional financial aid may not be available to students who do not meet the published deadlines.

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

We also require a signed copy of the family’s most recent federal tax returns, including all schedules and W-2’s. Once we receive the applicant’s completed FAFSA and PROFILE, we review each student’s file individually. We take into consideration the number of dependents, the number of family members in college, divorced parents and other special circumstances. We require signed copies of parents’ and students’ most recent federal income tax returns to verify all the financial information before we credit awards to a student's account. International students should complete the Smith College Financial Aid Application for Students Living Abroad, and an official government statement or income tax return will be required to verify income.

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 entrance 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 and grant also changes, based on federal loan limits. Instructions for renewing aid are made available to all students.
in early December. Students are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period, except for special programs.

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. Students not meeting this criterion are put on financial aid probation 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 federal student aid may be made available to a student who is not making satisfactory progress toward the degree (see p. 52).

First-Year Applicants

Any student who needs help in financing her education should apply for financial aid at the time she applies for admission. The financial aid application requirements are sent to all applicants for admission. Students must not wait until they have been accepted for admission to apply for aid. Each student’s file is carefully reviewed to determine eligibility for need-based aid. Since this is a detailed process, the college expects students to follow published application guidelines and to meet the appropriate application deadlines. Students and parents are encouraged to contact Student Financial Services via email at sfs@smith.edu or by phone (413-585-2530) with questions. Detailed information on the application process and deadlines is available on our 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 assistance would be available for the first two years of undergraduate enrollment at Smith. The college will consider exceptions to this policy only if you experience and can document an unexpected family emergency. Please note that this policy does not pertain to students who, at the time of 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 or unanticipated medical expenses. Returning 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.

Transfer Students

Transfer students should follow the same application procedures detailed on their specific financial aid applications. Transfer students who do not apply for aid at the time of 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), a Smith 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.

An Ada Comstock Scholar who does not apply for aid at the time of 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 range widely, depending on particular family circumstances. Aid is determined based on the information provided by the family on the Smith College Financial Aid Application for Non-U.S. Citizens, along with translated tax or income statements.

The application deadline is the same as the application deadline for admission: February 1.

A non-U.S. citizen eligible for aid is offered a grant award in the first year that will remain at the same level each year she is at Smith. (Loan and campus job amounts, which are part of the total aid package, may increase each year to partially offset increases in billed expenses.) Cost increases not covered by aid increases are the responsibility of the student and her family.

For application deadlines and details, please check http://www.smith.edu/financialaid.

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 Smith Financial Aid Application for Non-U.S. Citizens and provide a complete and signed U.S. federal income tax return.

U.S. CITIZENS LIVING OUTSIDE THE U.S.
Fill out the Smith Application for First-Year Financial Aid and 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 Smith Financial Aid Application for Non-U.S. Citizens so that we can consider the actual expenses incurred by your family.

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

Financial Aid Awards

Smith’s resources for financial aid include loans, campus jobs and grants; a student’s financial aid package will include one or more of these. 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. 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.

CAMPUS JOBS
Student Financial Services administers campus jobs. All students may apply, but priority is given to those students (about one-half of our student body) who received campus job offers as part of their aid packages. First-year students work an average of eight hours a week for 32 weeks, usually for Dining Services. Students in other classes hold regular jobs averaging ten hours a week for 32 weeks. These monies are paid directly to each student as she earns them. They are intended primarily to cover personal expenses, but some students use part of their earnings toward required fees. Short-term jobs are open to all students. Additionally, a term-time internship program is administered by the Career Development Office. The college participates in the federally funded College Work-Study Program, which funds a portion of the earnings of eligible students, some of them in nonprofit, community service positions and in the America Reads tutorial program.

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

If you receive any assistance from an organization outside of the college, this aid must be taken into consideration in calculating your financial aid award. For this reason, you are required to report such aid.

Most outside scholarships are given to recognize particular achievement on the part of the recipient. These awards are allowed to reduce the suggested loan, job or institutional family contribution. However, in no case will the family contribution be reduced below the federally calculated family contribution. When outside awards have replaced the suggested loan and job, and the family contribution has been reduced to the federally calculated level, Smith grant aid will be reduced dollar for dollar.

Entitlement awards from state or federal sources as well as tuition subsidies based on parents’ employment are not covered by the policy and reduce Smith grant dollar for dollar.

Benefits from rehabilitation agencies are treated in a slightly different manner. Rehabilitation assistance for books goes directly to the student and does not affect the aid package. One-half of other rehabilitation benefits will be used to replace the suggested loan and one-half will replace the Smith grant.

Student Financial Services must be notified of all outside awards. If you notify us by July 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 the Smith grant dollar for dollar.

Music Grants

Each year the college awards grants equal to $125 per semester for the cost of lessons in practical music to students who have financial need 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.
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 virtually every state and more than 50 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 and administrative staffs, 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 College Board SAT I scores, or ACT and any other available information. Of critical importance is the direct communication we have with each student through her writing on the application.

Smith College makes every effort to meet fully the documented financial need, as calculated by the college, of all admitted students. Two-thirds 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, pages 33–40.

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 composition and literature
- 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

We require each applicant to take the Scholastic Assessment Test (SAT I) or the American College Test (ACT). SAT II: Subject Tests, especially the one in Writing, are strongly recommended but not required. She should select two others in fields where she has particular interests and strong preparation. We recommend that a candidate take the examinations in her junior year to keep open the
possibility of Early Decision and to help her counselors advise her appropriately about college. All examinations taken through January of the senior year are acceptable. The results of examinations taken after January arrive too late for us to include them in the decision-making process.

A candidate can apply to take the SAT I and SAT II tests by visiting the College Board Web site at www.collegeboard.com. Special-needs students should write to the College Board for information about special testing arrangements. Applications and fees should reach the proper office at least one month before the date on which the tests are to be taken. It is the student’s responsibility, in consultation with her school, to decide which tests and test dates are appropriate in the light of her program. It is also her responsibility to ask the College Entrance Examination Board to send to Smith College the results of all tests taken. The College Board code number for Smith College is 3762.

Students applying to take the ACT should visit the American College Testing Program Web site at www.act.org.

Applying for Admission

A student interested in Smith has three options for applying—Fall Early Decision, Winter Early Decision and Regular Decision.

Early Decision

Fall and Winter Early Decision 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.

A student applying for Early Decision should take her SAT I and, if possible, three SAT II tests before her senior year. The ACT may be substituted for the SAT I. Supporting materials must include mid-semester senior grades.

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. Candidates are 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 request an application from the Office of Admission. Included with the application are all the forms she will need, and instructions for completing each part of the application. She may use the Common Application form obtainable at her school.

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

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Please refer to the Academic Rules and Procedures section (p. 50) 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 call or write requesting information about an alumnae or alumna interview 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. See the chart of admission deadline dates for times of interviews, and remember that we cannot interview after February 1, as we are busy reading applications. Interviews for juniors and information sessions for students and their families begin in mid-March. (Interviews for transfer candidates are offered year-round.)

Deferred Entrance

An admitted first-year or transfer applicant who has accepted Smith’s offer and paid the required deposit may defer her entrance for one year to work, travel or pursue a special interest if she makes this request in writing to the director of admission by June 1.

Deferred Entrance for Medical Reasons

An admitted first-year 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 director of admission by August 30. 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. When she requests the application form she should send a detailed statement of her academic background and of her reasons for wishing to transfer.

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. Candidates whose applications are complete by March 1 will receive admission decisions by the first week in April. Students whose applications are complete by May 15 will receive decisions by the end of May. 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 given on pages 41–42 of this catalogue.

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 director of admission at least one year in advance of their proposed entrance. The initial 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 a year at Smith under the International Visiting Program. (Exceptions may be made if a student wishes to visit for only one semester.) 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 recommendations and a completed application. Applications must be completed by July 1 for September entrance and by December 15 for January entrance. We regret that financial aid is not available for these programs.

Information and application material may be obtained by writing to Visiting Year Programs, Office of Admission, Smith College, Northampton, Massachusetts 01063 or sending e-mail to admission@smith.edu.

Readmission

See Withdrawal and Readmission, page 54.
Ada Comstock Scholars Program

The admission process for Ada Comstock Scholars places particular emphasis on an autobiographical essay and an exchange of information in an interview. A candidate should schedule her interview appointment before submitting Part I of her application prior to the deadline, February 1. It is recommended that an applicant submit college transcripts before scheduling her interview appointment.

Ada Comstock Scholars are expected to have completed a minimum of 32 transferable liberal arts credit before matriculation at Smith. The average number of transfer credits for an admitted student is 50. Those students who offer little or no college-level work normally are advised to enroll elsewhere to fulfill this requirement before initiating the application process.

For a candidate to be considered for September entrance, Part I of the application must be in the admission office by February 1, and Part II with all supporting material by February 10.

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
- a veteran
- responsible for dependent(s) other than a spouse

A brief description of the program can be found on page 11. 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 and a minimum average of 2.0 in the senior year. For those entering as first-year students, satisfactory completion of a writing intensive course in the first year is required.

Students earning a bachelor of arts degree must complete at least 64 credits outside the department or program of the major. 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. (For accelerated programs, see p. 11.) 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 apply for 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. See Academic Credit, pages 49-51.

A student enters her senior year after completing a maximum of six semesters and attaining at least 96 Smith College or approved transfer credits. A student may not enter the senior year with a shortage of 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 year-long 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 juniors and seniors. A maximum of 16 credits of special studies may be counted toward the degree.

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 30 for a second-semester program and April 30 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 30 for a second-semester program and April 30 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.

After the 10th day of classes a student may drop a course up to the end of the fifth week of the semester:
1. after discussion with the instructor;
2. with the approval of the adviser and the class dean; and
3. if, after dropping the course, she is enrolled in at least 12 credits for regular letter grades.
   (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.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

A 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 $25, payable at the time of registration. In addition, a fine of $25 will be assessed for each approved petition to add or drop a course after the deadline. If a student has not completed registration by the end of the first four weeks of the semester, she will be administratively withdrawn.

**Class Attendance and Assignments**

Students are expected to attend all their scheduled classes. Any student who is unable, because of her 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 elect 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.

Further details of the Academic Honor Code as they apply to examinations and class work are given in the Smith College Handbook and Academic Planner. 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
Application forms to elect a course at one of the other four institutions may be obtained from the Office of the Registrar. Application forms should be submitted during the period for advising and election of courses for the coming semester. Current catalogues of the other institutions are available in Neilson Library and in the registrar’s office. Information is also available through the Five College on-line catalogue. 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 388–395 in this catalogue. Cooperative courses are taught jointly by faculty members from several institutions and are usually approved and listed in the catalogues of the participating institutions. The same application forms 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 the UMASS Continuing Education Department are not part of the Five College Interchange. Students may not receive transfer credit for Continuing Education courses completed while in residence at Smith College, but may receive 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 System
Grades are recorded by the registrar at the end of each semester. Grade reports are made available online through BannerWeb at that time.

Grades at Smith indicate the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<td>B–</td>
<td>2.7</td>
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<td>C+</td>
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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. The fall deadline also applies to year-long courses. Students enrolled in Five College courses must declare the option at the host campus and follow the deadlines of that institution.

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.

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 toward the Smith College degree. In the case of failure in a course or dropping a course for reasons of health, a shortage may be filled with a student's available Advanced Placement or other pre-matriculation credits. Any student with more than a two-credit shortage may be required to complete the shortage before returning for classes in September.

A student may not enter her senior year with fewer than 96 credits of Smith College or approved transfer credit; 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.
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 summer, 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 Ada Comstock Scholars, summer school credits completed prior to enrollment at Smith College are included in the 12-credit maximum.

Interterm Credit

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

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

College Credit Earned Before Matriculation

Smith College will accept college credit with a grade of B- or better earned at an accredited college or university before matriculation as a first-year student. Such credit must be approved according to Smith College guidelines for transfer credit and submitted on an official college or university transcript. Such credits must be taken on the college or university campus with matriculated degree students and must be taught by a college or university professor. The course may not be listed on the high school transcript as counting toward high school graduation. Note that the restriction of 32 credits holds for any combination of AP and/or college credit earned before matriculation. Credits earned before matriculation may be used in the same manner as AP credits toward the Smith degree and may not be used to fulfill the distribution requirements for Latin Honors. Summer credits earned before matriculation will be counted in the 12-credit limit of summer credit applicable to the Smith degree.

Advanced Placement

Smith College participates in the Advanced Placement Program 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 accelerated course program.

Credits are recorded for scores of 4 or 5 on most Advanced Placement examinations. The credits to be recorded for each examination are determined by the individual department. A maximum of one year (32 credits) of Advanced Placement credit may be counted toward the degree. Students entering with 24 or more Advanced Placement credits may apply for advanced standing after completion of the first semester's work.

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 depart-
ments will determine what courses cover the same material.

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

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

International Baccalaureate and Other Diploma Programs

Credit may be awarded for the International Baccalaureate 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.

Academic Standing

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

Academic Probation

A student whose academic record is below 2.0, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her family and her academic adviser. Instructors of a student on probation may be asked to make academic reports to the class deans’ offices during the period of probation. The administrative board will review a student’s record at the end of the following semester to determine what action is appropriate. The administrative board may require such a student to change her course program, to complete summer study or to withdraw from the college.

In general, a student on probation is advised to take no more than 16 credits. She may not enroll in courses through the Five College interchange, and may not run for or hold elected or selected office, either 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 year must be completed satisfactorily. Students not meeting this criterion may be placed on academic probation; if students are receiving financial aid, they will be placed on financial aid probation 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 recommenda-
Academic Rules and Procedures

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 and Academic Planner.

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.

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. No requests will be approved after May 1 for the following fall semester or academic year and December 1 for the spring semester; the student must withdraw from the college.

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 dean's 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 who wants to be away from the college for more than one year must withdraw. 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 the health services, confirmation will be sent to her and her family by the registrar. A student is considered withdrawn and must apply for readmission through the registrar. A full report from her health care provider must be sent to the director of health services (or the associate director when specified). The student's health will be evaluated and a personal interview and documentation of improved functioning may be required before an application for readmission is considered by the administrative board. Clearance by the health services does not automatically guarantee readmission. The administrative board, which makes the final decision on readmission, will also take into consideration the student's college record.

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.

Mandatory Medical Leave

The college physician or the director of the counseling service may require the withdrawal of a student who has any illness or condition that might endanger or be damaging to the health or welfare of herself or any member of the college community, or whose illness or condition is such that it cannot be effectively treated or managed while the student is a member of the college community.

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 confirmation of the withdrawal will be sent to the student by the registrar.

A withdrawn student must apply to the registrar for readmission. Application for readmission in September must be sent to the registrar before March 1; for readmission in January, before November 1. The administrative board acts upon all requests for readmission and may require that applicants 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. Any student who has been away from Smith College for five or more years should make an appointment to speak with the dean of Ada Comstock Scholars before applying for readmission.
Graduate Study

Smith College offers men and women graduate work leading to the degrees of master of arts, master of arts in teaching, master of fine arts, master of education, master of education of the deaf, master of science in exercise and sport studies and master and Ph.D. in social work. As well, the college has a limited program leading to the degree of doctor of philosophy. In special one-year programs, international students may qualify for a certificate of graduate studies or a diploma in American studies. Each year more than 100 men and women pursue such advanced work. Individuals may also enroll as nondegree students by registering for one or more courses. 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 the 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 Aid, page 61). 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. 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. Exceptions to this deadline are as follows: Master of Arts in Italian, January 15; Master of Fine Arts in Dance, January 15.

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 (Ed.M.) and the Master of Education of the Deaf (M.E.D.) 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 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 $50 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 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

Master of Arts

The master of arts degree is offered by the following departments: biological sciences, Italian, music, philosophy and religion. The departments of history and music occasionally accept M.A. candidates under special circumstances.

Applicants to the master of arts program are normally expected to have majored in the department concerned, although most departments will consider an applicant who has had some undergraduate work in the field and has majored in a related one. All such cases fall under the jurisdiction of the department. Prospective students who are in this category should address questions about specific details to the departmental graduate adviser or the director of graduate programs. With departmental approval, a student whose undergraduate preparation is deemed inadequate may make up any deficiency at Smith College.

Candidates for this degree must also offer evidence, satisfactory to the department concerned, of a reading knowledge of at least one foreign language commonly used in the field of study.

Applicants are required to complete a minimum of 32 credits of work, of which at least 16, including those in preparation for the thesis, must be at the graduate level. The remaining 16 may be undergraduate courses (of intermediate or advanced level), but no more than eight credits at the intermediate (200) level are permitted. With the approval of the department, no more than three undergraduate seminars may be substituted for graduate-level courses. To be counted toward the degree, all work, 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 in this paragraph are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

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 one-semester, four-credit course or 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 programs.

Although the requirements for this degree may be fulfilled in one academic year by well-prepared, full-time students, most candidates find it necessary to spend three or four semesters in residence.

Particular features of the various departmental programs are given below.

**BIOLOGICAL SCIENCES**
The master of arts degree in biological sciences emphasizes independent research along with advanced course work. Candidates for admission should demonstrate a strong background in biology and a dedication to pursue laboratory research. We offer opportunities to focus in a wide variety of areas of biology, including molecular biology, microbiology, biochemistry, genetics, evolutionary biology, animal behavior, developmental biology, neurobiology, ecology, marine biology, plant and animal physiology, and environmental sciences. Programs for the master's degree are designed to meet individual needs and ordinarily include the equivalent of eight credits of thesis research. An oral presentation of the thesis is required.

**ITALIAN**
Candidates should have had an undergraduate major in Italian language and literature, another Romance language, English literature or a subject related to Italian studies, such as art, history or music; exceptions will be made in individual cases. All candidates should have an excellent knowledge of both written and spoken Italian and should submit a paper in Italian at the time of their application. Candidates must spend one academic year taking courses at the University of Florence as participants in the Smith College Program in Florence, Italy, and must complete a thesis and the equivalent of 32 credits at the graduate level.

**MUSIC**
The master of arts program in music, usually completed in two academic years, requires 48 credits, normally distributed as follows: a minimum of 24 credits at the 300-level or above (eight of which will be in preparation of the thesis) and a maximum of 24 credits at the intermediate (200) level.

**PHILOSOPHY**
A candidate should have at least six courses in philosophy (including thesis credit) and three courses in closely related fields. A thesis is required and an oral examination on the completed thesis is expected. Candidates for the master of arts degree in philosophy will be admitted in order to focus on certain specialties covered by various faculty members. Because the department is not large, applicants should ascertain before applying that their area of focus can be covered during the year they plan to be in residence.

**RELIGION**
Admission will normally be limited to well-qualified applicants whose personal circumstances (family, job or the like) require them to reside within commuting distance of Smith College.

A candidate must have completed undergraduate studies in religion and in related fields to demonstrate to the department that he or she has competence and sufficient preparation for graduate work in religion (see, as an approximate guide, requirements for the undergraduate major in religion elsewhere in this catalogue). In addition to the 32 credits required by the college for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate it accepts. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Credits taken to acquire such proficiency will be in addition to the 32 required for the degree. An oral examination on the completed thesis is expected.

**Master of Arts in Teaching**
The departments of biological sciences, chemistry, English, French, geology, history, mathematics, physics and Spanish actively cooperate with the education and child study department in administering the M.A.T. program.

The degree of master of arts in teaching is designed for prospective teachers in secondary schools. The M.A.T. program combines study in the field of the student's academic interest (the teaching field) with experience in teaching and the study of American education. Prospective candidates
should have a superior undergraduate record, including an appropriate concentration—normally, a major—in the subject of the teaching field, and should present evidence of personal qualifications for effective teaching. Applicants are asked to submit scores for the Graduate Record Examination.

Candidates earn the degree in one academic year and one six-week summer session. Admission prerequisites and course requirements vary among cooperating departments; more detailed information may be obtained from the director of graduate programs. To qualify for a degree the candidate must obtain a grade of B– or better in all courses or seminars, although a grade of C in one four-credit course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis.

Master of Education

The program leading to the degree of master of education is designed for students who are planning to teach in elementary schools and those wishing to do advanced study in the field of elementary education. The Department of Education and Child Study uses the facilities of a laboratory school operated by the college. The public schools of Northampton and vicinity, as well as several private schools, also cooperate in offering opportunities for observation and practice teaching. Students who follow the master of education program will, in the course of a six-week summer session and a full-time academic year, ordinarily complete the state-approved program in teacher education enabling them to meet requirements for licensure in various states.

Candidates for the degree of master of education are selected on the basis of academic aptitude and general fitness for teaching. They should supply scores for either the Graduate Record Examination or the Miller Analogies Test. All applicants should submit a paper or other piece of work that is illustrative of their writing. Applicants with teaching experience should submit a recommendation concerning their teaching.

Master of Education of the Deaf

The Clarke School for the Deaf, in Northampton, and Smith College offer a cooperative program of study (one academic year and one summer) leading to the degree of Master of Education of the Deaf. Rolling admissions for this program for entry in summer 2005 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.clarkeschool.org/graduate.html.

Master of Fine Arts in Dance

The Department of Dance offers a two-year program of specialized training for candidates who demonstrate interest and unusual ability in dance. Choreography, performance, production, and history and literature of dance are stressed. 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. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis. The thesis requires a presentation of original choreography with production designs and written supportive materials.

Interested students may consult the graduate adviser, Amy Dowling, Department of Dance, Bernard Studio, Smith College, Northampton, Massachusetts 01063; e-mail: adowling@smith.edu.

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,
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 12 to 16 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 in which 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 Michelle Finley, Department of Exercise and Sport Studies, Smith College, Northampton, MA 01063, (413) 585-3971; e-mail: mfinley@smith.edu; World Wide Web: http://www.science.smith.edu/exer_sci/ess/

Doctor of Philosophy

Smith College does not normally award the degree of doctor of philosophy, but under special circumstances may consider an application.

One year of graduate study, proficiency in two appropriate foreign languages and departmental approval are required for admission to candidacy for the degree of doctor of philosophy. Applicants to the Ph.D. program should hold a master’s degree or its equivalent. The degree requires a minimum of three years’ study beyond the bachelor’s degree, including two years in residence at Smith College. A major requirement for the degree is a dissertation of publishable caliber based on original and independent research. A cumulative grade average of B in course work must be maintained.

Each doctoral program is planned individually and supervised by a guidance committee composed of the dissertation director and two other members of the faculty.

The degree of doctor of philosophy is occasionally granted in the Department of Biological Sciences. Admission to candidacy in this department is achieved after passing written and oral examinations that are taken upon the completion of the student's course work. The dissertation must be defended at an oral examination. The department, however, strongly recommends that candidates for the Ph.D. degree enter the Five College Cooperative Ph.D. Program shared by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts. The Five College program is under the jurisdiction of the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003, (413) 545-0721. Although the University of Massachusetts grants the degree, the major part of the work may be taken within the biological sciences department at one of the participating institutions.

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 write to the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003.

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 sswadmis@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 28 credits completed with a grade of C 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 and 556 (special seminars for diploma students only), 16 other credits in American studies or in one or more of the cooperating disciplines, including the required American Studies 570, the diploma thesis. A cumulative grade average of B in course work must be maintained.

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 director of graduate programs. The application deadline is August 1 for the fall semester and December 1 for the spring semester. 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 easy chair. Students provide their own board. For further details, send e-mail to gradstdy@smith.edu.

For individuals wishing to check the local rental market, go to http://www.gazettenet.com/classifieds/ to find “Real Estate for Rent.” 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 (see p. 23 for complete information).
Finances

Tuition and Other Fees

Application fee .................................................$60
Full tuition, for the year* ............................$28,930
  16 credits or more per semester
Part-time tuition
  Fee per credit ............................................$905
Summer Intern Teaching Program tuition for
  degree candidates.....................................$2,500
Continuation fee, per semester .....................$55
Room only for the academic year ................$4,890
Health insurance estimate
  (if coverage will begin August 15) ............$1,610
  (if coverage will begin June 15) ..............$1,804

For additional information concerning fees for practical music and studio art see p. 35.

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, 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 36 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 must 1) complete their application for admission by January 15 (new applicants), 2) complete an application for financial assistance by February 15, including all supplementary materials (required of both returning students and new applicants) indicating the types of financial assistance for which they will apply.

Fellowships

Teaching Fellowships: Teaching fellowships are available in the departments of biological sciences, education and child study, exercise and sport studies and dance. For the academic year 2004–05, the stipend is $10,435 for a first-year fellow and $10,915 for a second-year fellow. Teaching fellows also receive assistance to reduce or eliminate tuition expenses.

Research Fellowships: Research fellowships are granted for work in various science departments as funds become available; stipends vary in accordance with the nature and length of the appointment.

During the academic year the research fellow usually carries a half-time graduate program. The teaching and research fellowships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

Applicants applying only for fellowships must check the appropriate box on the application for admission and complete the admission file by January 15. No further supplementary materials are

* This entitles students to use Smith’s health services.
necessary to support the application. However, 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 the admission application. In addition, the application for financial assistance, with all materials described on that form, is due by February 15 for both new applicants and returning students.

Several scholarships are available for international students. Candidates should write to the director of graduate programs as early as possible for application forms and details about required credentials; completed applications must be received by January 15.

Loans

Loans are administered by the 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.

In an effort to encourage liberal arts graduates to enter the teaching professions, Smith College has instituted a forgivable loan program for M.A.T. candidates in the field of mathematics. Under this program, prospective students can apply for loans to meet tuition expenses not covered by scholarships. For each of the graduate’s first three years of teaching, the college will forgive a portion of that loan up to a total of 65 percent.

Applications for loans received by February 15 will be given top priority. The processing of later applications will be delayed.

Changes in Course Registration

During the first 10 class days (September in the first semester and February in the second semester) a student may drop or enter a course with the approval of the adviser.

From the 11th through the 15th day of class, a student may enter a course with the permission of the instructor, the adviser and the director of graduate programs.

After the 10th day of classes a student may drop a course up to the end of the fifth week of the semester (October in the first semester and February in the second semester):

1) after consultation with the instructor; and
2) with the approval of the adviser and the director of graduate programs.

Instructions and deadlines for registration in Five College courses are distributed by the director of graduate programs.

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.
# Courses of Study, 2004-05

| Interdepartmental Minor in African Studies | AFS | I/II |
| Major and Minor in the Department of Afro-American Studies | AAS | I |
| Interdepartmental Major in American Studies | AMS | II |
| Interdepartmental Minor in Ancient Studies | ANS | I/II |
| Majors and Minor in Anthropology | ANT | II |
| Interdepartmental Minor in Archaeology | ARC | I/II |
| Majors and Minors in the Department of Art | ART | I |
| Minors: Architecture and Urbanism | ARU | I |
| Art History | ARH | I |
| Graphic Art | ARG | I |
| Studio Art | ARS | I |
| Major and Minor in the Five College Department of Astronomy | AST | III |
| Interdepartmental Minor in Astrophysics | APH | III |
| Interdepartmental Major in Biochemistry | BCH | III |
| Major and Minor in the Department of Biological Sciences | BIO | III |
| Major and Minor in the Department of Chemistry | CHM | III |
| Majors and Minors in the Department of Classical Languages and Literatures | CLS | I |
| Major: Classical Studies | CST | I |
| Majors and Minors: Greek | GRK | I |
| Latin | LAT | I |
| Classics | CLS | I |
| Interdepartmental Major in Comparative Literature | CLT | I |
| Major and Minors in the Department of Computer Science | CSC | III |
| Minors: Digital Art | CDA | III |
| Systems Analysis | CSA | III |
| Computer Science and Language | CSL | III |
| Mathematical Foundations of Computer Science | CSF | III |
| Major and Minor in the Five College Dance Department | DAN | I |
| Major and Minor in the Department of East Asian Languages and Literatures* | EAL | I |
| Major: East Asian Languages and Cultures | EAC | |
| Minor: East Asian Languages and Literatures | |
| Interdepartmental Major and Minor in East Asian Studies | EAS | I/II |
| Major and Minor in the Department of Economics | ECO | II |
| Major and Minor in the Department of Education and Child Study | EDC | II |
| Major and Minor in the Department of Engineering | EGR | III |

**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)*
Major and Minor in the Department of English Language and Literature ENG  I
Interdepartmental Minor in Environmental Science and Policy EVS  III
Interdepartmental Minor in Ethics ETH  I/II/III
Minor in the Department of Exercise and Sport Studies ESS  III
Interdepartmental Minor in Film Studies FLS  I/II
Major in the Department of French Studies FRN  I
First-Year Seminars FYS  I/II/III
Major and Minor in the Department of Geology GEO  III
Major and Minor in the Department of German Studies GER  I
Major and Minor in the Department of Government GOV  II
Major and Minor in the Department of History HST  II
Interdepartmental Minor in History of Science and Technology HSC  I/II/III
Interdepartmental Minor in International Relations IRL  II
Major and Minor in the Department of Italian Language and Literature ITL  I
   Major: Italian Studies ITS  I
Interdepartmental Minor in Jewish Studies JUD  I/II
Interdepartmental Major and Minor in Latin American and Latino/a Studies LAS  I/II
   Major: Latino/a Studies LATS  I/II
Interdepartmental Minor in Logic LOG  I/III
Interdepartmental Minor in Marine Sciences MSC  III
Major and Minor in the Department of Mathematics MTH  III
Interdepartmental Major and Minor in Medieval Studies MED  I/II
Major and Minor in the Department of Music MUS  I
Interdepartmental Major and Minor in Neuroscience NSC  III
Major and Minor in the Department of Philosophy PHI  I
Major and Minor in the Department of Physics PHY  III
Interdepartmental Minor in Political Economy PEC  II
Major and Minor in the Department of Psychology PSY  III
Interdepartmental Minor in Public Policy PPL  II/III
Major and Minor in the Department of Religion and Biblical Literature REL  I
Majors in the Department of Russian Language and Literature RUS  I
   Majors: Russian Literature RUL  I
   Russian Civilization RUC  I
Major and Minor in the Department of Sociology SOC  II
Majors and Minors in the Department of Spanish and Portuguese* SPP  I
   Majors: Spanish SPN  I
   Portuguese-Brazilian Studies SPB  I
   Minors: Spanish SPN  I
   Portuguese-Brazilian Studies SPB  I
Major and Minor in the Department of Theatre THE  I
Interdepartmental Minor in Third World Development Studies TWD  I/II
Interdepartmental Minor in Urban Studies URS  I/II
Interdepartmental Major and Minor in Women's Studies WST  I/II/III

*Portuguese language courses are designated POR.
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— the last digit (with the exception of honors) represents the amount of credit assigned. Departments specify the number of credits customarily assigned for Special Studies.
400 Special Studies (variable credit, as assigned)
408d (full year, eight credits)
410 Internships (credits as assigned)
420 Independent Study (credits as assigned)
430d Honors Thesis (full year, eight credits)
431 Honors Thesis (first semester only, eight credits)
432d Honors Thesis (full year, 12 credits)
500 level  Graduate courses— for departments that offer graduate work, independent

work is numbered as follows:
580 Special Studies
590 Thesis
900 level Reserved for courses (e.g., music performance) that are identifiably distinct from the other offerings of a department.

A “j” after the course number indicates a course offered for credit during Interterm, and a “d” or “y” indicates a full-year course in which credit is granted after two consecutive semesters. In “d” courses, the final grade assigned upon completion of the second semester is cumulative for the year.

A course in which the spring semester is a continuation of the fall semester is given the next consecutive number and listed separately with the prerequisite indicated.

Full-year courses are offered when it is not permissible for a student to receive credit for one semester only.

Language courses are numbered to provide consistency among departments.
Courses of Study

• 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.

Proseminars are directed courses of study conducted in the manner of a graduate seminar but open to undergraduate students.

INSTRUCTORS
The following symbols before an instructor's name in the list of members of a department have the indicated meaning:
*1 absent fall semester 2004–05
*2 absent fall semester 2005–06
**1 absent spring semester 2004–05
**2 absent spring semester 2005–06
†1 absent academic year 2004–05
†2 absent academic year 2005–06
§1 director of a Junior Year Abroad Program, academic year 2004–05
§2 director of a Junior Year Abroad Program, academic year 2005–06

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 (see chart inside back cover), 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.


[ ] Courses in brackets will not be offered during the current year.

{} Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see pp. 7-8 for a fuller explanation). 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; see page 7. (If a course is less than four credits but designated for Latin Honors, this will be indicated. This applies to those students who begin at Smith in September 1994 or later and who graduate in 1998 or later.) Following is a listing of the major fields of knowledge as described on pages 7-8; 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
WI The letters WI in boldface indicate a course is writing intensive. Each first-year student is required, during her first or second semester at Smith, to complete at least one writing-intensive course.

The course listings on pp. 69–408 are maintained by the Office of the Provost/Dean of the Faculty. For current information on courses offered at Smith, visit www.smith.edu/catalogue.
African Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers and Members of the African Studies Committee:
** Elliott Fratkin, Professor of Anthropology, Director
**1 Elizabeth Hopkins, Professor of Anthropology
Albert Mosley, Professor of Philosophy
Katwiwa Mule, Assistant Professor of Comparative Literature

Catharine Newbury, Professor of Government
David Newbury, Professor of African Studies and of History
Gregory White, Associate Professor of Government
Louis Wilson, Professor of Afro-American Studies

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.

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.

Courses

**Arts, Literature and Humanities**
- ARH 130 Introduction to Art History: Africa, Oceania, and Indigenous Americas
- ARH 260 Colloquium: Art Historical Studies: Exhibiting Africa
- CLT 205 Twentieth-Century Literatures of Africa
- CLT 240 Childhood in the Literature of Africa and the African Diaspora
- CLT 267 African Women’s Drama
- CLT 278 Gender and Madness in African and Caribbean Prose
- CLT 315 Seminar: The Feminist Novel in Africa
- FRN 230 Women Writers of Africa and the Caribbean
- FRN 244 French Cinema: Cities of Light: Urban Spaces in Francophone Film
- PHI 254 African Philosophy
Historical Studies
AAS 287  History of Africa to 1900
AAS 370  Seminar: Modern Southern Africa
HST 256  Introduction to West African History
HST 257  East Africa in the 19th and 20th Centuries
HST 258  History of Central Africa
HST 298  Decolonization of Africa
HST 299  Ecology and History in Africa
FYS 126  Biography in African History

Social Sciences
ANT 230  Africa: Population, Health and Environment Issues
ANT 231  Postcolonial Africa: Contemporary Priorities and Challenges
ANT 232  Third World Politics: Anthropological Perspectives
ANT 340  Seminar: Postcolonial Politics: Identity, Power and Conflict in the Developing World
ANT 348  Seminar: Health in Africa
GOV 233  Problems in Political Development
GOV 242  International Political Economy
GOV 321  Seminar: The Rwanda Genocide in Comparative Perspective
GOV 347  Seminar: Algeria in the International System
Beginning with the class of 2005, students majoring in Afro-American studies must take 111, 112 and 117 as basis courses.

111 Introduction to Black Culture
An introduction to some of the major perspectives, themes and issues in the field of African 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.

Kevin Quashie
Offered Fall 2004

112 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.

To be announced
Offered Spring 2005

113/ENG 184 Survey of Afro-American Literature: 1746 to 1900
An introduction to the themes, issues, and questions that shaped the literature of African Americans during its period of origin. Texts will include poetry, prose and works of fiction. Writers include Harriet Jacobs, Frances Harper, Charles Chesnutt, Frederick Douglass and Phillis Wheatley.

Daphne Lamothe
Offered Fall 2004

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, 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. to 1954.

Louis Wilson
Offered Spring 2005

209 Feminism, Race and Resistance: History of Black Women in America
This class 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 how Black women shaped, and were shaped, the intersectionality of race, gender, and sexuality that made them unique agents of change and resistance. We will relate this concern to conceptual and methodological perspectives on individual and collective consciousness, strategies of resistance, cultural expression,
work patterns, family life and organizational activities at specific historical moments. Weekly topics will draw upon an interdisciplinary array of readings—history, sociology and literary studies.

211 Black Cultural Theory
This class will explore the tensions and affinities between canonical schools of contemporary cultural theory and Black cultural criticism and production. Enrollment limited to 40. (E) 4 credits
Paula Giddings
Offered Fall 2004

219 South African Studies
This is a team-taught, intensive course on South Africa for seven students from Smith College and seven students from Wellesley College, taught on location at the University of Cape Town, South Africa. It is a multidisciplinary examination of the historical, social, political, economic, cultural and physical environment of South Africa with particular focus on Cape Town and the Western Cape. There will be day visits to key sites of historic/social/scientific significance after preparation with readings and lectures. Enrollment limited to 7. Permission of the instructors required. (E) 2 credits
Peter de Villiers
Summer Course

220 Women of the African Diaspora
The course will focus on issues and themes central to the lives of women of the African diaspora through a close reading of coming of age texts by and about women from Africa, the Anglo- and Francophone Caribbean, and the United States. We examine a wide range of personal accounts of being and becoming female in a world structured by race, class, colonial and neo-colonial relations. We will explore concepts such as home and exile, the traditional and the modern, authenticity and hybridity as we follow the thread of young women’s lives through time and across space in a series of journeys. (S) 4 credits
To be announced
Offered Fall 2004

237/ENG 236 20th-Century Afro-American Literature
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. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. (L) 4 credits
To be announced
Offered Spring 2005

243 Afro-American Autobiography
From the publication of “slave narratives” in the 18th century to the present, African Americans have used first-person narratives to tell their personal stories and to testify about the structures of social, political and economic inequality faced by black people. These autobiographical accounts provide rich portraits of individual experience at a specific time and place as well as insights into the larger sociohistorical context in which the authors lived. In addition to analyzing texts and their contexts, we will reflect on and document how our own life history is shaped by race. (L) 4 credits
Ann Arnett Ferguson
Offered Fall 2004

245/ENG 282 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 and subjects will include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes, and Nella Larsen among others. Enrollment limited to 40. (S) 4 credits
Daphne Lamothe
Offered Fall 2004

278 The ’60s: A History of Afro-Americans in the United States from 1954 to 1970
An interdisciplinary study of Afro-American history from the Brown Decision in 1954. Particular attention will be given to the factors that 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 back-
ground: survey course in Afro-American history, American history, or Afro-American literature. Not open to first-year students. Prerequisite: 117 and/or 270, or permission of the instructor. Enrollment limited to 40. (4) 4 credits
Louis Wilson
Offered Fall 2004

287 History of Africa to 1900
This course will survey the history of Africa from earliest times to the era of European imperialism that leads to conquest and colonial rule in Africa by 1900. Themes that will receive our attention include Western perceptions of Africa, the origin of human society, ancient Egypt of the Pharaohs, the medieval states of West Africa, Swahili civilization in East Africa, the trans-Atlantic slave trade, and European imperialism in late nineteenth-century Africa. (4) 4 credits
Louis Wilson
Offered Fall 2004

350 Seminar: Race and Representation: Afro-Americans in Film
This course will examine the representation of African Americans in U.S. cinema from two perspectives. The first views the images of African Americans in Hollywood film and the social historical context in which these representations are produced. The continuity of images as well as their transformation will be a central theme of investigation. The second perspective explores the development of a Black film aesthetic through the works of directors Oscar Micheaux, Julie Dash, Spike Lee, Matty Rich and Isaac Julien. We will attend to their representations of blackness, and the broader social and political community in which they are located. Prerequisite: 111, 113, 117 or the equivalent. (S) 4 credits
Ann Arnett Ferguson
Offered Fall 2004

366 Seminar: Contemporary Topics in Afro-American Studies
(S) 4 credits

Black Gay Intellectuals: James Baldwin, Marlon Riggs, Essex Hemphill
This seminar will explore the intellectual relationship between three major figures in twentieth century Black culture: James Baldwin, Marlon Riggs and Essex Hemphill. All three men used creative arts to support aesthetics of activism (notably including feminism), and in so doing, charted trajectories of thought that grapple with and complicate our understood discourses of race, gender and sexuality. Each man is, for his own time and beyond, a significant subject in the arc of Black public intellectualism. This seminar serves as the capstone course for majors and minors.
Kevin Quashie
Offered Spring 2005

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. (4/5) 4 credits
Louis Wilson
Offered Spring 2005

400 Special Studies
By permission of the department, for junior and senior majors. 1-4 credits
Offered both semesters each year

Additional Courses Related to Afro-American Studies

AMS 102 Thinking Through Race
DAN 375 The Anthropology of Dance
ECO 230 Urban Economics
GOV 311 Seminar in Urban Politics
HST 266 The Age of the American Civil War
HST 267 The United States Since 1890
HST 273 Contemporary America
HST 275 Intellectual History of the United States
MUS 206 Improvising History: The Development of Jazz*
PHI 210 Issues in Recent and Contemporary Philosophy*
PSY 267 Psychology of the Black Experience*
SOC 213 Ethnic Minorities in America*
SOC 218 Urban Politics*
THE 214 Black Theatre*

*Courses that are cross-listed with Afro-American studies
Requirements for the major beginning with the Class of 2005

Eleven four-credit courses as follows:
1. Three basis courses: 111, 112 and 117.
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 thematically or by discipline at least one of which must be at the 300-level. At least one of the courses in the advanced concentration 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 beginning with the Class of 2005

Basis: two of the following: 111, 112 or 117.

Requirements: In addition to the basis, four elective courses are required at least one of which must be a seminar or a 300-level course and at least one of which must have a primary focus on the African diaspora. The elective courses chosen with the assistance and approval of the adviser for the minor, may be arranged thematically or by discipline.

Adviser for Study Abroad: Louis Wilson.

Honors

Director: Ann Arnett Ferguson

430d Thesis
8 credits
Full-year course; Offered each year

431 Thesis
8 credits
Offered each Fall

Requirements: the same as those for the major, including the required capstone course, and a thesis, normally pursued in the first semester of or throughout the senior year, which substitutes for one or two of the courses in the major requirements listed above.

African Diaspora Studies

African Diaspora Studies is an essential aspect of the Afro-American Studies curriculum. Two courses on the African Diaspora are required for the major and students may choose African Diaspora Studies as an area of concentration within Afro-American studies. Interested students are also encouraged to consider the minor in African studies or the Five-College Certificate in African Studies as a supplement to their major. Below is a list of some of the relevant courses.

Historical Studies
AAS 218 History of Southern Africa
AAS 219 South African Studies
AAS 370 Seminar: Modern South Africa
HST 257 East Africa in the 19th and 20th Centuries
HST 258 History of Central Africa
HST 293 Introduction to West African History
HST 299 Ecology and History in Africa
HST 259 Aspects of African History: Decolonization in Africa
HST 259 Aspects of African History: Christianity in Africa

Social Science
AAS 220 Women of the African Diaspora
ANT 230 Africa: Population, Health and Environmental Issues
ANT 231 Africa: Continent in Crisis
ANT 232 Third World Politics: Anthropological Perspectives
ANT 348 Development in Africa
ARH 130 Introduction to the Art History of Africa, Oceania, and the Indigenous Americas
ARH 260 African Art: History and Modernity
ECO 214 Economies of Middle East and North Africa
GOV 227 Contemporary African Politics
Afro-American Studies

GOV 232  Women and Politics in Africa
GOV 242  International Political Economy
GOV 254  Politics of the Global Environment
GOV 321  Genocide in Rwanda
GOV 324  Elections in Southern Africa
GOV 345  Algeria and the International System
GOV 345  South Africa in Globalized Context

Arts, Literature and Humanities
CLT 205  20th-Century Literatures of Africa
CLT 267  African Women's Drama
CLT 315  The Feminist Novel in Africa
FRN 244  French Cinema: Africa and Europe on Screen
PHI 254  African Philosophy
THE 315  Colloquium: African and Caribbean Theatre

Additional Courses Related to the African Diaspora
DAN 142  Comparative Caribbean Dance I
DAN 243  Comparative Caribbean Dance II
DAN 272  Dance and Culture
American Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

American Studies Committee
Rosetta Marantz Cohen, Professor of Education and Child Study
†1 John Davis, Professor of Art
†1 Daniel Horowitz, Professor of American Studies and of History
†1 Helen Lefkowitz Horowitz, Professor of American Studies and of History
†2 Richard Millington, Professor of English Language and Literature,
Director
†2 Donald Leonard Robinson, Professor of Government
†2 Susan R. Van Dyne, Professor of Women’s Studies and of English Language and Literature
†2 Michael Thurston, Associate Professor of English Language and Literature
†2 Floyd Cheung, Assistant Professor of English Language and Literature
†2 Alexandra Keller, Assistant Professor of Film Studies
†2 Alexandra Keller, Ph.D., Assistant Professor of Film Studies
†1 Susan R. Van Dyne, Ph.D., Assistant Professor of American Studies
†2 Kevin Rozario, Ph.D., Assistant Professor of American Studies
†2 Kevin Rozario, Ph.D., Assistant Professor of American Studies
†2 Nancy Marie Mithlo, Assistant Professor of Anthropology
†2 Kevin Rozario, Ph.D., Assistant Professor of American Studies
†1 Steve Waksman, Ph.D., Assistant Professor of American Studies
†1 Steve Waksman, Ph.D., Assistant Professor of American Studies
†1 Michael Thurston, Associate Professor of English Language and Literature
†2 Sherrill Redmon, Director of the Sophia Smith Collection

100 Ideas in American Studies
A mosaic of American studies ideas presented by members of the Smith College Faculty and, on occasion, selected outside speakers. Can be taken more than once when topics vary. Graded satisfactory/unsatisfactory only. 1 credit
To be announced
Offered Fall 2005
102 Thinking Through Race
This course offers an interdisciplinary and comparative examination of race in the Americas from the discovery/conquest of the New World to the present. Although race is no longer held by scientists to have any biological reality, it has obviously played a central role in the formation of legal codes (from segregation to affirmative action), economics (slavery and labor patterns), culture and identities across the Americas. 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? By bringing together faculty from a variety of programs and disciplines, and by looking at a range of cultural texts, visual images and historical events where racial distinctions and identities have been deployed, constructed and contested, we hope to give students a much richer understanding of how race matters. This course will meet for the first seven weeks of the semester. (E) 1 credit
Kevin Rozario, Director (American Studies), Ginetta Candelario (Sociology, Latin American Studies), Floyd Cheung (English, American Studies), Jennifer Guglielmo (History), Alexandra Keller (Film Studies), Dana Liebsohn (Art), Kevin Quashie (Afro-American Studies), Offered Fall 2004

120 Scribbling Women
With the help of the Sophia Smith Collection and the Smith College Archives, this writing intensive course looks at a number of 19th- and 20th-century American women writers. All wrestled with specific issues that confronted them as women; each wrote about important issues in American society. Enrollment limited to 15. Priority given to first-year students. (L/ H) WI 4 credits
Sherry Marker
Offered Spring 2005, Spring 2006

201 Introduction to the Study of American Society and Culture
An introduction to the methods and concerns of American studies through the examination of a critical period of cultural transformation: the 1890s. 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 relation to Europe, the question of race, the roles of women, family structure, social class and urban experience. Open to all first- and second-year students, as well as to junior and senior majors. (L/ H) 4 credits
Floyd Cheung, Kevin Rozario, Rosetta Cohen, Robert Weinberg
Offered Spring 2005, Spring 2006

202 Methods in American Studies
A multidisciplinary exploration of different research methods and theoretical perspectives (Marxist, feminist, myth-symbol, cultural studies) in American studies. Prerequisite: AMS 201 or permission of the instructor. Enrollment limited to American studies majors. (H/ S) 4 credits
Kevin Rozario, Fall 2004
Steve Waksman, Spring 2005
Offered both semesters each year

220 Colloquium
Enrollment limited to 20. Admission by permission of the instructor. 4 credits

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. (H/ S) 4 credits
Kevin Rozario, Fall 2004
Offered Fall 2004, Fall 2006

Asian Americans in Film and Video
This course introduces students to films made by and about Asian Americans. Using a chronological and thematic approach, various genres— including narrative dramas, documentaries, and experimental films— will be analyzed within the context of Asian American history and issues concerning the development of Asian American identities. Some
of the issues we will cover include stereotypes of Asians in Hollywood; the re/creation of history and memory; the intersection of race, class, gender, and sexuality in Asian American films; Asian/Black relations on film. Students will be expected to apply theoretical insights to their analysis of a number of key Asian American films. These theories include contemporary theories of race and ethnicity, current debates about identity and representation, and film theory. {L/ H}

Nitasha T. Sharma
Offered Fall 2004

221 Colloquium
Enrollment limited to 20. Admission by permission of the instructor. 4 credits

Women’s History Through Documentary
The course surveys U.S. women’s history from the colonial period to the present as depicted in documentaries. The class proceeds along two lines of inquiry: content and form. Through screenings of historical documentaries supplemented by lectures, readings and discussion, the course moves chronologically through an examination of major themes in women’s experience: family, community, work, sexuality and politics. At the same time, the class develops a critical assessment of documentary as a form, with attention to its effectiveness in portraying the past as historical sources and technical methods change, its importance as means of transmitting history to the general public, and the funding and political constraints on its production, broadcast and distribution. {H/ S}

Joyce Follet, Spring 2005
Offered Spring 2005, Spring 2006

Pacific Empires of the 19th and 20th Centuries: The Race to World Dominance
Subject to the approval of the Committee on Academic Priorities.
How does a study of “empire” help us understand the history of migration? This course seeks to examine this question by focusing on the Pacific empires of the 19th and 20th centuries in order to help us better understand the diasporic movement of Asian-Pacific Islanders to the United States. This course will therefore focus on the Chinese, Japanese, Spanish, American and British empires in the Asia-Pacific region and will include a general overview of the A/P/A communities affected by their imperial projects. Themes to be discussed include imperialism, racism, gender, colonialism, neo-colonialism, globalization and migration. {H}

Richard T. Chu
Offered Spring 2005

230 Colloquium: The Asian American Experience
The 1960s and ’70s marked a watershed moment for many people in the United States, particularly those involved in such movements as Third World Liberation, Women’s Rights, Queer Rights and Civil Rights. Being Asian American during these times signaled a change in the way Asian Americans were perceived by U.S. mainstream society and how they saw themselves. Women of Asian descent were significantly affected. After the 1965 Immigration Act, Asian American demographics shifted in unprecedented ways. No longer restricted by Exclusion Acts which obstructed most women in Asia from emigrating to the United States, Asian American women were now visible, strengthened by their growing numbers, and they insisted upon voicing their histories and experiences, which had been silenced by a system of classism, sexism and racism. This course will thematically trace the lives of women of Asian descent living in the Americas—primarily in the United States—from their earliest arrival to the present. For example, we will be looking at Asian American women in relation to the labor movement, to war, to U.S. foreign and domestic policy, to globalization and transnationalism, to popular culture, and to issues relating to their families and their multiple communities. Readings will include such literary texts as Bone, Out on Main Street and Comfort Woman, as well as theoretical, sociological and historical works such as Sweatshop Warriors, Dislocating Cultures and Immigrant Acts. {L} 4 credits

Cathy Schlund-Vials, Spring 2005
To be announced, Spring 2006
Offered Spring 2005, Spring 2006

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) to New England's history. Classes are held in Old Deerfield, MA. Admission by permission of the instructor. Enrollment limited. {H/ A} 4 credits
Jessica Neuwirth
Offered Spring 2005, Spring 2006

340 Symposium in American Studies
Limited to senior majors; contact the American studies office for details. Topics listed below:

Culture Wars
This seminar will explore the rise of the first “Christian coalition” in the 1870s. It will then trace through the 20th century a series of campaigns—against alcohol, drugs, immigration, “obscenity,” “evolution” and other issues—that pitted Americans against one another on the basis especially of religion, but also of class, gender, race and ethnicity. {H} 4 credits
Francis G. Couvares, Fall 2004
Offered Fall 2004, Fall 2005

341 Symposium in American Studies
Limited to senior majors; contact the American studies office for details. Topic listed below:

Mass Culture, Media and Morality
Manufactured images are everywhere: on movie, television and computer screens, on billboards and buses. These images are designed to grab our attention, to motivate us to acts of consumption, but also to educate and instruct us. Who owns these images? How exactly do they work on our emotions and psyches? How have they shaped the organization of American political and economic life? Why is the media saturated with images of violence, and what is the relationship between mass culture, theories of spectacle, Hollywood blockbusters, news broadcasts, advertisements, Oxfam letters, graffiti and cartoons. {H/ S} 4 credits
Kevin Rozario
Offered Spring 2005

Science, Technology and American Culture
In the 1990s Donna Haraway said that she'd “rather be a Cyborg than a Goddess.” Are these the only choices available? Does your destiny lie in your genes or your culture or your personal history or will technology make these distinctions irrelevant? In a future filled with botox, hormone-induced ovulation, genetic manipulation and electronic identities, can the lives of our grandmothers be of any use in making our own choices? The science and technology of the past 200 years have brought forth a host of new questions, new ethical and value decisions, new lifestyles, new priorities. Whatever we may think of the changes, the questions demand to be answered. This course will attempt to explore the history, nature and extent of these changes, reactions to them both real and imaginative, and their effects on the people and place called America. Along the way we will explore some of the skills essential to survival in the modern world: how to make enough clean electricity to run a city, how to build an atomic bomb (and how the two are connected), and how to research a topic in contemporary science and technology. {L/ H/ N} 4 credits
Robert Weinberg
Offered Spring 2005

351/ ENG 384 Seminar: Writing About American Society
An examination of contemporary American issues through the works of such literary journalists as Jamaica Kincaid, John McPhee, Tom Wolfe, Joan Didion and Jessica Mitford; and 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. Admission by permission of the instructor. {L/ S} 4 credits
George Colt, Spring 2005
To be announced, Spring 2006
Offered Spring 2005, Spring 2006

400 Special Studies
Admission by permission of the instructor and the director. 1 to 4 credits
Offered both semesters each year

408d Special Studies
Admission by permission of the instructor and the director. 8 credits
Full-year course; Offered each year
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.

410 Tutorial on Research Methods at the Smithsonian
Individual supervision by a Smithsonian staff member. Given in Washington, D.C. {H/ S} 4 credits
Donald Robinson, Director
Offered Fall 2004, Fall 2005

411 Seminar: American Culture: Conventions and Contexts
This course is designed to give students a broad but intense exposure to analysis of a variety of American cultural forms and expressions. The course will have a dual focus: working on analysis—viewing, reflecting upon and debating specific cultural forms such as movies, music, or material culture; emphasizing historical context through a variety of case studies each employing different methods and styles. Students will become familiar with different approaches to understanding cultural artifacts and the worlds that produced them. Open only to members of the Smithsonian Internship Program. Given in Washington, D.C. {H} 4 credits
Laura Katzman
Offered Fall 2004, Fall 2005

412 Research Project at the Smithsonian Institution
Tutorial supervision by Smithsonian staff members. Given in Washington, D.C. {H/ S} 8 credits
Donald Robinson, Director
Offered Fall 2004, Fall 2005

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.

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 twentieth 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.
American Studies

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 twentieth century. At least one must be a seminar, ideally in the theme selected. Students writing honors theses are exempt from the seminar requirement;
3. One course that will enable explicit comparisons between the United States and another society, culture or region;
4. 340 or 341.

Adviser for Study Abroad: Marc W. Steinberg.

Honors

Director: Kevin Rozario

430d Thesis
8 credits
Full-year course; Offered each year

431 Thesis
8 credits
Offered Fall 2004, Fall 2005

Requirements: the same as those for the major, except that a thesis (431) will be substituted for two of the eight courses in the American field. The thesis will be followed by a public presentation and an oral honors examination in the spring semester.

Diploma in American Studies

Director: Jim Hicks

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

Requirements: special seminar for Diploma students only), three other courses in American Studies or in one or more of the related disciplines, and American Studies 570, Diploma Thesis (see note below).

555 Seminar: American Society and Culture
Topic: Social, Political, and Cultural Issues to 1880. For Diploma students only. 4 credits
To be announced
Offered Fall 2004, Fall 2005

556 Seminar: American Society and Culture
For Diploma students only. 4 credits
To be announced
Offered Spring 2005, Spring 2006

570 Diploma Thesis
4 credits
To be announced
Offered Spring 2005, Spring 2006
Ancient Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers
†1 Scott Bradbury, Professor of Classical Languages and Literatures
†2 Patrick Coby, Professor of Government
Karl Donfried, Professor of Religion and Biblical Literature
Barbara Kellum, Professor of Art
Susan Levin, Associate Professor of Philosophy, Director
Richard Lim, Associate Professor of 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-cultural approach. No languages are required.

The Minor

Requirements: Six courses, in no fewer than three departments, selected from the list of related courses below.

Related Courses
ARC 211 Introduction to Archaeology
ARH 208 The Art of Greece
ARH 212 Ancient Cities and Sanctuaries
ARH 216 The Art of the Roman World
ARH 228 Islamic Art and Architecture
ARH 315 Studies in Roman Art
CLS 190 The Trojan War
CLS 227 Classical Mythology
CLS 230 The Historical Imagination
CLS 230 Images of the Other in Ancient Greece
CLS 232 Paganism in the Greco-Roman World
CLS 233 Constructions of Gender and Sexuality in Greco-Roman Culture

CLS 236 Cleopatra: Histories, Fictions, Fantasies
GOV 261 Ancient and Medieval Political Theory
HST 202 Ancient Greece
HST 203 Alexander the Great and the Hellenistic World
HST 204 The Roman Republic
HST 205 The Roman Empire
HST 206 Aspects of Ancient History
HST 207 Islamic Civilization to the 15th Century
HST 296 The Making of Late Antiquity
HST 302 Topics in Ancient History
JUD 285 Jews and World Civilization: 300 B.C.E.-1492 C.E.
PHI 124 History of Ancient and Medieval Philosophy
PHI 324 Seminar in Ancient Philosophy
REL 210 Introduction to the Bible I
REL 215 Introduction to the Bible II
REL 217 Colloquium: The Dead Sea Scrolls, Judaism and Christianity
REL 219 Christian Origins: Archaeological and Socio-Historical Perspectives
REL 252 The Making of Muhammad

Students are to check departmental entries in the catalogue to find out the year and semester when particular courses are being offered.
Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
- Elizabeth Erickson Hopkins, Ph.D.
- Frédérique Apffel-Marglin, Ph.D.
- Donald Joralemon, Ph.D.
- Elliot Fratkin, Ph.D.

Associate Professor
- Ravina Aggarwal, Ph.D., Chair

Assistant Professors
- Suzanne Zhang-Gottschang, Ph.D.
- Nancy Marie Mithlo, Ph.D.

Lecturers
- Marta Carlson
- Chaia Heller
- Abraham Zablocki

Associated Faculty
- Michael Sugerman (Religion)

Mendenhall Fellow
- Keisha-Kahn Yemaine Perry

Students are strongly encouraged to complete ANT 130 or ANT 131 before enrolling in intermediate courses. First-year students must have the permission of the instructor for courses above the introductory level.

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. Total enrollment of each section limited to 25. {S} 4 credits
Elliot Fratkin, Donald Joralemon, Suzanne Zhang-Gottschang, Fall 2004, Fall 2005
Ravina Aggarwal, Chaia Heller, Spring 2005
Ravina Aggarwal, Nancy Marie Mithlo, Spring 2006
Offered both semesters each year

131 Perspectives on Human Behavior and Evolution
The physiological, social and ecological premises of human behavior and their basis in primate social and communication systems. Our biological development as hominids and its behavioral correlates. The uniqueness of language and technology as human adaptations. Contemporary political implications of the agricultural revolution and the rise of the early city and early state. Will our current dependency on modern technology and global communication prove to be a vision or a trap? {S/ N} 4 credits
Elizabeth Hopkins
Offered Spring 2006

230 Africa: Population, Health, and Environment Issues
This course looks at peoples and cultures of Africa with a focus on population and environmental change 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 and environmental consequences of slavery, colonialism, and economic globalization, rural and urban migration, health and nutritional change, and contemporary
problems of drought and famine, and AIDS in Africa. \{S/ N\} 4 credits
Elliot Fratkin
Offered Spring 2005

231 Postcolonial Africa: Contemporary Priorities and Challenges
Africa in the postcolonial period has become emblematic of the challenges that currently face all developing nations. The course will examine the social, political, and economic ramifications of such issues as urbanization, changing gender relations, ethnicity, sectarianism, elite politics, conflict, dependency and AIDS. We will explore their genesis in the values and expectations of traditional African societies, in the claims of the colonial period, and in the intensifying global pressures of the contemporary world. \{H/ S\} 4 credits
Elizabeth Hopkins
Offered Fall 2004, Fall 2005

232 Third World Politics: Anthropological Perspectives
The dynamics of nonwestern politics. How enduring are traditional political priorities and the colonial experience in the postcolonial world? The impact of urbanization, population dislocations and the global economy on contemporary politics and national identity. Topics include: the nature of political behavior and the political process; changing expectations and options for women; ethnicity and privilege in the national arena; Christianity and Islam as strategies of secular resistance; the logic of genocide and armed conflict. \{H/ S\} 4 credits
Elizabeth Hopkins
Offered Fall 2004, Spring 2006

236 Economy, Ecology, and Society
This course introduces theoretical approaches to the study of economy, ecology, and cultural evolution in anthropology. As a theory-intensive course, it will examine varying materialist approaches to the study of society including those of Marxists, formalists, cultural relativists, and sociobiologists. Topics include production, exchange, and consumption in non-Western societies; cultural evolution and historical change including examples of domination and conflict between tribal societies, early states, mercantilist, and capitalist polities; and issues of human ecology and adaptation from evolutionary, cultural, and historical perspectives. Students will engage readings by Karl Marx, Marvin Harris, Eric Wolf, Marshall Sahlins, E.O. Wilson and others. While there are no prerequisites, background courses in anthropology, archaeology, or history are recommended. \{TI\} \{S\} 4 credits
Elliot Fratkin
Offered Spring 2005, Spring 2006

240 Anthropology of Museums
This course critically analyzes how museums operate as social agents in both reflecting and informing public culture. Who is represented in museum exhibits? What messages are conveyed and for whom? The relationship between the development of anthropology as a discipline and the collection of material culture from indigenous populations in an effort to document “vanishing races” will be discussed and contemporary practices of self-representation analyzed. Topics include the art/artifact debate, corporate sponsorship, the construction of identity, indigenous curation methods, legislative acts such as repatriation, and contested ideas about authenticity and authority. \{TI\} \{S/ H\} 4 credits
Nancy Marie Mithlo
Offered Fall 2005

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 in the 20th century. 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. \{S\} 4 credits
Elliot Fratkin
Offered Spring 2005, Spring 2006

243 Indigenous Traditions and Ecology
The course focuses on indigenous cultures and their basic assumptions about the nature of the world and of reality. One important issue we will focus on at the beginning of the course is the difference between an oral consciousness and an alphabetic consciousness. The course will try to
understand the epistemological assumptions of modernity that contribute to our global environment crisis and how these differ from the assumptions about the world that characterize different indigenous collectivities. An optional fieldwork lab is offered for this joint Smith/UMass course in the Peruvian High Amazon during January, administered by the International Program Office (IPO) at UMass. See their Web site (www.umass.edu/ipo) and click on Peru for deadline and procedures for application, costs, and other relevant information. For Smith anthropology majors who attend the optional fieldwork lab in Peru, this course qualifies as Methods Intensive (MI). (S) 4 credits

Frédérique Appfel-Marglin and Brooke Thomas (Anthropology, UMass)

244 Colloquium: Gender, Science, and Culture
Science will be looked at both historically as well as ethnographically. The scientific revolution in 16th and 17th century Western Europe was an exclusively male enterprise which deliberately excluded women. This course will focus on the origins, meaning and manifestations of this exclusion and try to understand how it has shaped the nature of scientific inquiry. The course will range from women's explicit exclusion from the beginnings of science in 16th and 17th century Western Europe to contemporary practices of in vitro fertilization and germ-line engineering. Limited enrollment. (MI) (S) 4 credits

Frédérique Appfel-Marglin
Offered Fall 2004, Fall 2005

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. (S/ N) 4 credits

Donald Joralemon
Offered Fall 2004, Fall 2005

249 Visual Anthropology
The process of translating culture by visual representation often infers notions of authority, objectivity and fixed reality. Contextual and revisionist strategies in visual anthropology challenge these earlier interpretative models by incorporating multiple perspectives and making theoretical aims explicit. This course addresses the use of visual recording in anthropology both as a documentary research method and as an exploration of unique visual worlds. Works analyzed include the visual arts, film, photography, museum exhibits and material culture. Global concerns such as appropriation, commercialization and representation will be discussed in case study analyses. (S) 4 credits

Nancy Marie Mithlo
Offered Spring 2006

250 Native American Representations
This course offers an overview of the historic and contemporary experiences of Native people in North America through an examination of oral history, biography, art, ethnographic texts, film and scholarly analysis. The impact of government policies including boarding schools, adoption and relocation, will be discussed as well as tribal self-determination efforts such as cultural resource management, language retention and enrollment policies. The articulation of indigenous knowledge systems in understanding environmental, health and educational issues will be highlighted as well as varying ideas of gender and power. Native American women's life histories and perspectives will be emphasized. (S) 4 credits

Marta Carlson
Offered Spring 2005

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) 4 credits

Suzanne Zhang-Gottschang
Offered Spring 2005, Spring 2006
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} 4 credits
Suzanne Zhang-Gottschang
Offered Fall 2004

253 Introduction to East Asian Societies and Cultures
This course provides a survey of the anthropology of contemporary East Asian societies. We will examine the effects of modernization and development on the cultures of China, Japan and Korea. Such topics as the individual, household and family, marriage and reproduction; religion and ritual; and political economic systems are introduced through ethnographic accounts of these cultures. The goal of this course is to provide students with sufficient information to understand important social and cultural aspects of modern East Asia. {S} 4 credits
Suzanne Zhang-Gottschang
Offered Fall 2005

254 Gender, Media and Culture in India
This course starts by examining the representations of Indian women in colonial and postcolonial media. Informed by ethnographic studies and sources drawn from radio, television, documentaries, Hollywood films, the advertisement industry, and print journalism, students learn to assess gender roles and feminist interventions in debates surrounding nationalism, violence, religion, caste, sexuality, family and political economy. {S} 4 credits
Ravina Aggarwal
Offered Spring 2005

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. Enrollment limited to 20. Prerequisite: 130 or permission of the instructor. {H/S} WI 4 credits
Donald Joralemon
Offered Spring 2005

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, theater, music, dance, parades and functions. Topics include expressive culture as resistance; debates around authenticity; the performance of gender, race, and class identities; nationalism and ethnicity; the effects of globalization on indigenous performances; and the transformation of folk performances in the wake of radio, film, and television. Enrollment limited to 30. {MI} {L/H/S} 4 credits
Ravina Aggarwal
Offered Spring 2006

262 Religious Fundamentalism
Subject to the approval of the Committee on Academic Priorities.
This course investigates the nature of religious fundamentalism in the world today. We seek to understand how specific forms of fundamentalist practice, ideology, and institutions have emerged from particular historical encounters, especially with modernity, science, liberalism and colonialism. At the same time, we will explore the ideal of fundamentalism as a general category of religion with validity across cultural contexts, in order to examine, and interrogate the tension between the study of particular cultures and the generation of cross-cultural categories of knowledge arising out of those particulars. Case studies will be drawn from contemporary studies of Jewish, Christian, Muslim, Buddhist and Hindu fundamentalists. {E} {S} 4 credits
Abraham Zablocki
Offered Fall 2004
Seminars

340 Seminar: Postcolonial Politics: Identity, Power and Conflict in the Developing World
What common features define national political interests, privilege and personal security in the developing world? The seminar will explore the contemporary logic that sustains individual strategies for survival, the power of the elites and the prominence of armed conflict as a national and regional agenda. Topics include ethnicity and sectarianism as political identity; Islam and Christianity as ideologies of engagement and resistance; and the unprecedented human cost of postcolonial conflicts: refugees, child soldiers and ethnic genocide. {H/ S} 4 credits
Elizabeth Hopkins
Offered Fall 2005

342 Seminar: Topics in Anthropology
4 credits

Topic: The Anthropology of Food
This seminar employs anthropological approaches to understand the role of food in social and cultural life. Using ethnographic case studies from East Asia, Latin America, Africa and the United States, the course will examine topics such as biocultural dimensions of food and nutrition; food and nationalism; symbolic value of food; food and identity; food taboos and restrictions; etiquette and manners in eating; body image and eating; transnationalism and global food industries; famine and food policy. Through the investigation of these topics, students will also gain an understanding of major theoretical trends and debates in anthropology. Students will conduct small field-based research projects as a part of their participation in the seminar. {S} 4 credits
Suzanne Zhang-Gottschang
Offered Spring 2005

Topic: Motherhood
Motherhood integrates economic, political, biological and social processes. The study of motherhood in the early days of anthropology focused on how it functioned in terms of kinship and reproduction. With the developments in feminist theory within and outside of anthropology, however, we have come to understand that motherhood may provide insights into structures of power; dynamics of gender relations, identity politics as well as economic relations. This research has destabilized a naturalized understanding of mothering. As a result, motherhood as an institution and experience is understood to vary across time and space, history, society and culture. Motherhood will be treated here as a cluster of practices, ideas and experiences that are linked to issues of sexuality, reproduction, power and authority, personhood, consumption, morality and social order and disorder. Our purpose in this seminar is to review some of the major works on motherhood produced by anthropologists in recent years and contextualize them in light of feminist theory. {S} 4 credits
Suzanne Zhang-Gottschang
Offered Spring 2006

343 Seminar: Travel, Tourism and Culture
This course examines travel as a way of knowing the world using ethnographies, travelogues, films, tourist brochures and guidebooks. Topics include the transforming role that travel plays in the representation of other places and peoples, the emergence and organization of mass tourism, its impact on identity, family, race and class statuses of both hosts and guests, global economic pressures and sites of resistance to tourism, possible ways to ensure alternative and responsible travel. Prerequisite: permission of the instructor. {S} 4 credits
Ravina Aggarwal
Offered Fall 2005

344 Seminar: Topics in Medical Anthropology
Topic: Theory in the Social Sciences of Medicine.
A selective review of social science theory applied to sickness and healing, drawing material from anthropology and sociology. Key themes include the concept of the "sick role," the impact of class and ethnicity on disease patterns, the social structure of medical systems, medical ecology, and world systems models applied to health and disease. Prerequisite: ANT 248 or permission of the instructor (TI) {S} 4 credits
Donald Joralemon
Offered Spring 2005
347 Seminar: Topics in Anthropology
Topic: Ethnographic Film Studies. This course considers the history and development of ethnographic and transcultural filmmaking. It is an in-depth exploration of important anthropological films in terms of content, methodology and techniques. The multiple and sometimes conflicting motivations of filmmakers, subjects, sponsors and audience will be examined with a consideration given to the challenges of new anthropological paradigms and indigenous media productions. Issues of gender, authorship and power are discussed through screenings, lecture, ethnographies, theoretical readings and classroom discussions. Students will develop a critical perspective for viewing films, videos and representations. This course requires additional weekly film screenings outside of class. (4/5) 4 credits
Nancy Marie Mithlo
Offered Fall 2005

348 Seminar: Topics in Development Anthropology
Topic: 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) 4 credits
Elliot Fratkin
Offered Spring 2006

350 Seminar: Writing Lives, Representing Culture
This course focuses on the use of life history and life story methods by anthropologists to understand and portray cultural worlds. Students learn to work on their own projects after reading from classic and controversial works and by engaging with various topics such as selection of subjects, identifying archives, questions of style and genre, the ethics of representation, problems of translation and consumption, biography as cultural history, writing as witnessing and political action. (MI) (S) 4 credits
Ravina Aggarwal
Offered Fall 2004

Cross-listed and Interdepartmental Courses

REL 110 Archaeology of Israel and Palestine
4 credits
Michael Sugerman
Offered Spring 2005

General Courses

400 Special Studies
By permission of the department, for junior and senior majors. 2 to 4 credits
Offered both semesters each year

408d Special Studies
8 credits
Full-year course; Offered each year

The Major in Anthropology


Adviser for Study Abroad: Elliot Fratkin

Requirements: Eight (8) courses in anthropology and three (3) that may be in anthropology or in related fields. Majors must take “Introduction to Cultural Anthropology” (130), one course designated or approved as “theory intensive” (TI), one course designated or approved as “methods intensive” (MI) and a Smith anthropology seminar. In addition, students are strongly encouraged to study a language spoken in the geographic region of her interest.

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 India, Kenya, Senegal, South Africa, Scotland, Ecuador, Mexico, Costa Rica and Nepal. 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 archaeology or physical anthropology may take advantage of the excellent resources in these two areas at the University of Massachusetts or enroll in a fieldwork program at a training university during their junior year.

The Minor in Anthropology

Advisers: Ravina Aggarwal, Frédérique Apffel-Marglin, Elliot Fratkin, Elizabeth Hopkins, Donald Joralemon, Nancy Marie Mithlo, Suzanne Zhang-Gottschang

Requirements: Six (6) courses in anthropology, including 130 or 131, and a Smith anthropology seminar. Minors are encouraged to include either a theory or methods intensive course.

Honors

Director: Frédérique Apffel-Marglin

Basis: 130 or 131 for the anthropology major, ANT 130 or ANT 131 and SOC 101 for the sociology and anthropology major.

430d Thesis
8 credits
Full-year course; Offered each year

431 Thesis
8 credits
Offered each Fall

432d Thesis
12 credits
Full-year course; Offered each year

Requirements:
1. A total of eight courses above the basis, including all the requirements for the major.
2. A thesis (430, 432) written during two semesters, or a thesis (431) written during one semester.
3. An oral examination on the thesis.
Archeology

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisory Committee
H. Allen Curran, Professor of Geology
Karl Donfried, Professor of Religion and Biblical Literature
Elizabeth Hopkins, Professor of Anthropology
Caroline Houser, Professor of Art
Joel Kaminsky, Associate Professor of Religion and Biblical Literature
Barbara Kellum, Professor of Art
Dana Leibsohn, Associate Professor of Art
Richard Lim, Associate Professor of History, Director

Christopher Loring, Director of Libraries
Nancy Mithlo, Assistant Professor of Anthropology
Thalia Pandiri, Professor of Classical Languages and Literatures and of Comparative Literature
Neal Salisbury, Professor of History
Marjorie Senechal, Professor of Mathematics

Lecturer
Susan Allen, Ph.D.

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.

211 Introduction to Archaeology
An introduction to interdisciplinary archaeological inquiry. The goals of archaeology; concepts of time and space; excavation techniques; ways of ordering and studying pottery, skeletal remains, stone and metal objects, and organic materials. Archaeological theory and method and how each affects the reconstruction of the past. Illustrative material, both prehistorical and historical, will be drawn primarily but not exclusively from the culture of the Mediterranean Bronze Age and the time of Homer. Enrollment limited to 30. (H/S) 4 credits
Susan Allen
Offered Fall 2004

400 Special Studies
By permission of the Archaeology Advisory Committee, for junior or senior minors. 2 or 4 credits
Offered both semesters each year

The Minor

Requirements:
1. ARC 211.

2. A project in which the student works outside of a conventional classroom but under appropriate supervision on an archaeological question approved in advance by the Advisory Committee. 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.

3. Four additional courses (if the archaeological project carries academic credit) or five (if the archaeological project does not carry academic credit) are to be chosen, in consultation with the student's adviser for the minor, from the various departments represented on the Advisory Committee (above) or from suitable courses offered elsewhere in the Five Colleges. A list of possible courses is available from the advisers.

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.
Art

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
*1 Marylin Martin Rhie, Ph.D. (Art and East Asian Studies)
Chester J. Michalik, M.F.A.
Dwight Pogue, M.F.A.
Gary L. Niswonger, M.Ed., M.F.A., Associate Chair
*2 Craig Felton, Ph.D.
Caroline Houser, Ph.D.
*1 Susan Heideman, M.F.A.
12 John Davis, Ph.D., Chair
Barbara A. Kellum, Ph.D.
**2 A. Lee Burns, M.S., M.F.A.

Assistant Professors
Roger Boyce, M.F.A.
Frazer Ward, Ph.D.
Lynne Yamamoto, M.A.

Lecturers
Carl Caivano, M.F.A.
Katherine Schneider, M.F.A.
Suzannah Fabing, A.M.
Martin Antonetti, M.S.L.S.
John Gibson, M.F.A.
Gretchen Schneider, M. Arch.
Barbara Lattanzi, M.A.
Karen Koehler, Ph.D.
Nina James, Ph.D. (Art and Landscape Studies)
Susan Kart, M.A., M.Phil.
Elizabeth Meyersohn, M.F.A.
Valija Evalds, M.Phil.
Lucretia Knapp, M.F.A. (Art and Film Studies)
Jane Lund

Assistant in Architecture
Kirin Joya Makker, M.A., M.Arch.

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.

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.

Courses in the history of art are prefixed ARH; courses in studio art are prefixed ARS.

A. The History of Art

INTRODUCTORY COURSES

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

ARH 101 Approaches to Visual Representation (C)
Emphasizing discussion and short written assignments, these colloquia have as their goal the development of art historical skills of description, analysis, and interpretation. Each section is limited to 20 students.
Advertising and Visual Culture
By analyzing advertisements—from ancient Pompeian shop signs and graffiti to contemporary multimedia appropriations—this course will seek to understand how images function in a wide array of different cultures. In developing a historical sense of visual literacy, we'll also explore the shifting parameters of “high” art and “low” art, the significance of advertising in contemporary art, and the structuring principles of visual communication. {H/A} 4 credits
Barbara Kellum
Offered Fall 2004

The Home as a Work of Art
Using examples of domestic design throughout the world and the ages, we will examine in detail various facets of the setting and the building, its spatial organization, materials and accoutrements, and the way it serves and represents ideas about gender, the family as a social and productive unit, and moral and aesthetic values. {H/A} WI 4 credits
Valija Evalds
Offered Fall 2004, Spring 2005

Realism: The Desire to Record the World
Throughout history, artists have sought to re-create the natural world; indeed “Realism” has been a driving force behind representation from the earliest human-made images to the invention of photography to computer-generated pictures. In some cases, this Realist intention has meant designing the built environment to human scale; in others it has meant trying to record seasonal changes and simple human activities; in others still Realism has been used to suggest the presence of the divine in everyday objects. Whether accurately or symbolically, through the blatant use of materials or through virtuoso trickery; artists have consistently tried to transfer scenes from the “real world” onto other surfaces or sites. This course will explore the artistic motivation of Realism formally, thematically and contextually from ancient times to the present. {H/A} WI 4 credits
Karen Koehler
Offered Fall 2004

Art and Death
Through an examination of key architectural, sculpted and painted monuments from a variety of different cultures we will study funerary beliefs and rituals, asking how art has been mobilized across the ages to frame the disruptive experience of death. {H/A} 4 credits
Brigitte Buettner
Offered Spring 2005

Writing Art/Art Writing
This class will introduce students to a wide range of art objects and ways of writing about them, considering both art and writing from various historical periods, and including different cultural and disciplinary perspectives. The class will consider writing—always together with the objects it seeks to understand—from within art history, as well as artists’ writing fiction, popular media, and texts from disciplines including anthropology, sociology and philosophy. Topics may include indigenous critiques of anthropological writing about Australian aboriginal art, and the reception of aboriginal art within contemporary art; artists’ writings in relation to criticism of their works and in relation to biographical and fictional accounts of their lives; the ways in which scholarship appropriates fragmentary ancient material; poetry that takes visual art as its starting point; visual art that is primarily textual. Students will learn to assess what is at stake in different ways of writing about art, in relation to the contexts in which both the art and the writing appear. WI {A/H} 4 credits
Frazer Ward
Offered Fall 2004

Designing, Depicting, and Destroying Landscapes
Landscapes cover the globe. How have humans dealt with their landscapes through the ages and around the world? This course will examine how and why places have been conquered, designed, painted, printed, sculpted, filmed, woven, recycled, forgotten or destroyed. Balancing the real and the representational, specific topics will include land art, memorials, public parks, historic preservation, gardens of paradise, Chinese scrolls, medieval tapestries and Impressionism. {H/A} 4 credits
Nina James
Offered Spring 2005

Scenes of Sacrifice
This class focuses on sacrifice and its ties to vi-
Art

Our primary concern: how and why sacrificial acts, images and objects have been—and continue to be—invested with meaning in different contexts. Along with specific sacrificial scenes and rites, we will address issues and methods of analysis in the visual arts. Examples will be drawn from Europe, Africa, Asia, and the Americas, and from antiquity to the present. (H/ A) 4 credits

Dana Leibsohn
Offered Fall 2004

ARH 120 Introduction to Art History: Asia
This course presents a survey of the art of Asia by exploring the major periods, themes, monuments of architecture, painting and sculpture and the philosophical and religious underpinnings from the earliest times to the 18th century. Study will be centered on the art of India, China and Japan with some attention given to Central Asia, Tibet, Sri Lanka, Indonesia and Korea. Enrollment limited to 40. (H/ A) 4 credits

Marilyn Rhie
Offered Spring 2005

ARH 130 Introduction to Art History: Africa, Oceania, and Indigenous Americas
This course examines how images and objects made by Africans, Pacific Islanders and Native Americans create meaning—in both their original historical settings and those of Euro-American museums, galleries and tourist sites. Among the materials we examine: Inca architecture from South America, sculpture and photography from West Africa and contemporary paintings from Australia. Over the semester we will study specific cultural traditions at particular historical monuments, visit museums and galleries, and become familiar with academic and popular vocabularies and theories for discussing African, Oceanic and indigenous American arts. Enrollment limited to 40. (H/ A) 4 credits

Susan Kart
Offered Fall 2004

ARH 140 Introduction to Art History: Western Traditions
This course examines a selection of key buildings, images, and objects created from the prehistoric era, the ancient Mediterranean and medieval times, to European and American art of the last 500 years. Over the semester we will study specific visual and cultural traditions at particular historical moments, and become familiar with basic terminology, modes of analysis and methodologies in art history. Enrollment limited to 40. (H/ A) 4 credits

Craig Felton, John Moore
Offered both semesters

LECTURES AND COLLOQUIA

Group I

ARH 204 Ancient America: Art, Architecture, and Archaeology (L)
Pre-Hispanic visual culture will be the focus of this class. We will cross both Mesoamerica and the Andes, giving particular attention to the Aztecs, Inca and Maya. Along with architecture, textiles, sculpted works and book arts, we will consider current debates in art history and archaeology. Among the themes we will discuss: collecting and questions of cultural patrimony; tourism and its ties to archaeology; relationships between art historical and anthropological modes of interpretation. (H/ A) 4 credits

Dana Leibsohn
Offered Spring 2005

ARH 212 Ancient Cities and Sanctuaries (L)
Exploration of civic and religious centers in selected sites of the ancient Mediterranean world and areas related to it in countries known today by their modern names of Greece, Turkey, Italy, Egypt and Ethiopia. We will examine spatial plans, architecture and other artistic forms that range from sculpture and painting to public ceremonies. Using archaeological, literary and historical evidence, we will consider ways that social, political and religious factors shape cities and sanctuaries and will make comparisons with a variety of other sites such as medieval Iceland and modern America. (H/ A) 4 credits

Barbara Kellum
Offered Spring 2005

ARH 285 Great Cities (L)
Topic: Pompeii. A consideration of the ancient city: architecture, painting, sculpture and objects of
everyday life. Women and freedpeople as patrons of the arts will be emphasized. The impact of the rediscovery of Pompeii and its role as a source of inspiration in 18th-, 19th- and 20th-century art will also be discussed. No prerequisite. {H/ A} 4 credits Barbara Kellum Offered Fall 2004

**Group II**

**ARH 228 Islamic Art and Architecture (L)**
This course surveys the architecture, landscape, book arts and luxury objects produced in Islamic contexts from Spain to India, and from the 7th through the 20th centuries. Attention will be focused upon the relationships between Islamic visual idioms and localized religious, political, and socioeconomic circumstances. In particular, lectures and readings will examine the vital roles played by theology, royal patronage, ceremonial, gift exchange, trade and workshop practices in the formulation of visual traditions. Prerequisite: One 100-level course in art history or permission of the instructor. {H/ A} 4 credits
To be announced
Offered Spring 2005

**ARH 232 Romanesque Art (L)**
A study of a selected range of monuments—built, sculpted and painted—embedded in the larger historical and cultural context of the “feudal age.” Special emphasis on cross-disciplinary perspectives as a way to understand the Romanesque visual landscape in relation to competing religious claims; local identities; relics and pilgrimages; stories of marvels and monsters; and the significance of images of women, both sublime and abject, in a world dominated by monks and knights. {H/ A} 4 credits
Brigitte Buettner
Offered Fall 2004

**Group III**

**ARH 240 Art Historical Studies (C)**

The Arts in England, 1485–1714
Constitutional limits on monarchical power, the embrace of Protestantism, religious intolerance and fanaticism, regicide and revolution, and a much-vaunted (when not exaggerated and misleading) insularity set the stage in England for patterns of patronage and a relationship to the visual arts both similar to and significantly different from modes established in Continental absolutist courts. While critically examining the perennial notion of “the Englishness of English art,” we shall study the careers of the painters, printmakers, sculptors, architects, and landscape designers whose collective efforts made English art, at long last, one to be reckoned with. {H/ A} 4 credits
John Moore
Offered Spring 2005

**ARH 252 Art of the Spanish Habsburgs (L)**
From Charles V, Holy Roman Emperor (Charles I of Spain) in the mid-sixteenth century to Charles II, last of the Habsburg line at the end of the seventeenth century, this survey will investigate the purposes to which painting is used to satisfy religious and political needs in what is called Spain’s “Golden Age.” The Venetian paintings, especially those of Titian—highly prized by Charles V and his son and successor Philip II—will be examined within the context of royal patronage and against the backdrop of global political power. The great age of Philip IV and the gradual diminution of Spain’s influence—culminating in a rapid decline under Charles II—will also be considered through
artistic production, especially that of Velázquez and others at the court of the Spanish monarchy under the direction of the powerful prime minister, the Count-Duke Olivares. Works by painters, especially El Greco, Ribera, Velázquez, Zurbarán, Murillo and Coello will be the primary focus of this course. No prerequisite. {H/A} 4 credits
Craig Felton
Offered Spring 2005

ARH 254 Baroque Art (L)
During this age of the consolidation of power—that of Roman Catholicism and European national states—explorations around the globe, investigations in science and innovations in the concepts of artistic design led to an explosion of styles, innovative and often revolutionary in art. Post Counter-Reformation Italy and the reconsideration of art theory and design at the Academy of the Carracci in Bologna beginning about 1580, the emergence of a new artistic interpretation brought about by Caravaggio and his followers—first in Rome and then across Europe, and the subsequent change in styles to meet various political and regional needs will be examined. The class will explore painting and sculpture in Italy; with such artists as Annibale and Ludovico Carracci, Caravaggio, Gian Lorenzo Bernini, Pietro da Cortona, Guido Reni; France: Simon Vouet, Poussin, Claude, and Georges de La Tour; and Spain: El Greco, Ribera, Velázquez and Zurbarán. Recommended background: ARH 101 or 140. {H/A} 4 credits
Craig Felton
Offered Fall 2004

ARH 258 European Art of the Eighteenth-Century (L)
Painting, sculpture, architecture, urban and landscape design, small-scale arts and printmaking, with examples drawn from France, Great Britain, Spain, Italian states, German-speaking principalities, Sweden and Russia. Recurring themes include artists’ training; academies, aesthetics, and art theory; art criticism and the viewing public; collecting and display; patronage; encyclopedism and exoticism; antiquity; artistic production and statecraft (porcelain, illustrated books, ephemeral design); relationship of art to religion, politics, travel, literature and science. {H/A} 4 credits
John Moore
Offered Spring 2005

Group IV

ARH 260 Art Historical Studies (C)
4 credits

Exhibiting Africa
This class focuses upon recent debates in the exhibition of African art. Discussions will explore constructions of the category “primitive art,” the cultural politics of museum exhibitions and the history of collecting and displaying African objects in the West. Working with the Smith College Museum of Art, students will have the opportunity to curate their own exhibition. The primary goal of this course is to allow students to become well-versed in the complexities involved in collecting, owning and exhibiting African art. Prerequisite: ARH 130 or permission of the instructor. {A/H}
Dana Leibsohn
Offered Fall 2004

Twentieth-Century Islamic Art and Architecture
This course will address not only how Islam is represented in 20th-century religious art and architecture, but also how Islam influences the work of contemporary artists working for a secular market. We will look at how Islamic traditions interrelate with local artistic modes of representation, fueling our discussion of how the human figure, traditionally perceived as absent from Islamic art, makes its appearance via these vehicles of local exchange. Prerequisite: one 100-level art history class or permission of the instructor. {H/A} 4 credits
Susan Kart
Offered Fall 2004

Exhibiting Globalism
This course traces the development of the contemporary “globalism” of art and its institutions, primarily through a history of key exhibitions, including “Primitivism,” “Magiciens de la terre,” “Global Conceptualism,” “The Short Century,” “The American Century” and “Documenta 11.” We will work closely with the catalogues of these exhibitions and with texts detailing their reception, so as to develop an account of “the art world” and the culture of international survey exhibitions. In conjunction with this, we will read theoretical texts examining the phenomenon of globalism from various disciplinary perspectives. Prerequisite:
Arts of the African Diaspora
Despite a long history of interaction between African and European nations, the African diasporic situation arguably begins with the forced exodus of African peoples across the ocean as part of the trans-Atlantic slave trade in the mid-19th century. The influx of African peoples into Europe, the United States, South America and the Caribbean sparked a cultural transformation in these areas that endures to the present day. Beginning with the arts of the Antebellum South in the United States, we will then proceed to examine the African traditions present in the religious arts of Haiti and Cuba. The melding of African and Brazilian music and dance forms, such as the Mambo and Capoera, will provide an opportunity to explore diasporic traditions beyond the realm of the visual arts. Finally, we will study works by African-American artists and contemporary African artists who have immigrated to European and American cities in pursuit of their art. Prerequisite: one 100-level art history course or permission of the instructor. {H/ A} 4 credits

Susan Kart
Offered Spring 2005

ARH 264 Arts in North America: Colonial Period to Civil War (L)
Art and architecture of the English colonies, the early U.S. republic and the antebellum period. Emphasis on the cultural significance of portraiture, the development of national and regional schools of genre and landscape painting, and the changing stylistic modalities in architecture. Prerequisite: one 100-level art history course or permission of the instructor. {H/ A} 4 credits

John Davis
Offered Fall 2004

ARH 276 European Art and Architecture, 1900–1945 (L)
An investigation of major artistic tendencies in 20th-century art: Cubism, Futurism, Expressionist trends, Dada and Surrealism, among others. Considered is the advent of abstraction, the reexamination of artistic categories, and the importance for the arts of scientific and technological advances and of popular culture. Prerequisite: one 100-level art history course or permission of the instructor. {H/ A} 4 credits

Karen Koehler
Offered Spring 2005

ARH 281 Modernism and the Neo–Avant-Gardes, 1945–68 (L)
This course surveys major developments in international art framed by the end of World War II, the emergence of postcolonial states in the post-war period, and the social movements of the 1960s. Movements in art from abstract expressionism to the art of institutional critique are considered in relation to their international reception and adaptation, their rhetorical, cultural, social and political contexts and in terms of transformations in ideas of modernism and the avant-garde. Not open to students who have taken ARH 279. Prerequisite: one 100-level art history course or permission of the instructor. {H/ A} 4 credits

Frazer Ward
Offered Fall 2004

ARH 285 Great Cities (C)
Topic: New York City. Architecture and planning from the 17th-century colony of New Amsterdam to the 21st-century metropolis. Special topics will include housing and urban reform, the development of the skyscraper, the beaux-arts movement, public sculpture, lower Manhattan in the wake of 9/11, and the image of the city in paintings, prints and photographs. There will be three required day-long field trips to Manhattan. Prerequisites: one 100-level and one 200-level course in art history, or permission of the instructor. {H/ A} 4 credits

John Davis
Offered Spring 2005

ARH 293 The Artist’s Book in the 20th Century
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 complex relationship of word and image. Prerequisite: one 100-level art history course or permission of the instructor. Enrollment limited to 12. (H/ A) 4 credits
Martin Antonetti
Offered Fall 2004

OTHER 200-LEVEL COURSES

ARH 294 Art Historical Methods (C)
An examination of the work of the major theorists who have structured the discipline of art history. Recommended for junior and senior majors.
Prerequisites: One 100-level and one 200-level art history course, or permission of the instructor.
(H/ A) 4 credits
Brigitte Buettner
Offered Fall 2004

SEMINARS

Seminars require both an oral presentation and a research paper.

ARH 315 Studies in Roman Art
Topic: At Home in Pompeii. The houses of ancient Pompeii— with their juxtapositions of wall-paintings, gardens and objects of display— will serve as the focus for an analysis of domestic spaces and what they can reveal about family patterns and the theatrics of social interaction in everyday life in another time and place. (H/ A) 4 credits
Barbara Kellum
Offered Spring 2005

ARH 321 Studies in Medieval Art
Topic: Representing the Other. Living at the edges of the known world (both real and imagined), the “fabulous races” were one of the major medieval literary and visual paradigm to represent the Other. We will examine how images have represented or misrepresented ethnic and cultural alterity, especially from the 12th to the 15th centuries. Reading will range from Pliny the Elders’ Natural History, medieval encyclopedias on natural history, travel accounts (Marco Polo), and epics (Romance of Alexander the Great), the “Renaissance” treatise of Ambroise Paré, On Monsters and Marvels, down to contemporary theoretical models for discussing identity, diversity, hybridity and colonialism. (H/ A) 4 credits
Brigitte Buettner
Offered Spring 2005

ARH 340 Studies in Renaissance Art
Topic: El Greco: Mannerist, Mystic, Modernist
The career of El Greco— as the painter Domenikos Theotokopoulos was known in Spain— in its four locations (Crete, Venice, Rome, Spain) will be explored through his paintings. These works demonstrate his rapid absorption and incorporation of artistic ideas of the period in which he lived as well as his personal and creative responses to the works of his contemporaries and of the artists of the earlier years of the 16th century. Artistic technique— composition, color, brushwork, application of paint— as well as artistic intent will be examined against the backdrop of art and politics in the late 16th century in Italy and Spain. (H/ A) 4 credits
Craig Felton
Offered Fall 2004

ARH 374 Studies in 20th-Century Art
Topic: Performance, Video, New Media.
Beginning with the emergence of performance and video in the 1960s and 1970s, this seminar will examine the art practices, issues and ideas that have driven the development of new media into the 21st century. Key topics include duration, forms of presence, relations to technology, and questions of audience address and community formation. (H/ A) 4 credits
Frazer Ward
Offered Spring 2005

CROSS-LISTED AND INTERDEPARTMENTAL COURSES

Although the following courses are listed in other departments, student may receive credit for them toward the Art major and minor:
INTRODUCTORY COURSES

Studio courses at the 100 level are designed to accept all interested students with or without previous art experience. Enrollment is limited to 18 per section, unless otherwise indicated. Two 100-level courses are generally considered the prerequisites for 200 and 300-level courses, unless otherwise indicated in the course description. However, the second 100-level course may be taken during the same semester as an upper-level course, with the permission of the instructor. Priority will be given to entering students and plan B and C majors.

ARS 163 Drawing I
An introduction to visual experience through a study of the basic elements of drawing. \( \{A\} \) 4 credits
Roger Boyce, Dwight Pogue, Gary Niswonger, Carl Caivano, Elizabeth Meyersohn, Jane Lund
Offered both semesters

ARS 164 Three-Dimensional Design
An introduction to design principles as applied to three-dimensional form. \( \{A\} \) 4 credits
A. Lee Burns, Lynne Yamamoto
Offered both semesters

INTERMEDIATE COURSES

Intermediate courses are generally open to students who have completed two 100-level courses, unless otherwise stated. Priority will be given to plan B and C majors. Students will be allowed to repeat courses numbered 200 or above provided they work with a different instructor.

ARS 263 Intermediate Digital Media
This course will build working knowledge of multimedia digital work through experience of web design and delivery sound and animation software. Prerequisite: ARS 162. \( \{A\} \) 4 credits
Barbara Lattanzi
Offered Fall 2004
ARS 266 Painting I
Various spatial and pictorial concepts are investigated through the oil medium. Prerequisite: 163 or permission of the instructor. Enrollment limited to 15. (A) 4 credits
Roger Boyce, John Gibson
Offered both semesters

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. Prerequisites: 161, or permission of the instructor. Enrollment limited to 12. (A) 4 credits
Dwight Pogue
Offered Fall 2004

ARS 270 Offset Monoprinting
Printmaking using the flat-bed offset press with emphasis on color monoprinting. Prerequisites: 161 or permission of the instructor. Enrollment limited to 15. (A) 4 credits
Dwight Pogue
Offered Spring 2005

ARS 272 Intaglio Techniques
An introduction to intaglio techniques, particularly collagraph, drypoint, etching and engraving. Prerequisites: 161, or 162, or 163, or permission of the instructor. Enrollment limited to 15. (A) 4 credits
Gary Niswonger
Offered Fall 2004

ARS 273 Sculpture I
The human figure and other natural forms. Work in modeling and plaster casting. Prerequisites: 161 and 163, or permission of the instructor. Enrollment limited to 16. (A) 4 credits
A. Lee Burns
Offered Fall 2004

ARS 274 Projects in Installation I
This course is an investigation of strategies deployed in the creation of work that exists in space. The thematic focus will be on physical and social sites, including site-specific practices and models referencing archives, museums, period rooms and sites of commerce, among others. Course work includes a series of projects, critiques and class discussion of readings, and short papers. Prerequisites: ARS 161, ARS 164 or permission of the instructor. Enrollment limited to 15. (A) 4 credits
Lynne Yamamoto
Offered Spring 2005

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. Enrollment limited to 12. Admission by permission of the instructor. (A) 4 credits
Barry Moser
Offered Fall 2004

ARS 282 Photography I
An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Recommended: 161, or 163, or permission of the instructor. Enrollment limited to 20 per section. (A) 4 credits
Chester Michalik, Meridel Rubenstein
Offered both semesters

ARS 283 Introduction to Architecture: Site and Space
How are decisions about the built environment made? What might the future be? This hands-on course introduces students to architectural design. Broad discussions include landscape, urban and architectural contexts, while small-scale projects lead students through a full design process, from site observation and analysis to design development and presentation. At least one project will be designed, constructed and experienced full scale, in its intended site. Prerequisite: one art history course at the 100 level. Enrollment limited to 24. (A) 4 credits
Gretchen Schneider
Offered Fall 2004

ARS 285 Introduction to Architecture: Language and Craft
What are the languages of architecture? In what visual ways do landscape architects, designers and urban planners speak? This hands-on course in-
introduces students to the craft of architecture, using the techniques of the studio as means for discovery, analysis and investigation. Using both 2-D and 3-D representations, students will work by hand and by computer using various techniques and media to explore and develop skills of architectural communication. Prerequisite: one art history course at the 100 level. Enrollment limited to 24. {A} 4 credits
Gretchen Schneider
Offered Spring 2005

ADVANCED COURSES

Advanced courses are generally open to students who have completed one intermediate course, unless stated otherwise. Priority is given to Plan B and C majors.

ARS 361 Interactive Digital Multimedia
This art studio course emphasizes individual projects and one collaborative project 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 this studio course. Prerequisites: ARS 162 and permission of the instructor. Enrollment limited to 14. {A} 4 credits
Barbara Lattanzi
Offered Spring 2005

ARS 362 Painting II
Painting from models, still-life and landscape using varied techniques and conceptual frameworks. Prerequisites: 266 and permission of the instructor. Enrollment limited to 15. {A} 4 credits
Roger Boyce
Offered Spring 2005

ARS 364 Drawing III
Advanced problems in drawing, including emphasis on technique and conceptualization. The focus of this course will shift annually to reflect the technical and ideational perspective of the faculty member teaching it. Prerequisites: ARS 163 and

ARS 264. Enrollment limited to 15. {A} 4 credits
Roger Boyce
Offered Spring 2005

ARS 369 Offset Printmaking II
Advanced study in printmaking. Emphasis on color printing in lithography, block printing and photoprintmaking. Prerequisite: 269 or permission of the instructor. Enrollment limited to 12. {A} 4 credits
Dwight Pogue
Offered Spring 2005

ARS 372 Advanced Printmaking
Advanced study in printmaking, with emphasis on etching. Prerequisite: 272, or permission of the instructor. Enrollment limited to 15. {A} 4 credits
Gary Niswonger
Offered Spring 2005

ARS 374 Sculpture II
Advanced problems in sculpture using bronze casting, welding, and various media. Prerequisites: 273 and permission of the instructor. Enrollment limited to 12. {A} 4 credits
A. Lee Burns
Offered Spring 2005

ARS 375 The Book: Theory and Practice II
An opportunity for a student already familiar with the basic principles of the book arts and the structure of the book to pursue a manuscript or printed book based on the skills learned in The Book: Theory and Practice I or commensurate studies elsewhere. All studies will be thoroughly augmented with study of original historical materials from the Mortimer Rare Book Room. Prerequisite ARS 275 and/or permission of the instructor. Enrollment limited to 12. {A} 4 credits
Barry Moser
Offered Spring 2005

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. Prerequisites: 282 and permission of the instructor. Enrollment limited to 15. {A} 4 credits
Meridel Rubenstein
Offered both semesters
ARS 384 Advanced Studies in Photography
Advanced exploration of photography as a means of visual expression. Lectures, assignments and self-generated projects will provide a basis for critiques. Prerequisites: 282 and permission of the instructor. Enrollment limited to 15. {A} 4 credits
Meridel Rubenstein
Offered Spring 2005

ARS 385 Seminar in Visual Studies
An intensive examination of this 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. 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. Fall Topic: Fire Racing Under Skin: on the body, memory and agency.
Spring Topic: Studio Practice and Strategies for Working Independently.
{A} 4 credits
Lynne Yamamoto, John Gibson
Offered both semesters

ARS 386 Topics in Architecture
This course uses the methods of the architecture studio to explore particular themes in the built environment, with a strong emphasis on interdisciplinary work.

Topic for 2004: Stitches and Seams; the Architecture of Edges and Connections. This advanced architecture studio will focus on public spaces of the contemporary built environment, with particular emphasis on how they connect to their surrounding cities and neighborhoods. Through readings, drawings, models, discussions and site visits we will examine existing and propose new designs for public spaces of our everyday world. Consideration will include not only parks and campus lawns but also sidewalks and sprawl. What is “designed” public space today? What do we drive, bike, or walk through, but don’t notice? Why? How might these places be better?

Prerequisites: ARS 163, 283, 285, and two art history courses, or permission of the instructor. This course may be repeated for credit with a different topic. Enrollment limited to 12. {A} 4 credits
Gretchen Schneider
Offered Fall 2004

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces
This upper-level architecture studio leads students through a comprehensive design process. A semester-long project will address the full range of architectural considerations, including site, program, urban and cultural contexts, materials and structure, and human experience. Students will develop a project across scales and through various medias as they synthesize and develop their ideas into a complete design proposal. Prerequisites: ARS 163, 283, 285, and two art history courses, or permission of the instructor. Enrollment limited to 12. {A} 4 credits
Gretchen Schneider
Offered Spring 2005

ARS 390 Five College Drawing Seminar
The Five College Drawing Seminar will be offered under another number at another institution. Interested students should discuss enrollment with studio instructors or adviser. Enrollment is by selection of home institution art faculty.
Offered Fall 2004

ARS 398 Senior Exhibition Workshop Development
This is a two-semester (see also ARS 399) capstone course for senior Plan B majors. Its purpose is to help students develop the skills necessary for presenting a cohesive exhibition of their work in the second semester of their senior year, as required by the Plan B major. Its primary focus will be development of the critical judgment necessary for evaluating the art work they have produced to date in their selected studio sequence, and the culling and augmentation of this work as necessary. 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 occasion-
ally present topics of conceptual and/or practical interest. Prerequisites: ARS 163, ARS 161 or ARS 162 or ARS 164, ARS 385; two 100-level art history courses; and at least two courses in selected area of concentration. Both courses (ARS 398 and ARS 399) required to graduate. Students should plan on one early evening meeting per week, to be arranged. Graded satisfactory/unsatisfactory only. {A} 1 credit
Members of the department
Offered Fall 2004

ARS 399 Senior Exhibition Workshop
The second course of the two-semester sequence required to complete the Plan B Major. See description of ARS 398. Prerequisite: ARS 398. Both courses (ARS 398 and ARS 399) required to graduate. Students should plan on one early evening meeting per week, to be arranged. Graded satisfactory/unsatisfactory only. {A} 1 credit
Members of the department
Offered Spring 2005

ARS 400 Special Studies
Normally for junior and senior majors.
1 to 4 credits
Offered both semesters each year

ARS 408d Special Studies
8 credits
Full-year course; Offered each year

Cross-listed and Interdepartmental Courses

FLS 280 Introduction to Video Production

Honors

Co-directors of the Honors Committee:
Art History: Dana Leibsohn; Studio Art: Gary Niswonger

ARH 430d Thesis
8 credits
Full-year course; Offered each year

Requirements: ARH 294 is recommended for art history majors. Honors candidates undertake a year-long project or thesis (430d) for 8 credits.

Presentation: The candidate will present her work to her Honors Committee in an oral critique or defense during April or May.

The Major

Advisers: Roger Boyce, Brigitte Buettner, Lee Burns, John Davis, Craig Felton, John Gibson, Susan Heideman, Barbara Kellum, Dana Leibsohn, Chester Michalik, John Moore, Gary Niswonger, Dwight Pogue, Marylin Rhie, Gretchen Schneider, Frazer Ward, Lynne Yamamoto

Art History Adviser for Study Abroad: John Moore

Art Studio Adviser for Study Abroad: Roger Boyce

There is one art major, which may be taken in one of three variations: Plan A (history of art), Plan B (studio art) or Plan C (architecture).

AREAS OF STUDY

Courses in the history of art are divided into areas that reflect various general time periods. These divisions are:

Group I: 200, 202, 204, 206, 208, 210, 212, 214, 216
Group II: 220, 222, 224, 226, 228, 230, 232, 234
Group III: 240, 242, 244, 246, 250, 252, 254, 255, 258, 292
Group IV: 260, 261, 263, 264, 265, 270, 272, 274, 276, 278, 280, 281, 282, 283, 293
No course counting toward the major may be taken for an S/U grade except ARS 398 and ARS 399.

Students entering Smith College in the Fall 2004 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**

Requirements: eleven courses, which will include:
1. Two 100-level courses selected from two of the following categories:
   a: colloquia (ARH 101)
   b: non-Western survey (ARH 120 or 130)
   c: Western survey (ARH 140)
2. one course in studio art
3. seven additional history of art courses. Students must take at least one course in each of four areas of study (Groups I–IV). Normally, five of the history of art courses counted toward the major must be taken at Smith. No more than three of these seven may be in a single distribution group.
4. one seminar in history of art (to be taken at Smith). Seminars do not count toward the distribution requirement.

**PLAN B, STUDIO ART**

Requirements: fourteen courses, which will include:
1. ARS 163
2. One of the following introductory design courses:
   ARS 161 or ARS 162 or ARS 164
3. Two 100-level art history courses selected from two of the following categories:
   a: colloquia (ARH 101)
   b: non-Western survey (ARH 120 or 130)
   c: Western survey (ARH 140)
4. Two additional art history courses, at least one of which should be in Group I, II or III.
5. Five additional studio art courses, which must normally include the full sequence of courses available (usually three) in one of the following five areas of concentration:
   a: electronic media
   b: graphic arts
   c: painting
   d: photography
   e: sculpture
6. ARS 385
7. ARS 398 and ARS 399

In addition, in their senior year studio art majors will be required to install an exhibition during the last half of the spring semester, or the fall semester for J-term graduates.

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 twice each semester, once just before the advising period, and once near the end of the semester. 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. Two 100-level courses selected from two of the following categories:
   a: colloquia (ARH 101)
   b: non-Western survey (ARH 120 or 130)
   c: Western survey (ARH 140)
2. ARS 163, 283, 285, and 388
3. One other upper-level course in three-dimensional architectural design: ARS 386, or the equivalent at other Five College institutions.
4. One studio course in another medium.
5. Three 200-level courses in history of art that focus on architectural monuments, urban environments or spatial experience. Students must take one course in at least two areas of study (Groups I–IV).
6. One seminar in the history of art, with the research paper written on an architectural topic.

Students who contemplate attending a graduate program in architecture should take one year of physics and at least one semester of calculus.

The Minors

PLAN 1, HISTORY OF ART

Designed for students who, although 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: Members of the history of art faculty.

Requirements: six courses, which will include two 100-level courses, three additional courses in history of art (two of which must be in different areas of study [Groups I–IV]); and one 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 with primary emphasis on one area of studio art, or she may design a more general minor which encompasses several areas of studio art.

Advisers: Members of the studio art faculty.

Requirements: 163 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, John Moore, Gretchen Schneider, Frazer Ward

Requirements:
1. One 100-level art history course
2. ARS 163, 283, and 285
3. Two art history courses above the 100-level that focus on architectural monuments, urban environments, or spatial experience: ARH 202, 204, 206, 208, 212, 214, 216, 222, 224, 226, 228, 232, 234, 246, 250, 264, 265, 270, 272, 274, 276, 283, 285, 288, 359.

PLAN 4, GRAPHIC ARTS

Advisers: Gary Niswonger, Dwight Pogue

Graphic Arts: seeks to draw together the department's studio and history offerings in graphic arts into a cohesive unit. The requirements are: (1) ARS 163 (basis); (2) ARH 292 or 293; and (3) any four ARS from: 270, 272, 275, 369, 372, 375 of which one should be at the 300 level or a continuation of one medium.
Visiting faculty and some lecturers are generally appointed for a limited term.

Students who are considering a major in astronomy should complete PHY 115 and 116 and the mathematics sequence up to Calculus II (MTH 112) at their first opportunity.

Good choices for first-year astronomy courses for science majors are AST 111 and AST 113. Courses designed for non-science majors who would like to know something about the universe are AST 100, AST 102, AST 103, AST 215, AST 220.

The astronomy department is a collaborative Five College department. Courses designated "FC" (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College, and the University of Massachusetts. Because of differences among the academic calendars of each school, courses designated "FC" may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult the Five College astronomy office (545-0789) for the time of the first class meeting.

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) 4 credits
Salman Hameed
Offered Fall 2004

102 Sky I: Time
Explore the concept of time, with emphasis on the astronomical roots of clocks and calendars. Observe and measure the cyclical motions of the sun, the moon and the stars and understand phases of the moon, lunar and solar eclipses, seasons. Designed for non-science majors. Enrollment limited
103 Sky II: 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} 2 credits
James Lowenthal, Meg Thacher
Offered Fall 2004

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 comfortable with mathematics. Prerequisite: MTH 102 or the equivalent. {N} 4 credits
James Lowenthal
Offered Fall 2004

113 Telescopes and Techniques
A beginning class in observational astronomy for students who have taken or are currently taking a physical science class or the equivalent. 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} 3 credits
James Lowenthal
Offered Spring 2005

215 FC15b History of Astronomy
Examination of revolutionary ideas in science, with an emphasis on astronomy. How do observations, culture, politics, religion and personalities influence scientific debates? How have new theories, such as a heliocentric universe, a steady state universe, physical and biological evolution, challenged accepted scientific ideas? Explore current unresolved issues, such as dinosaur extinctions and evidence for life in Martian meteorites. Non-technical. {H/ N} 4 credits
Salman Hameed
Offered Fall 2004

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. {N} 4 credits
Darby Dyar at Amherst
Offered Fall 2004

225 FC25 Galactic and Extragalactic Astronomy
The role of gravity in determining the mass of the universe will be explored in an interactive format making extensive use of computer simulations and independent projects. Offered in alternate years with 224. Prerequisites: PHY 115, MTH 111, plus one astronomy class. {N} 4 credits
Suzan Edwards
Offered Spring 2005

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 the foundations of cosmology and its future as a science. Prerequisites: MTH 111 and one physical science course. {N} 4 credits
George Greenstein at Hampshire
Offered Fall 2004

330 FC30a Seminar: Topics in Astrophysics Spectroscopy of the Planets. Interactive lab course
developing understanding of acquisition and analysis of spectroscopic data for solar system bodies, including asteroids, Mars, Jupiter. Prerequisites: PHY 116, one 200-level astronomy course. (N) 4 credits
Darby Dyar, at Mount Holyoke
Offered Spring 2005

335 FC35 Introduction to Astrophysics
How do astronomers determine the nature and extent of the universe? Following the theme of the “Cosmic Distance Ladder,” we explore how our understanding of astrophysics allows us to evaluate the size of the observable universe. We begin with direct distance determinations in the solar system and nearby stars. We then move on to spectroscopic distances of stars; star counts and the structure of our galaxy; Cepheid variables and the distances of galaxies, the Hubble Law and large scale structure in the universe; quasars and the Lyman-alpha forest. Prerequisites: at least one physics course and one astronomy course at the 200-level or above. (N) 4 credits
Grant Wilson at UMass
Offered Fall 2004

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: one astronomy and one physics course at the 200-level. Taught in alternate years with 338. (N) 4 credits
Rose Hnn at UMass
Offered Spring 2005

352 FC52 Astrophysics II: Galaxies
The application of physics to the understanding of astrophysical phenomena. Physical processes in the gaseous interstellar medium: photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems: star clusters and the virial theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves. Quasars and active galactic nuclei; synchrotron radiation; accretion disks; supermassive black holes. Prerequisites: two 200-level physics classes. (N) 4 credits
James Lowenthal
Offered Spring 2005

400 Special Studies
Admission by permission of the department. Opportunities for theoretical and observational work are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy and exobiology. 1 to 4 credits
Offered both semesters each year

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: 44 credits, including 111 or the equivalent; 113; three astronomy courses at the 200 level, including 224 or 225; one astronomy course at the 300 level; PHY 115 and 116. In consultation with her adviser, a student may select the remaining credits from 200 or higher-level courses in astronomy or from intermediate level courses in related fields such as mathematics, physics, engineering, geology, 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 nonscientific 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 111 or the equivalent; 224 or 225; and PHY 115. The remaining courses may be selected from any astronomy or physics offerings.

Minor in Astrophysics

Advisers: Suzan Edwards, James Lowenthal

The astrophysics minor is designed for a student who is considering a career as a professional astronomer. Central to this approach is a strong physics background, coupled with an exposure to topics in modern astrophysics. Students are advised to acquire a facility in computer programming. Especially well-prepared students may enroll in graduate courses in the Five College Astronomy Department.

Requirements: completion of physics major plus any 3 astronomy classes.

Honors

Director: Suzan Edwards

430d Thesis
8 credits
Full-year course; Offered each year

432d Thesis
12 credits
Full-year course; Offered each year

Requirements: Same as for the major and 8 or 12 thesis credits in the senior year.
Visiting faculty and some lecturers are generally appointed for a limited term.

Stylianos P. Scordilis, Ph.D. (Biological Sciences), Director
Assistant Professor
  **1 Elizabeth Jamieson (Chemistry)
Professor
Steven Williams, Ph.D. (Biological Sciences)
Senior Lecturer
Lâle Aka Burk, Ph.D.
Associate Professor
David Bickar, Ph.D. (Chemistry)
Other Participating Faculty
Adam Hall, Ph.D. (Biological Sciences)
**1 Borjana Mikic, Ph.D. (Engineering)
**1 Cristina Suarez, Ph.D. (Chemistry)

Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses (BIO 111, 112, CHM 111 or 118, 222, 223) as well as BIO 230, 231 and CHM 224 before the junior year.

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 230/231 and CHM 223. Laboratory (253) must be taken concurrently by biochemistry majors; optional for others. {N} 3 credits
Stylianos P. Scordilis
Offered Spring 2005

253 Biochemistry I Laboratory
Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide gel electrophoresis, Scatchard analysis, and a project lab on linked enzyme kine- tics. Prerequisite: BIO 231. BCH 252 is a prerequisite or must be taken concurrently. {N} 2 credits
To be announced
Offered Spring 2005

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} 3 credits
David Bickar
Offered Fall 2004

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} 2 credits
To be announced
Offered Fall 2004

380 Seminar: Topics in Biochemistry
Topic: Biochemical Bases of Neurological Disorders. Following the decade of the brain there has been a surge in understanding of the biochemical and molecular bases of neurological disorders. This seminar will explore the underlying mechanisms of a number of neuronal diseases, such as Mad Cow disease, Lou Gehrig’s disease and brain tumors. Prerequisite: BIO 230 or permission of the instructor. {N} 3 credits
Stylianos Scordilis, Adam Hall
Offered Fall 2004
Biochemistry

400 Special Studies
Variable credit (1 to 5) as assigned
Offered both semesters each year

400d Special Studies
Variable credit (2 to 10) as assigned
Full year course; Offered each year

Other required courses:

BIO 111 Molecules, Cells and Systems
This course is an introduction to the study of life at the level of cells and organs with a particular emphasis on humans. Specific topics include: cell, organelle and membrane structure and function, biomolecules, metabolism, the molecular basis of inheritance and information transfer; a significant portion of the course is devoted to the structure and function of select organ systems such as reproductive, endocrine, immune and nervous systems. Investigative laboratory exercises explore basic concepts through observation, self-designed experiments, and data collection and analysis. {N} 4 credits
Betty McGuire (Director), Esteban Monserrate, Judith Wopereis
Offered Fall 2004

BIO 112 Exploring Biological Diversity
The course examines the genetic, ecological and evolutionary processes that generate biodiversity. Specific topics include the origin of life, organismal diversity, transmission genetics, human evolution, mass extinctions and ecosystem stability. Investigative laboratory exercises explore biodiversity and require students to design and test hypothesis in areas related to lecture topics. {N} 4 credits
Laura Katz (Director), Robert Dorit, Esteban Monserrate, Judith Wopereis
Offered Spring 2005

BIO 230 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. Prereq-

BIO 231 Cell Biology Laboratory
Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field, phase contrast and fluorescence light microscopy and scanning electron microscopy. There will be an emphasis on student-designed projects. Additional prerequisite: BIO 230, which should be taken concurrently. {N} 1 credit
Graham Kent
Offered Fall 2004

BIO 234 Genes and Genomes
An exploration of genes and genomes that stresses the connections between molecular biology, genetics, cell biology and evolution. Topics will include: DNA and RNA structure, recombinant DNA analysis, gene cloning, gene organization, gene expression, RNA processing, mobile genetic elements, gene expression and development, the molecular biology of cancer, the comparative analysis of whole genomes and the origin and evolution of genome structure and content. Prerequisites: BIO 111, BIO 112.
Laboratory 235 is optional. {N} 4 credits
Steven Williams, Robert Dorit
Offered Spring 2005

BIO 235 Genes and Genomes Laboratory
A laboratory designed to complement the lecture material in 234. 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 234 which should be taken concurrently. {N} 1 credit
To be announced
Offered Spring 2005

CHM 111 Chemistry I: General Chemistry
An introductory course dealing with atomic and molecular structure and properties, and with chemical reactions. The laboratory includes techniques of chemical synthesis and analysis. Enroll-
Biochemistry 111

Limitation limited to 60 per lecture section, 16 per lab section. (N) 5 credits
Kate Queeney, Heather Shafer, Fall 2004
Kate Queeney, Kevin Shea, Shizuka Hsieh, Fall 2005
Offered Fall 2004, Fall 2005

CHM 222 Chemistry II: Organic Chemistry
An introduction to the theory and practice of organic chemistry. Structure, nomenclature, and physical and chemical properties of organic compounds with an emphasis on alkanes, alkyl halides, alkenes, alkylnes, cycloalkanes and carbonyl compounds. Spectroscopic methods of analysis focusing on infrared and nuclear magnetic resonance spectroscopy. Prerequisite: 111 or 118. Enrollment limited to 16 per lab section. (N) 5 credits
Kevin Shea, Robert Linck, Lâle Burk,
Offered Spring 2005, Spring 2006

CHM 223 Chemistry III: Organic Chemistry
The chemistry of alcohols, ethers, amines, aldehydes, ketones, carboxylic acids and functional derivatives of carboxylic acids, aromatic compounds and multifunctional compounds. Introduction to retrosynthetic analysis and multistep synthetic planning. Prerequisite: 222 and successful completion of the 222 lab. Enrollment limited to 16 per lab section. (N) 5 credits
Maureen Fagan, Lâle Burk, Fall 2004
Kevin Shea, Lâle Burk, Fall 2005
Offered Fall 2004, Fall 2005

CHM 224 Chemistry IV: Bonding, Structure and Energetics
An introduction to electronic structure, chemical kinetics and mechanisms, and thermodynamics. Introductory quantum mechanics opens the way to molecular orbital theory and coordination chemistry of transition metals. Topics in chemical thermodynamics include equilibria for acids and bases, analyses of entropy and free energy, and electrochemistry. Prerequisite: 223 or permission of the instructor. Enrollment limited to 18 per lab section. (N) 5 credits
Heather Shafer, Virginia White, Spring 2005
Kate Queeney, Virginia White, Spring 2006
Offered Spring 2005, Spring 2006

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: 331. (N) 5 credits
Kate Queeney, Maria Bickar
Offered Spring 2005, Spring 2006

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) 4 credits
Cristina Suarez, Fall 2004
David Bickar, Robert Linck, Fall 2005
Offered Fall 2004, Fall 2005

One elective from:

BIO 342 Molecular Biology of Eukaryotes
The molecular biology of eukaryotes and their viruses. Topics will include eukaryotic chromosome structure and organization, regulation of gene expression, RNA processing, retroviruses, transposable elements, gene rearrangement, methods for studying human genes, 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 term paper on a topic selected in consultation with the instructor. Enrollment limited to 16. Additional prerequisite: BIO 234. Laboratory (343) is optional. (N) 4 credits
Steven Williams
Offered Fall 2004

BIO 344 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. Additional prerequisite: BIO 230 or 236. Recommended: BIO
232 or 234 and 254/255. Laboratory (345) is optional. (N) 4 credits
Christine White-Ziegler
Offered Fall 2004

BIO 348 Molecular Physiology
A study of cellular regulation at the molecular level, with emphasis on single molecule physiology, signaling cascades, their logic and cellular integration, membrane domains and transport mechanisms, and the application of molecular science to modern medicine. Additional prerequisites: BIO 230 and CHM 223. Offered in alternate years. (N) 4 credits
Stylianos Scordilis
Offered Fall 2005

CHM 328 Bio-Organic Chemistry
This course deals with the function, biosynthesis, structure elucidation and total synthesis of the smaller molecules of nature. Emphasis will be on the constituents of plant essential oils, steroids including cholesterol and the sex hormones, alkaloids and nature’s defense chemicals, molecular messengers and chemical communication. The objectives of the course can be summarized as follows: To appreciate the richness, diversity and significance of the smaller molecules of nature, to investigate methodologies used to study and synthesize these substances, and to become acquainted with the current literature in the field. Prerequisite: 223. Offered in alternate years. (N) 3 credits
Lâle Burk
Offered Spring 2005

CHM 338 Molecular Spectroscopy
This course is designed to provide an understanding of mathematical formulations, electronic elements and experimentally determined parameters related to the study of molecular systems. We will focus on Nuclear Magnetic Resonance as the spectroscopic technique of choice in chemistry and biology. Prerequisites: A knowledge of NMR spectroscopy at the basic level covered in CHM 222 and 223. Offered in alternate years. (N) 4 credits
Cristina Suarez
Offered Fall 2005

CHM 347 Instrumental Methods of Analysis
A laboratory-oriented course involving spectroscopic, chromatographic and electrochemical methods for the quantitation, identification and separation of species. Critical evaluation of data and error analysis. Prerequisite: 224 or permission of the instructor. (N/M) 5 credits
Robert Linck, Fall 2004
Kate Queeney, Kevin Shea, Fall 2005
Offered Fall 2004, Fall 2005

CHM 357 Selected Topics in Biochemistry
Topic: 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. Offered in alternate years. (N) 3 credits
David Bickar
Offered Fall 2004

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. Offered in alternate years. (N) 4 credits
Elizabeth Jamieson
Offered Fall 2005

The Major
Requirements: BCH 252 and 253, 352 and 353; BIO 111, 112, 230 and 231, 234 and 235; CHM 111, 222 and 223, 224, or 118, 222 and 223, and either 332 or 335.


Students planning graduate study in biochemistry are advised to include a year of calculus and a year of physics in their program of study.
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 departmental examinations.

Students are advised to complete all introductory courses (BIO 111, 112, CHM 111 or 118, 222, 223) as well as BIO 230, 231 and CHM 224 before the junior year.

**Honors**

Director: David Bickar

430d Thesis
8 credits
Full-year course; Offered each year

432d Thesis
12 credits
Full-year course; Offered each year

Requirements: same as for the major, with the addition of a research project in the senior year, an examination in biochemistry, and an oral presentation of the honors research.
Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Carl John Burk, Ph.D.
**2 Stephen G. Tilley, Ph.D., Chair
**2 Robert B. Merritt, Ph.D.
Margaret E. Anderson, Ph.D.
Richard F. Olivo, Ph.D.
Stylianos P. Scordilis, Ph.D.
Steven A. Williams, Ph.D.
**2 Paulette Peckol, Ph.D.
†1 Richard T. Briggs, Ph.D.
**2 Virginia Hayssen, Ph.D.
Michael Marcotrigiano, Ph.D.

Associate Professors
Robert Dorit, Ph.D.
Laura A. Katz, Ph.D.
Christine White-Ziegler, Ph.D.
L. David Smith, Ph.D.

Adjunct Associate Professors
Thomas S. Litwin, Ph.D.
Leslie R. Jaffe, M.D.

Assistant Professors
Adam Hall, Ph.D.
†1 Carolyn Wetzel, Ph.D.
Michael Barresi, Ph.D.

Adjunct Assistant Professor
Gail E. Scordilis, Ph.D.

Lecturers
Betty A. McGuire, Ph.D.
Esteban Monserrate, Ph.D.

Senior Laboratory Instructor
Graham R. Kent, M.Sc.

Laboratory Instructors
Esteban Monserrate, Ph.D.
Mary McKitrick, Ph.D.
Gabrielle Immerman, B.A.
Judith Wopereis, M.Sc.

Research Associate
Paul Wetzel, Ph.D.

The following six courses are designed primarily for students not majoring in the biological sciences. For exceptions see requirements for the major.

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 and human diversity. The course will include guest lectures, outside readings and in-class discussions. (N) 4 credits
Steven Williams
Offered Spring 2005

102 Human Genetics
A study of human genetics at the level of molecules, cells, individuals and populations. Topics covered will include sex determination, genetic diseases, genetic counseling and screening, inheritance of complex characters and inbreeding. Laboratory sections will provide students with the opportunity to study their own genes and chromosomes. Laboratories will meet in alternate weeks. (N) 4 credits
Robert Merritt
Offered Spring 2005
104 Human Biology
A study of select systems of the human body. For each system, we consider structure, function and development, and then apply this information to everyday issues related to health, disease and society. {N} 4 credits
Betty McGuire
Offered Fall 2005

202 Landscape Plants and Issues
Survey of the plant materials used in the landscape including interior, annual, perennial, woody plants and turf. Identification, natural biology, culture and use. Introduction to landscape maintenance and design, regional planning and garden history. Lab and presentation, field trips, BIO 203 must be taken concurrently. Enrollment limited to 40. {N} 3 credits
Michael Marcotrigiano
Offered Fall 2004

203 Landscape Plants and Issues Laboratory
Identification, morphology and use of landscape plants including annuals, biennials, perennials, tropica ls, woody shrubs and trees, vines, and aquatics. Bulb planting, pollinations. Design and planning labs and presentations. BIO 202 must be taken concurrently. Enrollment limited to 40. {N} 1 credit
Gabrielle Immerman
Offered Fall 2004

258 Conservation Biology Colloquium
The application of ecological, genetic and evolutionary knowledge to 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. Case studies will integrate biology, management and policy. (E) {N} 4 credits
L. David Smith
Offered Spring 2005

111 Molecules, Cells and Systems*
This course is an introduction to the study of life at the level of cells and organs with a particular emphasis on humans. Specific topics include cell, organelle and membrane structure and function, biomolecules, metabolism, the molecular basis of inheritance and information transfer; a significant portion of the course is devoted to the structure and function of select organ systems such as the reproductive, endocrine, immune and nervous systems. Investigative laboratory exercises explore basic concepts through observation, self-designed experiments, and data collection and analysis. {N} 4 credits
Betty McGuire (Director), Graham Kent, Esteban Monserrate, Judith Wopereis
Offered Fall 2004

112 Exploring Biological Diversity*
The course examines the genetic, ecological and evolutionary processes that generate biodiversity. Specific topics include the origin of life, organismoal diversity, transmission genetics, human evolution, mass extinctions and ecosystem stability. Investigative laboratory exercises explore biodiversity and require students to design and test hypothesis in areas related to lecture topics. {N} 4 credits
Laura Katz (Director)
Robert Dorit, Esteban Monserrate, Judith Wopereis
Offered Spring 2005

204 Horticulture
An overview of the field of horticulture. Students learn about plant structure, growth and function. Methods for growing plants, identification and management of plant pests, plant propagation, plant nutrition, garden soils, and plant biotechnology. Class presentation. BIO 205 must be taken concurrently. Enrollment limited to 40. {N} 3 credits.
Michael Marcotrigiano
Offered Spring 2005

*Students who have attained scores of 4 or 5 on the Advanced Placement examination in biology may apply that credit toward either 111 and/or 112. Students without AP credit but with a strong background should discuss their options with a departmental representative. The distribution requirements for the major vary depending on whether students have taken 111 and/or 112 (see The Major section following the department course listings).
205 Horticulture Laboratory
Practical lab experiences including an analysis of plant parts, seed sowing, identification of diseases and insect pests, plant propagation by cuttings and air layering, transplanting and soil testing. BIO 204 must be taken concurrently. Enrollment limited to 40. \( \text{(N)} \) 1 credit
Gabrielle Immerman
Offered Spring 2005

230 Cell Biology
The structure and function of eukaryotic cells. This course will examine contemporary topics in cell 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. Prerequisites: BIO 111, CHM 222. Laboratory (231) is optional. \( \text{(N)} \) 4 credits
Stylianos Scordilis
Offered Fall 2004

231 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. Additional prerequisite: BIO 230, which should be taken concurrently. \( \text{(N)} \) 1 credit
Graham Kent
Offered Fall 2004

232 An Introduction to Genetics and Molecular Biology
This course explores central concepts in transmission, molecular and population genetics. Topics covered will include nuclear and cytoplasmic inheritance; gene structure, DNA replication and gene expression; manipulation and analysis of nucleic acids; dynamics of genes in populations, mutation, natural selection and inbreeding. Discussion sections will focus on analysis of complex problems in inheritance, molecular biology and gene dynamics. Prerequisites: BIO 111, BIO 112. Laboratory (233) is optional. \( \text{(N)} \) 4 credits
Robert Merritt
Offered Fall 2004

233 Genetics and Molecular Biology Laboratory
A laboratory course designed to complement the lecture material in 232. Investigations include an extended, independent analysis of mutations in Drosophila, and several labs devoted to human genetics. Prerequisite: BIO 232, which should be taken concurrently. \( \text{(N)} \) 1 credit
Robert Merritt
Offered Fall 2004

234 Genes and Genomes
An exploration of genes and genomes that stresses the connections between molecular biology, genetics, cell biology and evolution. Topics will include: DNA and RNA structure, recombinant DNA analysis, gene cloning, gene organization, gene expression, RNA processing, mobile genetic elements, gene expression and development, the molecular biology of infectious diseases, the comparative analysis of whole genomes and the origin and evolution of genome structure and content. Prerequisites: BIO 111, BIO 112. Laboratory 235 is optional. \( \text{(N)} \) 4 credits
Steven Williams, Robert Dorit
Offered Spring 2005

235 Genes and Genomes Laboratory
A laboratory designed to complement the lecture material in 234. 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 234 which should be taken concurrently. \( \text{(N)} \) 1 credit
Mary McNertrick
Offered Spring 2005

236 Cell Physiology
Survey of fundamental cell processes. Topics are presented in the context of cell evolution, which include cellular diversity, structure and function of cellular compartments and components, and regulation of cellular processes such as energy generation, information transfer (transcription and translation), protein trafficking, cell signaling, and cell movement. Prerequisite: BIO 111 and CHM 111 or CHM 118. This course does not serve as a prerequisite for BCH 252. Laboratory (237) is highly
237 Cell Physiology Laboratory
This lab provides the opportunity to observe and manipulate cells so as to better understand the processes covered in lecture. To that end, students will become facile with many types of light microscopy. During the first half of the semester students will be introduced to a variety of cell types and microscopy techniques; the latter half is devoted to student designed observations of single-celled organisms. Techniques include: bright field, dark-field, phase contrast, epifluorescence, confocal and electron microscopy, video and time-lapse video microscopy, and digital photography. Additional prerequisite: BIO 236 which should be taken concurrently. (N) 4 credits

240 Plant Biology
Plants are a significant presence on the planet and contribute to our biological existence as well as our enjoyment of life. This course is an exploration of the diversity and evolution of plants, including comparative morphology, reproduction, physiology, and development. Plants will be examined at the cell, organismal, and community levels. Prerequisites: BIO 111 and 112. Laboratory (241) optional but highly recommended. (N) 4 credits

241 Plant Biology Laboratory
Hands-on examination of plant anatomy, morphology, development and diversity using living and preserved plants. An emphasis on structure/function relationships, life cycles, plant interactions with the environment (abiotic and biotic), and use of model plant systems for experimentation. Prerequisite: BIO 240, which should be taken concurrently. (N) 1 credit

242 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. To protect and manage invertebrate diversity, we must understand its nature and scope. This course is designed to survey the extraordinary diversity of invertebrates, emphasizing their form and function in ecological and evolutionary contexts. Prerequisite: BIO 112 or permission of the instructor. Enrollment limited to 20. Laboratory (243) must be taken concurrently. (N) 3 credits

L. David Smith
Offered Fall 2004

243 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 242 must be taken concurrently. One required weekend field trip to the New England coast. (N) 2 credit

L. David Smith
Offered Fall 2004

244 Vertebrate Biology
A review of the evolutionary origins, adaptations and trends in the biology of vertebrates. Laboratory (245) is optional. (N) 4 credits

Virginia Hayssen
Offered Spring 2005

245 Vertebrate Biology Laboratory
A largely anatomical exploration of the evolutionary origins, adaptations, and trends in the biology of vertebrates. (N) 1 credit

Betty McGuire
Offered Spring 2005

250 Plant Physiology
Plants as members of our ecosystem; water economy; photosynthesis and metabolism; growth and development as influenced by external and internal factors, survey of some pertinent basic and applied research. Prerequisites: BIO 111, BIO 112 and CHM 111 or CHM 118. Laboratory (251) is optional. (N) 4 credits

Carolyn Wetzel
Offered Spring 2005
251 Plant Physiology Laboratory
Processes that are studied include plant molecular biology, photosynthesis, growth, uptake of nutrients, water balance and transport, and the effects of hormones. Additional prerequisite: BIO 250, which should be taken concurrently. \( \{N\} \) 1 credit
To be announced
Offered Spring 2005

254 Microbiology: Bacteria and Viruses
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 111 and CHM 111 or CHM 118. Laboratory (255) must be taken concurrently. \( \{N\} \) 3 credits
Christine White-Ziegler
Offered Spring 2005

255 Microbiology: Bacteria and Viruses 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 254 must be taken concurrently. \( \{N\} \) 2 credits
Esteban Monserrate
Offered Spring 2005

256 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 111 and CHM 111 or CHM 118. Laboratory (257) is optional but strongly recommended. \( \{N\} \) 4 credits
Margaret Anderson
Offered Fall 2004

257 Animal Physiology Laboratory
Experiments will demonstrate concepts presented in BIO 256 and illustrate techniques and data analysis used in the study of physiology. Additional prerequisite: BIO 256, which must be taken concurrently. \( \{N\} \) 1 credit
Margaret Anderson
Offered Fall 2004

260 Principles of Ecology
Theories and principles pertaining to population growth and regulation, interspecific competition, predation, the nature and organization of communities, and the dynamics of ecosystems. Prerequisite: BIO 112. Laboratory (261) is optional. A weekend field trip will be included. \( \{N\} \) 4 credits
Stephen Tilley
Offered Fall 2004

261 Principles of Ecology Laboratory
Introduction to ecological communities of southern New England, and to the investigation of ecological problems via field work and statistical analysis. Additional prerequisite: BIO 260, which should be taken concurrently. \( \{N\} \) 1 credit
Stephen Tilley
Offered Fall 2004

262 Evolutionary Biology I: The Mechanisms of Evolutionary Change
The processes of organic evolution are central to understanding the attributes and diversity of living things. This course deals with the mechanisms underlying change through time in the genetic structures of populations change, the phenomenon of adaptation, the formation of species, and the reconstruction of evolutionary relationships. Topics include basic population genetics and molecular evolution, the mechanics of natural selection, phylogenetic reconstruction, and human evolution. Prerequisite: BIO 112. The course assumes familiarity with the basic principles of genetics. Alternates with BIO 270. \( \{N\} \) 4 credits
Stephen Tilley
Offered Spring 2005

264 Marine Ecology
This course will initially focus on selected marine systems (e.g., shores, coral reefs, deep sea) to explore various natural factors that affect marine biodiversity. Our focus then will shift to the role of human disturbances and their effects of these systems. Finally, we will briefly discuss some of the successful management strategies being
implemented using various case studies. One of our goals is to familiarize you with some of the scientific concepts studied by marine ecology as a discipline. In addition, and as important, is our goal to help you develop vital skills such as effective oral and written communication, critical thinking and problem solving. We also emphasize graphical representations and quantitative skills. First-year students must have permission of the instructor. Prerequisite: BIO 111 or GEO 108 or permission of the instructor. Enrollment limited to 28. Laboratory (265) must be taken concurrently. (N) 3 credits

Paulette Peckol, Esteban Monserrate
Offered Fall 2004

265 Marine Ecology Laboratory
The laboratory applies concepts discussed in lecture, focusing on class and individual research projects in both the field and laboratory. Additional prerequisite: BIO 264, which should be taken concurrently. Two required weekend field trips to the New England coast. (N) 2 credits

Paulette Peckol, Esteban Monserrate
Offered Fall 2004

266 Plant Systematics
Classical and modern approaches to the taxonomy of higher plants, with emphasis on evolutionary trends and processes and principles of classification. Laboratory (267) must be taken concurrently. (N) 3 credits

John Burk
Offered Spring 2005

267 Plant Systematics Laboratory
Field and laboratory studies of the identification and classification of higher plants, with emphasis on the New England flora. BIO 266 must be taken concurrently. (N) 1 credit

John Burk
Offered Spring 2005

268 Microbiology: Eukaryotes
Eukaryotes, cells with nuclei, have lived on the earth for at least two billion years. This course focuses on the bizarre and diverse world of microbial eukaryotes (protists). Emphasis is on the origin and diversification of eukaryotes, and on the numerous diseases caused by these microorganisms. Evaluation is based on a combination of tests, discussions and a research paper on a topic chosen by each student. Prerequisite: BIO 112. (N) 4 credits

Laura Katz
Offered Fall 2004

269 Microbiology: Eukaryotes Laboratory
The laboratory assignments allow students to observe microbial eukaryotes and use microscopy and molecular techniques for experimentation with these organisms. Emphasis is on completion of an independent project. A one-day field trip is scheduled. BIO 268 must be taken concurrently. (N) 1 credit

Laura Katz
Offered Fall 2004

270 Evolutionary Biology II: Biodiversity
Our planet is inhabited by at least two million kinds of organisms and coming to intellectual grips with this fact is one of the greatest challenges of biology. This course deals with the patterns, origins, history, description and preservation of biodiversity. Topics include discovering and naming species; species concepts and origins; major patterns in the paleontological record; geographic patterns; measuring, comparing and explaining levels of diversity; and conserving biodiversity. The course includes a Saturday trip to the American Museum of Natural History in New York City. Prerequisite: BIO 112. Familiarity with basic genetic and evolutionary concepts is assumed. Alternates with BIO 262. (N) 4 credits.

To be announced
Offered Spring 2006

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. Prerequisites: BIO 230 and 231. (N) 4 credits

Stylianos Scordilis
Offered Fall 2005
325 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 230, BIO 234, or BIO 236, or permission of the instructor. Laboratory (326) must be taken concurrently. Enrollment limited to 20. (E) 4 credits
Adam C. Hall
Offered Spring 2005

326 Cellular and Molecular Neuroscience Laboratory
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. Oocytes (frog eggs) are injected with 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 325 must be taken concurrently. Enrollment limited to 20. (E) 1 credit
Adam C. Hall
Offered Spring 2005

330 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. Prerequisites: BIO 230, 236 or 256. Laboratory (331) must be taken concurrently. (N) 4 credits
Richard Olivo
Offered Spring 2005

331 Neurophysiology Laboratory
Electrophysiological recording of signals from neurons, including an independent project in the second half of the semester. BIO 330 must be taken concurrently. (N) 1 credit
Richard Olivo
Offered Spring 2005

332 Histology
A study of the microscopic structure of animal tissues, including their cellular composition, origin, differentiation, function and arrangement into organs. Additional prerequisite: BIO 230 or 236. Laboratory (333) is optional, but strongly recommended. Offered in alternate years. (N) 4 credits
Richard Briggs
Offered Fall 2005

333 Histology Laboratory
An introduction to microtechnique: the preparation of tissue and organs for light microscopic examination, including fixation, embedding and sectioning as well as a number of different staining techniques and cytochemistry. Also includes the study of prepared material. Minimum enrollment: 6 students. Additional prerequisite: BIO 332, which should be taken concurrently. Offered in alternate years. (N) 1 credit
Richard Briggs
Offered Fall 2005

336 Introduction to Biological Fine Structure
Introduction to the theory of electron microscopy and associated techniques, including electron optics, instrument design and operational parameters, and specimen preparation; discussion of eukaryotic cell structure (supramolecular organization), and analysis and interpretation of micrographs. Admission by permission of the instructor. Additional prerequisite: BIO 230 or 236. Laboratory (337) must be taken concurrently. Enrollment limited to 6. Offered in alternate years. (N) 3 credits
Richard Briggs
Offered Spring 2006

337 Introduction to Biological Fine Structure Laboratory
Emphasis will be on the practice of basic techniques for electron microscopy, including diverse preparative procedures for biological material, the operation of the scanning and transmission of electron microscopes, and associated photographic processes. Independent projects are emphasized. BIO 336 must be taken concurrently. Offered in alternate years. (N) 2 credits
Richard Briggs
Offered Spring 2006
338 Algae and Fungi
Evolutionary origins, physiology and ecology of algae and fungi. Emphasis placed on the role of algae and fungi in research, as well as their environmental and medical importance. Each student is responsible for two in-class presentations and associated research papers. Prerequisite: a 200-level course in botany or permission of the instructor. Laboratory (339) must be taken concurrently. Enrollment limited to 12. (N) 3 credits
Paulette Peckol
Offered Spring 2005

339 Algae and Fungi Laboratory
The laboratory will focus on concepts discussed in lecture and will include an independent project. A weekend field trip is included. BIO 338 must be taken concurrently. (N) 2 credits
Paulette Peckol
Offered Spring 2005

340 Molecular Evolution
This course will focus on methods and approaches in the emerging field of molecular evolution. Topics will include quantitative reconstruction of selective and populational events shaping standing genetic variation; molecular mechanisms underlying mutation, recombination and gene conversion; comparative analysis of whole genome data sets; comparative genomics and bioinformatics; applications of molecular evolution in the fields of molecular medicine, drug design, and disease and the use of molecular data for systematic, conservation and population biology. Prerequisite: BIO 232, 234, or 262 or permission of the instructor. (N) 4 credits
Robert Dorit
Offered Fall 2004

342 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. Additional prerequisite: BIO 234. Laboratory (343) is optional. (N) 4 credits
Steven Williams
Offered Fall 2004

343 Molecular Biology of Eukaryotes Laboratory
A laboratory course designed to complement the lecture material in 342. 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 cDNA library construction, DNA sequence analysis, Northern blot analysis, RT-PCR and bioinformatics. Enrollment limited to 16. Additional prerequisite: BIO 235 and 342, which should be taken concurrently. (N) 1 credit
Steven Williams
Offered Fall 2004

344 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. Additional prerequisite: BIO 230 or 236. Recommended: BIO 232 or 234 and 254/255. Laboratory (345) is optional. (N) 4 credits
Christine White-Ziegler
Offered Fall 2004

345 Immunology Laboratory
Immunological techniques used in 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. BIO 344 is a prerequisite or must be taken concurrently. Enrollment limited to 16 students. (N) 1 credit
Christine White-Ziegler
Offered Fall 2004

346 Developmental Biology
Developmental biology is the study of the amazing processes by which a fertilized egg becomes a...
multicellular organism with thousands of different cell types. Observations of these remarkable phenomena are presented in concert with the experiments underlying our current understanding of the control of these events. Emphasis is also placed on learning to design experiments to answer questions about cause and effect in biological systems, developing or otherwise. Prerequisite: a course in molecular genetics or cell. Laboratory (347) is optional, but recommended. (N) 4 credits
Michael Barresi
Offered Spring 2005

347 Developmental Biology Laboratory
Observation, analysis, and manipulation of various phenomena in the development of various organisms using both classic and modern techniques. During the second half of the semester, students will design and carry out their own experiments. Lecture 346 must be taken concurrently. (N) 1 credit
Michael Barresi
Offered Spring 2005

348 Molecular Physiology
A study of cellular regulation at the molecular level, with emphasis on single molecule physiology; signaling cascades, their logic and cellular integration, membrane domains and transport mechanisms, and the application of molecular science to modern medicine. Additional prerequisites: BIO 230 and CHM 223. Offered in alternate years. (N) 4 credits
Stylianos Scordilis
Offered Fall 2006

352 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. Additional prerequisite: one of the following: BIO 242, 244, a statistics course or permission of the instructor. Concurrent enrollment in laboratory (353) is required. (N) 3 credits
Virginia Hayssen
Offered Fall 2004

353 Animal Behavior Laboratory
Research design and methodology for field and laboratory studies of animal behavior. Additional prerequisite, one of the following: BIO 242, 244, a statistics course or permission of the instructor. Concurrent enrollment in BIO 352 is required. Enroll limited to 15 students. (N) 2 credits
Virginia Hayssen
Offered Fall 2004

356 Plant Ecology
A study of plant communities and the relationships between plants and their environment. Additional prerequisite: a course in ecology or environmental science, or permission of the instructor. Laboratory (357) must be taken concurrently. (N) 3 credits
To be announced
Offered Fall 2004

357 Plant Ecology Laboratory
Field and laboratory investigations of the ecology of higher plants, with emphasis on New England plant communities and review of current literature. BIO 356 must be taken concurrently. (N) 1 credit
To be announced
Offered Fall 2004

359 Ecological Analysis Laboratory
Exploration of ecological phenomena via computer simulation and field investigation. Topics include density-dependent and random effects in population growth, competition, predator-prey interactions, age-structure analysis, ecological succession, and capture-recapture estimation of population size. The course assumes familiarity with ecological principles, basic statistics, and use of Excel and Minitab software. Prerequisites: MTH 245 and a course in distribution area D. Alternates with BIO 361, Evolutionary Analysis Laboratory. (N) 2 credits
Stephen Tilley
Offered Spring 2006

361 Evolutionary Analysis Laboratory
The analysis and application of evolutionary principles using computer modeling, phylogenetic analysis software, and field investigation. Topics include the quantitative analysis of genetic drift and natural selection, phylogenetic relationships, and genetic variation in natural populations. The course assumes an understanding of evolutionary principles and mechanisms, basic statistics, and use of Excel and Minitab software. Prerequisites: a course in distribution area E and MTH 245. Alternates with BIO 359. (N) 2 credits
Stephen G. Tilley
Offered Spring 2005
Seminars

360 Topics in Molecular Biology
Topic: 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 viru-
ience in a variety of organisms will be addressed
along with the diseases they cause and the public
health measures taken to address these pathogens.
Prerequisite: BIO 234 or BIO 254. Recommended:
BIO 344 {N} 3 credits
Christine White-Ziegler
Offered Spring 2005

364 Topics in Environmental Biology
Topic: Biology and Geology of Coral Reefs— Past,
Present, and Future. Coral reefs occupy a rela-
tively small portion of the earth’s surface, but their
importance to the marine ecosystem is great. This
seminar will examine coral reefs in terms of their
geologic importance, both past and present, and
their ecological interactions. Emphasis will be
placed on the status of modern coral reefs world-
wide, with a focus on effects of environmental and
anthropogenic disturbances (e.g., sedimentation,
entropification, overfishing). Prerequisite: permis-
sion of the instructor. {N} 3 credits
Paulette Peckol
Offered Spring 2007

366 Topics in Cellular Biology
Topic: Cancer: Cells Out of Control. Known since
the ancient Egyptians, cancers may be considered a
set of normal cellular processes gone awry in vari-
ous 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 dis-
ases. Prerequisite: Bio 230 or permission of the
instructor. {N} 3 credits
Stylianos P. Scordilis
Offered Spring 2005

368 Topics in Evolutionary Biology
Topic: Genome Evolution. The past decade has
seen a dramatic increase in data on genome
sequences and structures. The seminar explores
these emerging data from an evolutionary perspec-
tive, with the aim of understanding the evolution-
ary forces that drive genome evolution. We will
examine genome data from microbial organisms,
including many disease-causing microbes, as wel-
as from plants, animals and fungi. Technologies
for generating and annotating genome data will
also be discussed. {N} 3 credits
Laura Katz
Offered Spring 2005

370 Topics in Microbiology
Biofilms: Ecosystems and Engineering. An explo-
ratio of biofilms as microbial ecosystems and as
engineering microcosms. Emphasis will be placed
on a detailed understanding of the interactions
between chemical, physical and biological phe-
nomena in biofilms. The course will also examine
biofilms in a variety of applied settings, including
biotechnology, wastewater treatment, manufactu-
re as well as in natural environments (deep sea vents,
human gut and lungs, etc.). Permission of the in-
structor required {N} 4 credits
Robert Dorit, Domenico Grasso (Engineering)
Offered Fall 2004

The Major
Advisers: Students should choose their advisers,
according to their interests, from the department
faculty, with the exception that the chair of the
Board of Pre-Health Advisers does not serve as a
major adviser.

Advisers for Study Abroad: Fall 2004, Paulette
Peckol; Spring 2005, John Burk

The major in biological sciences is designed to
provide 1) a strong basis for understanding bio-
logical perspectives on various issues, 2) concep-
tual breadth across several major disciplines in
biology, 3) depth in one or more specialized fields in biology, 4) experience with modern tools and techniques of biological research, and 5) the opportunity to personally experience the excitement and process of scientific investigation. Within this general framework, students can construct course programs that serve their individual interests and plans after graduation, while insuring that they acquire a broad background in the biological sciences and exposure to related fields such as chemistry, physics, geology, engineering, mathematics and computer science.

Prospective majors should take BIO 111 and 112 and CHM 111 as early as possible. Note that one or two semesters of organic chemistry are prerequisites for a number of 300-level courses.

The following requirements for the major pertain to the Class of 2005 and beyond. Other students should consult an adviser with questions about their requirements.

The major requires 56 credits for courses taken from six major categories:

1. Fundamental courses (17 credits).
2. Distribution courses (at least 16 credits).
3. Advanced courses (at least 7 credits).
4. Laboratory courses (at least 4 credits).
5. Elective courses
6. Independent research (no more than two semesters)

The fundamental course requirement: 111 and 112, CHM 111 or 118, and a course in statistics (MTH 245 is strongly recommended for majors in the biological sciences).

The distribution course requirement: Four of the following courses, one from each of four distribution fields. Laboratory courses are listed where they must be taken concurrently with the associated lecture course.

Field A. Cell biology: 230, 236.
Field B. Genetics: 232, 234.
Field C. Physiology: 250, 254/255, 256.
Field E. Evolutionary biology: 262, 266/267, 270.

The advanced course requirement: At least seven credits from 300-level courses which may include EVS 300 and PSY 311. At least one must be a laboratory course. Special Studies (400) may not be counted toward completion of the advanced course requirement.

The laboratory course requirement: At least four laboratory courses, one of which must be at the 300-level. With the adviser's permission, a semester of Special Studies (400) may count toward the requirement as a 200-level laboratory course, and a semester of Honors research (430, 431 or 432) may count as a 300-level laboratory course.

Elective courses: Electives may include any departmental course except those offered explicitly for nonmajors (102, 104, 202/203, 258). Students who take one course designated for nonmajors before enrolling in other departmental courses may count it as an elective course in the major. Up to two courses from other departments or programs may be counted as electives, provided that these relate to a student's particular interests in biology and are chosen in consultation with her adviser. Such courses might include, but are by no means limited to BCH 252 and 253; CHM 222 and 223; ESS 215; EVS 300; GEO 231; NSC 200; PSY 311.

Independent research: Independent research is strongly encouraged but not required for the major in biological sciences. Up to two semesters of Special Studies (400) or Honors research (430, 431, or 432) may be counted toward completion of the major.

Options for majors with Advanced Placement credit or other forms of strong high school preparation in biology. Majors who wish to use Advanced Placement credit or who have other forms of strong high school backgrounds in biology should elect one of the following options for their fundamental and distribution courses. Students who are considering these options should consult with the panel of biology advisers at fall registration.
1. 111 and five distribution courses, including one each from distribution fields D, E and F.

2. 112 and five distribution courses, including one each from distribution fields A, B and C.

3. One course from each of the six distribution fields.

The Minor

Advisers: Members of the department also serve as advisers for the minor.

The requirements for the minor in biological sciences comprise 24 credits from departmental offerings, chosen in consultation with an adviser. These courses usually include 111, 112, and must include one 300-level course. No more than one course designed primarily for non-majors may be included.

Honors

Director: Adam Hall

Requirements: the same as that for the major, and 8 or 12 credits (430d, 431, or 432d) in the senior year of individual investigation culminating in a written thesis and an oral presentation.

430d Thesis
8 credits
Full-year course; Offered each year

431 Thesis
8 credits
Offered Fall 2004

432d Thesis
12 credits
Full-year course; Offered each year

Graduate

Adviser: Laura Katz

507 Seminar on Recent Advances and Current Problems in the Biological Sciences
Students in this seminar discuss articles from the primary literature representing diverse fields of biology and present on their own research projects. Journal articles will be selected to coordinate with departmental colloquia. In alternate weeks, students will present talks on research goals, data collection and data analysis. This course is required for graduate students and it must be repeated both years. 2 credits
Laura Katz
Offered Fall 2004

510 Advanced Studies in Molecular Biology
3 to 5 credits
Members of the department
Offered both semesters each year

520 Advanced Studies in Botany
3 to 5 credits
Members of the department
Offered both semesters each year

530 Advanced Studies in Microbiology
3 to 5 credits
Members of the department
Offered both semesters each year

Biochemistry

See pp. 109–113
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, inorganic chemistry, organic chemistry, physics and biology. The science courses must include laboratories. Biology courses should be selected in consultation with the adviser, taking into consideration the student's major and specific interests in the health professions. Other courses often recommended include biochemistry, mathematics through calculus, 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.

Information may be obtained from the Career Development Office or from Margaret E. Anderson, chair of the Board of Pre-Health Advisers.
Chemistry

Visiting faculty and some lecturers are generally appointed for a limited term.

Professor
Robert G. Linck, Ph.D., Chair

Associate Professors
David Bickar, Ph.D.
**1 Cristina Suarez, Ph.D.

Assistant Professors
Kate Queeney, Ph.D.
Kevin Shea, Ph.D.
**1 Elizabeth Jamieson, Ph.D.
**1 Shizuka Hsieh, Ph.D.
**2 Maureen Fagan, Ph.D.

Visiting Assistant Professor
Heather Shafer, Ph.D.

Senior Lecturer
Lâle Aka Burk, Ph.D.

Senior Laboratory Instructor and Laboratory Supervisor
Virginia White, M.A.

Laboratory Instructors
Maria Bickar, M.S.
Rebecca Thomas, Ph.D.

Students who are planning to major in chemistry should consult with a member of the department early in their college careers. They should elect general chemistry as first-year students and are advised to complete MTH 112 or MTH 114 and PHY 115 and 116 as early as possible.

All intermediate courses require as a prerequisite CHM 111 or 118 or an Advanced Placement score of 4 or 5.

100 The World Around Us
A course dealing with the materials and the transformations central to our daily lives. Principal topics: chemicals essential to our existence; chemistry and the arts; chemistry and the environment. No prerequisite. Not open to students with Advanced Placement or previous college credit in chemistry.
Three hours of lecture, discussion and demonstrations. (N) 4 credits
To be announced, Spring 2005
Cristina Suarez, Spring 2006
Offered Spring 2005, Spring 2006

108 Environmental Chemistry
An introduction to environmental chemistry, applying chemical concepts to topics such as acid rain, the greenhouse effect, the ozone layer, photochemical smog, pesticides and waste treatment. Chemical concepts will be developed as needed.
(N) 4 credits
David Bickar, Spring 2005
Shizuka Hsieh, Spring 2006
Offered Spring 2005, Spring 2006

111 Chemistry I: General Chemistry
An introductory course dealing with atomic and molecular structure and properties, and with chemical reactions. The laboratory includes techniques of chemical synthesis and analysis. Enrollment limited to 60 per lecture section, 16 per lab section. (N) 5 credits
Kate Queeney, Heather Shafer, Fall 2004
Kate Queeney, Kevin Shea, Shizuka Hsieh, Fall 2005
Offered Fall 2004, Fall 2005

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 as well as replace both CHM 111 and CHM 224. A student who passes 118 cannot take either 111 or 224. Enrollment limited to 32.

222 Chemistry II: Organic Chemistry
An introduction to the theory and practice of organic chemistry. Structure, nomenclature, and physical and chemical properties of organic compounds with an emphasis on alkanes, alkyl halides, alkenes, alkynes, cycloalkanes and carbonyl compounds. Spectroscopic methods of analysis focusing on infrared and nuclear magnetic resonance spectroscopy. Prerequisite: 111 or 118. Enrollment limited to 16 per lab section. (N) 5 credits
Robert Linck, Maria Bickar
Offered Fall 2004, Fall 2005

223 Chemistry III: Organic Chemistry
The chemistry of alcohols, ethers, amines, aldehydes, ketones, carboxylic acids and functional derivatives of carboxylic acids, aromatic compounds and multifunctional compounds. Introduction to retrosynthetic analysis and multistep synthetic planning. Prerequisite: 222 and successful completion of the 222 lab. Enrollment limited to 16 per lab section. (N) 5 credits
Lâle Burk, Kevin Shea, Fall 2004
Lâle Burk, Maureen Fagen, Fall 2005
Offered Fall 2004, Fall 2005

224 Chemistry IV: Bonding, Structure, and Energetics
An introduction to electronic structure, chemical kinetics and mechanisms, and thermodynamics. Introductory quantum mechanics opens the way to molecular orbital theory and coordination chemistry of transition metals. Topics in chemical thermodynamics include equilibria for acids and bases, analyses of entropy and free energy, and electrochemistry. Prerequisite: 223 or permission of the instructor. Enrollment limited to 18 per lab section. (N) 5 credits
Heather Shafer, Virginia White, Spring 2005
Kate Queeney, Virginia White, Spring 2006
Offered Spring 2005, Spring 2006

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. Offered in alternate years. (N) 4 credits
Kevin Shea
Offered Spring 2005

324 Organometallics
Structure and reactivity of transition metal organometallic complexes. A mechanistic approach is taken to exploring the ability of these complexes to catalyze organic reactions. General organometallic and organic mechanistic principles will be applied to transition-metal catalyzed reactions from the current literature, such as polymerizations and cycloadditions. Prerequisite: 224. Offered in alternate years. (N) 4 credits
Maureen Fagen
Offered Fall 2004

328 Bio-Organic Chemistry
This course deals with the function, biosynthesis, structure elucidation and total synthesis of the smaller molecules of nature. Emphasis will be on the constituents of plant essential oils, steroids including cholesterol and the sex hormones, alkaloids and nature's defense chemicals, molecular messengers and chemical communication. The objectives of the course can be summarized as follows: To appreciate the richness, diversity and significance of the smaller molecules of nature, to investigate methodologies used to study and synthe-
size these substances, and to become acquainted with the current literature in the field. Prerequisite: 223. Offered in alternate years. (N) 3 credits

Lâle Burk
Offered Spring 2006

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 and MTH 112 or MTH 114. MTH 212 or PHY 210, and PHY 115 are strongly recommended. (N) 4 credits
Shizuka Hsieh, Fall 2004
Cristina Suarez, Fall 2005
Offered Fall 2004, Fall 2005

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: 331. (N) 5 credits
Kate Queeney, Maria Bickar
Offered Spring 2005, Spring 2006

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) 4 credits
Cristina Suarez, Fall 2004
David Bickar, Robert Linck, Fall 2005
Offered Fall 2004, Fall 2005

337 Materials Chemistry
This course provides an introduction to the interdisciplinary field of materials from a chemist's viewpoint. Students will learn fundamentals of solid state chemistry as well as techniques used to synthesize and characterize materials (including crystalline and amorphous solids as well as thin films). These concepts will be applied to current topics in materials chemistry, culminating in a final paper and oral presentation on a topic of each student's choice. Prerequisite: CHM 224 or equivalent or permission of the instructor. Offered in alternate years. (N) 4 credits
Kate Queeney
Offered Spring 2005

338 Molecular Spectroscopy
This course is designed to provide an understanding of mathematical formulations, electronic elements and experimentally determined parameters related to the study of molecular systems. We will focus on Nuclear Magnetic Resonance as the spectroscopic technique of choice in chemistry and biology. Prerequisites: A knowledge of NMR spectroscopy at the basic level covered in CHM222 and 223. Offered in alternate years. (N) 4 credits
Cristina Suarez
Offered Fall 2005

339 Atmospheric Chemistry
An introduction to chemical species in the atmosphere and their reactions, with an emphasis on modern experimental methods used to provide measurements for atmospheric modeling. Discussion of fundamental spectroscopy, kinetics, photochemistry and instrumental methods will accompany readings in current literature. Prerequisite: 224; 331, 347 strongly recommended. Offered in alternate years. (N) 4 credits
Shizuka Hsieh
Offered Spring 2006

347 Instrumental Methods of Analysis
A laboratory-oriented course involving spectroscopic, chromatographic and electrochemical methods for the quantitation, identification and separation of species. Critical evaluation of data and error analysis. Prerequisite: 224 or permission of the instructor. (N/W M) 5 credits
Robert Linck, Fall 2004
Kate Queeney, Kevin Shea, Fall 2005
Offered Fall 2004, Fall 2005

357 Selected Topics in Biochemistry
Topic: 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 fac-
tors relating to drug design, manufacture and use
will also be considered. Prerequisite: BCH 352, or
permission of the instructor. Offered in alternate
years. \{N\} 3 credits
David Bickar
Offered Fall 2004

363 Advanced Inorganic Chemistry
Topics in inorganic chemistry. Application of group
theory to coordination compounds, molecular
orbital theory of main group compounds and or-
ganometallic compounds. Prerequisite: 331. \{N\}
4 credits
Robert Linck, Spring 2005
Elizabeth Jamieson, Spring 2006
Offered Spring 2005, Spring 2006

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. Offered in alternate years. \{N\} 4 credits
Elizabeth Jamieson
Offered Fall 2005

395 Advanced Chemistry
A course in which calculational techniques are
illustrated and used to explore chemical systems
without regard to boundaries of subdisciplines.
Topics include molecular mechanics, semi-empiri-
cal and ab initio computations. Prerequisite: 331.
Offered in alternate years. \{N\} 4 credits
Robert Linck
Offered Spring 2006

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 (BCH 353) must be
taken concurrently by biochemistry majors; op-
tional for others. \{N\} 3 credits
David Bickar, Fall 2004
Offered Fall 2004, Fall 2005

BCH 353 Biochemistry II Laboratory
Investigations of biochemical systems using ex-
perimental techniques in current biochemical re-
search. Emphasis is on independent experimental
design and execution. BCH 352 is a prerequisite or
must be taken concurrently. \{N\} 2 credits
To be announced
Offered Fall 2004, Fall 2005

400 Special Studies
1 to 4 credits as assigned
Offered both semesters each year

The Major

Advisers: Members of the department.
Adviser for Study Abroad: Virginia White

Students planning graduate study in chemistry are
advised to include PHY 115 and 116 and MTH 212
or 211 in their programs of study. A major pro-
gram that includes these 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 re-
search 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.

Required courses: 111, 222, 223, 224, 226, 331,
332, 347, 363, and a further 6 credits in chemistry,
above the 200 level. Four of the six credits may be
counted from the research courses 400, 430, or
432, or from BCH 252, BCH 352, GEO 301, PHY
332, PHY 340, or PHY 348. Courses fulfilling
the major requirements may not be taken with the S/U
option.
The Minor

Advisers: Members of the department

The specified required courses 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: 23 credits in chemistry that must include 111, 222, 223 and 224. Special Studies 400 normally may not be used to meet the requirements of the minor. Courses fulfilling the minor requirement may not be taken with the S/U option.

Honors

Director: Elizabeth Jamieson

430d Thesis
8 credits
Full-year course; Offered each year

432d Thesis
12 credits
Full-year course; Offered each year

An individual investigation pursued throughout the senior year.

Requirements: the same as those for the major, with the addition of a thesis and an oral examination in the area of the thesis.
Classical Languages and Literatures

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
**2 Justina W. Gregory, Ph.D., Chair
§2 Thalia A. Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)
†1 Scott A. Bradbury, Ph.D.

Associate Professor
Nancy J. Shumate, Ph.D.

Assistant Professor
Timothy B. Allison, Ph.D.

Lecturer
Maureen B. Ryan, Ph.D.

Majors are offered in Greek, Latin, classics and classical studies. Qualified students in these majors have the opportunity of a semester’s study at the Intercollegiate Center for Classical Studies in Rome.

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.

Greek

GRK 100y Elementary Greek
A year-long course that will include both the fundamentals of grammar and, in the second semester, selected readings. {F} 8 credits
Thalia Pandiri
Full-year course; offered each year

GRK 212 Attic Prose and Drama
Prerequisite: 100y. {L/ F} 4 credits
Justina Gregory
Offered Fall 2004

GRK 213 Homer, Iliad or Odyssey
Prerequisite: 212 or permission of the instructor.
{L/ F} 4 credits
Timothy Allison
Offered Spring 2005

GRK 310 Advanced Readings in Greek Literature
Authors read in GRK 310 vary from year to year, but they are generally chosen from a list including Plato, Homer, Aristophanes, lyric poets, tragedians, historians and orators, 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: GRK 213 or permission of the instructor. {L/ F} 4 credits

Athens, the Tyrant City
A study of two texts— Sophocles’ Oedipus the King and selections from Thucydides that cast light on the political and religious mood in Athens at the start of the Peloponnesian War, and how that mood was affected by the plague of 430 BCE. Prerequisite: 213 or permission of the instructor. {L/ F} Justina Gregory
Offered Fall 2004

Transformation of Homeric Epic: Studies in Theme and Genre
Greek tragedy regularly derived its themes from traditional mythology but shaped them to reflect...
fifth-century concerns. The Hellenistic poet Apollonius of Rhodes consciously emulated the style of Homeric epic, but with radically different results. This course will examine the interrelationships of Homer, Euripides’ *Medea*, and Apollonius’ *Argonautica*, with a view to understanding how genre and style can be influenced by the poet’s society.

Prerequisite: 213 or permission of the instructor.

Thalia Pandiri
Offered Spring 2005

GRK 404 Special Studies
Admission by permission of the department, for majors and honors students who have had four advanced courses in Greek. 4 credits
Offered both semesters each year

Adviser for Graduate Study: Justina Gregory

Latin

LAT 100y Elementary Latin
Fundamentals of grammar, with selected readings from Latin authors in the second semester. {F} 8 credits
Nancy Shumate, Timothy Allison
Full-year course; offered each year

LAT 212 Introduction to Latin Prose and Poetry
Practice and improvement of reading skills through the study of a selection of texts in prose and verse. Systematic review of fundamentals of grammar. Prerequisite: LAT 100y, or the equivalent. {L/ F} 4 credits
Maureen Ryan
Offered Fall 2004

LAT 213 Introduction to Virgil’s Aeneid
Prerequisite: 212 or permission of the instructor. {L/ F} 4 credits
Justina Gregory
Offered Spring 2005

LAT 330 Advanced Readings in Latin Literature
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. {L/ F} 4 credits

Cicero: The Power of Rhetoric at Rome
A study of selected speeches of Cicero, Republican Rome’s premier orator and the main model of eloquence for subsequent eras, with a focus on style and rhetorical technique. We will use our new appreciation of how rhetoric works to analyze speeches in the Anglo-American rhetorical tradition, including contemporary political discourse. Speeches of Cicero may include the de Lege Manilia, Pro Caelio, Second Philippic. {L/ F} 4 credits.
Nancy Shumate
Offered Fall 2004

Lyric and Elegiac Love Poetry
What are the conventions of Latin love poetry? What meters are appropriate to this genre, what attitudes does it take toward Roman social and political life, and how does it construct the poet/lover, the beloved, and love itself? Selected readings from Catullus, Horace, Tibullus, Propertius, Sulpicia and Ovid. {L/ F} 4 credits.
Maureen Ryan
Offered Spring 2005

LAT 404 Special Studies
Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin. 4 credits
Offered both semesters each year
Graduate

LAT 580 Studies in Latin Literature
This will ordinarily be an enriched version of the 300-level courses currently offered. 4 credits
Offered both semesters each year

Adviser for Graduate Study: Nancy Shumate

Classics in Translation

CLS 190 The Trojan War
The Trojan War is the first conflict to be memorialized in Greco-Roman literature—“the war to start all wars.” For Homer and the poets who came after him it raised such questions as: What justifies going to war? What is the cost of combat and the price of glory? How does war affect men, women and children, winners and losers? We will look at the “real” Troy of the archaeological record, then focus on imaginary Troy as represented by Homer, Aeschylus, Euripides, Virgil, Ovid and Seneca. WI {L/A} 4 credits
Justina Gregory
Offered Spring 2005

CLS 227 Classical Mythology
The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Focus on creation myths, the structure and function of the Olympian pantheon, the Troy cycle and artistic paradigms of the hero. Some attention to modern retellings and artistic representations of ancient myth. Enrollment limited to 30 in each semester: {L/A} 4 credits
Timothy Allison
Offered Fall 2004, Spring 2005

CLT 230 "Unnatural" Women: Mothers Who Kill Their Children
Some cultures give the murdering mother a central place in myth and literature while others treat the subject as taboo. How is such a woman depicted— as monster, lunatic, victim, savior? What do the motives attributed to her reveal about a society’s assumptions and values? What difference does it make if the author is a woman? Authors to be studied include Euripides, Seneca, Ovid, Anouilh, Papadiamandis, Atwood, Walker, Morris-
son. Prerequisite: at least one college-level course in literature. {L} 4 credits
Thalia Pandiri
Offered Fall 2004

CLS 233 Gender and Sexuality in Greco-Roman Culture
The construction of gender, sexuality and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern world? Attention to the status of women; the role of social class; the ways in which genre and convention shaped representation; the relationship between representation and reality. {L/H} 4 credits
Nancy Shumate
Offered Spring 2005

CLS 235 Life and Literature in Ancient Rome
A study of the literature of Ancient Rome from its legendary beginnings to the triumph of Christianity. Emphasis on how literary culture intersects with its social and historical context. Topics will include popular entertainment; literature as propaganda; Roman virtues—and vices; the Romans in love. {L} 4 credits
Maureen Ryan
Offered Fall 2004

Cross-listed and Interdepartmental Courses

None currently listed.

The Major in Greek, Latin, or Classics

Advisers: Members of the department
Adviser for Study Abroad: Thalia Pandiri

Basis: in Greek, 100y; in Latin, 100y; in classics, Greek 100y and Latin 100y.
Requirements: in Greek, eight four-credit courses in the language in addition to the basis; in Latin, eight four-credit courses in the language in addition to the basis; in classics, eight four-credit courses in the languages in addition to the basis and including not fewer than two in each language.

The Major in Classical Studies
Advisers: Members of the department

Basis: GRK 100y or LAT 100y (or the equivalent). Competence in both Greek and Latin is strongly recommended.

Requirements: nine semester courses in addition to the basis. Four chosen from GRK (200-level or above) or LAT (200-level or above); at least two from classics in translation (CLS); and at least two appropriate courses in archaeology (ARC), art history (ARH), government (GOV), ancient history (HST), philosophy (PHI), and/or religion (REL), chosen 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.

Honors in Greek, Latin, Classics, or Classical Studies
Director: Nancy Shumate

430d Thesis
8 credits
Full-year course; Offered each year

Requirements: the same as those for the major, with the addition of a thesis, to be written over the course of two semesters, and an examination in the general area of the thesis.

The Minor in Classics
Advisers: Members of the department

Requirements: six four-credit courses in Greek or Latin languages and literatures at or above the level of 212, including not fewer than two in each language. One of these six courses may be replaced by a course related to classical antiquity offered either within or outside the department, and taken with the department’s prior approval.

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 three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Greek history, Greek 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 three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Roman history, Roman art, 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: the same as those for the major, with the addition of a thesis, to be written over the course of two semesters, and an examination in the general area of the thesis.

Greek, Latin, or Classics
Graduate

590d Research and Thesis
8 credits
Full-year course; Offered each year

590 Research and Thesis
4 or 8 credits
Offered both semesters each year
Comparative Literature

Visiting faculty and some lecturers are generally appointed for a limited term.

Ann Rosalind Jones, Ph.D., Director

Professors

**2 Maria Banerjee, Ph.D. (Russian Language and Literature)
†1 Elizabeth Harries, Ph.D. (English Language and Literature and Comparative Literature)
Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)
**1, *2 Janie Vanpee, Ph.D. (French Studies)
**2 Craig R. Davis, Ph.D. (English Language and Literature)
**1 Jocelyne Kolb, Ph.D. (German Studies)

William Allen Neilson Professor
Nawal El Saadawi, M.D.

Assistant Professors

Anna Botta, Ph.D. (Italian Language and Literature and Comparative Literature)
†2 Sabina Knight, Ph.D. (East Asian Languages and Literatures)
Katwiwa Mule, Ph.D.
*1 Justin Cammy, Ph.D. (Jewish Studies)
Dawn Fulton, Ph.D. (French Studies)
**1 Nicolas Russell, Ph.D. (French Studies)

Lecturer

†1 Margaret Bruzelius, Ph.D.

A comparative study of literature in two languages, one of which may be English.

GLT 291/ENG 202 Western Classics in Translation, from Homer to Dante
Luc Gillemann, Director (Fall)

GLT 292/ENG 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Maria Banerjee, Director (Spring)

(See p. 386.) An interdepartmental course, GLT 291 is a requirement for the major. Students interested in comparative literature should take it as early as possible. First-year students eligible for advanced placement in English by virtue of an AP score of 4 or 5 and first-year students with an SAT or English achievement score of 710 are encouraged to register for GLT 291.

Comparative literature courses are open to first-year students with the permission of the instructor. After the first year all 200-level courses are open to all students unless otherwise specified. Courses at the 300 level require at least one 200-level literature course, or permission of the instructor.

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.

Introductory Courses

ENG 120 Scandinavian Mythology
Craig R. Davis
Offered Fall 2004
293 Writings and Rewritings: Contexts, Migrations, Theory
A study of how literary texts written in a particular historical and cultural moment are revised and transformed in new geographies, ideological frameworks and art forms. To clarify these processes, introductory readings in literary theory will also be part of the course. Prerequisite: GLT 291.

Topic for 2002: Shakespeare’s Tempest
in the drama, essays, fiction, poetry and film of the Americas, Africa and the Caribbean.  

Katwiwa Mule
Offered Spring 2005

Intermediate Courses

CLS 190 The Trojan War
The Trojan War is the first conflict to be memorialized in Greco-Roman literature—“the war to start all wars.” For Homer and the poets who came after him it raised such questions as: What justifies going to war? What is the cost of combat and the price of glory? How does war affect men, women and children, winners and losers? We will look first at the “real” Troy of the archaeological record, then focus on imaginary Troy as represented by Homer, Aeschylus, Euripides, Virgil, Ovid and Seneca. W/L/A 4 credits
Justin Gregory
Offered Spring 2005

205 Twentieth-Century Literatures of Africa
An introduction to the major genres and writers of modern Africa. Novels, short stories, drama and epics from every region of Africa, focusing on the way in which they draw upon traditional oral cultures, confront over a century of European colonialism on the continent, and represent contemporary postcolonial realities. Texts, some written in English and others translated from French and such African languages as Swahili and Songhay will include Achebe’s Things Fall Apart, Ngugi’s The River Between, Bessie Head’s Maru, Mariama Bâ’s So Long a Letter, Soyinka’s Death and the King’s Horseman, and The Epic of Askia Mohammed recounted by Nohou Malio. (E/L) 4 credits
Katwiwa Mule
Offered Fall 2004

218 Holocaust Literature
Explores Jewish literary responses to national catastrophe, with a focus on differentiating between literature of the Holocaust (texts written in extremis in the ghettos, camps and in hiding) and post-war literature about the Holocaust. Does Holocaust literature build upon existing archetypes from Jewish literatures of catastrophe or establish itself as an entirely new literary genre? In what ways do culture, language and the passage of time influence both the tenor and function of responses to the destruction of European Jewry? Which people are authorized to tell the story of the Holocaust, and how are they to balance the claims of subjective and national experience, aesthetic standards and historical accuracy? Considers works, all in translation, from both Jewish (Yiddish and Hebrew) and European languages, and from multiple genres (diaries, reportages, partisan song lyrics, oral testimonies, memoirs, essays, novels, poetry, comic strips, films and monuments). W/L/A 4 credits
Justin Cammy
Offered Spring 2006

CLS 227 Classical Mythology
The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Focus on creation myths, the structure and function of the Olympian pantheon, the Troy cycle and artistic paradigms of the hero. Some attention to modern retellings and artistic representations of ancient myth. Enrollment limited to 30 in both semesters. W/L/A 4 credits
Timothy Allison
Offered Fall 2004, Spring 2005
229 The Renaissance Gender Debate
In "La Querelle des Femmes" medieval and Renaissance writers (1350–1650) took on misogynist ideas from the ancient world and early Christianity: woman as failed man, irrational animal, fallen Eve. Writers debated women's sexuality (insatiable or purer than men's?), marriage (the hell of nagging wives or the highest Christian state?), women's souls (nonexistent or subtler than men's?), female education (a waste of time or a social necessity?). In the context of the social and cultural changes fuelling the polemic, we will analyze the many literary forms it took, from Chaucer's Wife of Bath to Shakespeare's Taming of the Shrew, women scholars' dialogues, such as Moderata Fonte's The Worth of Women, and pamphlets from the popular press. Some attention to the battle of the sexes in the visual arts. Recommended: a previous course in classics, medieval or Renaissance studies or women's studies. {L} 4 credits
Ann Jones
Offered Fall 2004

230 “Unnatural” Women: Mothers Who Kill Their Children
Some cultures give the murdering mother a central place in myth and literature while others treat the subject as taboo. How is such a woman depicted— as monster, lunatic, victim, savior? What do the motives attributed to her reveal about a society's assumptions and values? What difference does it make if the author is a woman? Authors to be studied include Euripides, Seneca, Ovid, Anouilh, Papadiamandis, Atwood, Walker, Morrison. Prerequisite: at least one college-level course in literature. {L} 4 credits
Thalia Pandiri
Offered Fall 2004

EAL 232 Modern Chinese Literature
Selected readings in translation of twentieth-century Chinese literature from the late Qing dynasty to contemporary Taiwan and the People's Republic of China. This course will offer (1) a window on twentieth-century China (from the Sino-Japanese War of 1895 to the present) and (2) an introduction to the study of literature: (a) why we read literature, (b) different approaches (e.g., how to do a close reading), and (c) literary movements. We will stress the socio-political context and questions of political engagement, social justice, class, gender, race and human rights. All readings are in English translation and no background in China or Chinese is required. {L} 4 credits
Sabina Knight
Offered Spring 2005

EAL 236 Modernity: East and West
What can the project of modernity, particularly the Enlightenment concern for human rights, mean for Chinese writers and for us today? How can we understand current struggles for human rights in terms of the different directions modernity and its critique have taken in Europe, Japan and China? We will read selections from European and East Asian philosophers before examining the influx of Western theories of modernity and comparing histories of modern imperialism, ideas of national culture, and literature's function in nationalist movements. Close readings of 20th-century Chinese fiction and film will focus on questions of alienation and social responsibility. Writers such as Kant, Marx, Soseki, Tanizaki, Lu Xun and Mo Yan. {L/ H} 4 credits
Sabina Knight
Offered Fall 2004

240 Childhood in Literatures of Africa and the African Diaspora
Childhood, intimately tied to social, political and cultural histories, to questions of self and national identity, entails specific crises in Africa and the African diaspora, focused on loss of language, exile
Comparative Literature

and memory. How does the enforced acquisition of a colonizer’s language affect children as they attempt to master the codes of an alien tongue and culture? How do narratives told from the point of view of children represent and deal with such alienation, and what are the relationships between recollections of childhood and published autobiography? Texts will include Camara Laye’s *The African Child*, Tahar Ben-Jalloun’s *The Sand Child*, Julia Alvarez’s *How the Garcia Girls Lost Their Accents*, Toni Morrison’s *The Bluest Eye*. 4 credits

Katwiwa Mule
Offered Fall 2004

ENG 241 Postcolonial Literature

An introduction to Anglophone fiction, nonfiction, poetry, drama and film from Africa, the Caribbean and South Asia in the aftermath of the British empire. Central concerns: literary-as-political responses to histories of colonial dominance; the ambivalent relation to English linguistic, literary and cultural legacies; the agency of literature in the construction of national identity and the revision of history; revaluations of hybridity; redefinitions of race, gender and sexuality; global diasporas and U.S. imperialism. Readings include Achebe, Soyinka, Aidoo, Naipaul, Walcott, Cliff, Rushdie, Kureishi, Arundhati Roy, some theoretical essays. 4 credits

Katwiwa Mule
Offered Fall 2004

EAL 261 Major Themes in Literature: East-West Perspectives

Gendered Fate

Is fate indifferent along lines of gender? What (and whose) interests are served by appeals to destiny? Close readings of women’s narratives of desire, courtship, sexuality, prostitution and rape will explore how belief in inevitability mystifies the gender-based oppression in social practices and institutions. Are love, marriage and mothering biological imperatives? What are love, seduction and desire if not freely chosen? Or is freely chosen love merely a Western ideal? How might women write to overcome fatalistic discourses that shape the construction of female subjectivity and agency? Works by Simone de Beauvoir, Hayashi Fumiko, Hong Ying, Nadine Gordimer, Toni Morrison and Wang Anyi. All readings in English translation. 4 credits

Sabina Knight
Offered Fall 2004

267 African Women’s Drama

This course will examine how African women playwrights use drama to confront the realities of women’s lives in contemporary Africa. What is the specificity of the vision unveiled in African women’s drama? How do the playwrights use drama to mock rigid power structures and confront crisis, instability and cultural expression in postcolonial Africa? How and for what purposes do they interweave the various aspects of performance in African oral traditions with elements of European drama? Readings, some translated from French, Swahili and other African languages, will include Ama Ata Aidoo’s *Anowa*, Osonye Tess Onwueme’s *Tell It to Women*, An Epic Drama for Women, and Penina Mlama’s *Nguzo Mama* (Mother Pillar). 4 credits

Katwiwa Mule
Offered Spring 2005

268 Latina and Latin American Women Writers

This course examines the last twenty years of Latina writing in this country while tracing the Latin American roots of many of the writers. Constructions of ethnic identity, gender, Latinidad, “race,” class, sexuality and political consciousness are analyzed in light of the writers’ coming to feminism. Texts by Esmeralda Santiago, Gloria Anzaldúa, Sandra Cisneros, Judith Ortiz Cofer, Denise Chávez, Dometria Martínez, and many others are included in readings that range from poetry and fiction to essay and theatre. Knowledge of Spanish is not required, but will be useful. First-year students must have the permission of the instructor. 4 credits

Nancy Sternbach
Offered Spring 2005

272 Women Writing: 20th- and 21st-Century Fiction

A study of the pleasures and politics of fiction by women from English-speaking and French-speaking cultures. How do women writers engage, sub-
vert, and/or resist dominant meanings of gender, sexuality, race and ethnicity and create new narrative spaces? Who speaks for whom? How does the reader participate in making meaning(s)? How do different theoretical perspectives (feminist, lesbian, queer, psychoanalytic, postcolonial, postmodern) change the way we read? Writers such as Woolf, Colette, Condé, Larsen, Morrison, Duras, Rule, Kingston, Shields and Atwood. Not open to first-year students. \{L/ H\} 4 credits

Marilyn Schuster
Offered Fall 2004

278 Gender and Madness in African and Caribbean Prose
The representation of madness in novels written in English and French by women from Africa and the Caribbean. Beginning with an introduction to theories of madness, we will look specifically at how the category of madness functions in these novels, connoting on the one hand exoticism and marginality, and on the other a language of resistance. Emphasis on close formal analysis, with particular attention to how such narratives articulate or obscure boundaries between madness and reason, and how gender figures in these boundaries. Essays by Edouard Glissant and Franz Fanon; works by such authors as Ken Bugul, Tsitsi Dangarembga, Bessie Head, Jean Rhys, Maryse Condé and Myriam Warner-Vieyra. \{L\} 4 credits

Dawn Fulton
Offered Spring 2005

282 Parody and Madness in Don Quixote
Pending approval of the Committee on Academic Priorities.
In Don Quixote, Miguel de Cervantes made use of different literary models from various genres to come up with the “first modern novel.” This course will concentrate on the models he followed and on the ways he subverted them through the actions of “mad” Don Quixote. Attention to the texts Cervantes parodied, the topic of the found manuscript, and various theories of madness (Plato, Erasmus, and others) 4 credits

285/ HSC 285 Mnemosyne: Goddess or Demon
For the ancient Greeks, Menemosyne (the Greek word for memory) was a goddess who gave them control over time and truth. More recently, the Western tradition has described memory rather as a source of uncertainty and chaos. But whether in fear or in awe, the West has always described memory as central to human experience. This course will explore literary and scientific descriptions of memory in several periods from antiquity to the present. Texts by Hesiod, Pindar, Plato, Augustine, Aquinas, Petrarch, Marguerite de Navarre, Freud, Proust, Borges, and Kiss, among others. \{L\} 4 credits

Nicolás Russell
Offered Fall 2004

305A Studies in the Novel
The Postmodern Novel: Open Encyclopedias
Twentieth-century fictions began to present themselves as open encyclopedias—a contradictory genre, given that “encyclopedia” etymologically suggests an attempt to enclose all knowledge within a circle. Postmodernism, even more, sees the totality of what can be known as potential, conjectural and manifold; postmodern writers value skepticism and unresolvable heterogeneity. Yet they still attempt to establish observable relationships between worldly codes and methods of knowledge. We’ll read fictions by Borges, Calvino, Celati, LeGuin, Pynchon and Queneau as examples of open encyclopedias, exhilarating voyages through a puz-
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...ling cosmos that includes missing pieces. Theoretical texts by writers such as Deleuze, Foucault, Guattari, Haraway and Virilio will help us to map the preconditions of our postmodernity. (L) 4 credits
Anna Botta
Offered Fall 2004

305B Novels about Novels
A study of early and late “metafictions,” short stories and novels that call attention to their status as invented narratives. The text as literary voyage and mutating artifact, the writer as character (liar, clown, lunatic, editor, parodist, schizophrenic, mysterious androgyne), the reader as dupe, ally or lover. Texts by Lucian, Sterne, Nabokov, Drabble, Lessing, Calvino and Winterson.
Ann R. Jones
Offered Spring 2005

306 Sonnets and Sequences
Celebrated for “its mystical and mathematical beauty,” the sonnet has also been dismissed as “a greenhouse poetry detached from the mass of people.” We will study how this lyric form has changed from fourteenth-century Italy to the present, and how single sonnets have been woven into longer sequences on topics including love, religion, war, politics and poetry itself. Writers will include Petrarch, Labé, Sidney, Colonna, Juan de la Cruz, Baudelaire, Berryman, Cullen, Brooks, Rich and Hacker. Prerequisite: a college-level course in literature. Useful but not required: a modern foreign language or a previous course in poetry. (L) 4 credits
Ann Jones
Offered Spring 2005

352 The “Don Juan” Theme
Since the Renaissance, Don Juan has been called a scoundrel, a hero, a homosexual, a quintessential macho, a rebel against stifling social and sexual mores, an emblem of Spain. This course explores Don Juan and the meaning of the word “donjuanesque” in literature and film. It focuses on literature as a continuous rewriting of previous models, on the role of literature in the creation of national and gender identities and stereotypes, and on the seduction and conquest of non-Western literary traditions by the West. Written materials will be chosen among the following authors: Tirso, Molière, Byron, Zorrilla, Kierkegaard, Sand, Mérimée, Baudelaire, Valle-Inclán, Camus and Berger. Films include Peter Sellers’ relocation of Mozart’s “Don Giovanni” in Spanish Harlem and contemporary versions of male and female Don Juan figures by Bergman, Godard, Vadim, Saura, Mediero and Suarez, as well as popular Spanish and Hollywood films. (E) (L) WI 4 credits
Reyes Lazaro
Offered Fall 2004

355 Consuming Passions: Eating/Reading
From Plato’s Symposium on, feasting, eating-drinking and talking have been considered intrinsically related, corresponding to a long tradition of blending food with knowledge. Reading is likewise associated with eating, an activity of ingesting/digesting/indigestion, thus an act of consumption: we savor books; we devour articles; we hunger for knowledge, we ruminate ideas, we relish thoughts; we nourish the mind and the spirit; we feed our egos and even our computers. Food has been an essential ingredient for nourishing the imagination, serving many writers to express personal aesthetic tastes as well as reflecting specific cultural values. The course will offer a smorgasbord of readings in order to savor the various symbolic meanings that food and eating generate and are generated by a literary text. Authors include Plato, Petronius, Apuleius, Augustine, Dante, Boccaccio, Machiavelli, Rabelais, Shakespeare, Haubert, Ibsen, Mann, Proust, and Woolf. Texts will be supplemented by film viewings, and at the end with a real “literary” meal! (L) 4 credits
Alfonso Procaccini
Offered Spring 2005

Critical Theory and Method

300 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) 4 credits
Janie Vanpée
Offered Fall 2004
CLT 301/FRN 301 Contemporary Theory in French
For students concurrently enrolled in CLT 300, who wish to read and discuss in French the literary theory at the foundation of contemporary debates. Readings of such seminal contributors as Saussure, Lévi-Strauss, Barthes, Foucault, Derrida, Lacan, Cixous, Kristeva, Irigaray, Fanon, Deleuze, Baudrillard. Optional course. Graded S/U only. (E) 1 credit
Janie Vanpée
Offered Fall 2004

340 Problems in Literary Theory
A final seminar required of senior majors, designed to explore one broad issue (e.g., exile, the body and writing, self-portraiture and gender) defined at the end of the fall semester by the students themselves. Prerequisites: GLT 291 and CLT 300, or permission of the instructor. (L) 4 credits
Anna Botta
Offered Spring 2005

404 Special Studies
Admission by permission of the instructor and director. 4 credits
Offered both semesters each year

The Major

Note: Changes to the major are reflected below and are subject to the approval of the Committee on Academic Priorities.

Before entering the major, the student must prove her proficiency by completing a course in the foreign language or languages of her choice at the level of GER 225, GRK 212, ITL 250, LAT 212, RUS 338, SPN 250 or SLL 260, or FRN 230. FRN 260 may be counted as one of the three advanced courses in literature required for the comparative literature major. If a student has not demonstrated her proficiency in courses at Smith College, it will be judged by the department concerned.

Requirements: 13 semester courses as follows:
1. three comparative literature courses (only courses with a primary or cross-listing in comparative literature count as comparative literature courses);
2. three appropriately advanced literature courses, approved by the major adviser, in one foreign language. If a student takes both semesters of a year-long literary survey in a foreign language (e.g., FRN 253, 254), she may count either one of the terms as an advanced literature course.
3. three literature courses in an additional language, which may be English. In certain cases a student may take up to three upper-level courses of literature in translation, in a distinct language or regional or national literature, such as the literature of a seldom taught language, including Old Norse or Basque, or in African, Middle Eastern, Arabic, Chinese, Japanese, Jewish (Yiddish, Ladino or Hebrew) or Russian literature. A student wishing to pursue this option must present her adviser with a plan for the courses she intends to take and a rationale for her choice;
4. GLT 291, CLT 293, CLT 300, CLT 340. (Note: GLT 291 is a prerequisite for 293 and 340 and should be taken as early as possible.);
5. among the literature courses taken for the major, in the CLT program or in language and literature departments, one course must focus on texts from cultures beyond the European/American mainstream: e.g., East Asian, African or Caribbean writing, or minority writing in any region. One course must focus on literature written before 1800. (GLT 292 fulfills this requirement.) One course must include substantial selections of poetry. Each student will consult with her adviser about how her courses meet these requirements.

Honors

Requirements: the same as those for the major, with the addition of a thesis (430d) to be written in both semesters of the senior year. The first draft is due on the first day of the second semester and will be commented on by both the adviser and the second reader. The final draft is due on April 1, to be followed later in April by an oral presentation and discussion of the thesis.

Director: Maria Banerjee
430d Thesis
8 credits
Full-year course; offered each year
Director of Study Abroad: Ann Jones
Computer Science

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
†1 Michael O. Albertson, Ph.D., (Mathematics)
Joseph O'Rourke, Ph.D., Chair
Ileana Streinu, Ph.D.

Associate Professors
†1 Merrie Bergmann, Ph.D.
†2 Dominique F. Thiébaut, Ph.D.

Assistant Professors
Judy Franklin, Ph.D.
†1 Nicholas Howe, Ph.D.
Judith Cardell, Ph.D. (Clare Booth Luce Assistant Professor of Computing Engineering)

Five computer science courses have no prerequisites. These are CSC 102 (How the Internet Works), CSC 103 (How Computers Work), CSC 104 (Issues in Artificial Intelligence), CSC 111 (Computer Science I), and CSC 294 (Introduction to Computational Linguistics). Students who contemplate a major in computer science should consult with a major adviser early in their college career.

102 How the Internet Works
An introduction to the structure, design and operation of the Internet, including the electronic and physical structure of networks; how e-mail and Web browsers work, domain names, mail and file transfer protocols, encoding and compression of both text and graphics, http and HTML, the design of Web pages, the operation of search engines, and beginning JavaScript. Both history and societal implications are explored. Prerequisite: basic familiarity with word processing. Enrollment limited to 30. (M) 2 credits
Joseph O'Rourke, Fall 2004, Spring 2005
Offered first half of both semesters each year

103 How Computers Work
An introduction to how computers work, using microcomputers and UNIX machines as examples. 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 30. (M) 2 credits
Judith Cardell
Offered second half of the semester, Fall 2004

104 Issues in Artificial Intelligence
A half-semester introduction to several current issues in the area of Artificial Intelligence: intelligent behavior vs. rational thought: the Turing Test and game programs; 2) learning and discovery: symbolic and numeric; 3) embodied intelligence: new directions robotics. Prerequisites: fluency with computers, including basic Web searching skills. Four years of high school mathematics recommended. (E) {M} 2 credits
Joseph O'Rourke
Offered second half of Spring 2006

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. Enroll-
111 Computer Science I
Introduction to a block-structured 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} 4 credits
Judy Franklin, Fall 2004
Dominique Thiébaut, Spring 2005
Offered both semesters each year

112 Computer Science II
Elementary data structures (linked lists, stacks, queues, trees) and algorithms (searching, sorting) are covered, including a study of recursion and the object-oriented programming paradigm. The language of instruction is C++. The programming goals of portability, efficiency and data abstraction are emphasized. Prerequisite: 111 or equivalent. Enrollment limited to 30. {M} 4 credits
Ileana Streinu, Fall 2004, Spring 2005
Offered both semesters each year

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, and programming in the Python language. Prerequisite: 112. {M} 4 credits
Judy Franklin, Joseph O’Rourke, Dominique Thiébaut
Offered Spring 2005

231/ EGR 250 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, integer and floating-point arithmetic, and how the processor deals with interrupts. Prerequisite: 112 or permission of the instructor. {M} 4 credits
Dominique Thiébaut
Offered every Fall

240 Computer Graphics
Covers two-dimensional line drawings and transformations, three-dimensional graphics, clipping and windowing, lighting and colors, perspective, hidden surface removal, animation, curves and surfaces, and ray tracing. 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: 112, MTH 111 or permission of the instructor; otherwise, 102 or permission of the instructor. {M} 4 credits
Joseph O’Rourke
Offered Fall 2004

250 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. Prerequisites: 111 and MTH 153. {M} 4 credits
Judy Franklin
Offered every Fall

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: 112, MTH 111, MTH 153. {M} 4 credits
Joseph O’Rourke
Offered Fall 2006 and alternate Falls

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. Nicholas Howe Offered every Spring

265 Seminar in 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. Prerequisite: 231. To be announced Offered Spring 2005

270/ EGR 251 Digital Circuits and Computer Systems
This class introduces the operation of logic and sequential circuits. We explore basic logic gates (and, or, nand, nor), counters, flip-flops, decoders, and the more sophisticated circuits found in microprocessor systems. Students have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 12. Judith Cardell Offered every Spring

274 Computational Geometry
Explores the design and analysis of data structures and algorithms for solving geometric problems, with applications to robotics, pattern recognition, and computer graphics. Topics include polygon partitioning, convex hulls, Voronoi diagrams, arrangements of lines, geometric searching and motion planning. Students will have a choice between writing several programs or exploring theoretical questions. Prerequisites: MTH 153, and either 112 or MTH 211. Joseph O'Rourke Offered Spring 2006

290 Introduction to Artificial Intelligence
An introduction to artificial intelligence including an introduction to artificial intelligence programming. Topics covered may include game playing and search strategies; theorem proving; knowledge representation, logic, and reasoning; machine learning; natural language understanding; neural networks; genetic algorithms; philosophical issues. Prerequisite: 112. Merrie Bergmann Offered Spring 2006 and alternate Springs

294 Introduction to Computational Linguistics
This course introduces the field of computational linguistics, which provides a framework for natural language processing systems. Will cover the design and implementation of linguistic theories for natural language understanding and generation, including syntax (grammar), semantics (meaning), and pragmatic. Hands-on experimentation with various components of natural language processing systems. This course is designed for students with an interest in linguistics and cognitive science as well as for computer science majors, and does not presuppose any MTH or CSC courses. Merrie Bergmann Offered Spring 2006

352 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: 112 and 252. Dominique Thiebaut Offered Fall 2005

353 Seminar in Robotics
A seminar introduction to robotics. Topics include basic mechanics and electronics, sensors, configuration space, motion planning, robot navigation, dealing with uncertainty, behavior-based robotics, learning and self-reconfiguring robots. Projects will consist in programming existing and student-built robots using the programming language C. Prerequisites: CSC 112, 231, Calculus, Discrete Math or
permission of the instructor. (E) 4 credits
Ileana Streinu
Offered Fall 2005

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 (file formats, compression, and software sound synthesis); 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 and synchronization requirements and dedicated hardware. 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, 112, and 250 or permission of the instructor. 4 credits
Judy Franklin
Offered Spring 2005

364/ 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 and permission of the instructor. 4 credits
Dominique Thiébaut
Offered Fall 2004

400 Special Studies
For majors, by arrangement with a computer science faculty member. Variable credit as assigned
Offered both semesters each year

Cross-listed and Interdepartmental Courses

MTH 353 Advanced Topics in Discrete Applied Mathematics
Topic: Complexity Theory. Good versus bad algorithms, easy versus intractable problems. The complexity classes P, NP and an investigation of NP-Completeness. The algorithms will be drawn from number theory, linear algebra, combinatorics and graph theory, and computer science. Alternates with MTH 364a. Prerequisites: 211, 212, 253 or permission of the instructor. 4 credits
To be announced
Offered Spring 2006

The Major

Advisers: Merrie Bergmann, Judith Cardell, Judy Franklin, Nicholas Howe, Joseph O'Rourke, Ileana Streinu, Dominique Thiébaut

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

1. 111, 112, 231, 250;
2. a. One of MTH 111, MTH 112, MTH 114; or MTH 125;
   b. MTH 153;
   c. One 200-level or higher math course,
3. Three distinct 200- or 300-level courses; designated according to the table below, as follows:
a. At least one designated Theory;
b. At least one designated Programming;
c. At least one designated Systems;
4. At least one CSC 300-level course (not among those satisfying previous requirements).

<table>
<thead>
<tr>
<th>Course</th>
<th>Theory</th>
<th>Programming</th>
<th>Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 220 (Adv. Prog)</td>
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<tr>
<td>CSC 240 (Graphics)</td>
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<td>CSC 252 (Algorithms)</td>
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<tr>
<td>CSC 262 (Op Sys)</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>CSC 270 (Circuits)</td>
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<tr>
<td>CSC 274 (Comp Geom)</td>
<td>X</td>
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<td>CSC 290 (AI)</td>
<td>X</td>
<td></td>
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<tr>
<td>CSC 294 (Linguistics)</td>
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<td>CSC 294 (Networks)</td>
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<td>X</td>
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<tr>
<td>CSC 293 (Compilers)</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>ENG 321 (Dig. Sig. Proc.)</td>
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<tr>
<td>CSC 352 (Parallel Prog.)</td>
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<td></td>
<td>X</td>
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<tr>
<td>CSC 353 (Robotics)</td>
<td></td>
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<td>X</td>
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<tr>
<td>CSC 364 (Architecture)</td>
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<td>X</td>
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<tr>
<td>CSC 390 (AI seminar)</td>
<td>X</td>
<td></td>
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<tr>
<td>CSC 354 (Music)</td>
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<td>X</td>
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<tr>
<td>CSC 370 (Vision)</td>
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<td>X</td>
</tr>
</tbody>
</table>

### 2. Programming (six courses)
Advisers: Judith Cardell, Judy Franklin, Nick Howe, Ileana Streinu, Dominique Thiébaut

This minor is appropriate for a student with a strong interest in programming and software development.

Required courses:
- 111 Computer Science I
- 112 Computer Science II
- Two distinct 200- or 300-level courses designated as Programming
- One other 200- or 300-level course
- One CSC 300-level course designated Programming (and not among those satisfying the previous requirements).

### 3. Systems (six courses)
Advisers: Judith Cardell, Judy Franklin, Dominique Thiébaut

This minor is appropriate for a student with a strong interest in computer systems, computer engineering, and computing environments.

Required courses:
- 111 Computer Science I
- 112 Computer Science II
- 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: Joseph O’Rourke

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 Computer Science I
112 Computer Science II
250 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:
390 Seminar in Artificial Intelligence
354 Seminar in Digital Sound and Music Processing

5. Mathematical Foundations of Computer Science (six courses)
Adviser: Michael Albertson

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 Computer Science I
112 Computer Science II
250 Foundations of Computer Science
One of:
252 Algorithms
274 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)
Adviser: Joseph O'Rourke

This minor is designed to accommodate the increasing number of 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 Computer Science I 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 112 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.

<table>
<thead>
<tr>
<th>#</th>
<th>Dept</th>
<th>Number</th>
<th>Title</th>
<th>Credits</th>
<th>Preq.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CSC</td>
<td>102</td>
<td>How the Internet Works</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>2</td>
<td>CSC</td>
<td>105</td>
<td>Interactive Web Documents</td>
<td>2</td>
<td>CSC 102</td>
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<tr>
<td>2</td>
<td>CSC</td>
<td>111</td>
<td>Computer Science I</td>
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<td>None</td>
</tr>
<tr>
<td>2</td>
<td>CSC</td>
<td>112</td>
<td>Computer Science II</td>
<td>4</td>
<td>CSC 111</td>
</tr>
<tr>
<td>4</td>
<td>ARH</td>
<td>101</td>
<td>Approaches to Visual Representation</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>5</td>
<td>ARS</td>
<td>162</td>
<td>Introduction to Digital Media</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>6</td>
<td>ARS</td>
<td>263</td>
<td>Intermediate Digital Media</td>
<td>4</td>
<td>ARS 162</td>
</tr>
<tr>
<td>6</td>
<td>ARS</td>
<td>361</td>
<td>Interactive Digital Multimedia</td>
<td>4</td>
<td>ARS 162</td>
</tr>
</tbody>
</table>

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.
## Honors

**Director:** Joseph O’Rourke

### 430d Thesis
- 8 credits
- Full-year course; Offered each year

### 431 Thesis
- 8 credits
- Offered Fall 2004

**Requirements:** normally the requirements for the major, with a thesis in the senior year. The specific program will be designed with the approval of the director.

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hampshire</td>
<td>CS 0174</td>
<td>Computer Animation I</td>
</tr>
<tr>
<td>Hampshire</td>
<td>CS 0334</td>
<td>Computer Animation II</td>
</tr>
<tr>
<td>UMass</td>
<td>ART 397F</td>
<td>Digital Imaging: Offset Litho</td>
</tr>
<tr>
<td>UMass</td>
<td>ART 397F</td>
<td>Digital Imaging: Photo Etching</td>
</tr>
<tr>
<td>UMass</td>
<td>ART 397L</td>
<td>Digital Imaging: Offset Litho</td>
</tr>
<tr>
<td>UMass</td>
<td>ART 697F</td>
<td>Digital Imaging: Photo Etching</td>
</tr>
<tr>
<td>UMass</td>
<td>EDUC 591A</td>
<td>3D Animation and Digital Editing</td>
</tr>
<tr>
<td>UMass</td>
<td>CMPSCI 397C</td>
<td>Interactive Multimedia Production</td>
</tr>
</tbody>
</table>
Dance

Visiting faculty and some lecturers are generally appointed for a limited term.

Professor
Susan Kay Waltner, M.S., Five College Chair

Associate Professor
Rodger Blum, M.F.A., Chair

Visiting Artist
Mark A. Davis

Lecturer
Na Love

Principal Pianist/Lecturer
Julius M. Robinson, B.S.

Five College Faculty
Billbob Brown, M.A. (Associate Professor, University of Massachusetts)
Jim Coleman, M.F.A (Professor, Mount Holyoke College)
Ranjan Devi (Lecturer, University of Massachusetts, Fine Arts Center)
Charles Flachs, M.A. (Assistant Professor, Mount Holyoke College)
Rose Flachs (Assistant Professor, Mount Holyoke College)

Terese Freedman, B.A. (Professor, Mount Holyoke College)
Constance Valis Hill, Ph.D. (Five College Associate Professor, Hampshire College)
Kenneth Lipitz (Lecturer, University of Massachusetts)
Daphne Lowell, M.F.A. (Professor, Hampshire College)
Rebecca Nordstrom, M.F.A. (Professor, Hampshire College)
Peggy Schwartz, M.A. (Professor, University of Massachusetts)
Wendy Woodson, M.A. (Professor, Amherst College)

Teaching Fellows
Melissa Alexis Bruce
Madelyne Camera
Tara Madsen
Dustyn Martincich
Kelly Parsley
Amy Softic
Jillian Sweeney
Mary Vogt

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 lists (specifying times, locations and new course updates) at both the Smith College Dance Office and the Five College Dance Department Office, located at Hampshire College or online at www.fivecolleges.edu/dance.

A. Theory Courses

Preregistration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors and juniors. “P” indicates that per-
mission 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 and structured improvisation.

All Dance Theory Courses: L {A} 4 credits

151 Elementary Dance Composition  
L {A} 4 credits  
A. Composition  
To be announced, Spring 2005  
UM (Schwartz), Fall 2004  
AC (Woodson), MHC (Coleman), Spring 2005  
Offered Fall 2004, Spring 2005

252 Intermediate Dance Composition  
Prerequisite: 151. L {A} 4 credits  
To be announced  
To be arranged  
B. Scripts and Scores  
Not offered during 2004-05

353 Advanced Dance Composition  
Prerequisite: 252 or permission of the instructor. L {A} 4 credits  
Mark Davis, Fall 2004  
A. Performance Studio  
AC (Woodson)  
Offered Fall 2004  
B. Video and Performance  
This course will give students an opportunity to explore various relationships between live performance and video. Experiments will include creating short performance pieces and/or choreography specifically designed for the video medium; creating short pieces that include both live performance and projected video; and creating short experimental video pieces that emphasize a sense of motion in their conceptualization, and realization. Techniques and languages from dance and theater composition will be used to expand and inform approaches to video production and vice-versa, include studio practice (with hands-on exercises with digital cameras and final cut and digital editing as well as composition and rehearsal techniques) and regular viewing and critiques. Students will work both independently and in collaborative teams according to interest and expertise. Prerequisite: previous experience in either theater, dance, or music composition and/or video production or by consent of the instructor. Limited to 10 students. Rodger Blum, AC (Woodson)  
Offered Spring 2005

171 Dance in the 20th Century  
This course is designed to present an overview of dance as a performing art in the 20th century, focusing especially on major American stylistic traditions and artists. Through readings, video and film viewing, guest performances, individual research projects and class discussions, students will explore principles and traditions of 20th-century concert dance traditions, with special attention to their historical and cultural contexts. Special topics may include European and American ballet, the modern dance movement, contemporary and avant-garde dance experimentation, African-American dance forms, jazz dance and popular culture dance traditions. L {A} WI 4 credits  
Susan Wältner  
Offered Fall 2004

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} 4 credits  
MHC (Freedman)  
Offered Fall 2004

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. (A prerequisite for Dance 375, Anthropology of Dance). L. (A) 4 credits

To be announced
Offered Spring 2005

285 Laban Movement Analysis I
Laban Movement Analysis is a system used to describe and record quantitative and qualitative aspects of human movement. Through study and physical exploration of concepts and principles involved in body articulation, spatial organization, dynamic exertion of energy and modes of shape change, students will examine their own movement patterns and preferences. This creates the potential for expanding personal repertoire and developing skills in observation and analysis of the movement of others.
HC (Nordstrom)
Offered Fall 2004

287 Analysis of Music from a Dancer’s Perspective
This course is the study of music from a dancer’s perspective. Topics include musical notation, rhythmic dictation, construction of rhythm and elements of composition. Dancers choreograph to specific compositional forms, develop both communication between dancer and musician and music listening skills. Prerequisite: one year of dance technique (recommended for sophomore year or later). Enrollment limited to 15. (A) 4 credits
Julius Robinson
Offered Spring 2005

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. (A) 2 credits

Ballet Repertory
Rodger Blum
Offered Fall 2004

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). Prerequisite: advanced technique or permission of the instructor. (A) 4 credits
Jazz/Modern Repertory
Mark Davis
Offered Fall 2004

377 Advanced Studies in History and Aesthetics
4 credits

Balanchine 101
Commemorating the centennial of his birth, this seminar pays tribute to the aesthetic vitality of George Balanchine, the foremost classical choreographer of the twentieth century. In our time, Balanchine (1904–83) transformed the classic dance from its 19th-century codification into a steadily evolving language capable of expressing the most subtle yet profound of human emotions. We will identify the major themes in Balanchine’s works, some of which include Diaghilev, Waltzes, Tchelitchew and Surreality, Tchaikovsky, Americana, Narratives, Abstraction, Stravinsky and Apotheosis. Each week we will view, discuss and analyze at least one major work within the theme. Prerequisite: Dance history course. Highly recommended for students interested in music, dance and choreography. One meeting 3 hours. (E) (A)
Rodger Blum, Constance Valis
Offered Fall 2004
Interpretation and Analysis of African Dance Seminar
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 the historical dance forms found in the Old Mali Empire, (i.e. Mali, Senegal, the Gambia, Guinea) as well as Benin and Ghana. Students will survey the history and view video examples mainly from the bight of Benin to the United States, read texts that describe African form and African dance content, and explore the way dance is viewed by African Americans and Africans throughout the Diaspora.
Na Love
Offered Fall 2004

19th Century Dance
This topic will focus on the characteristics and impact of dance in the Romantic Period. Lectures are framed from three points of view: the virtuoso dancer, the composer, and the performer since there is an intimate interrelationship between music and dance of the period. Students will become familiar with 19th-century ballets and the musical works made for and used in ballet choreographies. The prominence of the female ballerina, the emergence of the male dancer and the impact through choreography of both Fokine and Isadora Duncan are some of the topics that will be discussed and analyzed through lectures, listening, reading, assignments and video reviews. Prerequisite: DAN 171 or DAN 272. Enrollment limited to 25. (E) {A}
Julius Robinson
Offered Spring 2006

Fleeting Images: Choreography on Film
This selected survey of choreography on film and video indulges in the purely kinesthetic experience of watching the dancing body on film. We will focus on works that have most successfully effected a true synthesis of the two mediums, negotiating between the spatial freedom of film and the time-space-energy fields of dance, the cinematic techniques of camera-cutting-collage, and the vibrant continuity of the moving body. Viewing a range of visual materials, from silent physical comedies and backstage-chorus line musicals to experimental dance films, martial-arts action flicks and music videos, we will discern the roles of the choreographer and director in shooting, pacing, editing and scoring the moving image. The concept of dancing in film genres will hopefully be enlarged as we consider film choreography as a distinct form of creative expression that functions to maintain and assert cultural and social identities, demonstrating the holistic role of dance as a visual art form, an intrinsic expression of a shared American culture.
Constance Valis Hill (Hampshire)
To be arranged

400 Special Studies
For qualified juniors and seniors. A four-credit Special Studies is required of senior majors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. (A) 1 to 4 credits
Members of the department
Offered both semesters each year

B. Production Courses

200 Dance Production
A laboratory course based on the preparation and performance of department productions. Students may elect to fulfill course requirements from a wide array of production related responsibilities, including performance, choreography, and stage crew. May be taken four times for credit, with a maximum of two credits per semester. There will be one general meeting on Monday, September 13, 2004 at 4:10 p.m. in the Green Room, Theatre Building. Attendance is mandatory. (A) 1 credit
Mark Davis
Offered Fall 2004

200 Dance Production
Same description as above. There will one general meeting on Monday, January 24, 2005, at 4:10 p.m. in the Green Room, Theatre Building. Attendance is mandatory. May be taken four times for credit, with maximum of two credits per semester. (A) 1 credit
Mark Davis
Offered Spring 2005

C. Studio Courses
Students may repeat studio courses two times for credit. For a complete list of studio courses offered
on the other four campuses, please consult the Five College Dance Department schedule available from the Smith dance office.

Studio 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 and juniors. Normally, students must take these two-credit courses in addition to a full course load. Studio courses may also require outside reading, video and film viewings, and/or concert attendance. No more than 12 credits may be counted toward the degree. “P” indicates that permission of the instructor is required. “L” indicates that enrollment is limited. Placement will be determined within the first two weeks.

Repetition of studio courses for credit: The Five College Dance Department faculty strongly recommends that students in the Five Colleges be allowed to take any one level of dance technique up to three times for credit, and more with the permission of the academic adviser.

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 spontaneous fluidity of movement in relation to a partner. Enrollment limited to 20. May be repeated once for credit. Alternates with DAN 217. {A} 2 credits
Madelyne Camera
Offered Fall 2004

218 Floor Barre Movement Technique
This course combines classical and modern principals 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: two semesters of ballet or modern dance technique. Enrollment limited to 20. {A} 2 credits
Rodger Blum
Offered Spring 2005

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. Prerequisite: at least one previous dance technique course or permission of the instructor. Enrollment limited to 20. {E} {A} 2 credits
To be announced
To be arranged

249 The Mindful Body: Resources for Performing and Visual Artists
Development of the ability to make choices and to find support for artistic technique and expression in dance, music, theatre, and the visual arts, through basic anatomical and functional knowledge of the body from an experiential approach. Prerequisite: One year of one of the following studio/performance courses: dance, art, music, Acting I in theatre, or permission of the instructors. Not open to first-year students. Enrollment limited to 12. Cannot be repeated for credit. {A} 2 credits
Susan Waltner
Offered Spring 2005

TECHNIQUES

MODERN: Introductory through advanced study of modern 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.

113 Modern Dance I
L. {A} 2 credits
Dustyn Martincich, Fall 2004
To be announced, Spring 2005
Offered both semesters each year at Smith and in the Five Colleges

114 Modern Dance II
For students who have taken Modern Dance I or the equivalent. L. {A} 2 credits
Melissa Alexis Bruce, Fall 2004
To be announced, Spring 2005
Offered Fall 2004, Spring 2005

215 Modern Dance III
Prerequisite: 113 and a minimum of one year of modern dance study. L. {A} 2 credits
Mark Davis, Fall 2004
MHC, HC (To be announced), UM (Brown)
Offered Fall 2004
Dance

216 Modern Dance IV
Prerequisite: 215. L. {A} 2 credits
Mark Davis, Spring 2005
Offered Fall 2004, Spring 2005

317 Modern Dance V
By audition/permission only. Prerequisite: 216. L and P. {A} 2 credits
To be announced
Offered Fall 2004

318 Modern Dance VI
Audition required. Prerequisite: 317. L and P. {A} 2 credits
Mark Davis
Offered Spring 2005

BALLET: Introductory through advanced study of the principles and vocabularies of classical ballet. Class comprises 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.

120 Ballet I
L. {A} 2 credits
Amy Softic, Mary Vogt, Fall 2004
To be announced, Spring 2005
Offered both semesters each year at Smith and in the Five Colleges

121 Ballet II
For students who have taken Ballet I or the equivalent. L. {A} 2 credits
Amy Softic, Fall 2004
To be announced, Spring 2005
Offered both semesters each year

222 Ballet III
Prerequisite: 121a or b or permission of the instructor. L. {A} 2 credits
Rodger Blum
UM (Lipitz)
Offered Fall 2004

223 Ballet IV
L. {A} 2 credits
To be announced

232 Ballet III
Further examination of ballet principles. L. {A} 2 credits
Tara Madsen, Fall 2004
AC (To be announced)
Offered Fall 2004

233 Ballet IV
Emphasis on extended movement phrases, complex musicality and development of ballet styles. L. {A} 2 credits
To be announced
Offered Spring 2005

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.

130 Jazz I
L. {A} 2 credits
Tara Madsen, Fall 2004
To be announced, Spring 2005
Offered both semesters each year at Smith and in the Five Colleges

131 Jazz II
For students who have taken Jazz I or the equivalent. L. {A} 2 credits
Jillian Sweeney, Fall 2004
To be announced, Spring 2005
Offered both semesters each year

232 Jazz III
Further examination of jazz dance principles. L. {A} 2 credits
Tara Madsen, Fall 2004
AC (To be announced)
Offered Fall 2004

233 Jazz IV
Emphasis on extended movement phrases, complex musicality and development of jazz dance styles. L. {A} 2 credits
To be announced
Offered Spring 2005
334 Jazz V
Advanced principles of jazz dancing. L. By audition/permission only. (A) 2 credits
Mark Davis, Fall 2004
UM (To be announced)
Offered Fall 2004

335 Jazz VI
Advanced principles of jazz dancing. L. By audition/permission only. (A) 2 credits
Mark Davis
UM (To be announced)
Offered Spring 2005

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). Focus accordingly on movement fundamentals, integration of song and movement, basic through complex rhythms, perfection of style, ensemble and solo performance when applicable. Some classes include repertory performance and therefore vary in credits.

142 West African Dance
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) 2 credits
Na Love
MHC, AC (Middleton)
Offered Fall 2004, Spring 2005

243 Cultural Dance Forms II: West African
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, Djiolla, Bambara, Wolof, Sauce, Malinke, Manding, Yoruba and Twi peoples of these regions. Enrollment limited to 30. (A) 2 credits
Na Love
Offered Spring 2005

African Explorations
An intermediate to advanced studio course in African Movement. This course explores the cross fertilization of ritual, folk, contemporary, social, concert and theatrical styles. Enrollment limited to 30. (A) 2 credits
Na Love
Offered Spring 2005

C. The Major

Advisers: Rodger Blum, Susan Waltner

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 anthropology, creative and aesthetic studies, scientific aspects of dance, the language of movement (Labanotation and Laban Movement Analysis), and dance technique and performance. For studio courses, no more than four courses in a single idiom will be counted toward the major. At least two of these courses must be at the advanced level and within the requirements of Emphasis I or II (see below).

History
Dance in the 20th Century (DAN171) and Dance and Culture (DAN272) serve as the introduction to the major. At the advanced level there is the Anthropological Basis of Dance (DAN375) and more specialized period courses or topics. These courses all examine the dance itself and its cultural context.

Creative and Aesthetic Studies (DAN151, 252, 353, and 377) 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.

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 bio-mechanics 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.

Emphasis I: Technique and Performance A dancer's instrument is her body and it must be trained consistently. Students are encouraged to study several dance forms and styles. Students who will emphasize performance and choreography are expected to reach advanced level in one or more forms. Public performance, while optional and without additional credit, is encouraged to realize dance skills before an audience.

Requirements in Technique and Performance Emphasis:
1. 171 and 272
2. 241
3. 285 or 287
4. 151, 200 (2 credits), and 252
5. Five technique courses are required in dance technique for the major. Students can explore up to four courses in a single form. At least two semesters must be at the advanced level. A single level of technique courses may be taken for credit up to three semesters.
6. Two courses from the following: 309, 342, 353, 375, 377, 400.
7. DAN 400 (4 credits) must be taken in the senior year.

Emphasis II: Theoretical Practices Dance students may prefer to concentrate on an academic emphasis instead of dance performance. These students are also encouraged to study several dance forms and styles and they are expected to reach intermediate level in one or more forms.

Requirements in Theoretical Practices of Dance:
1. 171 and 272
2. 241
3. 285 or 287, or a 200 level course in another discipline
4. 151, 200 (2 credits), and 375
5. Five technique courses are required in the dance theory emphasis of the major. Dance Theory students should explore at least two courses in two technique forms. Students should reach intermediate level in at least one form. A single level of technique courses may be taken for credit up to three semesters.
6. Two courses from the following: 309, 342, 377, 400.
7. DAN 400 (4 credits) must be taken in the senior year.

D. The Minor

Advisers: Members of the Smith College Department of Dance

Students may fulfill the requirements for the minor in dance in either of the following concentrations:

1. Minor in Dance with an Emphasis in Theatrical Forms

Requirements: Three core courses: 151, 171, and 272. Three 2-credit studio courses; one in dance production: 200; and one other dance theory course chosen with the adviser, to fit the interests of the students.
2. Minor in Dance with an Emphasis in Cultural Forms

Requirements: Three core courses: 151, 272, and 375. Three 2-credit studio courses in cultural dance forms; one course in dance production: 200; and one other dance theory course chosen with the adviser, to fit the interests of the student.

Studio Courses: Studio courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to juniors and seniors. Normally students must take partial-credit courses in addition to a full-course load. No more than 12 credits may be counted toward the degree. “P” indicates that permission of the instructor is required. “L” indicates that enrollment is limited. Placement will be determined within the first two weeks of classes. Within limits, students may repeat studio courses for credit.

Studio Courses:
142 Beginning/Intermediate Cultural Dance Forms
   A. West African
   B. Comparative Caribbean Dance
   C. Cuban
   D. Haitian
   E. Introduction to Flamenco
   F. Javanese
   G. Afro-Brazilian
   H. Middle Eastern

243 Intermediate/Advanced Cultural Dance Forms
   A. West African II
   B. Comparative Caribbean Dance II

113 Modern Dance I
114 Modern Dance II
215 Modern Dance III
216 Modern Dance IV
317 Modern Dance V
318 Modern Dance VI
120 Ballet I
121 Ballet II
222 Ballet III
223 Ballet IV
324 Ballet V
325 Ballet VI
130 Jazz I
131 Jazz II
232 Jazz III
233 Jazz IV
334 Jazz V
335 Jazz VI
136 Tap I
137 Tap II

Honors
430d Thesis
8 credits
Full-year course; Offered each year
431 Thesis
8 credits
Offered each Fall

E. Five College Courses

Students should consult the Five College Dance Department course list for Five College course offerings. Fall and Spring semester course hours will be listed in the Five College Dance Department schedule, available at the Smith College Department of Dance office and the Five College Dance Department office. You may also access them online at www.fivecolleges.edu/dance/schedule.html

Adviser: Susan Waltner

F. Graduate: M.F.A. Program

Adviser: To be announced.

“P” indicates that permission of the instructor is required.

510 Theory and Practice of Dance I
Studio work in dance technique, including modern, ballet, tap, cultural dance and jazz. Eight to 10 hours of studio work and weekly seminars. P. 5 credits
To be announced
Offered both semesters each year

520 Theory and Practice of Dance II
Studio work in dance technique and weekly seminars. Prerequisite: 510. P. 5 credits
To be announced
Offered both semesters each year
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. 5 credits
Susan Waltner
Offered Fall 2005

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. 5 credits
Constance Valis Hill
Offered Fall 2004

553 Choreography and Music
Exploration of the relationship between music and dance with attention to the form and content of both art forms. Prerequisites: three semesters of choreography, familiarity with basic music theory, and permission of instructor. 5 credits
Julius Robinson, Mark Davis
Offered Spring 2005

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. 5 credits
Rodger Blum, Susan Waltner
Offered Spring 2006

590 Research and Thesis
Production project. 5 credits
Offered both semesters each year

591 Special Studies
5 credits
Offered both semesters each year

Other Five College Dance Department Courses

DANCE 316 Contemplative Dance—HC (Lowell)
Techniques (2 credits)
UM DANCE 291 Seminar: Yoga, Breath, Flow, Presence, Performance (Schwartz)

Technique and Repertoire (4 credits at AC, HC, MHC, and SC; 3 credits at UM)
UM DANCE 195R Classical Indian Dance I— UM (Davi)
UM DANCE 295R Classical Indian Dance II— UM (Davi)

Technique and Theory (4 credits at AC, HC, MHC and SC; 3 credits at UM)
DANCE 153 Dance as an Art Form— MHC (Coleman)
DANCE 261 Introduction to Dance— UM (Schwartz)
HA 294 The Embodied Imagination (Lowell)

Theory (4 credits at AC, HC, MHC and SC; 3 credits at UM)
HA 153 Dance as an Art Form— HC (Nordstrom), MHC
Contemporary Artists Issues— AC (Woodson), MHC
Art Criticism— MHC
HACU 278 Black Traditions in American Dance— HC (Hill)
UM DANCE 273 Jazz Tap Dancing in America: History and Practice— UM (Hill)
East Asian Languages and Literatures

Visiting faculty and some lecturers are generally appointed for a limited term.

Professor
Thomas Rohlich, Ph.D., Chair

Associate Professor
†1 Maki Hirano Hubbard, Ph.D.

Assistant Professors
†2 Deirdre Sabina Knight, Ph.D.
†1 Kimberly Kono, Ph.D.

Visiting Assistant Professor
Stephen Miller, Ph.D.

Instructor
Yuri Kumagai, M.Ed.

Lecturers
Ling Zhao, M.A.
Yoon-Suk Chung, Ph.D.
Grant Xiaoguang Li, Ph.D.
Weijia Li, Ph.D.
David Hinton
Atsuko Takahashi, M.A.

Assistant
Suk Massey, M.A.

Teaching Assistant
Reiko Kato, M.A.

Teaching Assistants
Weijia Li, M.Ed.
JinBae Hong, M.A.

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.

Courses in English

FYS 116 Kyoto Through the Ages
Kyoto is acclaimed by Japanese and foreigners alike as one of the world’s great cities, the embodiment in space and spirit of Japan’s rich cultural heritage. It is also a thriving modern metropolis of over a million people, as concerned with its future as it is proud of its past. In this course students will study Kyoto past and present, its culture and people, so as to better understand how it became the city it is today. Students who complete the first-year seminar successfully may enroll in the interterm course to be held in Kyoto following completion of the FYS course. Enrollment limited to 15 first-year students. (E) 4 credits
Thomas H. Rohlich
Offered Fall 2004

EAL 115j Kyoto Then and Now
This course is an on-site study of the city of Kyoto, Japan. During a two-week stay in Kyoto students will examine the spaces and places of one of Japan’s most famous cities, considered by many to be the cultural heart of the country. Based on their work in the prerequisite First-Year Seminar course, students will take turns leading the group to selected museums, temples and shrines, craft and entertainment centers, and other cultural sites. Prerequisite: successful completion of FYS 116,
"Kyoto Through the Ages." Enrollment limited to 15. Graded S/U. (E) 2 credits
Thomas Rohlich
Offered Interterm 2005
Three days at Smith and two weeks in Kyoto, Japan during January 2005

EAL 231 The Culture of the Lyric in Traditional China
This course surveys the masterworks of the Chinese lyric tradition from its oral beginnings in pre-Con- fucian times through the eve of the founding of the Republic of China. Through the careful reading of selected works including shaman's hymns, protest poetry and excerpts from the great novels, students will enquire into how the spiritual, philosophical and political concerns dominating the poets' milieu shaped the lyric language through the ages. No knowledge of Chinese language or literature is required. (E) 4 credits
David Hinton
Offered Fall 2004

EAL 232 Modern Chinese Literature
Selected readings in translation of 20th-century Chinese literature from the late-Qing dynasty to contemporary Taiwan and the People's Republic of China. This course will offer (1) a window on 20th-century China (from the Sino-Japanese War of 1895 to the present) and (2) an introduction to the study of literature: (a) why we read literature, (b) different approaches (i.e., how to do a close reading), and (c) literary movements. We will stress the socio-political context and questions of political engagement, social justice, class, gender, race and human rights. All readings are in English translation and no background in China or Chinese is required. (E) 4 credits
Sabina Knight
Offered Spring 2005

EAL 236 Modernity: East and West
What can the project of modernity, particularly the Enlightenment concern for human rights, mean for Chinese writers and for us today? How can we understand current struggles for human rights in terms of the different directions modernity and its critique have taken in Europe, Japan and China? We will read selections from European and East Asian philosophers before examining the influx of Western theories of modernity and comparing histories of modern imperialism, ideas of national culture, and literature's function in nationalist movements. Close readings of 20th-century Chinese fiction and film will focus on questions of alienation and social responsibility. Writers such as Kant, Marx, Soseki, Tanizaki, Lu Xun and Mo Yan. (E) 4 credits
Sabina Knight
Offered Fall 2004

EAL 241 Court Ladies, Wandering Monks, and Urban Rakes: Literature and Culture in Premodern Japan
A study of Japanese literature and its cultural roots from the 8th to the 19th centuries. 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. (E) 4 credits
Stephen Miller
Offered Fall 2004

EAL 242 Modern Japanese Literature
Selected readings in translation of Japanese literature from the Meiji period to the present. In the past 150 years 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 discussion 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. (E) 4 credits
Stephen Miller
Offered Spring 2005

EAL 261 Major Themes in Literature: East-West Perspectives
Gendered Fate
Is fate indifferent along lines of gender? What (and whose) interests are served by appeals to destiny? Close readings of women's narratives of desire, courtship, sexuality, prostitution and rape will explore how belief in inevitability mystifies the
gender-based oppression of social practices and institutions. Are love, marriage and mothering biological imperatives? What are love, seduction and desire if not freely chosen? Or is freely chosen love merely a Western ideal? How might women write to overcome fatalistic discourses that shape the construction of female subjectivity and agency? Works by Simone de Beauvoir, Hayashi Fumiko, Hong Ying, Nadine Gordimer, Toni Morrison, and Wang Anyi. All readings in English translation.

Sabina Knight
Offered Fall 2004

EAL 360 Seminar: Topics in East Asian Languages and Literatures
4 credits

The Tale of Genji and Its Legacy
The seminar will begin with a reading and study of The Tale of the Genji, one of the greatest works of Japanese literature. We will look at the cultural and societal milieu of the author, as well as the textual features that mark it as an icon of Japanese culture today. We will also look at ways in which the Genji is represented in later texts—plays, parodies, and modern short stories and novels— as a way of examining both the question of influence and the role that the Genji plays in the literature of later generations. All readings are in English translation.

Thomas Rohlich
Offered Spring 2005

Contemporary Chinese Women’s Fiction
Close readings of post-1976 short stories, novellas and novels by women in the People’s Republic of China. How do these works contend with legacies of political trauma and the social consequences of economic restructuring? How do quests for self-realization or social recognition relate to specific ethical commitments and struggles for social change? How do stories about extramarital affairs, serial sexual relations or love between women reinforce or contest imperatives of political, cultural and sexual citizenship? Works by Chen Ran, Dai Houying, Hong Ying, Wang Anyi, Wei Hui and Zhang Jie. Prerequisite: Permission of instructor.

Sabina Knight
Offered Spring 2005

EAL 400 Special Studies
For students engaged in independent projects or research in connection with Japanese, Chinese, or Korean language and literature. 2 to 4 credits
Offered both semesters each year

East Asian Language Courses

East Asian Languages and Literatures

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. 5 credits

Sections as follows:
Ling Zhao
Offered each Fall

CHI 111 Chinese I (Intensive)
A continuation of 110. Prerequisite: CHI 110 or permission of the instructor.

Ling Zhao
Offered each Spring

CHI 220 Chinese II (Intensive)
Continued emphasis on the development of oral proficiency and functional literacy in modern Mandarin. Conversation and narrative practice, reading exercises, short composition assignments and work with audio-visual materials. Prerequisite: 111 or permission of the instructor.

5 credits

Grant Li
Offered each Fall

CHI 221 Chinese II (Intensive)
A continuation of 220. Prerequisite: CHI 220 or permission of the instructor.

5 credits

Grant Li
Offered each Spring
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: 221 or permission of the instructor. {F} 4 credits
Weijia Li
Offered each Fall

CHI 302 Chinese III
Introduction to the use of authentic written and visual documents commonly encountered in China today, with an emphasis on television news broadcasts and newspaper articles. Exercises in composition as well as oral presentations will complement daily practice in reading and listening comprehension. Prerequisite: 301 or permission of the instructor. {F} 4 credits
Weijia Li
Offered each Spring

CHI 350 Advanced Readings in Chinese: Modern Literary Texts
Development of advanced oral and reading proficiency through the study and discussion of selected modern Chinese literary texts. Students will explore literary expression in original works of fiction, including short stories, essays, novellas, and excerpts of novels. Prerequisite: 302 or permission of the instructor. {L/F} 4 credits
Ling Zhao
Offered each Fall

CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts
In contrast with CHI 350, this course focuses on readings of political and social import. Through the in-depth study and discussion of essays drawn from a variety of sources, students will increase their understanding of modern and contemporary China. Prerequisite: 302 or permission of the instructor. {L/F} 4 credits
Weijia Li
Offered each Spring

Japanese Language

JPN 110 Japanese I (Intensive)
An introduction to spoken and written Japanese. Emphasis on the development of basic oral proficiency, along with reading and writing skills. Students will acquire knowledge of basic grammatical patterns, strategies in daily communication, hiragana, katakana and about 300 Kanji. Designed for students with no background in Japanese. 5 credits
Atsuko Takahashi
Offered each Fall

JPN 111 Japanese I (Intensive)
A continuation of 110. Prerequisite: JPN 110 or permission of the instructor. {F} 5 credits
Atsuko Takahashi
Offered each Spring

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} 5 credits
Yuri Kumagai
Offered each Fall

JPN 221 Japanese II (Intensive)
A continuation of 220. Prerequisite: JPN 220 or permission of the instructor. {F} 5 credits
Yuri Kumagai
Offered each Spring

JPN 301 Japanese III
Development of high intermediate proficiency in speech and reading through study of varied prose pieces and audio-visual materials. Prerequisite: 221 or permission of the instructor. {F} 4 credits
Yuri Kumagai
Offered each Fall

JPN 302 Japanese III
A continuation of 301. Prerequisite: 301 or permission of the instructor. {F} 4 credits
Yuri Kumagai
Offered each Spring
JPN 350 Contemporary Texts
Study of selected contemporary texts including literature and journalism from print and electronic media. Focus will be on developing reading and discussion skills in Japanese using original materials, and on understanding various aspects of modern Japan through its contemporary texts. Prerequisite: JPN 302 or permission of the instructor. {F} 4 credits
Stephen Miller
Offered Fall 2004

JPN 351 Contemporary Texts II
Continued study of selected contemporary texts including fiction and short essays from print and electronic media. This course further develops advanced reading, writing and discussion skills in Japanese and enhances students’ understanding of various aspects of contemporary Japanese society. Prerequisite: JPN 302 or permission of the instructor. {F} 4 credits
Stephen Miller
Offered Spring 2005

Korean Language

KOR 110 Korean I
An introduction to spoken and written Korean. Emphasis on oral proficiency with the acquisition of basic grammar, reading and writing skills. This course is designed for students with little or no background in Korean. 4 credits
Yoon-Suk Chung
Offered each Fall

KOR 111 Korean I
A continuation of 110. Prerequisite: 110 or permission of the instructor. {F} 4 credits
Yoon-Suk Chung
Offered each Spring

KOR 220 Korean II
This course places equal emphasis on oral/aural proficiency, grammar, and reading and writing skills. Various aspects of Korean society and culture are presented with weekly visual materials. Basic Chinese characters are introduced. Prerequisite: 111 or permission of the instructor. {F} 4 credits
Yoon-Suk Chung
Offered each Fall

KOR 221 Korean II
A continuation of 220. Prerequisite: 220 or permission of the instructor. {F} 4 credits
Yoon-Suk Chung
Offered each Spring

KOR 301 Korean III
Continued development of speaking, listening, reading, and writing, with more advanced grammatical points and vocabulary. Korean proverbs and Chinese characters are introduced. Prerequisite: 221 or permission of the instructor. {F} 4 credits
Suk Massey
Offered each Fall

KOR 302 Korean III
A continuation of 301. Prerequisite: 301 or permission of the instructor. {F} 4 credits
Suk Massey
Offered each Spring

KOR 350 Advanced Studies in Korean Language and Society
This course is designed to provide students with a thorough grounding in advanced reading, writing, and speaking skills in Korean to lay a firm foundation for the clear understanding of Korean contemporary culture. Selected current issues in Korean society and culture will be addressed, and a wide range of print and non-print materials will be covered. Texts are all in Korean with advanced Chinese characters. Prerequisite: 302 or permission of the instructor. {F} 4 credits
Suk Massey
Offered each Fall

KOR 351 Advanced Readings in Korean Language and Literature
This course further develops advanced reading, writing and speaking skills through original literary texts in Korean. Students will read a wide selection of the most representative modern Korean literary works (including short stories, novellas, excerpts of novels, essays, poetry and plays) by well-known Korean writers. Class will be conducted in Korean. Prerequisite: 350 or permission of the instructor. {F} 4 credits
Yoon-Suk Chung
Offered each Spring
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. Language:
   a. Second-year language courses (10 credits): JPN 220 and 221 or CHI 220 and 221 (2 courses).
   b. Third-year language courses (8 credits): JPN 301 and 302 or CHI 301 and 302 (2 courses). Students whose proficiency places them beyond the third year should substitute advanced language or literature courses for this requirement.

2. Literature:
   a. 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 encouraged to take EAL 231 and 232, and they must take at least one of these two courses. Students focusing on Japan are encouraged to take EAL 241 and 242, and they must take at least one of these courses.
   b. At least one course (4 credits) focusing principally on the literature of another East Asian country.

3. Electives:
   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 eleven required courses, no more than five normally shall be taken in other institutions, such as Five Colleges, Junior Year 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. Native speakers of a language are encouraged to take another East Asian language.

Advanced Language Courses:
CHI 310 Readings in Classical Chinese Prose and Poetry
CHI 350 Advanced Readings in Chinese: Modern Literary Texts
CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts
JPN 350 Contemporary Texts I
JPN 351 Contemporary Texts II
KOR 350 Advanced Studies in Korean Language and Society
KOR 351 Advanced Readings in Korean Language and Literature

Courses taught in English:
EAL 231 The Culture of the Lyric in Traditional China
EAL 232 Modern Chinese Literature
EAL 236 Modernity: East and West
EAL 240 Japanese Language and Culture
EAL 241 Court Ladies, Wandering Monks, and Urban Rakes: Literature and Culture in Premodern Japan
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 the “Other” in Modern Japanese Literature
EAL 261 Major Themes in Literature: East-West Perspectives (topic course)
EAL 360 Seminar: Topics in East Asian Languages and Literatures (topic course)

Honors
Director: Thomas Rohlich

430d Thesis
(8 credits)
Full-year course; Offered each year
431 Thesis
8 credits
Offered each Fall

Requirements: same as for the departmental major plus the thesis, normally written in both semesters of the senior year (430d), with an oral examination on the thesis. In special cases, the thesis may be written in the first semester of the senior year (431).

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 110 and 111) is a prerequisite for admission.

Requirements:
A total of six courses (24 credits) 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.

1. Chinese II (CHI 220 and 221), Japanese II (JPN 220 and 221), or Korean II (KOR 220 and 221).

2. Four courses, at least two of which must be EAL courses, chosen from the following:

EAL 231 The Culture of the Lyric in Traditional China
EAL 232 Modern Chinese Literature
EAL 236 Modernity: East and West
EAL 240 Japanese Language and Culture
EAL 241 Court Ladies, Wandering Monks, and Urban Rakes: Literature and Culture in Premodern Japan.

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 the “Other” in Modern Japanese Literature
EAL 261 Major Themes in Literature (topic course)
EAL 360 Seminar: Topics in East Asian Languages and Literatures
EAL 400 Special Studies
CHI 301 Chinese III
CHI 302 Chinese III (A continuation of 301)
CHI 310 Readings in Classical Chinese Prose and Poetry
CHI 350 Advanced Readings in Chinese: Modern Literary Texts
CHI 351 Advanced Readings in Chinese: Modern and Contemporary Society
JPN 301 Japanese III
JPN 302 Japanese III (A continuation of 301)
JPN 350 Contemporary Texts I
JPN 351 Contemporary Texts II
KOR 301 Korean III
KOR 302 Korean III (A continuation of 301)
KOR 350 Advanced Studies in Korean Language and Society
KOR 351 Advanced Readings in Korean Language and Literature
East Asian Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

East Asian Studies Advisory Committee
Daniel K. Gardner, Professor of History
*1 Marylin Rhie, Professor of Art and of East Asian Studies
Peter Gregory, Professor of Religion and of East Asian Studies
†2 Dennis Yasutomo, Professor of Government, Director
Robert Eskildsen, Assistant Professor of History
Suzanne Zhang-Gottschang, Assistant Professor of East Asian Studies and Anthropology

Participating Faculty
**2 Steven M. Goldstein, Professor of Government
**1 Jamie Hubbard, Professor of Religion and Yehan Numata Lecturer in Buddhist Studies
†1 Maki Hirano Hubbard, Associate Professor of East Asian Languages and Literatures
†2 Deirdre Sabina Knight, Assistant Professor of East Asian Languages and Literatures
†1 Kimberly Kono, Assistant Professor of East Asian Languages and Literatures
Thomas Rohlich, Professor of East Asian Languages and Literatures
Jonathan Lipman, Lecturer in East Asian Studies

The Major

The major in East Asian studies offers students an opportunity to develop a coherent and comprehensive understanding of the great civilizations of the Asia Pacific region. The study of East Asia should be considered an integral part of a liberal arts education. Through an interdisciplinary study of these diverse cultures, students engage in a comparative study of their own societies and values. The major also 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 therefore helps prepare students for post-graduation endeavors ranging from graduate training to careers in both the public and private sectors dealing with East Asia.

Requirements for the Major

Basis Courses:

1) 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. 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.

2) Survey Courses
   a) One survey course on the pre-modern civilization of an East Asian country: HST 211, HST 212, or HST 220
   b) One survey course on modern East Asia: HST 221, ANT 252, or ANT 253

Note: Basis courses must cover more than one East Asian country

Electives (6 courses)

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 (for example, the Confucian tradition, the Buddhist legacy, gender, imperialism, thought and art, political economy, international relations.)

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
e) At least half of course credits toward the major must be taken at Smith.

2) Smith courses not included on the approved list may count toward the Major under the following conditions:
   a) The course has a substantial East Asian component suitable for a comparative study of East Asia
   b) The student obtains the approval of the East Asian Studies Advisory Committee
c) No more than one such course shall be applied toward the major.

3) A student may honor in East Asian studies (EAS 430d). Honors requires a 3.0 GPA overall and 3.3 GPA in the major. The Honors thesis may substitute for the seminar requirement.

4) Junior Year Abroad programs are encouraged at college-approved institutions in East Asia. EAS recommends the Associated Kyoto Program for Japan, ACC for China, and Ewha Women’s University for Korea. Courses taken at JYA 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.

Advisers: Robert Eskildsen, Daniel K. Gardner, Peter Gregory, Marylin Rhie, Dennis Yasutomo, Suzanne Zhang-Gottschang

EAS 218/ HST 218 Thought and Art in China
Topic: 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.
Daniel Gardner and Marylin Rhie
Offered Spring 2005

EAS 219 Modern Korea
An introduction to Korean history since the 17th century including a survey of social, intellectual, political and economic structures. Korea’s interactions with East Asian neighbors, Britain, France, the USA, and Russia. The devastating effects of imperialism, colonialism, civil war, invasion and long-term division. (E) (H) 4 credits
Jonathan Lipman
Offered Fall 2004

EAS 375 Seminar: Japan-United States Relations
Analysis of political, economic, cultural, and racial roots of U.S.-Japan relations from the 19th century to the present. Emphasis on current mutual perceptions and their potential impact on future bilateral relations. (S) 4 credits
Dennis Yasutomo
Offered Spring 2005

EAS 404 Special Studies
4 credits
Offered both semesters each year

EAS 408d Special Studies
8 credits
Full-year course; Offered each year

EAS 430d Honors Thesis
8 credits
Full-year course; Offered each year

Basis Courses

ANT 251 Women and Modernity in East Asia
(S) 4 credits
Suzanne Zhang-Gottschang
Offered Spring 2005, Spring 2006
ANT 252 The City and the Countryside in China
4 credits
Suzanne Zhang-Gottschang
Offered Fall 2004

ANT 253 Introduction to East Asian Societies and Cultures
4 credits
Suzanne Zhang-Gottschang
Offered Fall 2005

HST 211 (L) The Emergence of China
4 credits
Daniel Gardner
Offered Fall 2005

HST 212 (L) China in Transformation, A.D. 700–1900
4 credits
Daniel Gardner
Offered Spring 2005, Spring 2006

HST 213 (L) Aspects of East Asian History
4 credits
Robert Eskildsen
Offered Spring 2005

HST 220 (L) The Sources of Japanese Culture
4 credits
Robert Eskildsen
Offered, Fall 2004

HST 221 (L) The Rise of Modern Japan
4 credits
Robert Eskildsen
Offered, Spring 2005, Spring 2006

HST 222 (L) Aspects of Japanese History
4 credits
Robert Eskildsen
Offered, Fall 2004, Fall 2005

HST 292 (L) 19th Century Crisis in East Asia
4 credits
Robert Eskildsen
Offered Spring 2006

Approved Courses in the Humanities

ARH 101 Buddhist Art
ARH 120 Introduction to Art History: Asia
ARH 222 The Art of China
ARH 224 The Art of Japan
EAL 231 The Culture of the Lyric in Traditional China
EAL 232 Modern Chinese Literature
EAL 236 Modernity: East and West
EAL 240 Japanese Language and Culture
EAL 241 Traditional Japanese Literature in Translation
EAL 242 Modern Japanese Literature
EAL 243 Japanese Poetry in Cultural Context
EAL 261 Major Themes in Literature: East-West Perspectives
EAL 360 Seminar: Topics in East Asian Languages and Literatures
EAS 270 Colloquium in East Asian Studies
EAS 279 Colloquium: The Art and Culture of Tibet
HST 218 Thought and Art in China
REL 110 Politics of Enlightenment
REL 260 Buddhist Thought
REL 265 Colloquium in East Asian Religions
REL 266 Colloquium in Buddhist Studies
REL 270 Japanese Buddhism
REL 282 Violence and Nonviolence in Religious Traditions of South Asia
REL 360 Seminar: Problems in Buddhist Thought

Approved Courses in the Social Sciences

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 Culture
ANT 342 Seminar: Topics in Anthropology
EAS 219 Modern Korea
EAS 270 Colloquium in East Asian Studies
EAS 279 Colloquium: The Art and Culture of Tibet
EAS 375 Seminar: Japan–United States Relations
GOV 228 The Government and Politics of Japan
GOV 230 The Government and Politics of China
GOV 251 Foreign Policy of Japan
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 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) 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 Minor. 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.

2) Four elective courses, which shall be determined in consultation with the adviser normally from the list of approved courses. Elective courses must be drawn from both the Humanities and Social Sciences.

Advisers: Robert Eskildsen, Daniel K. Gardner, Peter Gregory, Marylin Rhie, Dennis Yasutomo, Suzanne Zhang-Gottschang
Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Frederick Leonard, Ph.D.
Mark Aldrich, Ph.D.
Andrew Zimbalist, Ph.D.
Randall Bartlett, Ph.D.
Robert Buchele, Ph.D.
Roger T. Kaufman, Ph.D., Chair
Karen Pfeifer, Ph.D.
Elizabeth Savoca, Ph.D.
Deborah Haas-Wilson, Ph.D.
Charles P. Staelin, Ph.D.
Nola Reinhardt, Ph.D.

Associate Professors
Thomas A. Riddell, Ph.D.
Mehnaz Mahdavi, Ph.D.
James Miller, Ph.D., J.D.

Assistant Professors
Lewis Davis, Ph.D.
Ardith Spence, Ph.D.
James Miller, Ph.D., J.D.

Lecturer
Charles Johnson, A.B., M.B.A.

First-year students who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 150 and 153 in the first year and to take additional courses in economics in the sophomore year. Majors in economics are strongly advised to take 250, 253, and 190 as soon after the introductory courses as possible. Students considering graduate study in economics are advised to master the material in ECO 255 and 240 as well as MTH 111, 112, 211, 212, 225 and 243.

A. General Courses

123 Cheaper by the Dozen: Twelve Economic Issues for Our Times
This course for the concerned non-economist addresses twelve pressing issues in contemporary U.S. and global society: poverty and inequality; education; healthcare; housing; social security; crime and drugs; corporate power and market structure; agriculture and the food supply; the environment; unemployment; government macro policy, taxes and the national debt; and global economic integration. Economic concepts in lay English and a modicum of mathematical tools are used to help explain each social problem and to illuminate the core debates on appropriate solutions. May not be counted toward the major or minor in economics. Open only to junior and senior non-economics majors. {S} 4 credits.
Karen Pfeifer
Offered Spring 2005, Spring 2006

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} 4 credits.
James Miller
Offered Fall 2005

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} 4 credits.
Members of the department
Offered both semesters each year
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) 4 credits
Members of the department
Offered both semesters each year

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. Cannot be used for credit towards the economics major and no more than four credits in accounting may be counted toward the degree. (S) 4 credits
Charles Johnson
Offered both semesters each year

190 Introduction to Statistics for Economists
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 and 153 recommended. (S) 4 credits
Robert Buchele, Elizabeth Savoca
Offered both semesters each year

B. Economic Theory

237 History of Economic Thought and Methodology
A study of the major economists and economic theories from the time of Adam Smith to the present; the historical context and intellectual climate of their times; the uses made of their work in understanding society and shaping public policy; an appraisal of the intellectual heritage and global influence of economic methodology today. Economists include Smith, Ricardo, Marx, Keynes, Friedman and contemporaries such as Akerlof and Stiglitz. Prerequisite: either 150 or 153. (H/ S) 4 credits
Karen Pfeifer
Offered Fall 2004

240 Econometrics
Applied regression analysis. The specification and estimation of economic models, hypothesis testing, statistical significance, interpretation of results, policy implications. Emphasis on practical applications using both cross-section and time-series data. Prerequisites: 150, 153, and 190, and MTH 111. (S/ M) 4 credits
Robert Buchele, Elizabeth Savoca
Offered Fall 2004, Fall 2005

250 Intermediate Microeconomics
Focuses on the economic analysis of resource allocation in a market economy and on the economic impact of various government interventions, such as minimum wage laws, national health insurance and environmental regulations. Covers the theories of consumer choice and decision making by the firm. Examines the welfare implications of a market economy and of federal and state policies which influence market choices. Prerequisite: 150, MTH 111 or its equivalent. (S) 4 credits
James Miller, Deborah Haas-Wilson
Offered both semesters each year

253 Intermediate Macroeconomics
Builds a cohesive theoretical framework within which to analyze the workings of the macroeconomy. Current issues relating to key macroeconomic variables such as output, inflation and unemployment are examined within this framework. The role of government policy, both in the short run and the long run, is also assessed. Prerequisite: 153, MTH 111 or its equivalent. (S) 4 credits
Roger Kaufman, Roisin O'Sullivan
Offered both semesters each year

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. Prereq-
Economics

uisites: MTH 111, 112, 211, ECO 253, and 250 or permission of the instructor. {S/ M} 4 credits
Lewis Davis
Offered Spring 2006

333 Seminar: Free Market Economics
The structure and institutions of a free market economy; roles of government and philosophical principles underlying the concept of a free market economy; macro- and micro-performance of a free market economy; political-economic approach toward perceived society-wide problems and issues, such as abortion and drug and gun control, in a free market economy. Prerequisite: 250 or 253. {S} 4 credits
Frederick Leonard
Offered Fall 2004, Fall 2005

353 Seminar: Evolution of Modern Macroeconomics
From Classical, through Keynesian to modern theory and policy perspectives. Changes in the major components of the macro-model. Contributions to macroeconomics made by Keynes: fundamental or superficial? Prerequisite: 253 {S} 4 credits
Frederick Leonard
Offered Spring 2006

363 Seminar: Inequality
The causes and consequences of income inequality. The role of social class, IQ and education. The impact of technical change and globalization. The labor market as a social institution. How do concerns about relative shares and fairness affect “economic” behavior? Is there a “trade-off” between equality and economic growth? Prerequisites: 190, 150 and 250 (the last required for economics majors using this course to fulfill the seminar requirement). {S} 4 credits
Robert Buchele
Offered Spring 2006

C. The American Economy

204 American Economic History: 1870–1990
Major topics include the economic results of Civil War for black Americans; the rise of giant industry and the growth of unionism; beginnings of economic regulation; internationalization of the economy; the Great Depression; the New Deal legacy; the post World War II boom and stagnation; Reaganomics. Prerequisites: 150 and 153. {H/ S} 4 credits
Mark Aldrich
Offered Spring 2005

224 Environmental Economics
The causes of environmental degradation and the role that markets can play in both causing and solving pollution problems. The efficiency, equity and impact on economic growth of current and proposed future environmental legislation. Prerequisite: 150. {S} 4 credits
Mark Aldrich
Offered Spring 2005

230 Urban Economics
An introductory economic analysis of selected urban problems in the context of the city's position in the regional economy. Topics include housing, transportation, concentrations of poverty and financing local government. Prerequisite: 150. {S} 4 credits
Randall Bartlett
Offered Spring 2005, Spring 2006

233 Free Market Economics
Meaning and nature of economic freedom; structure and institutions of a free market economy; philosophical foundation underlying freedom; macro- and microeconomic performance of a free market economy; foundations, performance and critique of alternatives to freedom offered by the American political left and right; analysis of economic and political issues such as the “fair” distribution of income and wealth, social security, smoking in public places and abortion, among many others. Prerequisite: 150 or 153. {S} 4 credits
Frederick Leonard
Offered Spring 2005

260 Economics of the Public Sector
An investigation into the economic role of the public sector; decision-making mechanisms and implications for resource allocation. Topics include market failure, government failure, and expenditure and tax analysis. Applications include policy issues such as budget deficits/surpluses, social security, welfare, military spending and business subsidies. Prerequisite: 250. {S} 4 credits
Ardith Spence
Offered Spring 2005, Spring 2006
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: 190, 250, MTH 111. (S) 4 credits
Mahnaz Mahdavi
Offered Fall 2004

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: 250. (S) 4 credits
Charles Staelin
Offered Spring 2005

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: 253. (S) 4 credits
Roisin O'Sullivan
Offered Spring 2005

314 Seminar: Industrial Organization and Antitrust Policy
An examination of the latest theories and empirical evidence about the organization of firms and industries. Topics include mergers, advertising, strategic behaviors such as predatory pricing, vertical restrictions such as resale price maintenance or exclusive dealing, and antitrust laws and policies. Prerequisite: 250. (S) 4 credits
Deborah Haas-Wilson
Offered Spring 2006

331 Seminar: The Economics of Professional Sports
This seminar will explore the economics of professional sports in the United States. Issues of antitrust exemptions, regulation, salary level and structure, management, effect of mass media, relation to college sports and subordinate leagues will be treated. Prerequisites: 190 and 250. (S) 4 credits
Andrew Zimbalist
Offered Fall 2005

341 Economics of Health Care
An examination of current economic issues in the health care industry, including the determinants of the supply of and demand for health and health care services, the growth of managed care, the implications of increasing competition in markets for physician services, hospital services, and health care financing, the challenges involved in defining and measuring health care quality, and the role of government in the health care industry. Prerequisites: 250 and 190 or permission of the instructor. (S) 4 credits
Deborah Haas-Wilson
Offered Spring 2006

343 Seminar: The Economics of Global Climate Change
Because global climate change has the potential to affect every person in every country— with the possibility of catastrophic consequences— it is natural to ask why it is happening, and what can or should be done about it. In this course, we will examine the sources of economic inefficiency causing climate change and study the tradeoffs associated with slowing the process. How do policy options to slow climate change compare with respect to efficiency criteria? How do they affect equity domestically, internationally and intertemporally? In addressing these and other questions which inform the debate on climate change policy, we will also examine the importance of political and strategic considerations, and the rate of technical change. Prerequisites: ECO 190 and ECO 250. (E) (S) 4 credits
Ardith Spence
Offered Fall 2004, Fall 2005

351 Seminar: The Economics of Education
This course examines economic issues related to the market for education. We will begin by considering models that explain educational attainment both as an investment in human capital and as a signal of ability. We will consider whether the government should subsidize educational attainment— and if so, how much? Our study of primary
and secondary education will focus on issues of current interest, including the use of vouchers, the impact of class size and expenditures on performance, and the scope for education finance reform. Our discussion of the market for higher education will examine the choices made by students and by institutions. We will attempt to explain why college costs so much. We will also study the implications of preferential admissions policies, tenure and governance procedures, and endowment spending rules practiced in America's universities. Prerequisites: ECO 190 and ECO 250, or permission of the instructor. Enrollment limited to 15. (§) 4 credits

Ardith Spence
Offered Spring 2005, Spring 2006

D. International and Comparative Economics

209 Comparative Economic Systems
Methods of comparison of economic systems and economic performance, including distributional equity as well as allocative efficiency and economic growth. Reviews of theories and history of Western capitalist development and of socialist development. The Soviet system in Russia and Eastern Europe, early reform programs there, the demise of this system, and current issues regarding the transition from Soviet-type to market economies. Comparative study of other regions, including China and East Asian economies, in the context of the debate over globalizaton and global economic justice. Prerequisite: Either 150 or 153. (§) 4 credits
Karen Pfeifer
Offered Spring 2006

211 Economic Development
An overview of major economic issues in the Third World (Asia, Latin America, Africa, and the Middle East). Examines theory, institutions and development policy. Topics include trade, industrial and agricultural development, multinational investment, employment and technology, women in development, fiscal policy, and international financial issues (lending, balance of payments deficits, the debt crisis). Prerequisites: 150 and 153. (§) 4 credits
Nola Reinhardt
Offered Fall 2004

213 The World Food System
Examination of international patterns of food production and distribution. Consideration given to major current issues, such as concentration in agricultural production and marketing, causes of world hunger, food dependency in Third World nations, technology transfer to the Third World, causes and consequences of multinational investment in Third World agriculture, and environmental considerations of modern agricultural technology. Prerequisites: 150. (§) 4 credits
Nola Reinhardt
Offered Fall 2005

214 The EU, the Mediterranean, and the Middle East: Hellenism or Bonapartism?
The EU's Euro-Mediterranean Partnership envisions linked regional development in Africa and in the Arab World, promoting goals like sustainable development, poverty reduction, human resource development and extensions of ICT. The program replicates the EU paradigm, with its legal and regulatory framework, and promotes liberalization, privatization, transition to market-based economics and free trade according to WTO rules. It entails North-South integration via infrastructure networks for transportation, telecommunications and energy. Do emerging patterns of aid, foreign investment, regional planning, and north-south trade, including the oil and arms markets, indicate net benefits from these arrangements to the southern-rim Mediterranean and Middle Eastern regions? Prerequisite: Either 150 or 153. (§) 4 credits
Karen Pfeifer
Offered Fall 2004

295 International Trade and Commercial Policy
An examination of the trading relationships among countries and of the flow of production factors throughout the world economy. Topics include the theories of international trade, issues of commercial policy and the rise of protectionism, multilateral trade negotiations, preferential trade agreements, the impact of multinational firms, and trade and economic development. Prerequisite: 250. (§) 4 credits
Lewis Davis
Offered Fall 2004, Fall 2005
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: 253. (S) 4 credits
Mahnaz Mahdavi
Offered Spring 2005

301 Seminar: Economic Growth and World Development
Why did per capita income suddenly start to rise in England 250 years ago? Why has growth persisted? Can poor countries ever catch up, and if so how? This course draws on the Classical, economic historical, Neoclassical and endogenous growth literatures to address these questions as well as the relationships between economic growth and poverty, technological progress, capital accumulation, education, relative backwardness, population growth, income inequality, democracy, corruption, financial sector development, the rule of law, cultural heterogeneity, geography and natural resource abundance. Prerequisites: ECO 250 or 253 and MTH 111. (E) (S) 4 credits
Lewis Davis
Offered Spring 2005

310 Seminar: Comparative Labor Economics
Why do lawyers and doctors make so much more than college professors? Are corporate executives paid too much or too little? How much of the male-female wage gap is due to discrimination? Is education an investment in human capital, a signal, or a means of reproducing the class structure? How has trade with developing countries affected wages in the United States? In this seminar we shall apply and extend economic theory to analyze these and other questions in labor economics. Prerequisites: Eco 250 and 190. (S) 4 credits
Roger Kaufman
Offered Fall 2004, Fall 2005

311 Seminar: Topics in Economic Development
Topic: Economic Development in East Asia. In recent decades, many East Asian economies have experienced remarkable economic growth. This seminar will explore the nature of these “miracle economies.” Has economic growth been coupled with equity? What are the causes of the high growth rates and recent collapse and is growth sustainable? Topics include trade, finance, industrial policies, industrial relations, business organization, technological development and international financial inflows. Prerequisites: 211, and 250 or 253. (S) 4 credits
Nola Reinhardt
Offered Fall 2004

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 structural adjustment programs implemented in response. We consider the current status and future prospects of the region’s economies. Prerequisites: 211, and 250 or 253, or permission of the instructor. (S) 4 credits
Nola Reinhardt
Offered Fall 2005

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 economics 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) 4 credits
Roisin O’Sullivan
Offered Spring 2005

404 Special Studies
Admission by permission of the department,
normally for majors who have had four semester courses in economics above the introductory level. 4 credits
Offered both semesters each year

408d Special Studies
Admission by permission of the department, normally for majors and minors 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 “Handbook for Prospective Majors” on the department’s Web page: www.smith.edu/economics. 8 credits
Full-year course; Offered each year

The Major

Adviser for Study Abroad: Karen Pfeifer

Basis 150 and 153.

Requirements: ECO 150 and 153 or their equivalent, ECO 190 (or MTH 245 and MTH 247 taken together), ECO 250, ECO 253, and five other courses in economics. One of these five must be a 300-level course (or honors thesis) taken at Smith that includes an economics research paper and an oral presentation. Beginning in 2004–05, MTH 111 or its equivalent will be 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, may count this as the equivalent of ECO 150 or ECO 153, with course credit toward the major in economics. Students with AP or IB credit are urged to take the placement exams to ensure correct placement.

Economics credit will be given for public policy courses when taught by a member of the economics department.

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.

Majors may participate in the Washington Economic Policy semester at American University. See Thomas Riddell for more information.

Majors may also participate in the Semester-in-Washington Program and the Washington Summer Internship 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, 190, and three other courses in economics; or 150, 153, a statistics course taken outside of the department, and four other courses in economics. Crediting procedures are the same as for the major.

Honors
Director: Elizabeth Savoca

430d Thesis
8 credits
Full-year course; Offered each year

431 Thesis
8 credits
Offered Fall 2004, Fall 2005

Requirements: A thesis and 8 semester courses including 150, 153, 190, 250, 253, and three other economics courses.

Students may elect either a year-long thesis course (430d) or a fall semester course (431). The thesis for the year-long course must be submitted to the director by April 15. The thesis for the one-semester course must be submitted by the first day of classes of the following semester.

Examination: honors students must take an oral examination on the material in their theses.
Education and Child Study

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
†1 Alan L. Marvelli, Ed.D.
**1 Sue J. M. Freeman, Ph.D., Chair
†1 Alan N. Rudnitsky, Ph.D.
Rosetta Marantz Cohen, Ed.D.

Associate Professor
Susan M. Etheredge, Ed.D.

Assistant Professors
Sam Intrator, Ph.D.
Lucy Mule, Ph.D.

Lecturers
Cathy Hofer Reid, Ph.D.
Cathy Weisman Topal, M.A.T.
Janice Gatty, Ed.D.
Wendy Kohler, Ed.D.
Dorothy Molnar, Ed.D.
Glenn Ellis, Ph.D. (Ford Motor Company Visiting Professor of Engineering Education)

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.

110 Introduction to American Education
Changes and current issues in American education are examined from historical, philosophical, psychological and socio-political perspectives. Includes directed observation in school settings. Not open to students who have had two or more courses in the department. (§) 4 credits
Lucy Mule
Offered Spring 2005

340 Historical and Philosophical Perspectives and the Educative Process
A colloquium integrating foundations, the learning process, and curriculum. Open only to senior majors. (§) 4 credits
Sue Freeman
Offered Fall 2004

Historical and Philosophical Foundations

100 The American Teacher
This course will examine the experience of the public school teacher in America, from the early 19th century to the present. The goal of the course is to consider the profession from a range of socio-historical perspectives, and to understand the roots of its status as “special, but shadowed.” Topics to be discussed include the feminization of teaching, the rise of unions, the radicalization of the pro-
fession in the 1960's, and the recent attempts to elevate the teacher's professional status. Students will explore the work and lives of teachers through sociologies of the profession, teacher diaries and autobiographies, literary depictions of the teacher and ethnographies of classroom life. Enrollment limited to 35. (H/ S) 4 credits
Rosetta Cohen
Offered Fall 2004

222 Philosophy of Education
The Western conception of the educated person. A close examination of the works of Rousseau, Montessori, Dewey, Whitehead and other modern philosophers of education. (S) 4 credits
Rosetta Cohen
Offered Fall 2004

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? Lastly, how and under what conditions do these educational institutions matter to youth? This course includes a service learning commitment and several evening movie slots. Enrollment limited to 35. (S) 4 credits
Sam Intrator
Offered Fall 2004

552 Perspectives on American Education
Required of all candidates for the M.A., the Ed.M., and the M.A.T. degrees. 4 credits
Rosetta Cohen
Offered Spring 2005

Sociological and Cultural Foundations

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 policymakers 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) 4 credits
Sam Intrator
Offered Fall 2004

210 Literacy in Cross-Cultural Perspective
A study of the nature of literacy and its significance for both societies and individuals. Key topics include cultural variations in its forms and uses, the processes and institutions by which it is transmitted across generations, and its role in development and education. Relevant theories will be used to address current debates over such issues as the consequences of literacy, the determinants of success and failure in acquiring it, and its relationship to patterns of power and inequality in contemporary society. (S) 4 credits
Lucy Mule
Offered Fall 2004

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 the institution, modern school reform, curriculum development and contemporary problems of secondary education. Directed classroom observation. Not open to first-year students. (S) 4 credits
Wendy Kohler
Offered Fall 2004
237 Comparative Education
This course will look at education from a comparative perspective, using mainly the cultural approach to examine educational systems and practices in various parts of the world including Asia, Africa, Europe and the United States. We will recognize schools as cultural sites and explore how schools and education are researched using ethnographic methodology and anthropological theory. We will take a comparative look at how some cultural processes occur in the hidden curriculum, classroom practices, institutional processes, language and communication, and power relations in schools as well as the effect of schools on students and teachers' cultures. (S) 4 credits
Lucy Mule
Offered Fall 2004

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. Research and field work required. (S) 4 credits
Lucy Mule
Offered Fall 2004

238 Educational Psychology
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. Enrollment limited to 55. (S/ N) 4 credits
Dodrothy Molnar
Offered Spring 2005

249 Children Who Cannot Hear
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) 4 credits
Alan Marvelli
Offered Spring 2006

510 Human Development and Education
This course examines basic approaches to the study of human development, drawing on theoretical perspectives and empirical studies. Students study the complex ways that individual and sociocultural elements interact in the formation of mind, body and spirit from infancy through adolescence. Bridging theory and practice in the fields of human development and education is the primary focus of this course. 4 credits
Susan Etheredge
Offered Spring 2005

Learners and the Learning Process

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 educative process and child study. Directed observations in a variety of child-care and educational settings. Enrollment limited to 55. (S) 4 credits
Janice Gatty
Offered Fall 2004

Curriculum and Instruction

ESS 225 Education Through the Physical: Youth Sports
This course is designed to explore how youth sports affects the health, education, and well-being of children. Class components will include an examination of youth sport philosophies, literature on cognitive and physical growth, approaches to coach and parent education, and an assessment of school and community based programs. Students will be required to observe, analyze and report on
a local children's sports program. (§) 4 credits
Donald Siegel
Offered Spring 2005

231 Foundations and Issues of Early Childhood Education
This course explores and examines the basic principles and curricular and instructional practices in early childhood education. Students begin this examination by taking a close look at the young child through readings and discussion, classroom observations and field-based experiences in an early childhood setting. The course also traces the historical and intellectual roots of early childhood education. This will lead students to consider, compare and contrast a variety of programs and models in early childhood education. (§) 4 credits
Susan Etheredge
Offered Fall 2004

333 Information Technology and Learning
This course examines the design, use and effects of educational technology. Particular attention is paid to how computers can be used to best structure, present and influence learner interaction with information. To consider these questions, students will learn a variety of applications. These will include the use of and design for the World Wide Web, multimedia authoring, semantic networking and the logo computer language. While the course requires extensive work with computers, it is intended for beginners with an interest in teaching and learning. Permission of the instructor is required. (§) 4 credits
Alan Rudnitsky
Offered Fall 2005

336 The Teaching of Writing: Seminar in American Education
Young people have a deep desire to represent their experience through writing. They write because they want to understand their lives. They write to persuade others, express what they know and create beauty through their words. This course provides an overview of the approaches, theories and issues central to the teaching of writing in the K-12 classroom and, in particular, middle school and elementary classroom. We will examine approaches to teaching writing that have utility across the disciplines and modes of writing including poetry, expository, academic, narrative and multimedia writing. Not open to first-year students. 4 credits
Sam Intrator
Offered Spring 2005

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 juniors and seniors only with permission. (§) 4 credits
Susan Etheredge
Offered Spring 2005

347 Individual Differences Among Learners
Examination of research on individual differences and their consideration in the teaching-learning process. Research and pre-practicum required. Prerequisites: 235 and 238 and permission of the instructor. (§) 4 credits
Sue Freeman
Offered Fall 2004

305 The Teaching of Visual Art
Methods and materials for teaching visual arts in the elementary classroom. Designed for education majors with no previous visual arts experience. Also useful for art students with an interest in teaching. A practicum involving classroom teaching is required. Studio work is part of each class. Admission by permission of the instructor. (§/ A) 4 credits
Cathy Topal
Offered Fall 2004

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. Prereg-
administration meeting scheduled in April. (§) 12 credits
Susan Etheredge (Fall), To be announced (Spring)
Full-year course; Offered each year

346 Clinical Internship in Teaching
Full-time practicum in middle and high schools.
Required prerequisite: EDC 232. Open to seniors only. (§) 8 credits
Offered Fall 2004

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 for students who are planning to teach in the middle or high school. The specific subject matter sections of this course offered in a particular semester depend upon the level and subject matter of students in the educator preparation program. 4 credits
Sam Intrator, Glenn Ellis
Offered Fall 2004

ENG 490 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. MAT students and Seniors only. (L) 4 credits
Sam Scheer
Offered Fall 2005

SPN 481 Teaching of Spanish
This course is designed for the advanced student or major who wishes to consider a career in teaching Spanish. It is an intensive methods course which includes theories of second language acquisition, syllabus design and preparation, criteria for textbook selection, interactive pedagogical exercises within the classroom setting, use of authentic materials, multimedia teaching resources, grammatical presentations and dramatic enactments of teaching situations. This course is ideal for students seeking licensure in the teaching of Spanish. Prerequisite: one Spanish course at the 300 level. (F) 4 credits
Offered Spring 2005

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 and the multilanguage classroom as factors in classroom teaching and student learning. Research and pre-practicum required. (§) 4 credits
Sue Freeman
Offered Fall 2004

554 Cognition and Instructional Design
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. 4 credits
Alan Rudnitsky
Offered Fall 2005

FRN 559 The Teaching of French
Practical exercises in foreign language teaching supported by exposure to past and current theories of second language acquisition. Topics include: teaching for cultural understanding; planning instruction for the development of speaking, listening, writing and reading skills; how to establish objectives; how to present, personalize and review material; the accuracy issue; formats for proficiency-oriented classroom testing. Open to students preparing for teacher licensure. (F) 4 credits

Smith College and Clarke School for the Deaf
Graduate Teacher Education Program

Foundations of Education of the Deaf

564 Perspectives on the Education, Guidance and Culture of the Deaf
History of the education of the deaf. Educational, vocational and social issues affecting deaf children and adults in our society. 2 credits
Alan Marvelli
Offered Fall 2005
568 Psychology of Exceptional Children
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. 2 credits
Yvonne Mullen
Offered Spring 2005

Speech Science and Audiology
565 Hearing, Speech and Deafness
4 credits
Hollis Altman
Offered Summer 2004

Part I. Nature of Sound

Part II. Nature of Communication

566 Audiometry, Hearing Aids and Auditory Learning
Sound perception in hearing, hard of hearing and deaf individuals. Methods and equipment for testing and developing sound perception skills. 2 credits
Hollis Altman
Offered Fall 2004

567 English Language Acquisition and Deafness
A psycholinguistic account of English language acquisition of hearing and deaf children. Both theory and empirical research are stressed, and links are made to contemporary developments in language assessment and intervention. 4 credits
Peter A. de Villiers
Offered Fall 2004

Curriculum and Instruction
563 Elementary School Curriculum, Methods and Media for the Deaf
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. 4 credits
Members of the faculty
Student Teaching

569 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. 8 credits

Members of the faculty

Education of the Deaf Electives

571 Introduction to Signing and Deaf Culture
Development of basic receptive and expressive skills in American Sign Language and fingerspelling. Considerations of issues related to deafness and deaf culture. Participation in activities of the deaf community. 4 credits

Ruth P. Moore
Offered Spring 2005

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. 4 credits

Janice Gatty
Offered Spring 2005

Special Studies

400 Special Studies
1 to 4 credits
Offered both semesters each year

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 (EDC 110 cannot be used to fulfill this requirement); 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.

Students may elect to 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

Director of Teacher Education: Susan Etheredge

Teacher/Lecturers—Elementary and Early Childhood Program
Tiphareth Ananda, B.A.
Penny Block, Ed.M.
Gina Bordoni-Cowley, M.Ed.
Elizabeth Cooney, A.B.
Michelle S. Dils, Ed.M.
Katherine First, M.Ed.
Martha N. Guzowski, Ed.M.
Rita F. Harris, B.S.
Elisabeth Grams Haxby, Ed.M.
Janice Henderson, Ed.M.
Roberta E. Murphy, M.Ed.
Lara Ramsey, Ed.M.
Janice Marie Szymaszek, Ed.M.
Gary A. Thayer, B.A.
Barry J. Wadsworth, Jr., M.A.T.
Thomas M. Weiner, M.Ed.

The Minor

Required courses: EDC 235, Child and Adolescent Growth and Development; EDC 238, Educational Psychology.

Areas of concentration: four courses from an area of concentration. Courses accompanied by an (e) on the following list are electives. The specific courses taken by a student are worked out with a faculty adviser.

a. Special Needs
Adviser: Sue Freeman
e. Education Studies

Advisers: Sam Intrator, Lucy Mule.

This minor does not require EDC 235 and EDC 238.

Six courses from:
EDC 210  Literacy in Cross-Cultural Perspective (e)
EDC 221  Classical Education
EDC 222  Philosophy of Education
EDC 232  The American Middle School and High School
EDC 234  Modern Problems of Education
EDC 236  American Education
EDC 237  Comparative Education
EDC 336  Seminar in American Education
EDC 343  Multicultural Education (e)

Student-Initiated Minor

Requirement: EDC 235 and EDC 238, the approval of a faculty adviser, and permission from the members of the department in the form of a majority vote.

Honors

Director: To be announced.

431 Thesis
8 credits
Offered first semester each year

432d Thesis
12 credits
Full-year course; Offered each year

Requirements: those listed in the major; thesis (431, 432d) pursued either in the first semester of or throughout the senior year.

An examination in the candidate’s area of concentration.
Graduate Advisers: Members of the department.

510 Human Development and Education

540 Critical Thinking and Research in Education

552 Perspectives on American Education

554 Cognition and Instruction

548 Student Diversity and Classroom Teaching

559 Clinical Internship in Teaching
4 credits
Offered both semesters each year

567 English Language Acquisition and Deafness

580 Advanced Studies
Open to seniors by permission of the department.
4 credits
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
Integrated English/History
Integrated Science/Mathematics
Visual Art PreK–8 Baccalaureate and Post-Baccalaureate

Subject Matter Educator Baccalaureate and Post-Baccalaureate
Biology 5–8, 8–12
Chemistry 5–8, 8–12
Earth Science 5–8, 8–12
English 5–8, 8–12
History 5–8, 8–12
Foreign Language 5–12 French
Foreign Language 5–12 Spanish
Mathematics 5–8, 8–12
Physics 5–8, 8–12
Political Science 5–8, 8–12

Subject Matter Educator Baccalaureate
Music: Vocal/Instrumental/General All Levels
Technology/Engineering 5–12

Post-Baccalaureate Teacher of the Deaf and Hard-of-Hearing Pre-K–8

Program requirements include courses from a variety of departments, subject areas and disciplines. Some requirements depend on the state in which the student wishes to become licensed. Students interested in preparing for teaching should contact a member of the Department of Education and Child Study as early in their Smith career as possible.

All students seeking Educator Licensure must take and pass the Massachusetts Tests for Educator Licensure (MTEL). Our institution pass rate for 2003 was 96%.
Engineering

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
†2 Domenico Grasso, Ph.D., P.E., (Rosemary Bradford Hewlett ’40 Professor), Director
Ruth Haas, Ph.D. (Mathematics and Engineering)

Visiting Professor
Glenn Ellis, Ph.D. (Ford Motor Company Visiting Professor of Engineering Education)

Associate Professor
**1 Borjana Mikic, Ph.D.

Assistant Professors
*1 Susan Voss, Ph.D.
*2 Andrew Guswa, Ph.D.
†2 Donna Riley, Ph.D.
Judith Cardell, Ph.D. (Clare Booth Luce Assistant Professor of Computer Engineering)

Visiting Assistant Professor
Susannah Howe, Ph.D.

Laboratory Instructor
Timothy Doughty, Ph.D.

A liberal arts education involves the acquisition of general knowledge to develop the ability for reasoned judgment and to prepare graduates to live full and rewarding lives. In a technologically rich era, engineering must become an integral part of the liberal arts environment. Engineering, often referred to as the application of scientific and mathematical principles in the service of humanity, is the bridge that connects the basic sciences and mathematics to the humanities and social sciences.

Students who major in engineering receive a bachelor of science degree, which focuses on the fundamentals of all the engineering disciplines. With rigorous study in three basic areas—mechanics, electrical systems and thermochemical processes—students learn to structure engineering solutions to a variety of problems using first principles.

Graduates of the program will:

a) incorporate their knowledge and understanding of the sciences, humanities, and social sciences in the application of their engineering education;
b) apply their engineering education in service to humanity;
c) enter an engineering profession or graduate school;
d) consider the impact of their professional actions on society;
e) demonstrate leadership in their personal and professional endeavors;
f) engage in continuous learning and self-discovery.

Prior to graduation, all students majoring in engineering are required to take the FE Exam distributed by the national council of Examiners in Engineering and Surveying. Students needing financial support to register for the FE Exam may apply to the college for assistance.

100 Designing the Future: An Introduction to Engineering
Introduction to engineering practice through participation in a semester-long team-based design project. 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 frequently through oral and written reports. Reading assignments, in-class discussions and local field trips will challenge students to critically analyze contemporary issues related to the interaction of technology and society. (N) 4 credits
Judith Cardell, Andrew Guswa
Offered Fall semester each year

101 Structures and the Built Environment
This course, designed for a general audience, examines the development of large structures (towers, bridges, domes) throughout history with emphasis on the past 200 years. Following the evolution of ideas and materials, it introduces students to the interpretation of significant works from scientific, social, and symbolic perspectives. Examples include the Brooklyn Bridge, the Eiffel Tower and the Big Dig. (N) 4 credits
Andrew Guswa
Offered Spring 2005

102/ HSC 211 Ancient Inventions
The dramatic pace of technological change in the 20th century obscures the surprising fact that most of the discoveries and inventions on which modern societies have been constructed were made in prehistoric times. Ancient inventions tell detailed stories of complex knowledge for which no written records exist. In the first part of the course, we will survey what is known about the technology of daily life in several very ancient societies. In the second part, we will study one important technology, the production of textiles, in detail. During the third part of the course students will work on group projects in the Science Center machine shop, reconstructing an ancient invention of their choice. (H/ N) 4 credits
Marjorie Senechal and Domenico Grasso
Offered Fall 2004

201/ PHY 210 Mathematical Methods of Physical Sciences and Engineering I
Choosing and using mathematical tools to solve problems in physical sciences. Topics include complex numbers, multiple integrals, vector analysis, Fourier series, ordinary differential equations, calculus of variations. Prerequisites: MTH 111 and 112 or the equivalent. Enrollment limited to 20. (N/ M) 4 credits
Milgorzata Zielinska-Pfabe
Offered Fall semester each year

202/ PHY 211 Mathematical Methods of Physical Sciences and Engineering II
Mathematical tools to solve advanced problems in physical sciences. Topics include: special functions, orthogonal functions, partial differential equations, functions of complex variables, integral transforms. Prerequisites: 210 or MTH 111, 112, 211, and 212 or permission of the instructor. (N/ M) 4 credits
Milgorzata Zielinska-Pfabe
Offered Spring semester each year

MTH 204 Differential Equations and Numerical Methods in Engineering
An introduction to the computational tools used to solve mathematical and engineering problems such as error analysis, root finding, linear equations, optimization, ordinary and partial differential equations. Prerequisites: MTH 112 or MTH 114 or permission of the instructor. (M) 4 credits
Pau Atela
Offered Spring semester each year

210 Engineering, the Environment and Sustainability
This course provides a quantitative introduction to the description and solution of environmental quality problems associated with engineering endeavors. Beginning with a holistic overview of engineering principles that are generally applicable to defining natural and anthropogenic environmental perturbations, the course subsequently explores specific applications in various media (water, air, soil), hazardous waste management, resource utilization, risk management, global climate change and sustainable development. Course content has a substantial focus on quantitative analysis. Prerequisites (or corequisites): MTH 111 and 112, or MTH 114, CHM 111, or permission of the instructor. (N) 4 credits
Domenico Grasso
Offered Spring semester of alternating years; Offered 2005

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 (or corequisites): PHY 116 and PHY 210 (or equivalents) or permission of the instructor. (N) 4 credits
Susan Voss
Offered Fall semester each year

250/ 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, integer and floating-point arithmetic, and how the processor deals with interrupts. Prerequisite: 112 or permission of the instructor. (M) 4 credits
Dominique Thiebaut
Offered Fall semester each year

251/ CSC 270 Digital Circuits and Computer Systems
This class introduces the operation of logic and sequential circuits. We explore basic logic gates (and, or, nand, nor), counters, flip-flops, decoders and the more sophisticated circuits found in microprocessor systems. Students have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 12. (M) 4 credits
Judith Cardell
Offered Spring semester each year

260 Mass and Energy Balances
This course provides an introduction to fundamental principles that govern the design and analysis of chemical processes. The conversion of mass and energy will serve as the basis for the analysis of steady-state and transient behavior of reactive and non-reactive systems. Specific topics covered will include a review of basic thermodynamics, behavior of ideal and real gases, phase equilibria, and an application of these principles to the concept of industrial ecology. Prerequisites: MTH 112, CHM 111. (N) 4 credits
Donna Riley
Offered Spring semester each year

270 Continuum Mechanics I
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. (N) 4 credits
Glenn Ellis
Offered Fall semester each year

271 Continuum Mechanics II
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 viscous and open-channel flows. Prerequisite: EGR 270. (N) 4 credits
Andrew Guswa
Offered Spring semester each year

272 The Science and Mechanics of Materials
This course introduces students to the fundamentals of materials science and the mechanics of materials. Structural behavior will be analyzed, along with the material and geometric contributions to this behavior. Lecture topics will be complemented with hands-on laboratory experiments. Topics include stress and strain, deformations and deflections, crystalline and amorphous materials, defects, dislocation and thermal behavior of materials. Prerequisites: EGR 270 and CHM 111, or the equivalent. (N) 4 credits
To be announced
Offered Spring semester each year

273 Mechanics Laboratory
This is a required noncredit laboratory course that meets once a week. Corequisites: EGR 271 and/or
EGR 272.
Timothy Doughty
Offered Spring semester each year

274/PHY 220 Classical Mechanics
Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115, 116, 210 or permission of the instructor. (N) 4 credits
Małgorzata Zielinska-Pfabé
Offered Fall semester each year

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 corequisites): CHM 111 and PHY 210 (or the equivalents) or permission of the instructor. (N) 4 credits
Donna Riley
Offered Fall semester each year

301 Simulation and Modeling of Natural and Engineered Systems
The goal of this course will be to introduce students to the theory, mathematics and modeling tools necessary to analyze the simulate natural and engineered systems. Topics will include modeling time series with ARIMA models, applications of artificial neural networks, building state space models, and performing sensitivity and stability analyses. Students will have the opportunity to apply these tools to model systems in all areas of engineering. Specific examples of systems that could be analyzed include earthquake ground motion, water and wastewater treatment, financial markets, pendulums, robotic arms, spacecraft, electric power systems, the human body and natural waters, to mention only a few. Prerequisite: PHY 210. Corequisites: EGR 320, MTH 204, or permission of the instructor. (N) 4 credits
Judith Cardell, Glenn Ellis
Offered Spring semester each year

310 Water Quality Engineering
This course builds on the principles of mass and energy balances and introduces physical, chemical and biological principles for the treatment of aqueous phase contaminants. Basic concepts in reactor dynamics and kinetics are introduced. Prerequisite: EGR 260. Alternates with EGR 210. 4 credits
Domenico Grasso
Offered Fall semester in alternating years; Offered Fall 2004

311/GEO 301 Aqueous Geochemistry
This project-based course examines the geochemical reactions that result from interaction of water with 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, and acid rain and 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. Prerequisite: One geology course and CHM 111. Enrollment limited to 9. (N) 4 credits
Amy Rhodes
Offered Fall 2006

312 Physicochemical Processes in the Atmosphere
Air pollution is a problem of local, regional and global scale that requires an understanding of the sources of pollutants in the atmosphere, their fate and transport, and their effects on humans and the environment. This course provides the technical background for understanding and addressing air pollution in both engineering and policy terms, with an emphasis on engineering controls. Prerequisites: CHM 111, PHY 210 and EGR 210 (or equivalents) or EGR 260 or permission of the instructor. 4 credits
Not offered in 2004–05

315 Ecohydrology
This course focuses on the movement of water through the environment, the connections between hydrology and ecology, and the impacts of hu-
man modification to the natural hydrologic cycle. Students will gain a conceptual understanding of hydrologic processes (precipitation, evapotranspiration, streamflow, etc.) and their statistical and mathematical representation. The latter portion of the semester includes the study of specific environments of interest, such as cloud forests, semi-arid grasslands and wetland ecosystems. Prerequisites: MTH 112 or 114. 4 credits To be announced
Offered Fall 2004

319/ 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: 111, 121 or FYS 134, and MTH 111. Enrollment limited to 14. {N} 4 credits
Robert Newton
Offered Fall 2004

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), and the design of feedback systems (e.g., in automobiles, power plants). 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. Prerequisites: EGR 220 and PHY 210. {M} 4 credits
Susan Voss
Offered Spring semester in alternating years; Offered Spring 2005

322/ PHY 312 Optics
Electromagnetic waves; absorption and dispersion. Reflection and refraction of light. Interference, diffraction, and polarization of light. Lasers and holography. Prerequisites: 210, 214, 222 or permission of the instructor. {N} 4 credits
Doreen Weinberger
Not offered in 2004–05

323/ PHY 332 Solid State Physics
The course covers fundamental topics in solid state physics beginning with crystal structure, X-ray diffraction from periodic structures, lattice vibrations and the nature of electron distributions in metals, semiconductors and insulators. Topics are covered in-depth to provide an appreciation for the theoretical approach and the close interplay between theory, experiment and application. Prerequisites: 210, 214, 222. {N} 4 credits
Nathanael Fortune
Not offered in 2004–05

324/ PHY 314 Advanced Electrodynamics
A continuation of PHY 214. Electromagnetic waves in matter; the potential formulation and gauge transformations; dipole radiation; relativistic electrodynamics. Prerequisite: PHY 211 or permission of the instructor. {N} 2 credits
Offered during 2005–06

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 students with junior standing in engineering or those who have obtained the instructor's permission. Enrollment
limited to 12. (E) {N} 4 credits
Donna Riley
Offered Spring semester in alternating years; Offered Spring 2005

340 Mechanics of Granular Media
An introduction to the mechanical properties of materials in which the continuum assumption is invalid. Topics include classification, hydraulic conductivity, effective stress, volume change, stress-strain relationships and dynamic properties. While soil mechanics will be a major focus of the class, the principles covered will be broadly applicable. Students will apply these basic principles to explore an area of interest through an in-depth project. Prerequisite: EGR 272 or GEO 241. (N) 4 credits

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 271 (or permission of the instructor). 4 credits
Andrew Guswa
Offered Spring 2005, Spring 2007

360 Chemical and Environmental Reaction Engineering
A quantitative review of physical, chemical and biological fundamentals sets the stage for the analysis and prediction of rates of chemical and biochemical conversion in homogeneous, heterogeneous and catalytic systems. Topics include mathematical models to describe elementary and non-elementary reactions, isothermal and non-isothermal reactor design, catalysis, non-ideal reactors, steady-state and non-steady-state systems. Prerequisite: EGR 260, or permission of the instructor. (N/ M) 4 credits
Domenico Grasso
Offered Fall semester each year

363 Mass and Heat Transfer
This course covers mass transport phenomena and unit operations for separation processes, with applications in both chemical and environmental engineering. Topics covered in the course include mechanical separations, distillation, gas absorption, liquid extraction, leaching, adsorption and membrane separations. Prerequisites: EGR 260 and either EGR 271 or EGR 290, or permission of the instructor. 4 credits
Donna Riley
Offered Spring semester each year

372 Advanced Solid Mechanics and Failure Analysis
Building on the fundamentals of solid mechanics and materials science introduced in EGR 272, 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 270 and EGR 272 or equivalent statics and introductory solid mechanics. Offered in alternating years. (N) 4 credits
Borjana Miju
Not offered in 2004–05

373 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 dur-
ing 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. Enrollment limited to 16. Prerequisites include EGR 272 and BIO 111, or permission of the instructor. (N) 4 credits

Borjana Mikic
Not offered in 2004–05

378 Fundamentals of Vibrations
This course introduces the students to the fundamentals of vibrations for single degree of freedom, multi-degree of freedom, and continuous systems. Free and forced responses are addressed, with an emphasis on time and frequency analysis and system identification. The course also provides an introduction to nonlinear systems. Students apply course theory in the analysis and simulation of real world electrical, mechanical and acoustic systems. Possible examples include robotics, oscillations in musical instruments, RLC circuits, earthquake ground motion, building response and sound transmission. (Corequisites: EGR 320, EGR 301 and MTH 204; Prerequisites: EGR 270, PHY 210 or permission of the instructor. (N) 4 credits

Timothy Doughty
Offered Fall semester each year

380 Neuroengineering
This course explores how electric potentials are generated across the membranes of cells and how cells use these potentials to send messages. Specific topics include lumped- and distributed-parameter models of cells, core conductor and cable models, action potentials, voltage clamp currents, the Hodgkin-Huxley model, myelinated nerve fibers and salutatory conduction, ion channels and gating currents. After thorough study of these cellular processes, the class focuses on three specific technologies that take advantage of electrically excitable cells within the human body: the cochlear implant, the pacemaker and electrically evoked potentials (e.g., EKG). Prerequisites: MTH 111 and 112 and EGR 220 or PHY 116 and BIO 111 or 112 or permission of the instructor. (N) 4 credits

Susan Voss
Offered Fall semester in alternating years; Offered Fall 2005

400 Special Studies
Sophomores may enroll with department permission.
Variable credit 1–4 as assigned

410d Engineering Design Clinic
This two-semester course synthesizes and marshals the students’ previous coursework to address a real engineering design problem. Students work in teams on year-long design projects, usually in collaboration with industry and/or government. These projects are supplemented by course seminars to prepare students for engineering design and professional practice. Seminars include such topics as the engineering design process, project management, team dynamics, engineering economics, professional ethics and responsibility, regulations and standards, technical and professional communication, universal design, work/life balance and sustainability. Regular team design meetings, weekly progress reports, interim and final reports, and multiple presentations are required. Prerequisite: EGR 100 and senior standing in Engineering.
8 credits

Susannah Howe
Offered Fall and Spring semester each year

The Major

Advisers: Members of the department

The value of more liberally educated engineers, who typically bring strong communication and abstract reasoning skills to their work, has recently been acknowledged by the national engineering accrediting board, which has moved to give greater weight to the liberal arts in designing curricular standards. Consequently, the engineering major is based on a rigorous plan of study integrated with the liberal arts.

Smith offers an undergraduate curriculum leading to a degree in engineering science, the broad study of the theoretical scientific underpin-
nings that govern the practice of all engineering disciplines. 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 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.

Requirements of the Major
Math: MTH 111 & 112 (or 114), PHY 210, MTH 204
Physics: PHY 116, PHY 117 (or PHY 214)
Chemistry: CHM 111 or higher
Computer Science: CSC 111
Engineering Core: 100, 220, 260, 270, 271, 272, 290, 301, 320, 410 (8-credit Design Clinic)
Technical Electives: Three related engineering courses (in one of the general areas of mechanics, electrical systems or thermochemical processes)

Prior to graduation, students majoring in engineering are required to take the Fundamentals of Engineering Exam (the "FE") distributed by the National Council of Examiners in Engineering and Surveying.

Students are required to demonstrate breadth in the liberal arts. This can be done by either fulfilling the Latin Honors distribution requirements or by submitting to the Engineering Faculty, for consideration and approval, a cogent proposal outlining an alternative strategy for achieving this breadth.

Students are strongly encouraged to take an additional course in the natural sciences (e.g., biology, geology).

In addition to majoring in engineering at Smith, students may pursue engineering studies through two other options. The first is a 3–2 dual degree program with the Thayer School of Engineering at Dartmouth College where students spend three years at Smith and two years at Dartmouth. Students interested in this dual degree program should note that the curriculum, similar to Smith's own major in engineering, is very challenging and requires solid preparation in math and science during the first two years. Graduates of this program will receive an A.B. from Smith and a B.E. from Dartmouth. The second option is an engineering minor (see below).

The Minor

Advisers: Major advisers also serve as advisers for the minor.

The requirements for the minor in engineering comprise a total of 6 courses. These courses must include MTH 111 (or higher), PHY 117 (or higher), EGR 100, and three EGR electives (at any level). No more than one course designed primarily for nonmajors may be included.

Honors

Director: Domenico Grasso

430d Thesis
8 credits
Domenico Grasso, Director
Full-year course; Offered each year

432d Thesis
12 credits
Domenico Grasso, Director
Full-year course; Offered each year

Requirements: the same as those for the major, with the addition of a research project in the senior year, culminating in a written thesis and oral presentation and defense of the thesis. 430d or 432d may substitute for one 300-level course.
English Language and Literature

Professors
Carol Christ, Ph.D.
Dean Scott Flower, Ph.D.
William Allan Oram, Ph.D.
†1 Jefferson Hunter, Ph.D.
**1 Douglas Lane Patey, Ph.D.
†1 Charles Eric Reeves, Ph.D.
†1 Elizabeth Wanning Harries, Ph.D. (English Language and Literature and Comparative Literature)
†2 Sharon Cadman Seelig, Ph.D.
Michael Gorra, Ph.D., Chair
†2 Richard Millington, Ph.D.
**1 Nora F. Crow, Ph.D.
**2 Craig R. Davis, Ph.D.
Patricia Lyn Skarda, Ph.D.

Associate Professors
Gillian Murray Kendall, Ph.D.
Nancy Mason Bradbury, Ph.D.
†2 Cornelia Pearsall, Ph.D.
Luc Gillemann, Ph.D.
*1 Michael Thurston, Ph.D.

Assistant Professors
Ambreen Hai, Ph.D.
*2 Floyd Cheung, Ph.D.

Senior Lecturers
**1 Robert Ellis Hosmer, Jr., Ph.D.
*1 Ann E. Boutelle, Ph.D.

Lecturers
Julio Alves, Ph.D.
Debra L. Carney, M.F.A.
Holly Davis, M.A.
Mary Koncel, M.F.A.
Brian Turner, M.F.A.
Ellen Doré Watson, M.F.A.
Sara London, M.F.A.
Samuel Scheer, M.Phil.
Beth Kissileff, Ph.D.
Nancy Coiner, Ph.D.

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 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.

To assist students in selecting appropriate courses, the department’s offerings are arranged in Levels I–V, as indicated and explained below. Letters in square brackets after courses indicate which category of major requirement number 3 each fulfills.

Level I

Courses numbered 100–199: Introductory Courses, open to all students. In English 118 and 120, first-year students have priority in the fall semester, and other students are welcome as space permits. For students in the class of '05 and after, English 199 is the required basis for the English major.
FIRST-LEVEL COURSES IN WRITING

ENG 118 may be repeated, but only with a different instructor and with the permission of the director. Students who received scores of 4 and 5 on the Advanced Placement tests in English Language and Literature and English Language and Composition may receive 4 credits each, providing they do not take English 118.

118 Colloquia in Writing
In sections limited to 15 students each, this course primarily provides systematic instruction and practice in reading and writing academic prose, with emphasis on argumentation. The course also provides instruction and practice in conducting research and in public speaking. Bilingual students and nonnative speakers are especially encouraged to register for sections taught by Julio Alves. Priority will be given to incoming students in the fall-semester sections. 4 credits
Director: Julio Alves
Sections as listed below:

Writing, Identity, and Culture
Practice in writing essays of observation, analysis and argument. Readings cover a range of subjects from questions of personal identity to public issues of culture and politics. A strong focus on working with sources and developing research skills. WI
Brian Turner
Offered Fall 2004

Diversity, Community, and the Complexities of Difference
Reading and writing analytic texts about the development of racial identity and related issues. Topics include ethnic identity, racism, naming and identity, affirmative action and the model minority myth. WI
Julio Alves
Offered Fall 2004

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. WI
Holly Davis
Offered Fall 2004, Spring 2005

Conflicts and Connections
Writing analytical essays in response to works by international authors on such topics as rites of passage, work, education, race, feminism and social policies. WI
Mary Koncel, Debra Carney
Offered Fall 2004

Women and Social Change
Reading and writing analytic texts on 20th-century American women's history. Strong emphasis on biographical writing and women's history of activism. WI
Julio Alves
Offered Spring 2005

FIRST-LEVEL COURSES IN LITERATURE

112 Reading Contemporary Poetry
This course offers the opportunity to read contemporary poetry and meet the poets who write it. Class sessions, led by the director of the Poetry Center, will alternate with readings by visiting poets. Graded Satisfactory/Unsatisfactory only. {L} 1 credit
Ellen Doré Watson
Offered Fall 2004, Spring 2005

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. 4 credits
Directors: Nora F. Crow (Fall); Craig R. Davis (Spring)

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, James, Faulkner, Joyce, Lawrence and Woolf. WI
Cornelia Pearsall, Robert Hosmer, Sara London
Offered Fall 2004, Spring 2005
The Gothic in Literature
Terror, guilt, and the supernatural in novels, tales and poems from the 18th to the 20th centuries. Authors include Walpole, Lewis, Austen, Coleridge, Mary Shelley, Byron, the Brontës, and James. (L) WI
Nora F. Crow, Beth Kissileff
Offered Fall 2004

Reading and Writing Short Poems
Reading of lyric poetry from the point of view of the poet. Selected poems from Donne to the present. Writing includes critical essays, imitations, and original poetry. (L) WI
Sara London, Ann Boutelle
Offered Fall 2004, Spring 2005

Modern Drama
Reading of a selection of modern and contemporary plays that investigate problems of language and identity. Playwrights to include Pinter, Stoppard, Churchill, Handke, Pomerance, Albee, Rabe, O'Neill, Beckett, Shaffer, Pirandello. (L) WI
Luc Gillemann
Offered Spring 2005

Shakespeare and Film
A study of the way filmmakers edit, distort, clarify and otherwise interpret Shakespeare’s plays; the process of metamorphosing theatre into film, imagery into image. Works to be studied include Henry V, Richard III, Romeo and Juliet, King Lear; Twelfth Night, The Winter’s Tale. (L) WI
Gillian Kendall
Offered Fall 2004

Reading and Writing Short Stories
Reading of short stories from the point of view of the would-be writer, with special attention to such problems as dialogue, narration, characterization and style. Writing includes analysis, imitation or parody, and original stories. (L) WI
Sara London
Offered Spring 2005

Love and the Literary Imagination
A study of the way literary convention shapes and interprets the experience of love. Readings in poetry, fiction and drama, including such authors as Plato, Shakespeare, Flaubert, Yeats, Joyce and Rich. (L) WI
Nancy Coiner
Offered Fall 2004

Modern Irish Writing
An introduction to the major Irish poets and storytellers of the 20th century, with some attention to drama and autobiography. Readings in Joyce, Yeats, Beckett, Frank O’Connor, Edna O’Brien, Heaney, Kavanaugh and others. (L) WI
Dean Flower
Offered Fall 2004

Children’s Literature
The varied shapes, narrative strategies, and complex literary content of what some might consider a simple form—works written by adults but intended for children. Texts may include Outside Over There; Alice in Wonderland; The Lion, the Witch, and the Wardrobe; various fairy tales, At the Back of the North Wind; Letting Swift River Go; The Jungle Book; The Secret Garden, and others. (L) WI
Gillian Kendall
Offered Spring 2005

Scandinavian Mythology
A reading in translation of the major works in poetry and prose which retell or reflect traditions of the early Norse divinities and their cults. Exploration of the intimate and violent relations between groups of powerful, intelligent but very mortal beings: male and female, giant and god, Æsir and Vanir, dwarf, troll, elf, and the social classes of human being. From its Old European and Indo-European roots, Nordic religion created a highly distinctive complex of values and competing views of the world: an unusually dark theory of history; an ironic, sometimes comic view of divine and human nature; and paradoxical constructions of sexual, ethnic, mantic and other forms of identity. (L) WI
Craig R. Davis
Offered Fall 2004

Fictions of the Journey
An exploration of the many ways in which characters in fiction take journeys. Texts include Charlotte Bronte’s Jane Eyer; Mark Twain’s Huckleberry Finn, E.M. Forster’s A Passage to India, Virginia
Woolf's To the Lighthouse, Jack Kerouac's On the Road, and Jamaica Kincaid's Small Place. {L} WI
Beth Kissileff
Offered Fall 2004

Celtic Traditions
Celtic Worlds. A reading in translation of the imagi-
native literature of medieval Wales and Ireland.
We will explore conceptions of this and the Other-
world; the transmigration of souls and cauldrons
of rebirth; the dynamic relation between Christian
and traditional values; the celebration of violence,
sexuality and motherhood; druidism, madness
and prophecy; the lives of the Celtic saints; and the
earliest origins of the Arthurian legend. Enrollment
limited to 20. {L} WI 4 credits
Craig R. Davis
Offered Spring 2005

Literary Approaches to the Bible
A study of the Bible both as and in literature. Using
the work of such modern literary scholars as
Robert Alter and Frank Kermode, we will begin
by exploring the literary structures, themes, and
poetics of specific narrative and poetic units of the
Hebrew Bible and the New Testament. We will look
at some of the literary and ideological difficulties of
the Bible's translation into English, examine some
poetry and prose that is indebted to such transla-
tion and trace the presence of biblical concerns
in a diverse group of writers that will, among oth-
ers, include Mark Twain and Zora Neale Hurston.
The goal of this course is to give the student some
familiarity with modern methods of studying both
ancient biblical texts and the literary texts which
have been influenced by them. {L} WI 4 credits
Beth Kissileff
Offered Spring 2005

184/ AAS 113 Survey of Afro-American
Literature: 1746 to 1900
An introduction to the themes, issues and questions
that shaped the literature of African Americans
during its period of origin. Texts will include poetry,
prose and works of fiction. Writers include Harriet
Jacobs, Frances Harper; and Charles Chesnutt,
Frederick Douglass, Phillis Wheatley. {L} 4 credits
Daphne Lamothe
Offered Fall 2004

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 who are
well equipped to take on complex texts. Readings
in different sections will vary, but all will involve
active discussion and frequent writing. {L} WI 4
credits
Sharon Seelig, Nancy Bradbury, Luc Gillem-
ton, Fall 2004
William Oram, Patricia Skarda, Richard Milling-
ton, Spring 2005
Offered both semesters each year

Level II
Courses numbered 200- 249. Open to all sopho-
mores, juniors and seniors, and to qualified
first-year students. These courses in particular are
designed to interest nonmajors as well as majors.

200 The English Literary Tradition I
A study of the English literary tradition from the
Middle Ages through the 18th-century. Recom-
   mended for sophomores. Open to first-year stu-
dents with SAT verbal score of 710 or higher and
students with English AP score of 4 or 5 {L} WI
4 credits
Douglas Patey
Offered Fall 2004

201 The English Literary Tradition II
A study of the English literary tradition from the
19th-century to modern times. {L} WI 4 credits
Cornelia Pearsall
Offered Spring 2005

202/ GLT 291 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. {L} WI
4 credits
Lecture and discussion
Luc Gillem, Director
203 GLT 292 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. Prerequisite: GLT 291. (L) Wi 4 credits
Lecture and Discussion
Maria Banerjee, Director (Russian Language and Literature)
Offered Fall 2004

205 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 revise or at least allude to work of the past? Texts include Jekyll and 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 Possession: An Entertainment; Possession. Recommended for non-majors. (L) 4 credits
Patricia Skarda
Offered Spring 2005

209/ HSC 225 Explorations in Science and Literature
Scientific discovery and the lives and experiences of scientists have long engaged literary artists. Writers have tried to anticipate the future through science fiction, and to recreate the past in works that imagine the experiences of historical figures engaged in scientific exploration and research. By juxtaposing non-fiction and imaginative books about scientific ideas, we evoke curiosity and knowledge about the ideas themselves, understand science as a fictional subject, and explore the complex interrelationships among scientific ideas, cultural history, and literature. Some of the authors will be invited to Smith to discuss their work with the class and to give public presentations. (E) (L/H) 4 credits
Carol Christ and Marjorie Senechal
Offered Spring 2005

212 Old Norse
An introduction to the language and literature of medieval Iceland, including the mythological texts and the family sagas. [3a] (L/F) 4 credits
Craig R. Davis
Offered Fall 2004

213 Introduction to Shakespeare
The course will explore the characteristic concerns and techniques of Shakespearean drama. Plays will include histories, comedies, tragedies and romances; in 2004–05 eight plays will be chosen from among Richard III, Julius Caesar, Henry V, The Merchant of Venice, Much Ado About Nothing, Othello, King Lear, Antony and Cleopatra and The Tempest. Film versions of many plays will be shown. This course does not satisfy the English department’s major author requirement. Prerequisite: one college-level English course or permission of the instructor. (L) 4 credits
William Oram
Offered Spring 2005

218 Norse Poetry and Prose
A close reading and in-class translation of Voluspa ‘The Witch’s Vision’ and other poems of prophecy, wisdom, praise, grief, love, war and magical incantation. We will also translate Hrafnkel’s Saga, the classic “short saga” of a young settler’s violent career as priest of the god Freyr and one of the founding chieftains of the Icelandic Commonwealth. The semester will conclude with an introduction to the later futhark and a selection of runic inscriptions recovered from Greenland to Byzantium. Prerequisite: English 217 or the equivalent. [3a] (L/F) 4 credits
Craig R. Davis
Offered Spring 2005

221 Reading the Landscape
A study of the ways in which language and literature inscribe the landscape, shaping as well as being shaped by it. Discussion of such problematic issues as wilderness mythology, modern ecology, non-intervention theories, ecofeminism, nativist perspectives, and the eye as designer. Emphasis on American essays, poems and narratives written in the aftermath of Rachel Carson’s Silent Spring, including works by Annie Dillard, Wendell Berry, Mary Oliver, Terry Tempest Williams, Edward Ab-
200 English Language and Literature

bey, Barry Lopez and Gretel Ehrlich, but with some attention to 19th-century nature writers like Cooper, Audubon, Thoreau and Mary Austin—whose works are now seen to address modern ecological issues. At least one field trip. Open to nonmajors. (E) 4 credits
Dean Rower
Offered Spring 2005

231 American Literature before 1865
A study of American writers as they seek to define a role for literature in their changing society. Works by Emerson, Thoreau, Fuller, Hawthorne, Melville, Stowe, Douglass, Whitman, Dickinson, and others. [3c] 4 credits
Richard Millington
Offered Fall 2004

236/ AAS 237 Twentieth Century Afro-American Literature
A survey of the evolution of African-American literature during the 20th century. This class will build on the foundations established in AAS 113, Survey of Afro-American Literature. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. 4 credits
To be announced
Offered Spring 2005

237 Recent American Writing
Study of selected novelists and short story writers since 1945 with emphasis on Welty, Nabokov, Morrison, Stone, Simpson, Tyler, Jen, Smiley and others. [3d] 4 credits
Dean Rower
Offered Spring 2005

239 American Journeys
A study of American narratives, from a variety of ethnic traditions and historical eras, that explore the meanings of the forms of movement—immigration, migration, boundary crossing—so characteristic of American life. Emphasis on each author’s treatment of the complex encounter between new or marginalized Americans and an established American culture, and on definitions or interrogations of what it might mean to be or become “American.” 4 credits
Richard Millington
Offered Spring 2005

241 Postcolonial Literature
An introduction to Anglophone fiction, nonfiction, poetry, drama and film from Africa, the Caribbean and South Asia in the aftermath of the British empire. Central concerns: literary-as-political responses to histories of colonial dominance; the ambivalent relation to English linguistic, literary and cultural legacies; the agency of literature in the construction of national identity and the revision of history; revaluations of hybridity, redefinitions of race, gender and sexuality; global diasporas and U.S. imperialism. Readings include: Achebe, Soyinka, Aidoo, Naipaul, Walcott, Cliff, Rushdie, Kureishi, Arundhati Roy, some theoretical essays. [3d] 4 credits
Ambreen Hai
Offered Spring 2005

242 A History of Mystery
A study of the development of detective fiction in English, starting with gothic mysteries in the late 18th century and with the investigatory puzzles of Edgar Allan Poe in the 1830s. Exploration of the ways in which the conventions of the genre reflect issues of class, gender and social change, and how in the 20th century those conventions have been reinvented, stylized, parodied and transformed. Writers discussed will include Poe, Wilkie Collins, Charles Dickens, Conan Doyle, G.K. Chesterton, E.C. Bentley, Dorothy Sayers, Agatha Christie, Jorge Luis Borges and others. Open to nonmajors. (E) 4 credits
Offered Fall 2004

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.

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
253/ HST 236 (C) Authority and Legitimacy in the Age of More and Shakespeare
An examination of the texts and historical context of Shakespeare's Richard II, I Henry IV, Henry V, Richard III and King Lear, More's Utopia and The History of Richard III, and other significant works of the 16th and early 17th centuries touching on the questions of order, authority and legitimacy. Admission by permission of the instructors. {L/H} 4 credits
Nancy Mason Bradbury
Offered Fall 2004

254 English Drama in the Age of Shakespeare
The evolution and interplay of structure, theme and character in plays by Shakespeare’s contemporaries, particularly in genres such as the tragedy of blood and the city comedy. Authors to include Kyd, Marlowe, Jonson, Webster, Tourneur, Dekker, Ford. One play by Shakespeare will also be examined. {3a} {L} 4 credits
William Oram, Howard Nenner
Offered Fall 2004

255 Seventeenth-Century Poetry
An exploration of the remarkable variety of 17th-century lyric poetry, which includes voices secular and sacred, witty and devout, bitter and sweet, male and female. Attention to poetic forms, conventions, and imagery, to response and adaptation of those forms. Particular emphasis on Donne, Jonson, Herbert, and Marvell, set in the context of their time and their contemporaries. {3a} {L} 4 credits
Gillian Kendall
Offered Spring 2005

256 Shakespeare
A Midsummer Night’s Dream, As You Like It, I Henry IV, Measure for Measure, King Lear, Macbeth, Coriolanus, The Tempest. Enrollment in each section limited to 25. Not open to first-year students. {3a} {L} 4 credits
William Oram, Gillian Kendall
Offered Fall 2004

257 Shakespeare
Romeo and Juliet, Richard II, Hamlet, Twelfth Night, Troilus and Cressida, Othello, Antony and Cleopatra, The Winter’s Tale. Not open to first-year students. {3a} {L} 4 credits
Sharon Seelig
Offered Spring 2005

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. {3a} {L} 4 credits
Sharon Seelig
Offered Spring 2005

265 The Victorian Novel
The English novel from Dickens and Thackeray to Conrad. Emphasis on the genre’s formal development— narrative voice and perspective, the uses of plot, the representation of consciousness— but with some attention to social-historical concerns. {3c} {L} 4 credits
Michael Gorra
Offered Fall 2004

267 Introduction to Asian American Literature
Although we sometimes think only of modern-day authors like Amy Tan or Jhumpa Lahiri when we think of Asian American literature, in fact Asian Americans have been writing and publishing in English since at least 1887. In this course, we will read selected Asian American poetry, novels, short stories, plays and films produced from the late 19th century until the present. We will consider how works engage with issues that have always concerned Asian Americans, like identity development and racism. Also, we will pay attention to how works speak to concerns specific to their period, such as the exclusion acts of the 1880s, the proletarian movement of the 1930s, the decolonization of South Asian and Southeast Asian countries since the 1940s, and the increasing size and diversity of the Asian American population in the late twentieth century. At all times, we will attend closely to matters of language and form. {3d} {L} 4 credits
Floyd Cheung
Offered Spring 2005
279 American Women Poets
A selection of poets from the last 25 years, including Sylvia Plath, Anne Sexton, Elizabeth Bishop, Adrienne Rich, Audre Lorde, Sharon Olds, Cathy Song, Louise Erdrich and Rita Dove. An exploration of each poet's chosen themes and distinctive voice, with attention to the intersection of gender and ethnicity in the poet's materials and in the creative process. Not open to first-year students. Prerequisite: at least one college course in literature. \{L\} 3 credits
Susan Van Dyne
Offered Fall 2004

282/ 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 and subjects will include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes and Nella Larsen. Enrollment limited to 40. \{S\} 4 credits
Daphne Lamothe
Offered Fall 2004

283 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\} 4 credits
Nancy M. Bradbury and Cornelia Pearsall
Offered Spring 2005

284 Victorian Sexualities
The Victorians have long been viewed as sexually repressed, but close attention reveals a culture whose inventiveness regarding sexual identity, practice and discourse knew few bounds. This course will explore a range of literary, visual and scientific representations of Victorian sexuality. We will read novels, nonfiction prose and poetry by authors such as Charles Dickens, Lewis Carroll, Charles Darwin, Thomas Hardy, Christina Rossetti and Oscar Wilde. We will make use of visual materials, including Pre-Raphaelite paintings, Aubrey Beardsley illustrations and photographs by Carroll and others. Literary readings will be informed by Victorian sexologists such as Freud, Krafft-Ebing and Havelock Ellis, as well as contemporary historical and theoretical writings. Prerequisite: ENG 120, 199, or equivalent writing-intensive course. \{L\} WI 4 credits
Cornelia Pearsall
Offered Fall 2004

Advanced Courses in Writing
Only one course in writing may be taken in any one semester except by permission of the chair.
Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the 100 level, no student will be admitted to a section until she has applied at the English office in Pierce Hall 105, submitted appropriate examples of her work, and received permission of the instructor. Deadlines will be posted.

290 Crafting Creative Nonfiction
A writers' group designed to encourage proficient students to look at their own and others' essays as works of art. Expertise in mechanical matters to be assumed from the start. Admission by permission of the instructor. \{3e\} \{L\} 4 credits
Sara London
Offered Fall 2004

292 Reading and Writing Autobiography
In this workshop, we will explore, through reading and through writing, the presentation of self in autobiography. A major focus will be on the interweaving of voice, structure, style and content. As we read the work of ourselves and of others, we will be searching for strategies, devices, rhythms, patterns and approaches that we might adapt in future writings. The reading list will consist of writings by 20th-century women. Admission by permission of the instructor. \{3e\} \{L\} 4 credits
Ann Boutelle
Offered Spring 2005
Level IV

Courses numbered 300–350. 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.

310 Early Modern Writers and the Art of Renaissance Self-Fashioning
A consideration of a wide variety of texts by 17th-century women—diaries, letters, and memoirs; poems (sonnets, personal and religious lyrics); drama; and prose fiction—with some of the following questions in mind: What self-conceptions or forms of self-representation shape these writings? To what extent are these texts informed by external considerations or genres—by romance, religious autobiography, poetic or narrative conventions—or by expectations of an ending? What kinds of assumptions or preconceptions does the modern reader bring to these texts? 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. [3a] {L}
Sharon Seelig
Offered Fall 2004

Level V. Seminars

Seminars are open only to juniors and seniors, and admission is by permission of the instructor. All students who wish to take a seminar must apply at the English department office by the last day of the preregistration period. The instructor will select the students admitted from these applicants.
365 Seminar: Studies in 19th-Century Literature
Visions and Visionaries: William Blake and the Shelleys.
A study of the art and poetry of William Blake, the fiction of Mary Shelley, and the drama and poetry of Percy Bysshe Shelley. Blake anticipates Mary Shelley's Frankenstein with his daemon in his major prophecies, and Percy Shelley responds to his wife's Promethean vision with his own Prometheus Unbound. The dominant strains of Romantic literature (free love, creators and creation, nature and human nature) are expressed in Blake's art and poetry and fulfilled in the work of the Shelleys. Student presentations will be required. The variety of genres under consideration makes an advanced course in literature a prerequisite, but prior work in Romantic poetry and prose is not expected.
4 credits
Patricia Skarda
Offered Fall 2004

374 Virginia Woolf
A close study of representative texts from the rich variety of Woolf's work: novel, essay, biography, and short story. Preliminary essential attention to the life, with particular concern for the Victorian/Edwardian world of Woolf's early years and the Bloomsbury Group. Works to be studied will include Mrs. Dalloway, To the Lighthouse, Orlando, The Waves, Between the Acts, A Room of One's Own, and Three Guineas, as well as essays drawn from The Common Reader and stories. Supplementary readings from biographies of Woolf and her own letters, journals, and diaries. [3d] {L}
4 credits
Robert Hosmer
Offered Fall 2004

384/AMS 351 Writing About American Society
An examination of contemporary American issues through the works of such literary journalists as Jamaica Kincaid, John McPhee, Tom Wolfe, Joan Didion and Jessica Mitford; and 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. Admission by permission of the instructor.
{L/5} 4 credits
George Colt
Offered Spring 2005

Cross-listed and Interdepartmental Courses

AAS 113/ENG 184 Survey of Afro-American Literature, 1746–1900
AAS 237/ENG 236 Twentieth-Century Afro-American Literature
AAS 243 Afro-American Autobiography
AAS 245/ENG 282 Colloquium: The Harlem Renaissance
AMS 351/ENG 384 Seminar: Writing About American Society
ARH 292 The Art and History of the Book
CLT 205 Twentieth-Century Literature of Africa
CLT 240 Childhood in Literatures of Africa and the African Diaspora
CLT 267 African Women's Drama
CLT 268 Latina and Latin American Women Writers
CLT 272 Women Writing: 20th-Century Fiction
CLT 300 Contemporary Literary Theory
FLS 245 British Film and Television
GLT 291/ENG 202 Western Classics in Translation, from Homer to Dante
See Interdepartmental and Extradepartmental Course Offerings.
GLT 292/ENG 203 Western Classics in
Translation, from Chrétien de Troyes to Tolstoy
See Interdepartmental and Extradepartmental Course Offerings.

JUD 360 Readings in American Literature

LAS 201 Negotiating the Borderlands: Text, Film, Music

LAS 301 Contemporary Latina Theatre

THE 261 Writing for the Theatre

400 Special Studies
1 to 4 credits
Offered both semesters each year

408d Special Studies
8 credits
Full-year course; Offered each year

490 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. MAT students and Seniors only. 4 credits
Samuel Scheer
Offered Spring 2005

The Major

Advisers: Members of the department

There are many paths into the English major: first-year students may choose to take ENG 120 followed by 199, or, if qualified, they may choose to take GLT 291 292 or ENG 200, 201 as well as 199. Students planning to major in English normally take ENG 199 in their first year. Each of these courses counts toward the major.

Major Requirements

Twelve semester courses are required for the major, distributed as follows:

1. 199;
2. Two courses before 1832;
3. Semester courses on two of three major figures: Chaucer (216), Shakespeare (222 or 223), and Milton (228);
4. A seminar (the course chosen to satisfy #4 may not count toward #2);
5. Six additional courses.

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) 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: English 200, 201 or English 231, 233 or General Literature 291, 292. We recommend that students interested in graduate school in English literature or in high school English teaching take both the British (200, 201) and the American (231, 233) surveys. Those considering graduate school should be aware that most doctoral programs in English require a reading knowledge of two foreign languages, and that preparation in literary theory will be extremely useful.

The Minor

The minor in English consists of six courses: English 199; a two-semester survey (ENG 200, 201 or GLT 291, 292 or ENG 231, 233); plus three additional English courses chosen in consultation with the minor adviser, two of which must be above the 100 level.
Honors

Director: Cornelia Pearsall (2004–05)

430d Thesis
8 credits
Full-year course; Offered each year

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 a week 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 nonfiction for honors.

Graduate

580 Graduate Special Studies
Independent study for graduate students. Admission by permission of the chair.
4 credits
Offered both semesters each year

580d Graduate Special Studies
8 credits
Full-year course; Offered each year
Environmental Science and Policy

Visiting faculty and some lecturers are generally appointed for a limited term.

Director
**2 Virginia Hayssen, Professor of Biological Sciences

Program Coordinator
Joanne A. McMullin

Advisers
**2 Elliot Fratkin, Associate Professor of Anthropology
C. John Burk, Professor of Biological Sciences
Thomas S. Litwin, Adjunct Associate Professor of Biological Sciences and Director, Clark Science Center
**2 Robert B. Merritt, Professor of Biological Sciences
Esteban Monserrate, Laboratory Instructor in Biological Sciences
**2 Paulette Peckol, Professor of Biological Sciences
L. David Smith, Associate Professor of Biological Sciences
**2 Stephen G. Tilley, Professor of Biological Sciences
**1 Shizuka Hsieh, Assistant Professor of Chemistry
Robert G. Linck, Professor of Chemistry
Katherine L. Queeney, Assistant Professor of Chemistry
Mark Aldrich, Professor of Economics
Randall Bartlett, Professor of Economics
12 Domenico Grasso, Professor and Chair of Engineering
12 Donna Riley, Assistant Professor of Engineering
1 Leslie King, Assistant Professor of Sociology
John B. Brady, Professor of Geology
H. Robert Burger, Professor of Geology
12 Robert M. Newton, Professor of Geology
Amy Larson Rhodes, Assistant Professor of Geology
Donald C. Baumer, Professor of Government
Gregory White, Associate Professor of Government
David Newbury, Professor of History and of African Studies
Jeffry Ramsey, Associate Professor of Philosophy

The environmental science and policy (ES&P) minor is designed for students with a serious interest in environmental issues and sustainability and a commitment to scientifically based problem solving and policy analysis. The minor consists of six courses chosen with the guidance and approval of an ES&P minor 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 one course from each of the following groups: chemistry, ecology, geology, and environmental policy, plus an elective in consultation with the minor adviser. The senior seminar, EVS 300, or the special studies, EVS 400 (4-credit option), is also required. A course in statistics (e.g. MTH 245 or the equivalent) is recommended. Appropriate Smith courses or courses taken at other institutions and through summer and/or semester-away programs may be counted toward the minor with preapproval of the adviser. Students must satisfy the prerequisites for all courses included in their minor program. No more than three of the six courses may be taken at other institutions.

EVS 300 Seminar in Environmental Science and Policy
Current patterns of human resource consumption and waste generation are not ecologically sustainable. Effective solutions require a working knowledge of the scientific, social, political and economic factors surrounding environmental problems. This seminar examines the impact of human activities on natural systems; the historical development of environmental problems; the interplay of environmental science, education and
Environmental Science and Policy

Discussions will center on conflicting views of historical changes, ecological design and sustainability, biodiversity, environmental policy, media coverage of environmental issues, ecological economics and environmental justice. An extended project will involve active investigation, analysis and presentation of an environmental issue of local or regional importance with the explicit goal of identifying sustainable alternatives. Prerequisite: all courses completed or concurrent for the environmental science and policy minor or by permission of the instructor. (S/N) 4 credits
L. David Smith
Offered Spring 2005

EVS 400 Special Studies
1–4 credits
Offered both semesters each year

SOC 232 World Population
This course will introduce students to environmental, economic, feminist and nationalist perspectives on population growth and decline. We will examine current populations trends and processes (fertility, mortality and migration) and consider the social, political, economic and environmental implications of those trends. The course will also provide an overview of various sources of demographic data as well as basic demographic methods. Cross-listed with environmental science and policy. (S) 4 credits
Leslie King
Offered Spring 2005, Fall 2005

ECOLOGY
BIO 258 Conservation Biology Colloquium
BIO 260 Principles of Ecology and lab
BIO 264 Marine Ecology and lab
BIO 356 Plant Ecology and lab
BIO 364 Topics in Environmental Biology: Coral Reefs: Past, Present and Future
EGR 390 Seminar: Advanced Topics in Engineering: Pesticide Use and Its Impacts

GEOLOGY
GEO 105 Natural Disasters: Confronting and Coping
GEO 108 Oceanography: An Introduction to the Marine Environment
GEO 109 The Environment
GEO 111 Introduction to Earth Processes and History
GEO 301 Aqueous Geochemistry*
GEO 309 Groundwater Geology
GEO 311 Environmental Geophysics
GEO 355 Geology Seminar: Coral Reefs: Past, Present and Future
EGR 315 Ecohydrology
EGR 340 Geotechnical Engineering

ENVIRONMENTAL POLICY
ANT 230 Population and Environment in Africa
ANT 236 Economy, Ecology and Society
ANT 243 Colloquium in Political Ecology
ECO 224 Environmental Economics
GOV 254 Politics of the Global Environment
GOV 306 Politics and the Environment
GOV 353 Seminar in International Politics: The Global Environment and “Green Diplomacy”
SOC 332 Environment and Society

ELECTIVES
Elective courses can be chosen from courses listed for the environmental science and policy minor, and outside the minor with consultation and approval of the minor adviser. Examples are:
ANT 348 Seminar: Topics in Development Anthropology
EGR 330 Engineering and Policy for Development
EGR 346 Hydrosystems Engineering
Environmental Science and Policy

HST 299 Ecology and History in Africa
PHI 238 Environmental Ethics
PHI 304 Colloquium in Applied Ethics: Science, Policy and Society
PPL 207 Politics of Public Policy
PPL 220 Public Policy Analysis
SOC 232 World Population

*GEO 301 Aqueous Geochemistry fulfills the requirements in both chemistry and geology (one course covers two requirements)

Off-Campus Programs

Students may elect to take two to three of their courses for the minor outside Smith College by participation in an environmentally oriented, off-campus program. Relevant Smith-approved programs include, but are not limited to, Duke University’s Organization for Tropical Studies, SEA Semester, The School for Field Studies, and the Williams-Mystic Program. Courses from other programs may also be eligible for credit with approval from the minor adviser.
Ethics

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers
Myron Peretz Glazer, Professor of Sociology
†2 Elizabeth V. Spelman, Professor of Philosophy, Director

**2 Donald Joralemon, Professor of Anthropology
Albert Mosley, Professor of Philosophy

This minor will offer students the opportunity to draw together courses from different departments whose major focus is on ethics, and so to concentrate a part of their liberal arts education on those questions of right and wrong that reside 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 selected from the following list, with the approval of the faculty adviser, to provide a particular focus:

- ANT 255 Death and Dying
- ANT 344 Topics in Medical Anthropology
- PHI 235 Morality, Politics and the Law
- PHI 238 Environmental Ethics
- PHI/PSY 275 Topics in Moral Psychology
- PHI 304 Colloquium in Applied Ethics
- REL 209 Medical Ethics
- SOC 203 Qualitative Methods

Check availability of courses each semester.

With the approval of the faculty advisers, appropriate courses from other colleges may be substituted.
Exercise and Sport Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Donald Steven Siegel, Ed.D., Chair
James H. Johnson, Ph.D.
** Barbara Brehm-Curtis, Ed.D

Associate Professor
Christine M. Shelton, M.S.

Lecturers
Tim Bacon, M.A.
Kim Bierwert, B.S.
Jacqueline Blei, M.S.
Marla Brodsky
Crane Cesario
Richard Cesario
Carla Coffey, M.A.
Craig Collins
Christine Davis, M.S.
Liz Feeley
Doreen Garde
Scott Johnson
Karen Klinger, B.A.

Phil Nielsen
Lynn Oberbillig, M.B.A.
Lynne Paterson
Suzanne Payne, M.Ed.
Rosalie Peri, RN, CPT
Barbara Roche
Nansee Rothenberg
Melissa Schleich
Jane M. Stangl, Ph.D.
David Stillman
Judy Strong
Lisa Thompson

Teaching Fellows
Stacy Metzger
Renate Olaisen
David Patterson
Melissa Rucker
Kelly Schwarz
Michelle Walsh
Erica Wheeler
Amanda Wynn

A. Theory Courses

100 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. 4 credits
Tim Bacon and Jane Stangl
Offered Fall 2004

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 and CPR. Enrollment limited to 14. 2 credits
Craig Collins
Offered Spring 2005

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. 2 credits
Tim Bacon
Offered Spring 2005
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. (N) 4 credits
Barbara Brehm-Curtis
Offered Fall 2004

150 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. (N) 4 credits
Barbara Brehm-Curtis
Offered Spring 2006

175 Applied Exercise Science
A experiential course designed to introduce students to applied exercise physiology and kinesiology. Such subjects as energy expenditure, energy systems, aerobic power, effort perception, applied anatomy and training principles are studied using a system of lecture and laboratory sessions. Enrollment limited to 20. (E) (N) 2 credits
James Johnson
Offered Fall 2004

175j Applied Exercise Science
Same description as 175 above.
James Johnson
Offered during Interterm

200 Sport: In Search of the American Dream
A study of whether sport has served to promote or inhibit ethnic/minority participation in the American Dream. Biological and cultural factors will be examined to ascertain the reasons for success by some groups and failure by others as high-level participants. The lives of major American sports figures will be studied in depth to determine the costs assessed and rewards bestowed on those who battled racial, ethnic and/or sexual oppression in the athletic arena. (N) 4 credits
Christine Shelton and Donald Siegel
Offered Fall 2004

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. While the course focus will primarily be on the physiological aspects of these topics, some social, ethical and political implications will be considered including the issues of violence and the media's representation of women. (N) 4 credits
Leslie Jaffe
Offered Spring 2005

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. (N) 4 credits
James Johnson
Offered Fall 2005

215 Physiology of Exercise
A study of body function during exercise. Emphasis is on the physiological responses and adaptations that accompany single and repeated bouts of physical activity. This course is taught using a combination of lecture and laboratory experiences. Additional emphasis is given to the exercising female, environmental effects, ergogenic aids, training and the therapeutic effects of exercise. Prerequisite: BIO 104 or 111, or permission of the instructor. Students who successfully complete this course receive credit toward the major in biology. (N) 4 credits
James Johnson
Offered Fall 2004

220 Psychology of Sport
An examination of sport from a psychological perspective. Topics include the role of stress, motivation and personality in performance. Attention will also be given to perceptual, cognitive and behavior-
al strategies that may be used to enhance achievement level. Prerequisite: PSY 111. {S} 4 credits
Tim Bacon
Offered Spring 2005

225 Education Through the Physical: Youth Sports
This course is designed to explore how youth sports affect the health, education and well-being of children. Class components will include an examination of youth sport philosophies, literature on cognitive and physical growth, approaches to coach and parent education, and an assessment of school and community-based programs. Students will be required to observe, analyze and report on a local children's sports program. {S} 4 credits
Donald Siegel
Offered Spring 2005

230 Mediated Images of Sport and Physical Activity
An exploration of sporting images as projected through the media with primary emphasis on print and electronic journalism— to include written narratives, photography, television, film and digital images. The course will examine the (re)presentation and (re)production of the athletic or healthy body as the standard for fitness. The topic will include issues on embodiment, cultural symbolism, political and moral ideologies, as well as commercialization. {S} 4 credits
Jane Stangl
Offered Spring 2005

340 Current Research in Health Science
A seminar focusing on current research papers in health science. An exploration of the scientific method used to test research questions about health, and consideration of the implications of research data for health care decisions. Prerequisites: 140 or a strong biological sciences background, and permission of the instructor. Enrollment limited to 14. {N} 4 credits
Barbara Brehm-Curtis
Offered Fall 2005

400 Special Studies
1 to 4 credits
Offered both semesters
Members of the department

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.

901 Aquatic Activities

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 nonswimmers. 1 credit
Karen Klinger, Fall 2004
Renate Olaisen, Spring 2005
Offered both semesters

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 14. 1 credit
Craig Collins
Offered both semesters
Intermediate Swimming
Theory and performance of swimming. Swimming techniques including strokes, turns and survival methods. Enrollment limited to 18. 1 credit
Craig Collins
Offered Fall 2004

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 eight. 1 credit
Kim Bierwert
Offered both semesters

SCUBA Diving I
The use and care of equipment, safety, and the physiology and techniques of SCUBA diving. A series of open-water dives leading to NAUI certification is available. Prerequisite: satisfactory swimming skills and permission of the instructor. There is a fee. Enrollment limited to 17. 1 credit
David Skillman
Offered both semesters

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. 1 credit
Reneated Olaisen
Offered Spring 2005

Aqua-Aerobics
This fun-filled class teaches the value of vertical exercise in the water while shattering the myth that it is primarily for senior citizens or people with injuries. All exercises are choreographed to music that is upbeat and motivating. Designed to promote fun and learning, this class is a great way to start your day. Enrollment limited to 20. 1 credit
Craig Collins
Offered both semesters

905 Water Safety
Lifeguard Training
American Red Cross Certification in Lifeguard Training and Basic First Aid and CPR for the Professional Rescuer. The Waterfront Lifeguard Module will also be taught if time permits. Prerequisites: 500-yard swim using crawl, breast and side strokes; retrieval of 10-lb. brick from 7-ft. depth; and treading water for two minutes using legs only. Enrollment limited to 10. 2 credits
Craig Collins
Offered both semesters

Water Safety Instructor
Instruction in techniques, theory and teaching methods of swimming to prepare participants to teach swimming. American Red Cross certification upon successful completion of the course. Prerequisites: Rescue and safety skills and swimming skills (crawl stroke, elementary backstroke, sidestroke, breaststroke, survival stroke, and surface dive) at ARC Level VI proficiency. Enrollment limited to 10. 2 credits
Kim Bierwert
Offered Spring 2005

910 Badminton
The development of badminton skills, principles, evolution, strokes, and strategy. Enrollment limited to 13. Course will meet first seven weeks of the semester. 1 credit
Phil Nielsen
Offered Spring 2005

910j Badminton
A repetition of 910. Enrollment limited to 16. 1 credit
Phil Nielsen and Lynn Oberbillig
Offered Interterm

920 Fencing
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. 1 credit
Jacqueline Blei
Offered both semesters

Fencing II
A review of footwork, simple attacks and lateral parries progressing to compound attacks and
Circular Parries, Riposte and In-Direct Riposte will be included in the defense. The course will conclude with a tournament at a neighboring school or club. Prerequisite: Foil Fencing or permission of the instructor. Enrollment limited to 16. 1 credit
Jacqueline Blei
Offered Spring 2005

925 Golf

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/metals. 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. Class meets first seven weeks of the fall semester. In the spring semester, class meets last six weeks. Enrollment limited to 12 per section. 1 credit
Jacqueline Blei
Offered Fall 2004
Liz Feeley, Stacy Metzger, Fall 2004
Liz Feeley, Stacy Metzger, Spring 2005

Golf II—Advanced Beginner
Designed to further develop the student’s golf swing, this course will follow a “green to tee” approach with emphasis on the mid- to long irons, woods/metals, and shot-making. Applied rules of golf etiquette will be incorporated with the intent to apply course management strategies. Field trips to local ranges and courses are anticipated. Equipment is provided. Class is designed with the continuing Golf I student in mind. Prerequisite: Golf I or an entry-level Skills Test. Class meets first seven weeks of the fall semester. In the spring semester, class meets last six weeks. Enrollment limited to 10 per section. 1 credit
Jane M. Stangle, Judith Strong
Offered Spring 2005

Golf III—Intermediate
For students with a relatively proficient swing, knowledge of club selection and on-course play experience; this course is designed to enhance further skill development and enrich on-course management skills. Increasing mastery of golf history, rules and etiquette, and tournament play are expected. Class time will be spent on the course, pending weather. Equipment is provided for those who do not have (access to) clubs. Class meets first seven weeks of the fall semester only. Prerequisite: Golf I and Golf II, or permission of the instructor pending skill level. Enrollment limited to 8 per section. 1 credit
Jane M. Stangle
Offered Spring 2005

930 Equitation
A series of courses in hunter 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 AcaMedia. All sections are to be arranged. There is a fee.

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. 1 credit
Suzanne Payne, Doreen Garde, and Melissa Schleich
Offered both semesters

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. 1 credit
Suzanne Payne, Doreen Garde and Melissa Schleich
Offered both semesters

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. 1 credit
Suzanne Payne, Doreen Garde, and Melissa Schleich
Offered both semesters

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.
1 credit
Suzanne Payne, Doreen Garde, and Melissa Schleich
Offered both semesters

935 Introduction to Outdoor Life
A course designed to teach the student the basics of outdoor travel on foot and on water. In addition to boating and backpacking techniques, students will learn some classic woodcraft skills, outdoor cooking, first aid and orienteering. Upon successful completion of the course students should achieve sufficient outdoor skills to be comfortable and safe when traveling outdoors. Students should plan for at least one overnight weekend trip. Enrollment limited to 14. 2 credits
Scott Johnson, Fall 2004
To be announced, Spring 2005
Offered both semesters

940 Outdoor Skills
Canoe Touring
A class designed to teach students the basics of long-distance canoe trips. Class meets weekly in preparation for a weekend trip. Students will learn paddling, orienteering and camping skills. Class meets first seven weeks of the fall semester. Prerequisite: satisfactory swimming skills and a good state of physical fitness. Enrollment limited to 10. 1 credit
James Johnson
Offered Fall 2004

Whitewater Kayaking
An introduction to solo whitewater kayaking. This class begins in the pool and pond with basic paddling skills, and progresses to local fast water rivers. Students should expect to run Class II rapids. In the spring semester, class meets last 10 weeks. Prerequisite: satisfactory swimming skills. Enrollment limited to 8 per section. 1 credit
Scott Johnson
Offered Spring 2005

Whitewater Canoeing
An introduction to solo and tandem whitewater canoeing. This class is taught on local rivers during the spring. Class meets the last six weeks of the semester. Prerequisite: Canoeing or permission of the instructor, plus satisfactory swimming skills. Enrollment limited to 10. 1 credit
James Johnson
Offered Spring 2005

Coastal Kayaking
This course is designed to introduce sea kayaking to the novice. Ocean paddling, navigation, safe exiting, equipment, and paddle techniques are covered. Students should plan for one overnight weekend trip. Prerequisite: satisfactory swimming skills. Enrollment limited to 11. Course will meet the first seven weeks of the fall semester. In the spring semester, class meets last six weeks. 1 credit
To be announced, Fall 2004
To be announced, Spring 2005
Offered both semesters

Rock Climbing
The objective of this course is to teach students the fundamentals of rock climbing. This will include familiarity with the equipment involved as well as proficiency with technical climbing skills, knots, anchors and belaying. Safety issues will be a strong emphasis in this course. The majority of class time will take place on the Ainsworth Gym Climbing Wall. There will also be 2–3 off-campus trips held during class times to practice anchor setting in the outdoors. Please note that this class will serve only as a basic introduction to outdoor climbing and anchor setting and will not “certify” or prepare the student for the full range of outdoor climbing scenarios. For this, additional instruction is recommended. Enrollment limited to 12. 1 credit
Scott Johnson, To be announced
Offered both semesters

945 Physical Conditioning
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. 1 credit
Rosalie Peri
Offered both semesters
Kickboxing
This class is recommended for both the curious beginner and the experienced kickboxer. It incorporates several types of martial art forms as well as standard boxing techniques. Students start by learning proper form of the basis techniques before progressing to more complicated combinations and sparring. Each class begins with a 10-minute warm-up. Enrollment limited to 20 per section. 1 credit
Barbara Roche
Offered both semesters

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. 1 credit
Karen Klinger, Fall 2004
Phil Nielsen, Spring 2005
Offered both semesters

Physical Conditioning
A course designed to teach the basics of functional fitness. Aerobic and anaerobic exercises are emphasized. Students are also taught the fundamentals of exercise training including basic principles, exercise prescription and the therapeutic aspects of exercise. Students are expected to exercise outside of class. Enrollment limited to 20. 1 credit
Melissa Rucker
Offered both semesters

Pilates Mat Training
This class is 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 Pilate's matwork program. Enrollment limited to 30. 1 credit
Rosalie Peri
Offered both semesters

945j Physical Conditioning
A repetition of 945. 1 credit
Melissa Rucker
Offered Interterm

950 Rowing
An introduction to crew and sculling techniques. A variety of boats will be utilized including singles, doubles and fours. Classes will be taught on Paradise Pond and the Connecticut River. Course will meet the first seven weeks of the fall semester. In the spring semester, class meets last six weeks. Prerequisite: satisfactory swimming skills. Enrollment limited to 10 per section. 1 credit
David Patterson
Offered both semesters

955 Self Defense
Self Defense I
Progressive development of physical and mental self-defense skills and strategies. Personal protection awareness, situation evaluation and effective communication will be emphasized. Other topics include assertiveness training, date rape and personal defense weapons. Enrollment limited to 20 per section. 1 credit
Crane Cesario, Marla Brodsky, Fall 2004
Nansee Rothenberg, Spring 2005
Offered both semesters

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. 1 credit
Richard Cesario, Fall 2004
Nansee Rothenberg, Spring 2005
Offered both semesters

960 Squash
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
Squash II
Development in accuracy and skill in executing shots, tactics, strategy, marking and refereeing, designed to allow the student to progress to a USS-RA level 2.5 to 3.0 (Intermediate). Prerequisite: Beginning Squash or permission of the instructor. Enrollment limited to 10. 1 credit
Donald Siegel
Offered Spring 2005

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 26 per section. 1 credit
Richard Cesario
Offered both semesters

Tai Chi II
Twenty-four posture Tai chi, a standardized form from mainland China. Prerequisite: Tai Chi I or permission of the instructor. Enrollment limited to 26 per section. 1 credit
Richard Cesario
Offered both semesters

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 introduced. Tennis rules and etiquette will be included in the curriculum. This class is designed to allow the student to progress to a USTA player rating level of 2.0 to 2.5. The USA Tennis I curriculum will be followed. Enrollment limited to 16 per section. 1 credit
Jacqueline Blei, Michelle Walsh, To be announced, Fall 2004
Michelle Walsh, Christine Davis, Spring 2005
Offered both semesters

Yoga I
B. K. S. Iyengar yoga postures, breathing and philosophy. Designed to give students an opportunity to explore movement and breathing patterns in an effort to strengthen the mind/body connection. Enrollment limited to 26 per section. 1 credit
Elizabeth Thompson, Lynne Paterson, Fall 2004
Lynne Paterson, To be announced, Spring 2005
Offered both semesters

Tennis II—Advanced Beginning
Students must have a working knowledge of the four basic tennis strokes (forehand, backhand, volleys, serves). The format for Tennis II is a “play and learn” environment. 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. The class is designed to allow the student to progress to a USTA rating of 2.5. Prerequisite: Tennis I or permission of the instructor. Enrollment limited to 16 per section. 1 credit
Christine Shelton, Christine Davis, Fall 2004
Christine Davis, Jacqueline Blei, Spring 2005
Offered both semesters

Tennis III—Intermediate
Students must have a working knowledge of the following tennis strokes: forehand, backhand, volleys, serves, lobs and overheads. Appropriate spins will be introduced for each stroke. The “play and learn” structure will focus on developing singles and doubles strategies in a competitive setting. Class is designed to allow the student to progress to a USTA player rating level of 2.5 to 3.0. Prerequisite: Tennis II or permission of the instructor. Enrollment limited to 16 per section. 1 credit
Christine Shelton
Offered Spring 2005

Yoga II
The yoga of B. K. S. Iyengar—continuing level. Refinement of postures and breathing techniques taught in Yoga I. Introduction of new postures along with continued discussions of yoga philosophy. Prerequisite: Yoga I. Enrollment limited to 26. 1 credit
Elizabeth Thompson
Offered Spring 2005
C. Performance Courses—Noncredit

X10 Aerobics
Fall three classes
Spring three classes

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.

The Minor in Exercise and Sport Studies

Advisers: Barbara Brehm-Curtis, James H. Johnson

The 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.

Requirements: six courses including 100 and either 210 or 215. The other courses (16 credits) may be selected from ESS departmental offerings. In addition, one appropriate course from another department may be substituted with the adviser’s permission. Only 4 performance course credits may be counted toward the minor. Course selection for the minor must be approved by a faculty adviser.

D. Graduate Courses

Adviser: Jane M. Stangl

504 Current Issues in Coaching
This seminar is designed to explore current social, political, educational and economic issues which confront coaches and their players. Issues will be introduced through readings and presentations by coaches from area schools. Undergraduate students admitted with permission of the instructor. 2 credits
Christine Shelton
Offered Spring 2005

505d Theoretical and Practical Foundations of Coaching
Assisting in the coaching of an intercollegiate team. Weekly conferences on team management, coach responsibilities and coaching aids. 4 credits
Christine Shelton, Tim Bacon, Jane M. Stangl
Full year course; Offered each year

506d Advanced Practicum in Coaching
Independent coaching and the study of advanced coaching tactics and strategy in a specific sport. Prerequisite: 505d. 4 credits
Christine Shelton, Tim Bacon, Jane M. Stangl
Full-year course; Offered each year

507 Colloquium in 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. 1 credit
Jane M. Stangl, Carla Coffey, Fall 2004
Jane M. Stangl, Spring 2005
Offered both semesters each year

515 Exercise Physiology
An advanced course in exercise physiology oriented toward the acute and chronic body reactions to exercise and sport. Laboratory sessions involve group projects in metabolism, pulmonary function, body composition and evaluation of physical work capacity. Prerequisite: 215 or undergraduate exercise physiology. 4 credits
James Johnson
Offered Spring 2005
530 Research Literacy in Exercise and Sport Studies
This course will improve the student's ability to read and analyze research articles, and deepen the student's understanding of the statistical and research methods commonly encountered in the research literature in exercise and sport studies. {M} 4 credits
Barbara Brehm-Curtis
Offered Fall 2004

565 Seminar in Skill Acquisition and Performance
Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making and effector processes. Independent research required. {N} 4 credits
Donald Siegel, Christine Shelton, Lynn Oberbillig
Offered Fall 2004

575 Sports Medicine: Concepts in Care and Prevention of Athletic Injury
Theory and practice of sports medicine with emphasis on injury prevention, protection, and rehabilitation. Prerequisite: 210 or the equivalent. Enrollment is limited. {N} 2 credits
To be announced
Offered Spring 2005

580 Special Studies
Adapted physical education, administration, current problems, exercise physiology, kinesiology, motor learning or other approved topics. Hours scheduled individually:
1 to 4 credits
Members of the department
Offered both semesters

590 Thesis
4 credits
Offered both semesters

590d Thesis
8 credits
Full-year course
Visiting faculty and some lecturers are generally appointed for a limited term.

Assistant Professors
12 Alexandra Keller, Ph.D.
Baba Hillman (Five College Assistant Professor of Film and Video)

Lecturer
Lucretia Knapp

Advisers
Robert Davis, Director, Educational Technology Services

Dean Flower, Professor of English Language and Literature
Dawn Fulton, Assistant Professor of French Studies

†1 Jefferson Hunter, Professor of English Language and Literature
Richard Millington, Professor of English Language and Literature
Hans R. Vaget, Professor of German Studies and of Comparative Literature

200 Introduction to Film Studies
An overview of cinema as an artistic and social force. Students will become familiar with the aesthetic elements of cinema (visual style, editing, cinematography, sound, narration and formal structure), the terminology of film production, and the relations among industrial, ideological, artistic and social issues. Films (both classic and contemporary) will be discussed from aesthetic, historical and social perspectives, enabling students to approach films as informed and critical viewers. Enrollment limited to 60. (A) 4 credits
Alexandra Keller
Offered Fall 2004

241 Genre/Period
The Western and American Identity
This class examines the relation of perhaps the defining American film genre to questions of both American cinema and American identity. How are Westerns reflective and symptomatic of vital issues in United States history and culture? How does the genre help shape and define how Americans think of themselves? How did the genre change over the post-war period, and what does this tell us about the changing needs, ideas and ideologies of both American filmmaking and the United States itself? Films to be considered include: Stagecoach, My Darling Clementine, Johnny Guitar, The Searchers, Little Big Man, Unforgiven, Posse, Lone Star, The Ballad of Little Jo. (A) 4 credits
Alexandra Keller
Offered Fall 2004

Global Cinema after World War II
This course examines national film movements after the Second World War. The post-war period was a time of increasing globalization, which brought about a more interconnected and international film culture. But it was also a time during which certain key national cinemas defined, or redefined, themselves. We will investigate both of these trends, as well as focus on the work and influence of significant directors and landmark films, emphasizing not only cultural specificity, but also crosscultural and transhistorical concerns. Films and film movements to be examined will include: Italian Neo-realism, French New Wave, New German Cinema, Brazilian Cinema Novo, Chinese Fifth Generation, Hong Kong Action Cinema, and the films of Ousmane Sembane, Thomas Gutierrez Aléa, Satyajit Ray, Akira Kurosawa, Julie Dash and Spike Lee. (A) 4 credits
Alexandra Keller
Offered Spring 2005

280 Introduction to Video Production
This video production course introduces the history and contemporary practice of video art and provides the technical and conceptual skills to
complete creative individual video projects. Over the course of the semester, students will gain experience in pre-production, production and post-production techniques. Projects are designed to develop basic technical proficiency in the video medium as well as practical skills for the completion of the creative project. Prerequisite: 200 (which may be taken concurrently). Enrollment limited to 13. (A) 4 credits
Lucretia Knapp
Offered Fall 2004, Spring 2005

282 Advanced Video Seminar
Topic: This video production/theory class will introduce students to scripts and texts by video and filmmakers who are working with subjects of displacement, exile and migration. Screenings will include videos and films by Mona Hatoum, Anri Sala, Ximena Cuevas and Kidlat Tahimik among others. Readings by Hélène Cixous, Hamid Naficy, Guillermo Gomez-Pena and Dubravka Ugresic. Students will write and shoot two short projects and one longer final project. The course will include workshops in writing for spoken text and visual text as well as workshops in nonlinear editing, sound recording and lighting. Prerequisite: FLS 280 or permission of the instructor. Enrollment limited to 13. (A) 4 credits
Baba Hillman, Five College Assistant Professor of Film and Video
Offered Spring 2005

351 Film Theory
This seminar explores main currents in film theory, including formalist, realist, auteurist, structuralist, psychoanalytic, feminist, poststructuralist, genre studies, queer studies and cultural studies approaches to questions regarding the nature, function and possibilities of cinema.

Film theory readings are understood through the socio-cultural context in which they are developed. Particular attention is also given 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 the written texts (Bazin, Eisenstein, Kracauer, Vertov, Metz, Mulvey, DeLauretis, Doty, Hall, Cahiers du Cinema, 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 film theory requirement for the minor. Priority given to seniors, then juniors. Enrollment limited to 12. Prerequisite: 200 or the equivalent. (A) 4 credits
Alexandra Keller
Offered Spring 2005

400 Special Studies
1-4 credits
Offered both semesters each year

Crosslisted Courses

AMS 220 Colloquium: Asian Americans in Film and Video
This course introduces students to films made by and about Asian Americans. Using a chronological and thematic approach, various genres—including narrative dramas, documentaries and experimental films—will be analyzed within the context of Asian American history and issues concerning the development of Asian American identities. Some of the issues we will cover include: stereotypes of Asians in Hollywood; the re-creation of history and memory; the intersection of race, class, gender and sexuality in Asian American films; Asian/Black relations on film. Students will be expected to apply theoretical insights to their analysis of a number of key Asian American films. These theories include contemporary theories of race and ethnicity, current debates about identity and representation, and film theory. (L/H)
Nitasha T. Sharma
Offered Fall 2004

AMS 221 Women’s History Through Documentary
The course surveys U.S. women’s history from the colonial period to the present as depicted in documentaries. The class proceeds along two lines of inquiry, content and form. Through screenings of historical documentaries supplemented by lectures, readings and discussion, the course moves chronologically through an examination of major themes in women’s experience: family, community, work, sexuality and politics. At the same time, the class develops a critical assessment of documen-
Film Studies

Joyce Follet
Offered Spring 2005

ARS 361 Interactive Digital Multimedia
This art studio course emphasizes individual projects and one collaborative project 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 this studio course. Prerequisites: ARS 162 and permission of the instructor. Enrollment limited to 14. 4 credits

Barbara Lattanzi
Offered Spring 2005

ARH 374 Studies in 20th-Century Art
Topic: Performance, Video, New Media.
Beginning with the emergence of performance and video in the 1960s and 1970s, this seminar will examine art practices, issues and ideas which have driven the development of new media into the 21st century. Key topics include duration, forms of presence, relations to technology, and questions of audience address and community formation. 4 credits

Frazer Ward
Offered Spring 2005

ENG 120 Colloquia in Literature
Shakespeare and Film
A study of the way filmmakers edit, distort, clarify and otherwise interpret Shakespeare’s plays; the process of metamorphosing theatre into film, imagery into image. Works to be studied include Henry V, Richard III, Romeo and Juliet, King Lear, Twelfth Night, The Winter’s Tale. 4 credits

Gillian Kendall, Jefferson Hunter
Offered Fall 2004

FRN 244 French Cinema
Topic: Cities of Light: Urban Spaces in Francophone Film. From Paris to Fort-de-France, Montreal to Dakar, we will study how various filmmakers from the francophone world present urban spaces as sites of conflict, solidarity, alienation and self-discovery. How do these portraits confirm or challenge the distinction between urban and non-urban? How does the image of the city shift for “insiders” and “outsiders”?

Dawn Fulton
Offered Spring 2005

GER 230 Topics in German Cinema
Topic: Haunted Utopia?: Weimar Cinema (1919-31): From Caligari to M.
A study of such representative films from Germany’s “Golden Age” as Wiene’s The Cabinet of Dr. Caligari, Lang’s Metropolis and M, Murnau’s Nosferatu and Pabst’s Joyless Street. Emphasis on investigating historical and sociological background; influence of Expressionist theater; advent of sound; the “New Woman”; genesis of horror, action, and utopian film; influence on New German Cinema and contemporary popular culture. Includes such contemporary “remakes” as Herzog’s Nosferatu, the 2002 anime Metropolis, and music videos by Queen and Madonna. Collaborative course between Smith College and Mt. Holyoke College via the Interactive Networked Classrooms. Includes discussion with specialists and students in the United States and Germany. No knowledge of German required. 4 credits

Robert Davis
Offered Spring 2005

ITL 342 Sight Location in Italian Cinema
Examining Italian cinema from neorealism to today, this course will investigate how the Italian national self-image on the screen has changed in response to the changes of the political and cultural context over the last fifty years. In particular, we will focus on the determining role that landscape and interiors play in constructing the screen image of Italy, noting how characters and their movements are
framed within these chosen locations. Directors include Visconti, Fellini, Antonioni, Bertolucci, Risi, Moretti, Amelio, Soldini. Conducted in English. \( \{L/A\} \) 4 credits
Anna Botta
Offered Spring 2005

JUD 261 The Same or Other: Images of Jews in Russian Cinema
A century of Russian-Jewish intellectual dialogue on the silver screen, from the official anti-Semitism of the imperial state through the revolutionary and Soviet eras to Russia today. Weekly screening of films from the 1910s to the present highlighting the Jew and Jewishness. The powerful, complex, controversial and often tragic fusion of Russian and Jewish identities as presented in cross-cultural artifacts. \( \{H/A\} \) 4 credits
Galina Aksenova
Offered Fall 2004

REL 110 Colloquia: Thematic Studies in Religion: Religion and Film
A number of contemporary films contain reflections on a specific religion or on major religious themes such as the meaning of life and death, the possibility of salvation, and the ultimate potential of human existence. In this course, we will closely examine some of these films in conjunction with other primary and secondary sources on religion. Possible films will include: The Apostle, Jesus of Montreal, Europa Europa, Love and Death, The Mission, The Quarrel, The Seventh Seal. We will also introduce students to the growing literature in the area of Religion and Film. The primary aim of the course will be to train ourselves to be more reflective about the religious messages conveyed in contemporary film. \( \{E\} \) 4 credits
Joel Kaminsky
Offered Spring 2005

RUS 238 Russian Cinema: Women in Cinema
Topic: Leo Tolstoy's Anna Karenina in World Cinema. The course will explore Leo Tolstoy's Anna Karenina and the novel's interpretations in world cinema. Students will watch and analyze nine cinematic adaptations of the great novel made in different countries (Russia, USA, UK) and at different historical periods: from the silent cinema of the beginning of the 20th century to contemporary screen versions. Students will write short weekly assignments and a final paper.
Galina Aksenova
Offered Fall 2004

The Minor

Advisers: Alexandra Keller, Barbara Kellum, Dean Flower, Jefferson Hunter, Dawn Fulton, Richard Millington

The Film Studies Program offers the opportunity for in-depth study of the history, theory and criticism of film and other forms of the moving image. The program’s primary goal is to expose students to a wide range of cinematic works, styles and movements in order to cultivate critical understanding of the medium’s significance as an art form, as a means of cultural and political expression, and as a reflection of social ideologies and mentalities.

Requirements: six semester courses to be taken at Smith or, by permission of the director, elsewhere among the Five College institutions.

Required courses:
FLS 200 Introduction to Film Studies
FLS 351 Film Theory

Electives:
AAS 350 Seminar: Race and Representation: Afro Americans in Film
ARH 280 Film and Art History
ENG 120 Colloquia in Literature: Shakespeare and Film
FLS 241 Genre/Period
FLS 245 British Film and Television
FLS 280 Introduction to Video Production
FLS 281 Video Production Workshop
FLS 282 Advanced Video Seminar
FLS 350 Questions of Cinema
FRN 244 French Cinema
GER 230 German Cinema
ITAL 342 Italian Cinema
SPN 246 Topics in Latin American Literature: Topic: Latin American Film as Visual Narrative
SPN 246 Topic: The Bronze Screen: Performing Latina/on Film and in Literature
THE 317 Movements in Design
First-Year Seminars

FYS 112 The Work of Repair
Human beings appear to spend a great deal of time on projects of repair—fixing objects, mending relationships, repairing the social and political damage left in the wake of past events. What do such projects require of the mender? What changes take place in the mended? When is repair desirable? When is it inappropriate or impossible? Among the topics for examination: the restoration of works of art; repair of the environment; the function of criticism and revision; the place of legal reparations; the meaning of apology and reconciliation; pleasure in Ruins. Enrollment limited to 16 first-year students. (S) WI 4 credits
Elizabeth V. Spelman (Philosophy)
Offered Fall 2004

FYS 116 Kyoto Through the Ages
Kyoto is acclaimed by Japanese and foreigners alike as one of the world’s great cities, the embodiment in space and spirit of Japan’s rich cultural heritage. It is also a thriving modern metropolis of over a million people, as concerned with its future as it is proud of its past. In this course students will study Kyoto past and present, its culture and people, so as to better understand how it became the city it is today. Students who complete the first-year seminar successfully may enroll in the Interterm course to be held in Kyoto following completion of the FYS course. Enrollment limited to 15 first-year students. Admission by permission of the instructor. Students should apply to the instructor trohlich@smith.edu, with an explanation of why they would like to be in the course, no later than 2 p.m., September 3, 2004. (E) {H} WI 4 credits
Thomas H. Rohlich (East Asian Languages and Literatures)
Offered Fall 2004

FYS 118 The Groves of Academe
A study of short stories, novels, memoirs, plays, essays and films that describe and interpret the postsecondary academic experience of the twentieth century. 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 and the issues under consideration. Enrollment limited to 16 first-year students. (L) WI 4 credits
Patricia Skarda (English)
Offered Fall 2004

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. (L/ A) WI 4 credits
Kiki Gounaridou (Theatre)
Offered Fall 2004

FYS 121 The Evolution and Transformation of the Northampton State Hospital
This seminar explores the history of the Northampton State Hospital, its influence on the city of Northampton, and the current planning process around the redevelopment of the site. The 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 2,000 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. Now, 120 acres of land and 45 buildings on the "campus" have been made available by the state for reuse and future development. Using this as a case study of socio-economic change and public policy, this seminar will explore the history of the Northampton State Hospital, deinstitutionalization, and the hospital's closing and the prospects for the site. 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 14 first-year students. (H/S) WI 4 credits

Thomas Riddell (Economics)
Offered Fall 2004

FYS 125 Of Women Delivered: Midwifery in Historical and Cross-Cultural Perspective

While most births worldwide are still attended by midwives, and almost all births before 1900 occurred at home in the presence of friends and midwives, the midwife in the United States today is a rare attendant. This course will examine the history of midwives and midwifery in the European and American traditions, with particular attention to the manuals written by midwives to instruct other women about birth and women's health. Alternately feared and revered, the midwife has often served as a bellwether to how a society values its women and children. The course will also examine the varieties of birth experiences possible from cross-cultural perspectives. Because the Pioneer Valley is an area with particularly active groups of professional and direct-entry (lay) midwives, there will be opportunities to meet and discuss these issues with current practitioners. (H/ S) WI 4 credits

Erika Laquer (History)
Offered Fall 2004

FYS 126 Biography in African History

Biography is fascinating in itself. It is also one of the foundations of history. In this course we will look at biographies from Africa, both in print and in film presentations, assessing the lives represented as reflections of history in practice. We will include examples from many regions of Africa; from precolonial, colonial, and more recent periods; from women as well as men; from common people as well as leaders; and from Africans abroad. This course will stress writing skills as well as careful reading skills; students will be asked to write short essays on the books read, and to reflect critically on the relationship of biography and history. Enrollment limited to 15 students. (H) WI 4 credits

David Newbury (History)
Offered Fall 2004

FYS 130 Lions: Science and Science Fiction

This seminar will explore lions from many perspectives. We will look at how lions are viewed by scientists, science fiction writers, directors of documentary films and movie producers. We will also compare different kinds of science fiction and different kinds of mammals, exploring the science of fiction and the fiction of science. Readings will be by O.S. Card, C.J. Cherryh, J. Crowley, G. Schaller, and others. Enrollment limited to 16 first-year students. (N) WI, Quantitative Skills 4 credits

Virginia Hayssen (Biological Sciences)
Offered Fall 2004

FYS 134 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 20. (N) WI 4 credits

John Brady
Offered Fall 2004

FYS 136 People and the American City: Visual Display of Complex Information

An introduction to the graphical representation of quantitative ideas. Jane Jacob's classic conception of the way cities affect people and William H. White's pioneering approach to capturing information about the behavior of people in urban spaces will guide our exploration of the dynamic processes and relationships involving people in cities. Lecture, computing labs, field observation, and discussion. Enrollment limited to 16. Quantitative Skills 4 credits

Rletcher Blanchard (Psychology)
Offered Fall 2004
FYS 137 Of Minds and Molecules: Philosophical Perspectives on Chemistry and Biochemistry
What is the “shape” and “size” of a smell and what are its boundaries? What are the limits of using the metaphor of vision to understand the chemical senses? What is the relationship between the models that chemists use and the metaphors that are associated with those models? What do we mean when we speak of molecular “switches,” “brakes” or other devices? Is chemistry an autonomous discipline or is it reducible to physics? Do the industrial chemist, the polymer chemist and the organic chemist all look at things in the same way? What are the kinds of languages that scientists use and how are they different from the languages of the arts? We will use examples drawn primarily from chemistry and biochemistry in exploring these questions about science from a philosophical perspective. The course is designed for first-year students who would like to explore some of the current conceptual issues that create controversy about science. Enrollment limited to 20 first-year students. (E) (N/M) WI 4 credits
Nalini Bhushan (Philosophy) and David Bickar (Chemistry)
Offered Fall 2004

FYS 138 Social Phobia and Fear of Public Speaking
This course reviews the burgeoning empirical literature examining social phobia and fear of public speaking. We cover what is known scientifically about a fear of speaking in front of others, often relying on information derived from samples of individuals with clinical degrees of social anxiety. We augment our readings with quantitative lab assignments that illustrate analytical tools used by clinical psychologists. In addition, we use class members’ oral presentations as opportunities to apply the knowledge we gain regarding the phenomenology and reduction of public speaking anxiety. Enrollment limited to 16 first-year students. (S) (M) WI 4 credits
Patricia DiBartolo (Psychology)
Offered Fall 2004

FYS 139 Renewable Energy
The United States reliance on non-renewable resources to satisfy its growing energy demands comes at a severe environmental, economic and political cost. Are there alternatives? Are they affordable? What are the scientific tradeoffs and constraints? This seminar offers a hands-on exploration of renewable energy technologies, with an emphasis on the underlying scientific principles. Students will investigate the exponential growth of worldwide energy demand, estimate how quickly the world’s resources will be depleted, study the limits to improved energy efficiency, perform a home energy audit, and explore the science and technology of solar heating and solar power, wind power and hydropower. The course consists of presentations by class members in weekly seminars and a series of hands-on experiments. Enrollment limited to 16 first-year students. (E) (N) (Q) 4 credits
Nathanael Fortune (Physics)
Offered Fall 2004

FYS 141 Reading, Writing, and Placemaking: Landscape Studies
Landscape studies is the interdisciplinary consideration of how we view, define and use the land, whether it be our backyard, a moonscape or a national park. How does land become a landscape? How does space become a place? Scientists study and manipulate landscapes, and so do politicians, builders, hunters, children, artists and writers, among others. In this course, we will examine how writers, in particular, participate in placemaking, and how the landscape influences and inhabits literary texts. The course will include some landscape history and theory, visits by people who study landscape from nonliterary angles and the discovery of how landscape works in texts in transforming and surprising ways. (E) (L) WI 4 credits
Anne Leone (French Language and Literature)
Offered Fall 2004

FYS 142 Reenacting the Past: History of Hypothesis
Reenacting the Past is an interdepartmental, first-year seminar based on historical role-playing. In it students reenact moments of high drama from the distant and not-so-distant past, and from cultures strange and engaging. The seminar consists of two or three competitive games, with subjects varying depending on the section. These games include: “The Threshold of Democracy: Athens
In the “Athens” game, for example, students constitute themselves as the Athenian Assembly after the Peloponnesian War; assigned roles corresponding to the factions of the day, they quarrel about such issues as the democratic character of the regime, the resumption of an imperial foreign policy, the fate of Socrates, etc. In the “Wanli” game they are the Hanlin Academy of 16th-century China, where a succession struggle inside the Ming dynasty is underway. In the “Hutchinson” game they are the General Court of Massachusetts, conducting the trial of Anne Hutchinson, accused of heresy. Similarly in the other games, students are members of a court of law or legislative body. Class sessions are run by students; the instructor sets up the games and functions as an adviser. Students work in groups, debate issues, negotiate agreements, cast votes, and strive to achieve the group’s objectives. Some students take on individual roles, such as Thomas More in the “Henry VIII” game, Lafayette in the “French Revolution” game, or Mahatma Gandhi in the “India” game. Course materials include game rules, historical readings, detailed role assignments and classic texts (e.g., Plato’s Republic, the Analects of Confucius, Machiavelli’s The Prince, Rousseau’s Social Contract). Papers are all game- and role-specific; there are no exams. If space is available, upper-class students may also enroll under the label IDP 110. {H} (WI) 4 credits

Section 1: David Cohen (Mathematics)
Section 2: J. Patrick Coby (Government)
Section 3: Daniel Gardner (History)
Offered Fall 2004

FYS 143 Asian American Identities
An intensive exploration of Asian American personal and cultural identities through a combination of psychological perspectives and literary analyses. How do general theories of identity apply to members of a U.S. minority, specifically Asian Americans? What roles do generation, migration, racism, gender, sexuality, class, history and ethnicity play in the formation of identity? This seminar will consider these questions and others by pairing relevant psychological essays with literature, not to psychoanalyze characters but rather to examine how insights from psychologists and creative writers contradict, illuminate and otherwise enliven our understanding. Enrollment limited to 20 first-year students. {L/ 5} WI 4 credits

Royd Cheung (English), Bill Peterson (Psychology)
Offered Fall 2004
Foreign Language Literature
Courses in Translation

Visiting faculty and some lecturers are generally appointed for a limited term.

The courses listed below are fully described in the originating department or program, shown by the initial three-letter designation. (See pages 64–66 for the key to department/program designations.)

For other courses that include literature in translation, see the listings in Comparative Literature and Film Studies.

CLS 190 The Trojan War
CLS 227 Classical Mythology
CLS 232 Paganism in the Greco-Roman World
CLS 233 Gender and Sexuality in Greco-Roman Culture
CLS 234 Rites of Passage
CLS 235 Life and Literature in Ancient Rome
CLS 236 Cleopatra: Histories, Fictions, Fantasies
CLT 275 Literatures of Zionism
EAL 231 The Culture of the Lyric in Traditional China
EAL 232 Modern Chinese Literature
EAL 236 Modernity: East and West
EAL 240 Japanese Language and Culture
EAL 241 Traditional Japanese Literature
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 the “Other” in Modern Japanese Literature
EAL 261 Major Themes in Literature: East-West Perspectives
EAL 360 Seminar: Topics on East Asian Languages and Literatures
FRN 280 Renaissance Comedy and Satire
GER 227 Topics in German Studies
GER 230 Topics in German Cinema
ITL 252 Italy “La Dolce Vita”
RUS 126 Readings in 19th-Century Russian Literature
RUS 127 Readings in 20th-Century Russian Literature
RUS 238 Russian Cinema
RUS 239 Major Russian Writers
French Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Mary Ellen Birkett, Ph.D.
Ann Leone, Ph.D.
*1, *2 Janie Vanpée, Ph.D.
12 Eglal Doss-Quinby, Ph.D., Chair
Martine Gantrel, Agrégée de l’Université, Docteur en Littérature Française
§1 Denise Rochat, Ph.D.

Kennedy Professor in Renaissance Studies
Richard Cooper, Ph.D.

Visiting Professor
Robert Schwartzwald, Ph.D.

Associate Professor
*1 Jonathan Gosnell, Ph.D.

Assistant Professors
Hélène Visentin, M.A., D.E.A, Docteur de L’Université
Dawn Fulton, Ph.D.
*1 Nicolas Russell, Ph.D.

Lecturers
Nicole Ball, C.A.P.E.S. de Lettres Modernes
§1 Christiane Métral, Lic. ès. L.
Candace Skorupa Walton, Ph.D.
Fabienne Bullot, D.E.A. Arts du spectacle

Visiting Lecturer from the École Normale Supérieure in Paris
Aurélia Sort

All classes and examinations in the department are conducted in French with the exception of cross-listed courses, unless otherwise indicated. In all language courses, multimedia and work in the Center for Foreign Languages and Cultures (CFLAC) will supplement classroom instruction.

Students who receive scores of 4 or 5 on the Advanced Placement tests in French Language and Literature may not apply that credit toward the degree if they complete any course in the sequence prior to 230.

Qualified students may apply for residence in La Maison Française, Dawes House.

Language

101 Accelerated Elementary French
An accelerated introduction to French based on the video method French in Action. Emphasis on the acquisition of listening, speaking, and writing skills, as well as cultural awareness. Four class meetings per week and daily video and audio work. Students completing the course normally enter FRN 102. First-year students who complete both 101 and 102 may qualify for study in Paris or Geneva by taking three courses at the 220 level and higher in their sophomore year. Students must complete both 101 and 102 to fulfill the honors distribution requirement for a foreign language. Enrollment limited to 25 per section. Priority will be given to first-year students. 5 credits

Nicole Ball, Candace Skorupa Walton
Offered each Fall

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 25 per section. Priority will be given to first-year students. (F) 5 credits

Nicole Ball, Candace Skorupa Walton
Offered each Spring
120 Intermediate French
Review of basic grammar and emphasis on oral expression through role plays and discussions. Materials include a film, video clips, poems, articles. Prerequisite: two or three years of high school French. Students completing the course normally go on to FRN 220. Enrollment limited to 25 per section. Four class hours per week plus work in the Center for Foreign Languages and Cultures (CFLAC). 4 credits
Nicole Ball, Martine Gantrel, Fall 2004
Martine Gantrel, Spring 2005
Offered each Fall and Spring

220 High Intermediate French
Comprehensive review of language skills through weekly practice in writing and class discussion. Materials may include a movie or video, a comic book, a play and a novel. Prerequisite: three or four years of high school French, FRN 102 or 120 or permission of the department. Students completing the course normally go on to FRN 230 or above. Enrollment limited to 25 per section. 4 credits
Dawn Fulton, Aurélia Sort, Candace Skorupa Walton
Offered each Fall

220 High Intermediate French
A continuation of 120. Review of language skills through weekly practice in writing and class discussion. Materials may include a movie or video, a comic book, a play and a novel. Prerequisite: FRN 120 or permission of the department. Students completing the course normally go on to FRN 230 or above. Enrollment limited to 25 per section. 4 credits
Mary Ellen Birkett, Aurélia Sort, Candace Skorupa Walton
Offered each Spring

221 Conversation
Discussion of contemporary French and francophone issues, with emphasis on conversational strategies and speech acts of everyday life. Activities will include role playing and group work. Use of authentic materials such as songs, newspaper articles, films, cultural objects, audio segments and Francophone Web sites. Optional course open only to students concurrently enrolled in FRN 220. Enrollment limited to 15. Graded S/U only. 4 credits
Nicolas Russell, Fall 2004
Eglal Doss-Quinby, Spring 2005
Offered each Fall and Spring

255 Speaking (Like the) French: Conversing, Discussing, Debating, Arguing
A total immersion course in French oral expression. Using authentic cultural materials—French films and television programs such as round table discussions, formal interviews, intellectual exchanges and documentary reporting—students will analyze and learn how the French converse, argue, persuade, disagree and agree with one another. Intensive practice of interactive multimedia exercises, role-playing, debating, presenting formal expositions, and correcting and improving pronunciation. Prerequisite: one course above FRN 220 or permission of the instructor. Admission by interview with instructor during advising week. Normally, this course does not count as preparation for Smith Junior Year Abroad programs in Paris and Geneva. Enrollment limited to 14. 4 credits
Janie Vanpée
Offered Interterm 2005

300 Writing (Like the) French
Writing on opposing sides of current social issues in French and Francophone cultures. Reading, debating and writing about questions such as nationalism, the new Europe, immigration, the environment, public health, or cultural wars. Emphasis on rhetoric and forms specific to French argumentation—compte rendu, résumé de texte, dissertation. Review of more difficult points of grammar, especially as they relate to organizing a cogent argument. Prerequisite: normally, one course in French at the 250 level or above, or permission of the instructor. 4 credits
Aurélia Sort
Offered Fall 2004

385 Advanced Studies in Language
Topic: 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 the acquisition of essential technical vocabulary, the development of skills in reading and writing business documents, and oral communication in a business setting. Prepares students for the Certificat pratique de français commercial et économique granted by the Paris Chamber of Commerce and Industry. Prerequisite: a 300-level course, a solid foundation in grammar and excellent command of everyday vocabulary or permission of the instructor. \{F\} 4 credits
Hélène Visentin
Offered Spring 2005

Intermediate Literature and Culture

230 Readings in Modern Literature
An introduction to literature, designed to develop skills in oral expression and expository writing. A transition from language courses to more advanced courses in literature and culture. A student may take only one section of FRN 230. Prerequisite: a 300-level course, or permission of the instructor. \{L/ F\} 4 credits
Offered each Fall and Spring
Sections as follows:

Dream Places and Nightmare Spaces: French Literary Landscapes
Through texts by authors from Louis XIV to Colette, we will discuss questions about literary uses of landscape: Why do we flee or search for a landscape? What makes us cherish or fear a particular place? What do landscapes tell us that the narrator or characters cannot or will not tell? Other authors may include Rousseau, Victor Hugo, Chateaubriand, Maupassant, Apollinaire, Robbe-Grillet, and James Sacré. \{L/ F\} 4 credits
Ann Leone
Offered Fall 2004

Fantasy and Madness
A study of madness and its role in the literary tradition. Such authors as Maupassant, Haubert, Myriam Warner-Vieyra, J.-P. Sartre, Marguerite Duras. The imagination, its powers and limits in the individual and society. \{L/ F\} 4 credits
Aurélia Sort
Offered Fall 2004

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, Gisèle Pineau and Myriam Warner-Vieyra. \{L/ F\} 4 credits
Dawn Fulton
Offered Fall 2004

A Reader’s Romance with Paris
Visions of Paris, both mythical and real, through novels, poetry, film and popular songs from the 17th to 20th centuries. The history, culture and quartiers of Paris as portrayed in the works of Hugo, Zola, Baudelaire, Modiano, Giraudoux, Corneille, and in recent films by Jeunet and Klapisch. \{E\} \{L/ F\} 4 credits
Hélène Visentin
Offered Spring 2005

Elements of Mystery
Probably the most structured of popular fiction, the “detective story” balances a credible plot with believable characters and a setting that both complements and integrates the action. We will explore how authors such as Simenon, Boileau-Narcejac, and Japrisot create carefully controlled suspense, bring order out of disorder, and treat questions of justice and morality. Prerequisite: FRN 220 or permission of the instructor. \{L/ F\} 4 credits
Mary Ellen Birkett
Offered Spring 2005

240 Ça parle drôlement: French Theatre Workshop
The study and performance of contemporary francophone texts (1970–2003), including theatrical texts as well as poems, songs, scenes from films and other forms of discourse. By embodying a variety of roles and entering into dialogue with an array of characters, students will experiment with different ways of speaking and using language and become familiar with the many facets of contemporary French culture. Our work will culminate with
a performance of scenes. In French. Prerequisite: Intermediate French or above. {L/ A/ F} 2 credits
Fabienne Bullot
Offered Fall 2004

244 French Cinema
Topic: Cities of Light: Urban Spaces in Francophone Film
From Paris to Fort-de-France, Montreal to Dakar, we will study how various filmmakers from the francophone world present urban spaces as sites of conflict, solidarity, alienation and self-discovery. How do these portraits confirm or challenge the distinction between urban and non-urban? How does the image of the city shift for “insiders” and “outsiders”? Other topics to be discussed include immigration, colonialism and globalization. Works by Sembene Ousmane, Denys Arcand, Mweze Ngangu and Euzhan Palcy. Offered in French. Prerequisite: FRN 230, or permission of the instructor. Weekly required screenings. {L/ A/ F} 4 credits
Dawn Fulton
Offered Spring 2005

250 Cross-Cultural Connections: Student Life in France and America
This course will explore and develop students’ understanding of certain abstract aspects of French culture and of fundamental cultural differences between Americans and the French, in such areas as cultural attitudes, cultural values and the young adult’s place/role in society, family and school. Through a customized online forum and group interactions using the latest webcam and videoconferencing technology, students will discuss “Frenchness” and “American-ness” with an advanced English class in a French grande école. Complementing the course’s intensive writing component, we will study short literary, historical and cultural texts dealing with contemporary issues; one French film and its American remake; and several popular songs and their remakes. Prerequisite: FRN 230 or higher. Counts as preparation for the Smith Junior Year Abroad programs in Paris or Geneva if the student will have taken another course at the FRN 251 level or higher (excluding FRN 255j) before going abroad. Enrollment limited to 16. {L/ S/ F} 4 credits
Candace Skorupa Walton
Offered Fall 2004

251 The French Press Online
A study of contemporary French social, economic, political and cultural issues through daily readings of French magazines and newspapers online. Prerequisite: a course above FRN 220 or permission of the instructor. {L/ A/ F} 2 credits
Aurélia Sort
Offered Spring 2005

253 Medieval and Renaissance France
An introduction to the main historical, socio-political, artistic and intellectual currents that shaped pre-modern France, a period whose values and concept of “literature” were dramatically different from our own. Close readings of the major literary forms of the 12th through 16th centuries, such as Arthurian romance, lyric, farce, mock epic and essay, viewed in their cultural context. Students will acquire a critical framework and a vocabulary for discussing and analyzing these texts in French. We will also consider manuscript images, architecture and modern films. Topics may include chivalry and the courtly code, love in the Western tradition, oral culture and the rise of literacy, humanism, scientific inquiry, religious reform. Basis for the major. Prerequisite: a course of higher level than FRN 220 or permission of the instructor. {L/ A/ F} 4 credits
Eglal Doss-Quinby
Offered Spring 2005

254 France Before the Revolution
Topic: Drawing upon the Past
Many of the literary works produced in France during the 17th and 18th centuries are “classics” not only because they reflect artistic values of French classicism but also because painters, composers and directors have found them a source of inspiration for their own creations. We will read literary genres such as tragicomedy, comedy, tragedy, satire, and novel and explore modes of their representation in other art forms, from the Ancien Régime to the present day. Basis for the major. Prerequisite: a course of higher level than FRN 220 or permission of the instructor. {L/ F} 4 credits
Mary Ellen Birkett
Offered Fall 2004
256 From Revolution to Revolution: 1789 to 1968
An introduction to important transformations in 19th- and 20th-century French society. We will examine various historic events and analyze their impact on political, social and cultural developments. We will gain a sense of how these symbolic moments have transformed French language and political thought, and how they are reflected in cultural forms such as literature, music, art and film. Prerequisite: a course above FRN 220 or permission of the instructor. {F/H/S} 4 credits
Jonathan Gosnell
Offered Spring 2005

260 Literary Visions
Banal Heroes, Sublime Texts: Transforming the World through Literature
A sad dreamer, a social misfit, a slave to convention: some of the most famous heroes and heroines of 19th- and 20th-century French literature can appear either ridiculous or utterly commonplace. And yet through them it is possible to uncover the depths and mysteries of the human heart. We will study the ways in which a wide variety of writers (Balzac, Flaubert, Proust, and Duras) are able—often with humor—to find poetry in the everyday and show that literature is a locus of truth. First-year students with a strong background in French and an interest in literature most welcome. Prerequisite: FRN 220 or a course at a higher level, or permission of the instructor. {L/F} 4 credits
Fabienne Bullot
Offered Fall 2004

Love Triangles
We will read famous 19th- and 20th-century novels and see how a depiction of a brilliant and highly cultured society typically sinks into the day-to-day mechanics of an often-disappointing love triangle. Novels by Balzac, Flaubert, Proust and Duras. First-year students with a strong background in French and an interest in literature most welcome. Prerequisite: a course above FRN 220 or permission of the instructor. {L/F} 4 credits
Martine Gantrel
Offered Spring 2005

280 Renaissance Comedy and Satire
Comedy and satire played an important role in French Renaissance writing. Some texts involve carnivalesque "popular" culture, parodying established institutions or rituals. Others continue the medieval farce tradition, with slapstick humor and basic political satire. The fashion for chivalry gave rise to burlesque writing, sending up epic and prose romance. Knowledge of classical comedy and satire produces more developed comedy, including epigrams, humanist comedy, and biting political and social satire, marked by a growing anti-court or anti-Italian theme. Elements of social realism are balanced by fantasy and the grotesque. With the outbreak of civil war, satire takes on a more bitter tone, but some prose writers at the end of the century return to a more playful, ironic manner. This course will explore the genres and uses of comedy in 16th-century France. Readings and class discussion in English. French majors who wish to receive 300-level credit for this course will do the readings and assignments in French. To be offered once only. (E) {L} 4 credits
Richard Cooper (Kennedy Professor in Renaissance Studies)
Offered Fall 2004

Advanced Literature and Culture
Prerequisite: two courses in literature or culture at the 200 level or permission of the instructor:

FRN 301/CLT 301 Readings of Contemporary Literary Theory in French
For students concurrently enrolled in CLT 300 wishing to read and discuss in French the literary theory at the foundation of contemporary debate. Readings of such seminal contributors as Saussure, Lévi-Strauss, Barthes, Foucault, Derrida, Lacan, Cixous, Kristeva, Irigaray, Fanon, Deleuze, Baudrillard. Optional course. Graded S/U only. (E) {L/F} 1 credit
Janie Vanpee
Offered Fall 2004
320 Topics in Medieval Renaissance Literature  
Topic: Women Writers of the Middle Ages
What genres did women practice in the Middle Ages and in what way did they transform those genres for their own purposes? What access did women have to education and to the works of other writers, male and female? To what extent did women writers question the traditional gender roles of their society? How did they represent female characters in their works and what do their statements about authorship reveal about their understanding of themselves as writing women? What do we make of anonymous works written in the feminine voice? Reading will include the love letters of Héloïse, the lais and fables of Marie de France, the songs of the trobairitz and women trouvères, and the writings of Christine de Pizan. {L/ F} 4 credits
Eglal Doss-Quinby  
Offered Spring 2005

340 Topics in 17th-/18th-Century Literature  
4 credits  
To be announced  
Offered in 2005–06

360 Topics in 19th-/20th-Century Literature  
Topic: Quebec Literature
A survey of literature from Quebec with emphasis on the modern period. Topics to be addressed include the development of a national literature in Quebec and its relation to French literature (la francité) and other literatures of French expression (la francophonie); literature and Quebecois nationalism; Quebec writing and its context in the Americas (“l’américanité”); articulations of identity and difference in writing by women (l’écriture au féminin) and contemporary transcultural writing in Montreal. Film and video will complement readings. {L/ F} 4 credits
Robert Schwartzwald  
Offered Spring 2005

370 Genre Studies  
Topic: Romanticism Across the Genres
The cultural upheaval that swept France in the late 18th and early 19th centuries transformed the very foundations of literary expression. From novel to theatre to poetry, writers who were seduced by the new art of romanticism reshaped existing genres and forged entirely new ones. Readings will include works by such authors as Chateaubriand, Cottin, de Duras, Desbordes-Valmore, Hugo, Lamartine, Rousseau, Sand, Stendhal and Vigny. {L/ F} 4 credits
Mary Ellen Birkett  
Offered Fall 2004

380 Topics in French Cultural Studies  
Topic: “La France des 5 continents”: Colonial or Post-colonial France?
Can France be reproduced outside its geographic borders, far beyond European shores? What manifestations of French culture, identity and language can be found in the world today and why? This course will examine the objectives and consequences of French colonial activity on three different continents—North America, Asia and Africa—through a close reading of historical, political, cultural and literary texts. {H/ S/ F} 4 credits
Jonathan Gosnell  
Offered Spring 2005

Seminars

Prerequisite: one course at the 300 level.

391 Topics in Literature  
{L/ F} 4 credits  
To be announced  
Offered 2005–06

392 Topics in Culture  
Topic: Two Aesthetics of Modernity: Zola and Proust
While these two giants of modern French literature are usually perceived as irreconcilable opposites, the way Zola and Proust each apprehend, contend with, and finally embrace, modernity reveals surprising parallels between them. We will organize our exploration of these authors around four themes: (1) the body and the senses, (2) lover’s jealousy, (3) urban environment, and (4) new technologies. Readings will include selections from Zola’s Les Rougon-Macquart and Proust’s A la recherche du temps perdu, as well as relevant cultural and literary scholarship. {L/ F} 4 credits
Martine Gantrel  
Offered Fall 2004
Admission by permission of the department; normally for junior and senior majors and for qualified juniors and seniors from other departments. 4 credits
Offered both semesters each year.

Courses Cross-Listed with Other Departments and Programs

CLT 272 Women Writing: 20th-Century Fiction
Marilyn Schuster

CLT 278 Gender and Madness in African and Caribbean Prose
Dawn Fulton

CLT 285/HSC 285 Mnemosyne: Goddess or Demon?
Nicolas Russell

CLT 288 Bitter Homes and Gardens
Ann Leone

CLT 300 Contemporary Literary Theory
Janie Vanpée

FYS 141 Reading Writing and Place Making
Ann Leone

Study Abroad in Paris or Geneva

Advisers: Paris: Janie Vanpée (Fall), Hélène Visentin (Spring)
Geneva: Janie Vanpée (Fall), Jonathan Gosnell (Spring)

Majors in French studies who spend the year in Paris or Geneva will normally meet certain of the requirements during that year.

Recommendations for study abroad:

Normally, students going on Smith College Junior Year Abroad programs to Paris or Geneva should have completed a minimum of four four-credit courses of college French, of which at least one should be taken in the spring semester preceding study abroad. Students beginning French with FRN 101 and 102 or FRN 110 and 111 must take three more four-credit French courses in their sophomore year. Students should take one of the following: FRN 253, 254, 256, 260, or a course at a higher level. FRN 255j normally will not count as preparation for Smith College study-abroad programs.

The Major


Requirements
Ten 4-credit courses at the 230 level or above, including:
1. The basis for the French studies major: FRN 253, 254, or an equivalent accepted by the department;
2. The language requirement: two four-credit, 300-level language courses;
3. Seven additional four-credit courses, as detailed below, two of which must be taken at the advanced level in the senior year.

Students majoring in French studies must have a minimum of five 300-level French courses, including the language requirement. Majors must take at least two courses in periods before the 19th century and one course covering the 19th or 20th century. FRN 253 and above may count toward this distribution requirement. Students may take up to two courses relating to France or the francophone world from appropriate offerings in other departments. Only one course counting toward the major may be taken for an S/U grade. Students considering graduate school in French studies are encouraged to take CLT 300, Contemporary Literary Theory.
**Honors**

Director: Mary Ellen Birkett

430d Thesis  
8 credits  
Full-year course; Offered each year

431 Thesis  
8 credits  
Offered Fall semester each year

Requirements: A student eligible for the honors program may enter it as a junior or before the end of the second week of classes in September of her senior year. It is possible to enter the honors program as early as the second semester of the junior year. In addition to the normal requirements of the major, the candidate will write a thesis over the course of either one or two semesters. A one-semester thesis is due in the first week of the second semester of the senior year. A two-semester thesis is due by April 15 of the senior year. In the second semester of the senior year, the candidate will take an oral examination based on her thesis and the field in which it was written. The thesis may be written in either English or French. The choice of language must be approved by the thesis director and the honors adviser. Prospective entrants are advised to begin planning their work well in advance and undertake preliminary research and reading during the second semester of the junior year.

**Graduate**

Adviser: Ann Leone

580 Advanced Studies  
Arranged in consultation with the department.  
4 credits  
Offered both semesters each year

580d Advanced Studies  
8 credits  
Full-year course; Offered each year

590 Research and Thesis  
4 or 8 credits  
Offered both semesters each year

590d Research and Thesis  
8 credits  
Full-year course; Offered each year
Geology

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
H. Robert Burger, Ph.D.
H. Allen Curran, Ph.D.
John B. Brady, Ph.D.
Robert M. Newton, Ph.D., Chair

Professor-in-Residence
Lawrence Meinert, Ph.D.

Associate Professor
Bosiljka Glumac, Ph.D.

Assistant Professor
Amy Larson Rhodes, Ph.D.

Lecturer
Mark E. Brandriss, Ph.D.

Laboratory Instructor
Steven Gaurin, M.S., M.phil.

Laboratory Instructor
Steven Gaurin

Students contemplating a major in geology should elect 111, 108, 121 or FYS 134 and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

105 Natural Disasters: Confronting and Coping
An analysis of earthquakes, floods, hurricanes and tornadoes, volcanic eruptions, landslides 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. Discussion sections will focus on utilizing GIS (Geographic Information Systems) to investigate disaster mitigation. (N) 4 credits
Robert Burger
Offered Fall 2004, Fall 2005

106 Global Change Through Time
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, and the evolution of humans. Discussion topics also include the changes that humans have been making to their environments, and the possible consequences and predictions for the future of our planet. (N) 4 credits
Mark Brandriss, Spring 2005
Bosiljka Glumac, Spring 2006
Offered Spring 2005, Spring 2006

108 Oceanography: An Introduction to the Marine Environment
An introduction to the global marine environment, with emphasis on seafloor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, ocean-atmosphere interactions, coastal processes, marine biologic productivity, and issues of ocean pollution and the sustainable utilization of marine resources by humans. One field trip to the Massachusetts coast and one optional oceanographic training cruise. (N) WI 4 credits
Steven Gaurin
Offered Spring 2005, Spring 2006

109 The Environment
An investigation of the earth’s environment and its interrelationship with people, to evaluate how hu-
man activity impacts the earth and the sustainability of natural resources. We will study various natural processes important for judging environmental issues currently faced by citizens and governments. Topics include land-use planning within watersheds, water supply, non-renewable and renewable energy, air pollution and global climate change.

\{N\} 4 credits
Amy Rhodes
Offered Spring 2005, Spring 2006

111 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. Labs and field trips in the local area will examine evidence for ancient volcanoes, earthquakes, rivers, ice ages, and dinosaur habitats.

\{N\} 4 credits
Amy Rhodes, Fall 2004
Mark Brandriss, Fall 2005
Offered Fall 2004, Fall 2005

FYS 134 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 20.

\{N\} WI 4 credits
John Brady
Offered Fall 2004, Fall 2005

FYS 150 Sherlock Holmes and the Scientific Method
If it were not for his investigations of murder and other dastardly deeds, Sherlock Holmes probably would have been a scientist, based upon his classic method involving observations, hypotheses, tests of hypotheses, and finally conclusions. We will read a variety of Sherlock Holmes stories, learn to make geological observations, take field trips to observe natural settings, rivers, cemeteries, and then write our own Sherlock Holmes stories illustrating the scientific method. This is a writing intensive course that requires creativity and the ability to observe and reason, but has no other prerequisites.

\{L/N\} WI (E) 4 credits
Larry Meinert
Offered Fall 2004

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: 111, 108, 121 or FYS 134.

\{N\} 4 credits
John Brady, Fall 2004
Mark Brandriss, Fall 2005
Offered Fall 2004, Fall 2005

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\} 4 credits
John Brady
Offered Fall 2004, Spring 2006

223j 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
240 Geology

instructor. Enrollment limited to 14. (E) (N)
1 credit
John Brady
Offered Interterm 2005

231 Invertebrate Paleontology and Paleoecology
A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology, and their importance for geologic-biostatigraphic problem solving. Special topics include speciation, functional adaptations, paleoenvironments, consideration of the earliest forms of life and the record of extinctions. Weekend field trip to New York State. Prerequisite: 111, 108, 121 or FYS 134; open without prerequisite to majors in the biological sciences. (N) 4 credits
Allen Curran
Offered Fall 2004, Fall 2005

232 Sedimentology
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: 111, 108, 121 or FYS 134. (N) 4 credits
Bosiljka Glumac
Offered Fall 2004, Fall 2005

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. Weekend field trip to Rhode Island. Prerequisite: 108, 111, 121 or FYS 134, and 232 or 222. (N) 4 credits
Robert Burger
Offered Spring 2005, Spring 2006

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: 111, 108, 121 or FYS 134. (N) 4 credits
Robert Newton
Offered Spring 2005, Spring 2007

270j Carbonate Systems and Coral Reefs of the Bahamas
A field-oriented course to examine the diverse carbonate sediment-producing, modern environments typical of the Bahama Islands, including a variety of shallow subtidal shelf environments, coral reefs, lagoons, beaches, dunes and lakes. The Quaternary rocks that cap the islands will be studied to establish paleoenvironmental analogues to the modern environments and to understand better the processes that modify sediments in the transition to the rock record. Students will conduct an individual or small group project. Prerequisites: completion of an introductory-level geology course and permission of the instructors. Enrollment limited to 16. (N) 3 credits
Allen Curran, Bosiljka Glumac
Offered January 2006

301/ EGR 311 Aqueous Geochemistry
This project-based course examines the geochemical reactions that result from interaction of water with 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, and acid rain and mine drainage. The laboratory will emphasize wetchemistry 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. Prerequisite: One
geology course and CHM 111. Enrollment limited to 9. {N} 4 credits
Amy Rhodes
Offered Fall 2006

309/ EGR 319 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: 111, 121 or FYS 134, and MTH 111. Enrollment limited to 14. {N} 4 credits
Robert Newton
Offered Fall 2004

311 Environmental Geophysics
Theory and environmental applications of geophysical techniques including reflection and refraction seismology, gravimetry, electrical resistivity, and magnetics. Extensive fieldwork including delineating aquifer geometries, determining buried landfill boundaries and mapping leachate plumes. Prerequisites: two geology courses at the intermediate level, and MTH 111. Enrollment limited to 12. {N} 4 credits
Robert Burger
Offered Fall 2005, Fall 2006

361 Tectonics and Earth History
A study of the interactions between global tectonic processes, continental growth and evolution, the formation and destruction of marine basins, and the history of life as revealed from the rock and fossil record of planet Earth. Student presentations and discussions about recent developments in geology are central to the course. Prerequisites: all intermediate-level required courses in geology, any of which may be taken concurrently; geology minors with permission of the instructor. {N} 4 credits
Mark Brandriss, Spring 2005
Bosiljka Glumac, Spring 2006
Offered Spring 2005, Spring 2006

400 Advanced Work or Special Problems in Geology
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. 1 to 4 credits
Members of the department
Offered both semesters each year

The following two Engineering courses are considered equivalent to a 300-level geology course and can be used to satisfy the elective advanced level course requirement.

EGR 315 Ecohydrology
This course focuses on the movement of water through the environment, the connections between hydrology and ecology, and the impacts of human modification to the hydrologic cycle. Students will gain a conceptual understanding of hydrologic processes (precipitation, evapotranspiration, streamflow, etc.) and their statistical and mathematical representation. The latter portion of the semester includes the study of specific environments of interest, such as cloud forests, semi-arid grasslands, and wetland ecosystems. Prerequisites: MTH 112 or 114, 4 credits. 4 credits
Andrew Guswa
Offered Fall 2004

EGR 340 Mechanics of Granular Media
An introduction to the mechanical properties of materials in which the continuum assumption is invalid. Topics include classification, hydraulic conductivity, effective stress, volume change, stress-strain relationships and dynamic properties. While soil mechanics will be a major focus of the class, the principles covered will be broadly applicable. Students will apply these basic principles to explore an area of interest through an in-depth project. Prerequisite: EGR 272 or GEO 241. {N} 4 credits
Glenn Ellis
Offered Spring 2005, Spring 2007

For additional offerings, see Five College Course Offerings by Five College Faculty.
The Major

Advisers: for the class of 2005, Robert Newton; for the class of 2006, John Brady; for the class of 2007, Robert Burger; for the class of 2008, Bosiljka Glumac

Advisers for Study Abroad: Robert Burger, 2004–05; Bosiljka Glumac, 2005–06

Basis: 111, or 108, or FYS 134/GEO 121.

Requirements: eight semester courses above the basis and including the following: 221, 222, 231, 232, 241, 251, 361 and one additional course at the advanced level. Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. Prospective majors should see a departmental adviser as early as possible.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors may petition the department to have a summer field course substitute for the requirement of a second advanced-level course.

The Minor

Advisers: same as for the major

Many emphases are possible within the geology minor. For example, a student interested in earth processes and history might take 106, 111, GEO 121/FYS 134, 231, 232, 251, 361, and an elective course. A student concerned about environmental and resource issues might take 105, 111, 108, 109, 221, 232, and 309. Students contemplating a minor in geology should see a departmental adviser as early as possible to develop a minor course program. This program must be submitted to the department for approval no later than the beginning of the senior year.

Requirements: six semester courses including 111, or 108, or 121 or FYS 134 and a total of no more than three courses at the 100 level.

Honors


430d Thesis
8 credits
Full-year course; Offered each year

432d Thesis
12 credits
Full-year course; Offered each year

Basis: 111, or 108, or 121, or FYS 134.

Requirements: seven semester courses above the basis and including the following: 221, 222, 231, 232, 241, 251, and 361. An honors project (430d or 432d) pursued during the senior year. Entrance by the beginning of the first semester of the senior year. Presentation and defense of the thesis.

Field Experiences

The department regularly sponsors a field-based course. Normally the course takes place one year in the Bahamas during Interterm and the following year in Death Valley, California, or Hawaii during spring break. The Bahamas course concentrates on modern and ancient coral reefs and carbonate environments and utilizes the facilities of the Gerace Research Center on San Salvador Island. The Death Valley course focuses on the currently active structural and geomorphologic processes responsible for Death Valley’s present landscape.

The geology department is a member of the Keck Geology Consortium, a group of twelve liberal arts colleges funded by the Keck Foundation to sponsor cooperative student/faculty summer research projects at locations throughout the United States and abroad.
Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
**1 Jocelyne Kolb, Ph.D.
§1, §2 Gertraud Gutzmann, Ph.D.
§2 Joseph George McVeigh, Ph.D., Chair

Visiting Assistant Professor
Mary Ballard Paddock, Ph.D.

Lecturers
Robert Davis, Ph.D.
Judith Keyler-Mayer, M.A.

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 100y, 101y, 110y, 115, 200, or 220.

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 enrolled in 220, 221, 225, or 226 should consider taking the Zertifikat Deutsch examination administered by the Goethe Institut offered each spring on campus. The Zertifikat Deutsch is highly regarded by private and public sector employers in all German-speaking countries as proof of well-developed communicative skills in basic German. Courses in European history and in other literatures are also recommended.

A. German Language

Credit is not granted for the first semester only of the year-long elementary language courses.

100y 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 literary and journalistic texts as a basis for classroom discussion and short written assignments. The course offers an introduction to the culture of German-speaking people and countries. Students who successfully complete this year-long course and take GER 200 and GER 220 will be eligible for the Junior Year Abroad in Hamburg. {F} 8 credits
Joseph, McVeigh, Mary Paddock
Full-year course; Offered each year

115 German for Reading Knowledge
A one-semester introduction to reading skills designed specifically for students who wish to use German secondary sources (newspapers, journal articles, books) for research purposes. Emphasis is on the acquisition of skills to recognize grammatical constructions, idioms and vocabulary. Readings of general interest taken from a variety of fields will be supplemented by materials related to the majors of course participants. This course treats reading comprehension skills only and is not designed for students who wish to acquire functional communicative proficiency in German. Open only to juniors and seniors who have not taken a college-level German course. {F} 4 credits
Mary Paddock
Offered Fall 2004
200 Low Intermediate German
A review of basic grammatical concepts and the study of new ones, with emphasis on vocabulary building. An introduction to contemporary German culture through literary and journalistic texts, with regular practice in written and oral expression. Students who successfully complete GER 200 and GER 220 will be eligible for the Junior Year Abroad in Hamburg. Prerequisite: 100y, permission of the instructor, or by placement. {F} 4 credits
Judith Keyler-Mayer
Offered Fall 2004

220 High 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 are eligible to take the examination for the Zertifikat Deutsch that is administered at Smith each spring by the Goethe Institute. The Zertifikat Deutsch is highly regarded by private and public sector employers in all German-speaking countries as proof of well-developed communicative skills in basic German. Students who successfully complete GER 220 will be eligible for the Junior Year Abroad in Hamburg. Prerequisite: 200, permission of the instructor, or by placement. {F/L} 4 credits
Judith Keyler-Mayer
Offered Fall 2004, Spring 2005

221 Conversation and Composition
Intensive practice of spoken and written German. Weekly assignments in various forms of writing, such as the business and personal letter, vita, diary, and essay. Highly recommended for students wishing to participate in the Junior Year Abroad in Hamburg. Prerequisite: 110y, 220, permission of the instructor, or by placement. {F} 4 credits
Jocelyne Kolb, Judith Keyler-Mayer
Offered Fall 2004, Spring 2005

B. German Literature and Culture (Courses Taught in German)

222 Topics in German Culture and Civilization
{F/L} 4 credits

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, Boell, and others. Conducted in German. Highly recommended for students wishing to participate in the Junior Year Abroad Program in Hamburg. Prerequisite: 221, permission of the instructor, or by placement. {F/L} 4 credits
Judith Keyler-Mayer
Offered Fall 2004

The Culture of Cities: Berlin, Vienna, Munich 1820s–1920s
Berlin, Vienna and Munich as sites of modern culture: the importance of the salon, the Kaffeehaus, the theater, and the university for the work of Hoffmann, Heine, Fontane, C.M. von Weber, Schinkel in Berlin; Schnitzler, Hofmannsthal, Freud, Mahler, Klimt in Vienna; Thomas Mann, Stefan George, Richard Strauss, Kandinsky in Munich. Conducted in German. Highly recommended for students wishing to participate in the Junior Year Abroad in Hamburg. Prerequisite: 221, permission of the instructor, or by placement. {F/L} 4 credits
Mary Paddock
Offered Spring 2005

351 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. {L/F} 4 credits

Topic: The Reformation and Baroque in German Literature
This course will look at the cultural and historical forces that profoundly changed the face of Europe in the 16th and 17th centuries through literary
and non-literary texts by Martin Luther, Erasmus of Rotterdam, Hans Sachs, Andreas Gryphius, Martin Opitz and others.
Joseph McVeigh
Offered Fall 2004

Topic: Romanticism
A study of early and late Romanticism and a consideration of what makes the period revolutionary. Works by such authors as Wackenroder, Tieck, Friedrich Schlegel, Brentano, Kleist, Gânderode, Hoffmann, Eichendorff, and Heine, with side glances at Goethe and Schiller and at painters and musicians of the period.
Joseph McVeigh
Offered Fall 2004

Topic: Expressionism and Modernism in Germany
A study of modernist tendencies in German culture in the first decades of the 20th century. Readings by Trakl, Heinrich Mann, Bronnen, Barlach, Toller and others, as well as consideration of German Expressionism in the visual arts.
Joseph McVeigh
Offered Spring 2005

404 Special Studies
Arranged in consultation with the department. Admission for senior majors by permission of the department. 4 credits
Offered both semesters each year

C. Courses in English

151 Colloquium: 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 anti-Semitism in German history; Jewish life in Germany today. Texts by G.E. Lessing, Grimm Brothers, H. Heine, K. Marx, R. Wagner, A. Schnitzler, Thomas Mann and others. \(\{L/\}\) WI 4 credits
Jocelyne Kolb
Offered Fall 2004

227 Topics in German Studies
\(\{L/\ H\}\) 4 credits

Topic: America and the Germans
This course will examine the changing image of Germany, the Germans and German culture in American popular culture over the last 150 years, with particular emphasis on more recent manifestations of “German-ness” in the American media. Knowledge of German not required. \(\{L/\ H\}\)
Joseph McVeigh
Offered Fall 2004

Topic: Things Your Mama Never Told You… About German Culture
The purpose of this course is to provide curious students with a practical guide to German culture from Teutonic barbarians to Teutonic rap. The main focus of this course will rest upon the interconnectedness of many diverse areas of German culture through the centuries (literature, art, philosophy, music, domestic culture, popular culture) and their relationship to contemporary life and society. Class discussions and practice sessions will emphasize the integration of this knowledge into a wide variety of communicative settings from casual conversation to more formal modes of address. Conducted in English. No previous knowledge of German culture or language required. \(\{L/\ H\}\) 4 credits
Joseph McVeigh
Offered Spring 2005

When Men Were Women: The Woman’s Role in Medieval German Lyric
The vast majority of medieval poems are attributed to men, but an astonishing number of these clearly present a woman’s perspective. Did these poet-performers want to express their feminine side? Were they trying to impress women with their sensitivity? This course will examine major artists of the Germanic High Middle Ages such as Walther von der Vogelweide, Hartmann von Aue, Reinmar der Alte and Wolfram von Eschenbach, as well as the poets who influenced them. Attention will also be given to the development of the woman’s role in the lyric of other European cultures of the time. Readings and discussion in English. No previous knowledge of German or medieval literature required. \(\{L/\ H\}\)
Mary Paddock
Offered Spring 2005
230 Topics in German Cinema
A study of such representative films from Germany’s “Golden Age” as Wiene’s The Cabinet of Dr. Caligari, Lang’s Metropolis and M, Murnau’s Nosferatu and Pabst’s Joyless Street. Emphasis on investigating historical and sociological background; influence of Expressionist theater; advent of sound; the “New Woman”; genesis of horror, action, and utopian film; influence on New German Cinema and contemporary popular culture. Includes such contemporary “remakes” as Herzog’s Nosferatu, the 2002 anime Metropolis, and music videos by Queen and Madonna. Collaborative course between Smith College and Mt. Holyoke College via the Interactive Networked Classrooms. Includes discussion with specialists and students in the United States and Germany. No knowledge of German required. (E) {L/H/A} 4 credits
Robert Davis
Offered Spring 2005

D. Courses Offered on the Junior Year 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. 2 credits
Annelie Andert, Manfred Bonus, Ute Michel
Offered Fall 2004 for six weeks on the Junior Year 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 JYA program. {H/F} 4 credits.
Rainer Nicolaysen
Offered Fall 2004 on the Junior Year 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 JYA 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/A/F} 4 credits
Jutta Gutzeit
Offered Fall 2004 on the Junior Year 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. Emphasis in class will be on treatment of complex grammatical structures as well as dictations, grammar and listening comprehension. Students will be taught how to present a term paper (Hausarbeit) in the German fashion. In addition, there will be an optional weekly phonetics tutorial. {F} 4 credits
Jutta Gutzeit
Offered Fall 2004 on the Junior Year in Hamburg

310 Studies in Language III
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 present a term paper (Hausarbeit) in the German fashion. In addition, there will be an optional weekly phonetics tutorial. Preparation for the qualifying exam “Deutsch als Fremdsprache” at the University of Hamburg. Prerequisite: 290 or by placement. [F] 4 credits
Jutta Gutzeit
Offered Fall 2005, Spring 2005 on the Junior Year in Hamburg

GER 270, 280, 290 and 310 can only be taken on the Junior Year Abroad in Hamburg.

Courses other than those in the Smith catalogue taken during the Junior Year Abroad in Hamburg will be numbered differently and will be considered equivalent to (and upon occasion can be substituted for) required courses offered on the Smith campus, subject to the approval of the department.

Students are encouraged to take courses outside the Department of German Studies, specifically courses in comparative literature, art history, music history, history, government, and philosophy.

The Minor


Basis: GER 200
Requirements: Six (6) courses above the basis.

Up to two English-language courses taught by the German Studies Department.

Four German-language courses above the basis offered in the German studies department.

Honors

Director: Joseph McVeigh.

430d Thesis
8 credits
Full-year course; Offered each year

Requirements: the same as for the major, with the addition of a thesis, to be written over the course of two semesters, and an oral examination in the general area of the thesis. The topic of specialization should be chosen in consultation with the director of honors during the junior year or at the beginning of the senior year.
Government

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Susan C. Bourque, Ph.D.
Steven Martin Goldstein, Ph.D.
Donna Robinson Divine, Ph.D.
Martha A. Ackelsberg, Ph.D. (Government and Women’s Studies)
Donald C. Baumer, Ph.D., Chair
Dennis Yasutomo, Ph.D.
Patrick Coby, Ph.D.
Catharine Newbury, Ph.D.

Assistant Professors
Howard Gold, Ph.D.
Velma E. Garcia, Ph.D.
Gregory White, Ph.D.
Alice L. Hearst, J.D., Ph.D.
Gary Lehring, Ph.D.
Mlada Bukovansky, Ph.D.

Associate Professors
Howard Gold, Ph.D.
Velma E. Garcia, Ph.D.
Gregory White, Ph.D.
Alice L. Hearst, J.D., Ph.D.
Gary Lehring, Ph.D.
Mlada Bukovansky, Ph.D.

Adjunct Associate Professor
Robert Hauck, Ph.D.

Assistant Professors
Marc Lendler, Ph.D.
Jacques Hyman, Ph.D.

Lecturer
Michael Klare

Washington Scholar in Residence
Sally Katzen Dyk, J.D.

Associated Faculty
Gwendolyn Mink, Ph.D. (Women’s Studies)

Research Associate
Michael Gancy

For first-year students in their first semester, admission to 200-level courses is only by permission of the instructor.

Seminars require the permission of the instructor and ordinarily presume as a prerequisite a 200-level course in the same field.

100 Introduction to Political Thinking I
Open to all students. Students considering a government major are strongly encouraged to take GOV 100 in their first or second year. A study of the leading ideas of the Western political tradition, focusing on such topics as justice, power, authority, freedom, equality and democracy. Two lectures and one discussion. One or more discussion sections are designated as Writing Intensive (WI) {S} 4 credits
Gary Lehring and members of the department, Fall 2004
Martha Ackelsberg and members of the department, Fall 2005
Offered Fall 2004, Fall 2005

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. {S/ M} 4 credits
Howard Gold
Offered Fall 2004, Fall 2005

American Government

200 is suggested preparation for all other courses in this field.

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. The course will include at least one Internet-based assignment. (S) 4 credits
Donald Baumer
Offered Spring 2005, Spring 2006

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) 4 credits
Alice Hearst
Offered Fall 2005

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) 4 credits
Marc Landler, Spring 2005
Alice Hearst, Spring 2006
Offered Spring 2005, Spring 2006

204 Urban Politics
The growth and development of political communities in metropolitan areas in the United States, with specific reference to the experiences of women, black and white. Focus on the social structuring of space; the ways patterns of urban development reflect prevailing societal views on relations of race, sex and class; intergovernmental relations; and the efforts of people—through governmental action or popular movements—to affect the nature and structure of the communities in which they live. (S) 4 credits
Martha Ackelsberg
Offered Spring 2006

205 Colloquium: Law, Family and State
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. Limited enrollment. Suggested preparation COV 202 or WST 225. (S) 4 credits
Alice Hearst
Offered Spring 2006

206 The American Presidency
An analysis of the executive power in its constitutional setting and of the changing character of the executive branch. (S) 4 credits
Marc Landler
Offered Spring 2006

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) 4 credits
Donald Baumer
Offered Fall 2005

208 Elections in the Political Order
An examination and analysis of electoral politics in the United States. Voting and elections are viewed in the context of democracy. Topics include electoral participation, presidential selection, campaigns, electoral behavior, public opinion, parties and congressional elections. Special attention will be paid to the 2000 presidential election. (S) 4 credits
Marc Landler
Offered Fall 2004, Fall 2005

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) 4 credits
Donald Baumer
Offered Spring 2005

210 Public Opinion and Mass Media in the United States
This course examines and analyzes American public opinion and the impact of the mass media on politics. Topics include political socialization, political culture, attitude formation and change,
linkages between public opinion and policy and the
use of surveys to measure public opinion. Emphasis on the media's role in shaping public preferences, and politics. {S} 4 credits
Howard Gold
Offered Spring 2005, Spring 2006

Regulations constitute an important instrument of government and are one of the easiest ways for a president to make his/her mark. We will study the institutional interests and the role— in theory and in practice— of the various entities that are involved in the regulatory process, including Congress, the president, the agencies (both executive branch and independent regulatory agencies), the Office of Management and Budget, and the courts. We will explore the procedures the agencies follow in developing regulations, especially those involving the public, and the role of science and economics in the decision-making process. Specific case studies, including seat belt and air bag regulations, various environmental regulations, and safety and health regulations, will be used to illustrate how the principles associated with American government— such as separation of powers, federalism, and accountability— play out in Washington, DC. Limited enrollment {S} 4 credits
Sally Katzen Dyk
Offered Fall 2004

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. Limited enrollment {S} 4 credits
Marc Lendler
Offered Fall 2004

215 Colloquium: The Clinton Years
This is a course about the eight years of the Clinton presidency. It will cover the elections, policy debates, foreign policy, battles with the Republican Congress and impeachment. The purpose is to begin the task of bringing perspective to those years. Prerequisites: One American Government course and permission of the instructor. Enrollment limited to 20. {E} {S} 4 credits
Marc Lendler
Offered Fall 2005

216 Minority Politics
An examination of political issues facing the minority communities of American society. Topics include social movements, gender and class issues. {S} 4 credits
Velma Garcia
Offered Fall 2004, Fall 2005

217 Colloquium: The Politics of Wealth and Poverty in the United States
This course examines changing patterns of wealth and income inequality in the United States. We will explore how these inequalities have developed over time and various responses to them, both at the level of public policy and of popular activism and/or social mobilizations. We'll pay particular attention to the ways gender, race, sexuality and ethnic differences interact in the structuring of social and political, as well as economic, inequalities. Enrollment is limited to 20 students. Prerequisite: Gov 100 or a course in U.S. politics. {S} 4 credits
Martha Ackelsberg
Offered Spring 2005

304 Seminar in American Government
{S} 4 credits
Pathologies of Power
A comparative examination of McCarthyism, Watergate and Iran-Contra. A look at how our political institutions function under stress. Prerequisite: a 200-level course in American Government
Marc Lendler
Offered Spring 2005, Spring 2006

306 Seminar in American Government
{S} 4 credits
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
Government

200-level course in American Government.
Donald Baumer
Offered Spring 2006

307 Seminar in American Government
Topic: Latinos and Politics in the United States
An examination of the role of Latinos in society and politics in the United States. Issues to be analyzed include immigration, education, electoral politics and gender. 4 credits
Velma Garcia
Offered Fall 2004

311 Seminar in Urban Politics
This course will examine a variety of movements, both historical and contemporary, that have been centered in cities, in an effort to understand their special characteristics, and the relationship between urban spaces and political action. 4 credits
Martha Ackelsberg
Offered Fall 2005

312 Seminar in American Government
Topic: 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. 4 credits
Howard Gold
Offered Spring 2005, Spring 2006

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. 4 credits
Robert Hauck
Offered Fall 2004, Fall 2005

412 Semester-in-Washington Research Project
Open only to members of the Semester-in-Washington Program. 8 credits
Donald Baumer
Offered Fall 2004, Fall 2005

Comparative Government

220 Introduction to Comparative Politics
This course introduces the study of comparative political analysis through the comparative study of democratization. It weaves conceptual approaches with case studies of historic as well as contemporary political systems. The focus is on the major approaches and controversies in the study of democratization as well as the manner in which this conceptual literature has been applied to— but also reshaped by—the evolution of specific political systems. 4 credits
Steven Goldstein
Offered Fall 2004, Fall 2005

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. 4 credits
Mlada Bukovansky
Offered Fall 2004, Fall 2005

224 Islam and Politics in the Middle East
An analysis of traditional Muslim political societies in the Middle East and of the many ways in which they were transformed into nation states. Issues addressed include nationalism, religious political activism, colonialism and globalization. Readings will also cover such topics as regional conflicts,
revolutions as well as the impact of these disparate developments on the position of women. (S) 4 credits
Donna Robinson Divine
Offered Fall 2004

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) 4 credits
Velma Garcia
Offered Spring 2005, Spring 2006

228 Government and Politics of Japan
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) 4 credits
Dennis Yasutomo
Offered Fall 2004

229 Government and Politics of Israel
A historical analysis of the establishment of the State of Israel and the formation of its economy, society and culture. Discussions will focus on the Zionist movement in Europe and the United States, the growth and development of Jewish economic and political institutions in the land of Israel, and the revival of the Hebrew language. (S) 4 credits
Donna Robinson Divine
Offered Fall 2005

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) 4 credits
Steven Goldstein
Offered Fall 2004, Fall 2005

232 Women and Politics in Africa
This course will explore the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social, and political roles of African women, the nature of urban/rural distinctions, and the diverse responses by women to the economic and political crises of postcolonial African polities. Case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists. (S) 4 credits
Catharine Newbury
Offered Fall 2005

233 Problems in Political Development
Why are so many states of the world poor and "underdeveloped?" What is the meaning of development, and how can it be achieved? Focusing on areas of Africa, Latin America and Asia, this course will explore the role of the state in development, institutions, actors and social movements that structure political interaction, and the relationship between democratization and development. (S) 4 credits
Catharine Newbury
Offered Spring 2005

236 Central Africa: Development, Democratization, and Violence
A study of colonial dynamics, decolonization, and postcolonial politics of central African states. Topics include the state's role in development, the changing character of state/society relationships, grassroots pressures for democratization in the 1990s, and the roots to genocide and war in the region. In addition to social science analyses and accounts by journalists, we will study popular paintings and life histories that reflect cultural attitudes and practices, depicting the everyday experiences of people from different social strata. Suggested preparation GOV 233 or one course in African politics, anthropology, or history. (S) 4 credits
Catharine Newbury
Offered Spring 2006

238 Readings on Central Africa in French
Discussion in French of historical and contemporary issues in francophone Central Africa. Readings of academic analyses as well as newspaper accounts, life history narratives, and francophone Web sites. Optional one-credit course open only to students concurrently enrolled in GOV 236, or HST 258. Prerequisite: FRN 230 or equivalent. Enrollment limited
to 15. Graded S/U only. {H/ S/ F } 1 credit
Catharine Newbury
Offered Spring 2006

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 contending perspectives on globalization before proceeding to a short overview of the historical literature on the creation of the U.S./Mexico border. Though at the present time the border has become increasingly militarized, the boundary dividing the United States and Mexico has traditionally been relatively porous, allowing people, capital, goods and ideas to flow back and forth. The course 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; others by permission of the instructor. Enrollment limited to 20. {S} 4 credits
Velma Garcia
Offered Spring 2005, Spring 2006

321 Seminar in Comparative Government Topic: Mexican Politics from 1910 to the Present.
An in-depth examination of contemporary political and social issues in Mexico. The country, once described as the “perfect dictatorship,” is in the process of undergoing a series of deep political and economic changes. This seminar provides an examination of the historical foundations of modern Mexican politics, beginning with the Revolution. In addition, it examines a series of current challenges, including the transition from one-party rule, the neoliberal economic experiment and NAFTA, border issues, the impact of drug trafficking and rebellion in Chiapas. {S} 4 credits
Velma Garcia
Offered Fall 2005

322 Seminar in Comparative Government Topic: Warring for Heaven and Earth: Jewish and Muslim Political Activism in the Middle East.
This seminar explores the rise and spread of Jewish and Muslim political activism in the Middle East with a special focus on those that operate in Egypt, Lebanon, Israel, the Palestinian territories, and in Saudi Arabia. The particular groups addressed include Gush Emunim, Kach, Israel’s Redemption Movements, Hamas Hizbullah, Islamic Jihad in both the Palestinian territories and in Egypt, and al-Qaeda. The reading material focuses on the conditions giving rise to these various activist groups and examines their political objectives. The social organization of these movements will also be explored, particularly with regard to gender and the consequences of globalization. {S} 4 credits
Donna Robinson Divine
Offered Spring 2005

International Relations

241 is suggested preparation for all other courses in this field.

241 International Politics
An introduction to the theoretical and empirical analysis of states in the international system. Emphasis is given to the role of international institutions, the influence of the world economy on international relations and the increasing prominence of global issues such as the environment, human
rights and humanitarian aid. Enrollment limited to 70. (S) 4 credits
Jacques Hymans, Fall 2004
Gregory White, Spring 2005
To be announced, Fall 2005
Mlada Bukovansky, Spring 2006
Offered both semesters each year

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, and neo-Marxist perspectives. How universal are these paradigms, and what are their sources of critique? 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. (S) 4 credits
Gregory White
Offered Fall 2004, Spring 2006

244 Foreign Policy of the United States
In this course we ask and answer the following questions: Just what is “United States foreign policy”? By what processes does the United States define its interests in the global arena? What instruments does the United States possess to further those interests? Finally, what specific foreign policy questions are generating debate today? Prerequisite: 241 or permission of the instructor. (S) 4 credits
Jacques Hymans
Offered Spring 2005, Spring 2006

246 Perspectives on War
In this course we analyze war by asking the following questions: What is war? What causes it to break out, escalate and terminate? How is war experienced by kings and presidents, military officers, foot soldiers and civilians? What are its longer-range political and social consequences? And when, if ever, is it justified? Prerequisite: 241 or permission of the instructor. (S) 4 credits
Jacques Hymans
Offered Spring 2006

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. A 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) 4 credits
Donna Robinson Divine
Offered Spring 2005, Spring 2006

250 Case Studies in International Relations
The development and application of theoretical concepts of international relations; examination of historical events and policy decisions; testing theories against the realities of state behavior and diplomatic practice. In fall 2004, the course will focus on the international political ramifications of transboundary environmental problems and growing competition for scarce and valuable resources. In particular, we’ll examine the ways in which states, non-state actors, and the international community is responding to such problems as global climate change, water scarcity, intensified competition for energy supplies, deforestation, land degradation, and fisheries depletion. In each case, emphasis will be placed on the prospects both for conflict and cooperation in addressing global problems. (E) (S) 4 credits
Michael Klare
Offered Fall 2004

251 Foreign Policy of Japan
The socio-cultural, political, and economic foundations of Japanese foreign policy. Emphasis on the post-World War II period and the search for a global role. (S) 4 credits
Dennis Yasutomo
Offered Spring 2005

252 International Organizations
An examination of the role of international organizations in shaping the conduct of world politics in issue areas such as peace and security, economic development and human rights. The course focuses on intergovernmental organizations such as the United Nations and the World Trade Organization, treaty-based regimes such as the nuclear nonproliferation regime and nongovernmental organizations
such as Amnesty International. Prerequisite: 241 or permission of the instructor. (S) 4 credits
Mlada Bukovansky
Offered Spring 2005, Fall 2005

254 Politics of the Global Environment
An introductory survey of the environmental implications of the international political economy. The focus is on the changing role of the state and the politics of industrial development. Special emphasis is devoted to the controversies and issues that have emerged since the 1950s, including the tragedy of the commons, sustainable development, global warming and environmental security. Special attention is also accorded to North-South relations and the politics of indigenous peoples. Prerequisite: 241 or permission of the instructor. (S) 4 credits
Gregory White
Offered Fall 2005

256 Colloquium: International Labor Migration
This course examines the politics of labor migration within the context of globalization. It also treats the recent injection of security imperatives into migration policy, especially after 9-11-01. Although we discuss a wide array of cases and examples, the seminar focuses on case studies from three geographic areas: the Mediterranean basin, the Persian Gulf and North America. Materials used include social science analyses, ethnographies, documentary and feature-length films, and diaries. Enrollment limited to 20. (S) 4 credits
Gregory White
Offered Spring 2005, Spring 2006

343 Seminar in International Politics
Topic: 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) 4 credits
Mlada Bukovansky
Offered Spring 2006

347 Seminar in International Politics and Comparative Politics
Topic: Algeria in the International System. This seminar examines the history and political economy of Algeria, focusing on the tragic conflict in the 1990s. It sets Algeria’s domestic conflicts in the broader context of its regional situation within North Africa, the Mediterranean and Europe. Study is devoted to Algeria’s: 1) war of independence from France; 2) colonial legacy; 3) oil-based economy; and 4) postcolonial politics and society. Special attention will be devoted to the politics of Islam and the “permanent transition” to democracy. (S) 4 credits
Mlada Bukovansky
Offered Spring 2005

348 Seminar in International Politics
Topic: 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) 4 credits
Dennis Yasutomo
Offered Fall 2004

349 Seminar in International Relations and Comparative Politics
Topic: The Political Economy of the Newly Industrializing Countries of Asia. An examination of the post-War development of Hong Kong, South Korea, Singapore and Taiwan. (S) 4 credits
Steven Goldstein
Offered Spring 2005

352 Seminar in Comparative Government and International Relations
Topic: European Integration. What factors account for the character and timing of the process of European integration? How has European integration influenced national identities and domestic politics within the states of the European Union, and relations between the EU and other states? Are the institutions of the European Union democratic and accountable to all citizens? Where should the boundaries of the EU be drawn? This seminar will address these issues by examining the political economy of European integration. (S) 4 credits
Mlada Bukovansky
Offered Spring 2005
353 Seminar in International Politics
Topic: The Global Environment and “Green Diplomacy.” This seminar examines the politics of international environmental cooperation. It focuses on the prospects for (and limits to) international treaty and regime formation, examining crucial issues such as sovereignty, implementation, compliance, finance and issue linkage. Additional attention is paid to the politics of science, the role of nongovernmental actors, sustainable development and environmental security. Research papers will examine these theoretical concerns in the context of specific examples of green diplomacy: ozone depletion, climate change, whaling and fisheries, biodiversity (forestries, wildlife) water, trade in endangered species, waste trade, etc. Special note: Students are required to have completed an internship in the environmental field—through Praxis or alternative funding—in the summer prior to the seminar. Environmental studies is broadly and expansively understood to include work in the private sector, public sector, NGOs, etc. Please consult with the instructor with specific questions about the suitability of an internship. A portion of the course evaluation will be based on a paper concerning the internship; more important, students will be expected to bring their experience in the internship to the seminar. WI (S) 4 credits
Patrick Coby
Offered Fall 2004

EAS 375 Seminar: Japan–United States Relations
(S) 4 credits
Dennis Yasutomo
Offered Spring 2005

Political Theory

261 Ancient and Medieval Political Theory
An examination of the classical polis and the Christian commonwealth as alternatives to the nation-state of the modern world. Topics considered include the moral effects of war and faction, the meaning of justice, citizenship, regimes and natural law; the relation of politics and philosophy; and the contest between secular and religious authority. Readings from Plato, Aristotle, Cicero, Augustine, Aquinas, and Marsilius and others. Depending on the number of students enrolled, the course might incorporate the “Athens” game from the “Reenacting the Past” seminar, in which case the readings will change and some authors will be dropped. (S) 4 credits
Patrick Coby
Offered Fall 2004

262 Early Modern Political Theory, 1500–1800
A study of Machiavellian power-politics and of efforts by social contract and utilitarian liberals to render that politics safe and humane. Topics considered include political behavior, republican liberty, empire and war; the state of nature, natural law/natural right, sovereignty and peace; limitations on power, the general will, and liberalism’s relation to moral theory, religion and economics. Readings from Machiavelli, Hobbes, Locke, Rousseau, Hume and Smith; also novels and plays. Depending on the number of students enrolled, the course might incorporate the “French Revolution” game from the “Reenacting the Past” seminar, in which case the readings will change and some authors will be dropped. (S) 4 credits
Patrick Coby
Offered Spring 2005

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) 4 credits
Gary Lehring
Offered Fall 2004, Spring 2005

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) 4 credits
Patrick Coby
Offered Spring 2005

265 Killing for Politics
In a world stamped by imperialism and globalization, an increasing number of individuals and organizations view violence as a redeeming, if not life-affirming act. This course explores that phenomenon by examining the relationship between...
death and politics in classical and modern political theory and in several modern ideologies including those derived from religious doctrines. \(\{S\}\) 4 credits
Donna Robinson Divine
Offered Fall 2005

266 Political Theory of the 20th Century
A study of major ideas and thinkers of the 20th century. Possible thinkers include Weber, Freud, Althusser, Arendt, Foucault, Irigaray, Gramsci, Habermas, Adorno, Horkheimer, Rawls and Wells. Topics addressed may include neo-Marxism, feminism, ideology, postmodernism and multiculturalism. Successful completion of Gov 100 and/or other political theory course is strongly suggested. \(\{S\}\) 4 credits
Gary Lehring
Offered Spring 2005

267 Problems in Democratic Thought
What is democracy? We begin with readings of Aristotle, Rousseau and Mill to introduce some issues associated with the ideal of democratic self-government: participation, equality, majority rule vs. minority rights, the common good, pluralism, community. Readings will include selections from liberal, radical, socialist, libertarian, multiculturalist and feminist political thought. Not open to first-year students. \(\{S\}\) 4 credits
Martha Ackelsberg
Offered Fall 2004

269 Politics of Gender and Sexuality
An examination of gender and sexuality as subjects of theoretical investigation, historically constructed in ways that have made possible various forms of regulation and scrutiny today. We will focus on the way in which traditional views of gender and sexuality still resonate with us in the modern world, helping to shape legislation and public opinion, creating substantial barriers to cultural and political change. \(\{S\}\) 4 credits
Gary Lehring
Offered Fall 2005

364 Seminar in Political Theory
Topic: Feminist Theory. An examination of feminist perspectives on political participation and citizenship. Prerequisite: one course in political theory or permission of the instructor. \(\{S\}\) 4 credits
Martha Ackelsberg
Offered Spring 2005, Spring 2006

366 Seminar in Political Theory
Topic: 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 poststructuralist. 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 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. \(\{S\}\) 4 credits
Gary Lehring
Offered Spring 2006

367 Seminar in Political Theory
Topic: Gay and Lesbian Politics and Theory. An exploration of the lesbian and gay political movement in the United States, this seminar will begin with the invention of the medical model of "homosexuality" in the 19th century and trace the rise of a lesbian/gay/bisexual political movement through the 20th century. The course will adopt a historical approach, examining issues of policy, politics and identity from within these different time periods, including an examination of the rise in lesbian and gay multiculturalism and the advent of lesbian and gay studies as an academic discipline. Prerequisite: 100 or a course in feminist theory. \(\{S\}\) 4 credits
Gary Lehring
Offered Spring 2005

368 Seminar in Political Theory
Topic: Theorizing Multiculturalism. The last two decades have seen the rise of distinct "identity politics" movements, centered on the efforts of historically marginalized groups to secure recognition and protection of their legal and cultural identities. These demands at both national and international
levels have generated significant political conflict. This seminar inquires into the politics of cultural recognition and accommodation, looking at how a liberal democracy such as the United States might create an inclusive political culture.  

(S) 4 credits
Alice Hearst
Offered Fall 2005

Cross-listed Courses

WST 225 Women and the Law
(S) 4 credits
Gwendolyn Mnk
Offered Spring 2005

WST 245 Poverty Law and Social Policy in the U.S.
(H/S) 4 credits
Gwendolyn Mnk
Offered Fall 2004

WST 317 Seminar: Feminist Legal and Policy Theory
(H/S) 4 credits
Gwendolyn Mnk
Offered Fall 2004

WST 318 Seminar: Feminism and Crime
(S/H) 4 credits
Gwendolyn Mnk
Offered Spring 2005

404 Special Studies
Admission for majors by permission of the department. 4 credits
Offered both semesters each year

408d Special Studies
Admission for majors by permission of the department. 8 credits
Full-year course; Offered each year

The Major

Advisers: Martha Ackelsberg, Donald Baumer, Mlada Bukovansky, Patrick Coby, Donna Robinson Divine, Velma Garcia, Howard Gold, Steven Goldstein, Alice Hearst, Jacques Hymans, Gary Lehring, Marc Lendler, Catherine Newbury, Gregory White, Dennis Yasutomo

Pre-law Adviser: To be announced, 2004-05; Alice Hearst, 2005-06.

Graduate School Adviser: Steven Goldstein

Director of the Jean Picker Semester-in-Washington Program: Donald Baumer.

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 subfield of the department, or they may be in other subfields, in which case a rationale for their choice must be accepted by the student and her adviser; and
4. three additional elective courses. Majors are encouraged to select 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 6 courses, which shall include 5 additional courses, including at least one course from two of the four fields identified as requirements for the major.
Honors

Director: Patrick Coby.

Students are eligible for the Honors Program who have at least a 3.3 GPA in courses in their major. Eligible students are encouraged to apply in the spring of their junior year, but fall applications are allowable so long as they are received before the end of the first week of classes in September. January graduates are on a different schedule.

430d Thesis
8 credits

Requirements:

1. Students in Honors must fulfill the general requirements for the major; that is, 10 courses of which 430d thesis counts for two electives.

2. The core of the program is a thesis paper, a complete draft of which is due on the first day of the second semester. Students will spend the Spring semester revising their papers and will submit the final version by April 1.

3. Following submission of the final paper, students will take an oral examination based on the thesis and on the field in which it was written. The field is defined by the student herself, who at the time of the exam will identify three courses which she believes bear upon the topic of her thesis. The choice of these courses should be made with a view to the wider concerns of political science.

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 normally reside 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); two 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.
History

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Howard Nenner, LL.B., Ph.D.
Neal Salisbury, Ph.D., Chair
Joachim W. Stieber, Ph.D.
Daniel K. Gardner, Ph.D.
David Newbury, Ph.D. (History and African Studies)

Associate Professors
Ann Zulawski, Ph.D. (History and Latin American Studies)
†1 Ernest Benz, Ph.D.
Richard Lim, Ph.D.

Assistant Professors
Robert A. Eskildsen, Ph.D.
†2 Darcy Buerkle, Ph.D.
Jennifer Guglielmo, Ph.D.

Five College Assistant Professor of Russian History
Serguei Glebov, Ph.D.

Associated Faculty
†1 Daniel Horowitz, Ph.D. (American Studies and History)
†3 Helen Lefkowitz Horowitz, Ph.D. (American Studies and History)

Lecturers
Daniel Brown, Ph.D.
Debbie Cottrell, Ph.D.
Richard Gassan, Ph.D.
Sean Gilsdorf, Ph.D.
Jennifer Hall-Witt, Ph.D.
Erika Laquer, Ph.D.
Kate Weigand, Ph.D.

Lecturer and Professor Emeritus
Stanley Elkins, Ph.D.

Mendenhall Fellow
Adriane Smith, B.A.

Research Associates
Alan Cottrell, Ph.D.
Debbie Cottrell, Ph.D.
Erika Laquer, Ph.D.
Marylynn Salmon, Ph.D.
Revan Schendler, Ph.D.

History courses at the 100- and 200-levels 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 and seminars retain their home department or program designations. For the full description of such a course please see the home department or program listing.

106 (C) Sports and Public Entertainment in Greece and Rome
The development from Greek competitive sports to Roman spectator shows such as chariot races and gladiatorial combats. Their organization, performance and significance, focusing on the roles of amateurs and professionals; careers of athletes, actors, charioteers and gladiators; the importance of play, contest and violence to ancient society; “bread and circuses” as symbolic benefaction and urban strategy. Comparative readings in the socio-anthropology of sports. (H) 4 credits
Richard Lim
Offered Fall 2004

178 (C) Women in the United States Since 1865
An introduction to how women have experienced and shaped the defining events of this period, including colonization, emancipation from slavery.
rational segregation, industrial capitalism, imperialism, mass migration, urbanization, mass culture, nationalism, war, liberatory movements for social justice and global capitalism. Designed for first-year students and focused on developing the skills of historical writing, research and analysis. {H} 4 credits
Jennifer Guglielmo
Offered Fall 2004

Lectures and Colloquia

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses limited to 20. 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

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} 4 credits
Richard Lim
Offered Spring 2006

202 (L) Ancient Greece
The emergence of the Greek world from the Dark Age to Philip II of Macedon, c. 800-336 B.C.E., focusing on the politics, society, and culture of late archaic and classical Greece. Main topics include colonization, tyranny, hoplites and city-state society; the Persian Wars; Sparta and Athens; Athenian empire and democracy; the rise of Macedon. {H} 4 credits
Richard Lim
Offered Spring 2005

203 (L) Alexander the Great and the Hellenistic World
Following Alexander of Macedon’s conquest of the Persian Empire, a Greek-speaking commonwealth stretched from the Mediterranean to India. This course examines this dynamic period of history to the coming of the Romans. Main topics include Alexander and his legacy; Greek conquerors and native peoples in contact and conflict; kings, cities and experimentation with multiethnic society; unity and diversity in Hellenistic Egypt, Syria and Judea; new developments in science and religion. {H} 4 credits
Richard Lim
Offered Spring 2006

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} 4 credits
Richard Lim
Offered Fall 2004

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} 4 credits
Richard Lim
Offered Spring 2005

206 (C) Aspects of Ancient History
Topic: 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
Islamic Middle East

208 (L) The Shaping of the Modern Middle East, 1789–1956
A survey of Middle Eastern history from the decline of the Ottoman Empire to the end of the era of European imperialism. The historical background necessary to understand the major movements, figures and ideologies of the modern Middle East; the rise and impact of European imperialism and fascism; the emergence of Arab and Turkish nationalism, the impact of Zionism, and the development of new nation states and ideologies after World War I.  (H) 4 credits
Richard Lim
Offered Fall 2005

209/REL 250 (C) Aspects of Middle Eastern History
Topic: Islam in the 21st Century: Readings in Islamic Fundamentalism and Liberalism. Thinkers and ideas that have shaped the intellectual environment of contemporary Islam. The history of the most important ideas and trends in contemporary Islamic thought, beginning with their roots in the great classics of the Islamic tradition by Ibn Khaldun, al-Ghazali and Ibn Taymiyya. Close reading of the most important modern Muslim thinkers, including Muhammad Abduh, Muhammad Iqbal, Sayyid Qutb, Ali Shariati, Fazlur Rahman and Mohammed Arkoun.  (H) 4 credits
Daniel Brown
Offered Spring 2005

East Asia

211 (L) The Emergence of China
Chinese society and civilization from c. 1000 B.C. to A.D. 700. 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. Open to first-year students.  (H) 4 credits
Daniel Gardner
Offered Fall 2004, Fall 2005

212 (L) China in Transformation, A.D. 700–1900
Chinese society and civilization from the Tang dynasty to the Taiping rebellion. Topics include disappearance of the hereditary aristocracy and rise of the scholar-official class, civil service examination system, Neo-Confucian orthodoxy, poetry and the arts, Mongol conquest, popular beliefs, women and the family, Manchus in China, domestic rebellion and confrontation with the West. Open to first-year students.  (H) 4 credits
Daniel Gardner
Offered Spring 2005, Spring 2006

213 (C) Aspects of East Asian History
Topic: The Japanese Colonial Empire, 1895–1945. Japan’s colonial empire from the viewpoint of the colonizers and the colonized. Topics include daily life and the daily operations of Empire; contending theories of Japanese colonization; colonization’s effects on gender roles for both the colonizer and colonized; the effects colonization had on Chinese and Korean nationalism and the postwar legacy of Japanese Imperialism.  (H) 4 credits
Robert Eskildsen
Offered Spring 2005

218 (C) Thought and Art in China
Topic: 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.  (H/ A) 4 credits
Daniel Gardner, Marylin Rhie (Art and East Asian Studies)
Offered Spring 2005

220 (L) Sources of Japanese Culture
Japanese history from its prehistoric beginnings to the Tokugawa period, focusing on politics, society and culture. Topics include the origins of the Japanese people and the culture of Japan, continental influence and indigenous development, samurai society, medieval governance and the rise of the commoner class. Suitable for first-year students.  (H) 4 credits
Robert Eskildsen
Offered Fall 2004
221 (L) The Rise of Modern Japan
Japan from the Tokugawa period to its occupation by the United States and the “economic miracle.” Elite politics and political economy, the arrival of European imperialists, the Meiji Restoration, Japanese imperialism and war, cultural transformation and conflict within Japanese society. (H) 4 credits
Robert Eskildsen
Offered Spring 2005, Spring 2006

222 (C) Aspects of Japanese History
4 credits

Meiji Restoration
The revolutionary transformation of Japanese society during the 19th century. Topics include economic development and political strife; the foreign crisis at mid-century that unleashed a destabilizing power struggle; civil war and the creation of a new political order; and the far-reaching changes to political, economic and social institutions during the second half of the century. (H)
Robert Eskildsen
Offered Fall 2004

Tokugawa Society
An inquiry into Japanese society during the Tokugawa period, from the turbulent formative years of the late 1500s to the challenges and conflicts of the mid-1800s. Topics include views of the foreign world, samurai life, urban life, the aesthetic of leisure, women’s life, art and Tokugawa thought. (H/ A)
Robert Eskildsen
Offered Fall 2005

See also HST 292.

EAS 219 Modern Korea
Jonathan Lipman
Offered Fall 2004

Europe

225 (L) The Making of the Medieval World, 800–1350
From the crowning of Charlemagne in 800 through the High Middle Ages to the Black Death in 1348. 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. (H) 4 credits
Sean Gilsdorf
Offered Fall 2004

229 (C) Medieval Queens and Queenship
The role and nature of the queen in European society, c. 500–1200. The authority of the queen was limited by the derivative nature of her position as the king’s wife and by gender ideologies portraying women as the weaker sex. Yet, where rulership was a profoundly personal and familial enterprise, the queen’s domestic role was also a source of power. Case-studies show how queenship evolved in response to changing social and political realities, as well as how it reflected the values, abilities and aspirations of individual women. (E) (H) 4 credits
Sean Gilsdorf
Offered Spring 2005

230 (L) Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy
Society, culture and politics at the end of the Middle Ages. Topics include the Black Death, the papacy as an institution of government, the challenge to papal authority by church councils, the Italian Renaissance and the early voyages of discovery. Open to first-year students. (H) 4 credits
Joachim Stieber
Offered Spring 2005

232 (C) Aspects of Late Medieval and Early Modern Europe
Topic: Lordship and Community in late Medieval and Early Modern Europe. Conceptions of lordship, community, the definition of the common good, and of consent (including the right of resistance) as well as of the appropriate limits of ecclesiastical and civil jurisdiction in major clerical and lay authors. The impact of religious divisions in the Age of Reformation on political thought and partisanship. The extension of European conceptions of government and society to colonial settlements in New Spain (Mexico) and New England. (H) 4 credits
Joachim Stieber
Offered Spring 2005
234 (L) Tudor England
The development of the early modern English state, from its 15th-century origins to the death of Elizabeth. Dynasticism, religious upheaval and the place and power of English monarchs from Richard III to James I. Suitable for first-year students. {H} 4 credits
Howard Nenner
Offered Fall 2005

235 (L) Stuart England
The transition to political stability from the end of the Elizabethan era to the beginnings of the Georgian monarchy. Religion, politics and constitutional thought in England's century of revolution. Suitable for first-year students. {H} 4 credits
Howard Nenner
Offered Fall 2004

236 (C) Authority and Legitimacy in the Age of More and Shakespeare
An examination of the texts and historical context of Shakespeare's Richard II, I Henry IV, Henry V, Richard III and King Lear, More's Utopia and The History of Richard III, and other significant works of the 16th and early 17th centuries touching on the questions of order, authority and legitimacy. Admission by permission of the instructors. {L/H} 4 credits
Howard Nenner, William Oram (English Language and Literature)
Offered Fall 2004

237 (C) A Social and Cultural History of England, 1830-1940
An examination principally of Victorian and Edwardian England, and the Great War and its aftermath, with particular emphasis on the middle and upper classes and the intellectual elite. {L/H} 4 credits
Howard Nenner
Offered Fall 2004, Fall 2005

239 (L) Russia and its Cultural Frontiers
Topic: Empire and Nations, 1552–1914. The emergence, expansion and maintenance of the Russian Empire, as well as the development of the multitude of nations and ethnic groups conquered by or included into the Russian empire. The dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement) and specific developments in the Western borderlands (Ukraine, Finland, Poland, the Baltic lands), the Caucasus, Central Asia, Siberia, etc. Focus on the course will be on how the multinational Russian empire dealt with pressures of modernization (nationalist challenges in particular), internal instability and external threats. {H} 4 credits
Serguei Glebov
Offered Spring 2005

246 (L) Representing the Past
Topic: Memory, Monuments and Memorials. Contemporary debates among European historians, artists and citizens over the public commemoration of political history. The effectiveness of art and architecture as tributes to the past, as markers of history and as creators of meaning. Can it be more dangerous to remember history than to forget it? {H} 4 credits
Darcy Buerkle
Offered Fall 2004

247 (C) Aspects of Russian History
Pending approval of the Committee on Academic Priorities.
Topic: Affirmative Action Empire: Soviet Experiences of Managing Diversity. How the Communist rulers of the Soviet Union 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 national identities among diverse Soviet ethnic groups in light of collectivization, industrialization, expansion of education and Stalin's Terror. How World War II and post-War reconstruction became formative experiences for today's post-Soviet nations. {H/S} 4 credits
Serguei Glebov
Offered Spring 2005

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. {L/H} 4 credits
Ernest Benz
Offered Spring 2006
250 (L) Europe in the 19th Century
1815–1914: a century of fundamental change
without a general war. The international order established at the Congress of Vienna and its challengers: liberalism, nationalism, Romanticism, socialism, secularism, capitalism and imperialism. \{H\} 4 credits
Ernest Benz
Offered Fall 2005

251 (L) Europe in the 20th Century
Ideological and military rivalries of the contemporary era. Special attention to the origin, character and outcome of the two World Wars and to the experience of Fascism, Nazism and Communism. \{H\} 4 credits
Ernest Benz
Offered Spring 2006

252 (L) Women in Modern Europe, 1789–1918
A survey of European women’s experiences from the French Revolution through World War I, focusing on Western Europe. Women’s changing 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\} 4 credits
Jennifer Hall-Witt
Offered Fall 2004

253 (L) Women in Contemporary Europe
A survey of European women’s experiences during the 20th century. Topics include the changing meanings of gender, work, women’s relationship to the State, motherhood and marriage, shifting population patterns, and the expression and regulation of sexuality. Sources include novels, films, treatises and memoirs. \{H\} 4 credits
To be announced
Offered Fall 2005

255 (C) 20th-Century European Thought
The cultural context of fascism. Readings from Nietzsche, Sorel, Wilde, Pareto, Marinetti, Musolini and Hitler, as well as studies of psychology, degenerate painting and music. Both politicians and artists claimed to be Nietzschean free spirits. Who best understood his call to ruthless creativity? \{H/ S\} 4 credits
Ernest Benz
Offered Fall 2005

256 (L) Introduction to West African History
The political, economic, cultural, religious and colonial histories of Africa west of Lake Chad and south of the Sahara desert, a region nearly as large as the continental United States. Draws on articles, films, biographies, novels, and plays and explores broad cultural continuities, regional diversity and historical change, from AD 1000 to the present. Topics include the Sudanic empires; slavery and the Atlantic slave trade; Islam African initiatives under colonial rule; and postcolonial problems in West Africa. \{H/ S\} 4 credits
David Newbury
Offered Spring 2005

257 (L) East Africa in the 19th and 20th Centuries
A comparative introduction to the peoples of Tanzania, Uganda and Kenya, and surrounding areas. Topics include the dynamics of precolonial cultures, ecologies and polities; the effects of the Indian Ocean slave trade; changing forms of Imperialism; local forms of resistance and accommodation to imperial power; nationalist struggles and decolonization; postcolonial crises and present challenges. \{H/ S\} 4 credits
David Newbury
Offered Fall 2004

258 (L) History of Central Africa
Focusing on the former Belgian colonies of Congo, Rwanda, and Burundi from the late 1800s, this course seeks to explore, and then transcend, the powerful myths that adhere to this area of the world, the setting for Joseph Conrad’s “Heart of Darkness.” Topics include precolonal cultural diversities; economic extraction in the Congo Free State; the colonial encounter and colonial experiences; decolonization and the struggles over defining the state; and postcolonial catastrophes. \{H/ S\} 4 credits
David Newbury
Offered Spring 2006

See also HST 298 and HST 299.
AAS 287 History of Africa to 1900
AAS 370 Modern South Africa
Latin America

260 (L) Colonial Latin America, 1492–1821
The development of Latin American society during the period of Spanish and Portuguese rule (approximately 1500–1825). Social and cultural change in Native American societies as a result of colonialism. The contributions of Africans, Europeans and Native Americans to the new multiethnic 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} 4 credits
Ann Zulawski
Offered Fall 2004, Fall 2005

261 (L) National Latin America, 1821 to the Present
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} 4 credits
Ann Zulawski
Offered Spring 2005, Spring 2006

263 (C) Continuity and Change in Spanish America and Brazil
Topic: Gender in the Study of Latin American History. Gender as a central element in the creation of Latin American societies. The interaction of gender, class and ethnicity in different historical periods in various regions of Spanish America and Brazil. Topics include changing gender relations in the Aztec and Inca states, men and women under colonialism, gender and movements for social change, the household economy and the public sphere, sexuality and society. At least one course in Latin American history is strongly recommended as a foundation for this class. {H} 4 credits
Ann Zulawski
Offered Spring 2005

United States

265 (L) North America in an Age of Empires and Revolutions, 1500–1800
An introduction to the social, political and cultural history of the peoples of North America during the eras of colonization and the American Revolution. Suitable for first-year students. {H} 4 credits
Neal Salisbury
Offered Spring 2005, Spring 2006

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} 4 credits
Richard Gassan
Offered Fall 2004

267 (L) The United States Since 1877
Survey of the major economic, political and social changes, primarily from the perspectives of ordinary people, to understand their role in shaping the defining events of this period, including colonization, emancipation from slavery, racial segregation, industrial capitalism, imperialism, mass migration, urbanization, mass culture, nationalism, war, liberatory movements for social justice and global capitalism. Suitable for first-year students. {H} 4 credits
Jennifer Guglielmo
Offered Fall 2005

268 (L) Native American Indians, 1500–Present
An introduction to the economic, political and cultural history of Native Americans and their relations with non-Indians. Suitable for first-year students. {H} 4 credits
Neal Salisbury
Offered Fall 2004, Fall 2005

270 (C) Aspects of American History
The History of Northampton
A case study in local history, the everyday life
that forms the threads of experience from which the fabric of larger events and issues is woven. Relevant scholarship, contemporary writings and literature illustrate the development of regional culture and society. Historic sites, artifacts, textiles, manuscripts and newspapers illuminate the lost landscape, the contested terrain of local history on the town’s 350th anniversary. (E) {H} 4 credits

Stanley Elkins
Offered Fall 2004

The American Southwest
Pending approval of the Committee on Academic Policy.
Examines the historical origins, development and identities of the American Southwest, paying particular attention to racial issues and the politics of slavery, the significance of borderlands and boundaries in the region, and the issues of expansionism and nationalism as part of the region’s history. The Southwest as a distinctive area, as well as in comparison to other regions. (H) 4 credits
Debbie Cottrell
Offered Spring 2005

273 (L) Contemporary America
The United States’ rise to global power since 1945, the Cold War, McCarthyism, the political upheaval of the 1960s and the politics of scarcity. (H) 4 credits
Kate Weigand
Offered Fall 2004

279 (L) The Culture of American Cities
The social, economic, cultural and political processes shaping the city from the 18th century to the present. The impact of commercial capitalism, industrialization, immigration and suburbanization. Particular attention to urban space and place, gender and the creation of new cultural forms. Case-studies of New York, Chicago and Los Angeles. (H) 4 credits
Helen Horowitz
Offered Fall 2005

280 (C) Problems of Inquiry
Women Writing Resistance
Women’s testimony as a tool for understanding U.S. history in the 19th and 20th centuries. How

women have used cultural work to unmask power relations in their confrontations with colonialism, racism, patriarchy, war and capitalism, women’s writing—speeches, journalism, essays, journal entries, etc.—in comparison with other forms of creative expression such as visual art, oral history, music, folklore and political action. Central focus on the production of knowledge and experience to explore what constitutes history. (H/ L) 4 credits
Jennifer Guglielmo
Offered Fall 2004

Globalization, Im/migrant Cultures and Transnational Politics in United States History
Historicizing the phenomenon of globalization by investigating the significance of im/migrant cultures and transnational cultural-political movements to the 20th-century United States. How have these movements challenged narratives of global capitalism as a positive process of “investment,” “progress” and “development”? What are the historical roots to such contemporary cross-border movements as labor radicalism, Black Liberation, feminism and anti-colonialism? How have people historically responded to experiences of displacement and migration by redefining the meanings of home and citizenship? How do contemporary diasporic and “postcolonial” movements in music, art and literature emerge out of a long history of transnational activism? (H) 4 credits
Jennifer Guglielmo
Offered Fall 2005

AAS 209 Feminism, Race and Resistance: History of Black Women in America

AAS 278 The ’60s: A History of Afro-Americans in the United States from 1954 to 1970


Colloquia in Comparative History

289 (C) Aspects of Women’s History
Topic: Were the Victorians Prudish? Sex, Ro-
mance and Morality in the 19th Century. Sources, stereotypes, myths and histories of Victorianism in Britain, continental Europe and North America. How the history of sexuality illuminates the nature of power in modern society. Readings by Victorians and their critics, and by revisionist historians and their critics. (H) 4 credits
Jennifer Hall-Witt
Offered Spring 2005

292 (C) The 19th-Century Crisis in East Asia
Reactions in China, Korea and Japan to political, diplomatic and economic circumstances in East Asia during the 19th century as those countries confronted a common challenge posed by European imperialism. Topics include theories of diplomacy and trade, rebellion, invasion, economic and cultural transformation, and the birth of Japanese expansionism. (H) 4 credits
Robert Eskildsen
Offered Spring 2006

296 (C) The Making of Late Antiquity
The political, social, and cultural transformations of the classical Greco-Roman world from 250 to 700. Topics of particular interest: emperors and cities; Christians, Jews and pagans living under imperial Christianity; hermits and monks; the changing shape of the classical city; the shift from a Mediterranean-based Roman Empire to the societies of Byzantium, Islam and the Germanic kingdoms. Attention will also be paid to the historiography of Late Antiquity. (H) 4 credits
Richard Lim
Offered Spring 2005

298 (C) Decolonization in Africa
The complex histories of decolonization in Africa. Examination first of the structures of colonial power and the writings of early nationalists, including Blyden, Padmore, Garvey and Dubois; second, of the crisis of imperialism after World War II, and decolonization on the Indian subcontinent; and then of five case studies from British, French, and Belgian colonies in Africa: Algeria, Ghana, Kenya, the Congo, and Zimbabwe. The legacy of decolonization in Africa, and its larger meaning for today's world. (H/ S) 4 credits
David Newbury
Offered Spring 2005

299 (C) Ecology and History in Africa
The human species as an outgrowth of nature and simultaneously as a transformer of the physical world. European and African outlooks on nature, and their confrontations with the landscapes, climates, diseases, flora and fauna of Africa. Specific concerns include conservation, population, epidemiology, erosion, forestry, and violence, within the overall framework of African social history and the natural processes. (H/ S) 4 credits
David Newbury
Offered Fall 2005

Seminars

335 Topics in British History
Topic to be announced. (H) 4 credits
Howard Nenner
Offered Fall 2005

350 Modern Europe
Topic: The History of Psychoanalysis.
Psychoanalysis as an important moment in the social, intellectual and cultural history in Europe from the late 18th to early 20th centuries. The emerging traditions of psychiatry that predate Freud's work. Topics include the origins of psychiatric professionalism, mental medicine and degenerationist theory, psychiatry and the beginnings of medical sexology, the rise of legal psychiatry, the role of gender in early psychiatry. Wide readings in primary texts and selected historical monographs. (H/ S) 4 credits
Darcy Buerkle
Offered Spring 2005

358 Problems in African History
Topic: Christianity in Africa.
David Newbury
Offered Spring 2006

361 Problems in the History of Spanish America and Brazil
Topic: Public Health and Social Change in Latin America, 1850–Present. The relationship between scientific medicine and state formation in Latin America. Topics include Hispanic, Native American and African healing traditions and 19th-century politics; medicine and liberalism; gender, race
and medicine; eugenics and Social Darwinism; the Rockefeller Foundation’s mission in Latin America; medicine under populist and revolutionary governments. \{H/S\} 4 credits
Ann Zulawski
Offered Fall 2004

LAS 301 Topics in Latin American Studies
Topic: Culture and Society in the Andes. \{H/S\} 4 credits
Ann Zulawski
Offered Spring 2006

370 The American Revolution
Topic: Social Change and the Birth of the United States, 1760–1800. Relationships between the revolution, ideology and social changes, with particular attention to questions of class, race and gender. \{H\} 4 credits
Neal Salisbury
Offered Fall 2004, Fall 2005

372 Problems in American History
4 credits

Critical Race Theory, Postcolonial Studies and the Rewriting of United States History
Colonialism, imperialism and racism have become increasingly central to U.S. historiography in the past three decades. The interdisciplinary projects of feminist, ethnic and “postcolonial” studies have challenged historians to place power relations at the center of their narratives, to decolonize history and explore how processes of empire-building and race-making are mediated by gender, sexuality and class, and central to U.S. history and society. \{H/S\} 4 credits
Jennifer Guglielmo
Offered Spring 2005

Race, Class and Social Protest in the 20th-Century United States
How have people dreamt of a world without oppression? From daily forms of resistance to mass-based organized movements, including protest concerning global capitalism, militarism and war; racism, colonialism, imperialism, sexuality, feminism, labor, immigration, tribal sovereignty, and civil rights. How everyday people have historically confronted (and implicated themselves within) power relations in the United States. \{H\}
Jennifer Guglielmo
Offered Spring 2006

383 Research in U.S. Women’s History: The Sophia Smith Collection
Topic: American Women in the 19th and 20th Centuries.
\{H\} 4 credits
Helen Horowitz
Offered Spring 2006

404 Special Studies
By permission of the department.
4 credits
Offered both semesters each year

The Major


The history major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Field of concentration: five semester courses, at least one of which is a Smith history department seminar. Two of these may be historically oriented courses at the 200-level or above in other disciplines approved by the student’s adviser.

   Fields of concentration: Antiquity; Islamic Middle East; East Asia; Europe, 300–1650; Europe, 1650– to the present; Africa; Latin America; United States.

   Note: A student may also design a field of concentration, which should consist of courses related chronologically, geographically, methodologically or thematically (e.g., Britain, comparative colonialism, Russian and Soviet history and culture, women's history), and must be approved by an adviser.

2. Additional courses: six courses, of which four must be in two fields distinct from the field of concentration. Two of these six may be cross-listed courses in the history department.
3. No more than two courses taken at the 100-level may count toward the major.

4. Geographical breadth: among the 11 semester courses counting towards the major there must be at least one course each in three of the following geographical regions.
   - Africa
   - East Asia and Central Asia
   - Europe
   - Latin America
   - Middle East and South Asia
   - North America

Courses both in the field of concentration and outside the field of concentration may be used to satisfy this requirement. AP credits may not be used to satisfy this requirement.

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

A student may count one (but only one) AP examination in history with a grade of 4 or 5 as the equivalent of a course for 4 credits toward the major. If the examination is in American history and the student’s field of concentration is United States, the course it replaces must be in the concentration; otherwise, the course it replaces must be one of the additional courses. Similarly, if the examination is in European history, the student may use it toward the concentration in Europe, 1650 to the present; otherwise, the course it replaces must be one of the additional courses.

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 Junior Year Abroad programs.

Adviser for Study Away: Richard Lim

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. Students should consult their advisers.

Honors

Director: Robert Eskildsen

431 Thesis
8 credits
Offered Fall semester each year

The honors program is a one-year program taken during the senior year. Students who plan to enter honors should present a thesis project, in consultation with an adviser, no later than preregistration week of the spring semester of their junior year. Students spending the junior year away should submit their proposal to the director of honors in the spring semester and must apply not later than the second day of classes of the fall semester of their senior year.

The central feature of the history honors program is the writing of a senior thesis, which is due on the first day of the spring semester of the senior year. The preparation of the thesis counts for eight credits during the fall semester of the senior year. Each honors candidate defends her thesis in the week before spring recess at an oral examination in which she relates her thesis topic to a broader field of historical inquiry, defined with the approval of the director of honors.

The history honors major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Field of concentration: four semester courses, at least one of which is a Smith history department seminar. Two of these may be historically oriented courses at the 200-level or above in other disciplines, approved by the student’s adviser.
2. The thesis counting for two courses (eight credits).
3. One semester course in ancient history.
4. Four history courses or seminars (16 credits) in a field or fields other than the field of concentration. One of these may be a course cross-listed in the history department.
5. No more than two courses taken at the 100-level may count toward the major.

6. Geographical breadth: among the 11 semester courses counting towards the major there must be at least one course each in three of the following geographical regions.
   - Africa
   - East Asia and Central Asia
   - Europe
   - Latin America
   - Middle East and South Asia
   - North America

Courses in the field of concentration and outside the field of concentration may be used to satisfy this requirement. AP credits may not be used to satisfy this requirement.

Graduate

511 Problems in European History to 1300  
{H} 4 credits

521 Problems in Early Modern History  
{H} 4 credits

541 Problems in Modern European History  
{H} 4 credits

571 Problems in American History  
{H} 4 credits

580 Special Problems in Historical Study  
Arranged individually with graduate students. {H} 4 credits
Offered both semesters each year

590 Research and Thesis  
{H} 4 credits
Offered both semesters each year

590d Research and Thesis  
{H} 8 credits
Full-year course; offered each year
Program in the History of Science and Technology

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers
Lâle Aka Burk, Senior Lecturer in Chemistry
David Dempsey, Museum of Art
Robert Dorit, Associate Professor of Biological Sciences
Craig Felton, Professor of Art
Nathanael Fortune, Associate Professor of Physics
Salman Arshad Hameed, Visiting Assistant Professor, Astronomy
Caroline M. House, Professor of Art
Laura Katz, Associate Professor of Biological Sciences

ALBERT MOSLEY, PROFessor OF PHILOSOPHY
"2 DOUGLAS LANE PATEY, PROFessor OF ENGLISH LANGUAGE AND LITERATURE
JEFFRY RAMSEY, ASSOCIATE PROFessor OF PHILOSOPHY, DIRECTOR
"1 NICHOLAS RUSSELL, ASSISTANT PROFessor OF FRENCH STUDIES
MARJORIE SENECHAL, PROFessor OF MATHEMATICS AND OF HISTORY OF SCIENCE AND TECHNOLOGY
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.

112 Images and Understanding
Plato contended that god did not give the universe eyes because, since the universe contains everything, there is nothing external to see. On the other hand, we use the expression “I see” as a synonym for “I understand.” In this course we will study key historical events that have shaped the images through which we understand the world. Topics and questions to be considered include the structure of the eye and the process of perception; theories of light; visual instrumentation; imaging in science and in art; and the use of visual metaphors in scientific thinking. (H/ N) 4 credits
Jeffry Ramsey
Offered Fall 2004

211 Perspectives in the History of Science
211/EGR 102 Ancient Inventions
The dramatic pace of technological change in the 20th century obscures the surprising fact that most of the discoveries and inventions on which modern societies have been constructed were made in prehistoric times. Ancient inventions tell detailed stories of complex knowledge for which no written records exist. In the first part of the course, we will survey what is known about the technology of daily life in several very ancient societies. In the second part, we will study one important technology in detail. During the third part of the course students will work on group projects in the Science Center machine shop, reconstructing an ancient invention of their choice. (H/ N) 4 credits
Marjorie Senechal and Domenico Grasso
Offered Fall 2004

225/ENG 209 Explorations in Science and Literature
Scientific discovery and the lives and experiences of scientists have long engaged literary artists. Writers have tried to anticipate the future through...
science fiction, and to re-create the past in works that imagine the experiences of historical figures engaged in scientific exploration and research. By juxtaposing nonfiction and imaginative books about scientific ideas, we evoke curiosity and knowledge about the ideas themselves, understand science as a fictional subject and explore the complex interrelationships among scientific ideas, cultural history and literature. Some of the authors will be invited to Smith to discuss their work with the class and to give public presentations. Enrollment limited to 20. (E) 4 credits
Carol Christ and Marjorie Senechal
Offered Spring 2005

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. (S/ N) 4 credits
Donald Joralemon
Offered Spring 2006

ANT 211 Introduction to Archaeology
An introduction to interdisciplinary archaeological inquiry. The goals of archaeology; concepts of time and space; excavation techniques; ways of ordering and studying pottery, skeletal remains, stone and metal objects, and organic materials. Archaeological theory and method and how each affects the reconstruction of the past. Illustrative material, both prehistorical and historical, will be drawn primarily but not exclusively from the culture of the Mediterranean Bronze Age and the time of Homer. Enrollment limited to 30. (H) 3 credits
Susan Allen
Offered Fall 2004

AST 102 Sky I: Time
Explore the concept of time, with emphasis on the astronomical roots of clocks and calendars. Observe and measure the cyclical motions of the sun, the moon and the stars and understand phases of the moon, lunar and solar eclipses, seasons. Enrollment limited to 25 per section. (N) 3 credits
Meg Thacher, Salman Hameed
Offered both semesters each year
unresolved issues, such as dinosaur extinctions and evidence for life in Martian meteorites. Non-technical. \{H/ N\} 4 credits
Salman Hameed
Offered Fall 2004

EGR 101 Structures and the Built Environment
This course, designed for a general audience, examines the development of large structures (towers, bridges, domes) throughout history with emphasis on the past 200 years. Following the evolution of ideas and materials, it introduces students to the interpretation of significant works from scientific, social and symbolic perspectives. Examples include the Brooklyn Bridge, the Eiffel Tower and the Big Dig. \{N\} 4 credits
Andrew Guswa
Offered Fall 2004

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\} 4 credits
Jeffry Ramsey
Offered Spring 2005

PHI 228 Philosophy and Technology
This course will survey recent literature in the philosophy of technology. It will cover the nature of technology, its relationship to physical labor, the use of information technology to replace and enhance managerial functions and the impact of developments in biotechnology. The course will discuss various views concerning the nature of science, whether technology should be viewed as applied science and how science and technology should be viewed from a multicultural perspective. Finally, the course will look at the relationship between technology, ethics, politics and risk-assessment. \{S\} 4 credits
Albert Mosley
Offered Spring 2005

PHY 105 Principles of Physics: Seven Ideas that Shook the Universe
This conceptual course explores the laws of mechanics, electricity and magnetism, sound and light, relativity and quantum theory. It is designed for nonscience majors and does not rely on mathematical tools. Lecture demonstrations and some hands-on investigation will be included. \{N\} 4 credits
Malgorzata Zielinska-Pfabé
Offered Spring 2006

PPY 209 Philosophy and History of Psychology
The course will examine how the child learns her first language. What are the central problems in the learning of word meanings and grammars? Evidence and arguments will be drawn from linguistics, psychology, and philosophy, and cross-linguistic data as well as English. Prerequisite: either PSY 111, PSY 233, PHI 100, or PHI 236, or permission of the instructor. \{N\} 4 credits
Peter de Villiers and Jill de Villiers
Offered Spring 2006

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.
International Relations

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers

Steven Martin Goldstein, Professor of Government
Elizabeth Erickson Hopkins, Professor of Anthropology
Elliot Fratkin, Professor of Anthropology
Gregory White, Associate Professor of Government
Mahnaz Mahdavi, Associate Professor of Economics
Mlada Bukovansky, Associate Professor of Government, Director
Jacques Hymans, Assistant Professor of Government

The international relations minor offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides an interdisciplinary 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.

In keeping with the interdisciplinary nature of the minor, beyond completion of GOV 241, students may take no more than two courses in any one department to count toward the minor.

Requirements: six semester courses including GOV 241, plus one course from each of the following five groups:

1. One course in global institutions or problems, such as international law or organizations, economic development, arms control and disarmament, the origins of war, resource and environmental issues, or world food problems. Among courses at Smith would be the following:

   ANT 232 Third World Politics: Anthropological Perspectives
   ANT 241 Anthropology of Development
   ANT 243 Political Ecology
   ANT 340 Seminar: Postcolonial Politics: Identity, Power and Conflict in the Developing World
   ECO 211 Economic Development
   ECO 213 The World Food System

2. One course in international economics or finance:

   ECO 209 Comparative Economic Systems
   ECO 296 International Finance
   GOV 242 International Political Economy

3. One course in contemporary American foreign policy:

   GOV 244 Foreign Policy of the United States
   HST 273 Contemporary America

4. One course in modern European history or government with an international emphasis:

   GOV 221 European Politics
   GOV 352 Seminar in Comparative Government and International Relations: European Integration
   HST 245 The Middle Ages and the Renaissance in European Thought, 1750–1870
   HST 247 The Rise and Collapse of the Russian and Soviet Empires
   HST 250 Europe in the 19th Century
   HST 251 Europe in the 20th Century

   GEO 109 The Environment
   GOV 233 Problems in Political Development
   GOV 246 Perspectives on War
   GOV 252 International Organizations
   GOV 254 Politics of the Global Environment
   GOV 341 Seminar in International Politics: Weapons of Mass Destruction

   ECO 210 Economic Development
   ECO 296 International Finance
5. One course on the economy, politics or society of a region other than the United States and Europe:

**Africa**

ANT 231 Postcolonial Africa: Contemporary Priorities and Challenges  
ANT 232 Third World Politics: Anthropological Perspectives  
ECO 311 Seminar: Topics in Economic Development—Topic: Economic Development in East Asia  
GOV 224 Islam and Politics in the Middle East  
GOV 227 Contemporary African Politics  
GOV 232 Women and Politics in Africa  
GOV 345 Seminar in International Politics: South Africa in the Globalized Context  
GOV 346 Seminar in International Relations: Regionalism and the International System  
GOV 347 Seminar in International Politics and Comparative Politics: Algeria in the International System  

**Middle East**

GOV 224 Islam and Politics in the Middle East  
GOV 229 Government and Politics of Israel  
GOV 248 The Arab-Israeli Dispute  
HST 208 The Shaping of the Modern Middle East  
HST 209 Aspects of Middle Eastern History: Introduction to Islamic History  
REL 275 The Islamic Tradition  

**Latin America**

ANT 237 Native South Americans: Conquest and Resistance  
ECO 318 Seminar: Latin American Economics  
GOV 226 Latin American Political Systems  
GOV 322 Seminar in Comparative Government: Mexican Politics from 1910 to the Present  
HST 261 National Latin America, 1821 to the Present  
HST 263 Continuity and Change in Spanish America and Brazil  

At the discretion of the adviser, equivalent courses may be substituted.
Interterm Courses Offered for Credit

EAL 115j  Kyoto Then and Now (2 credits)
ESS 175j  Applied Exercise Science (2 credits)
ESS 910j  Badminton (1 credit)
ESS 945j  Physical Conditioning (1 credit)
FRN 255j  Speaking (Like the) French: Conversing, Discussing, Debating, Arguing (4 credits)
GEO 223j  Geology of Hawaiian Volcanoes (1 credit)
IDP 100j  Critical Reading and Discussion: Book title (1 credit)
SPN 218j  Speaking Spanish in Context (4 credits)

A schedule of important dates and information applicable to January Interterm courses is issued by the Registrar's Office prior to preregistration in the fall.
Italian Language and Literature

Visiting faculty and some lecturers are generally appointed for a limited term.

Professor
Alfonso Procaccini, Ph.D.

Assistant Professor
Federica Anichini, Ph.D.

Associate Professors
Giovanna Bellesia, Ph.D.
Anna Botta, Ph.D., Chair (Italian and Comparative Literature)

Senior Lecturer
Vittoria Offredi Poletto, M.A.

Lecturer
Serena Grattarola, 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 Accelerated Beginning Italian course, carries 10 credits and meets for both the fall and spring semesters.

All students going to Florence for their Junior Year 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 and ITL 112 in the following fall semester. In their sophomore year they will also be required to do some extra readings during Winter Break in order to be ready for ITL 250.

Students who did not take Italian in their first year and wish to apply to the JYA program in Florence must successfully complete an intensive summer program approved by the Italian Department.

A Language

Credit is not granted for the first semester only of our introductory language course. ITL 110y.

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 250 the following year. Preference is given to all first-year students planning to go to Italy for their junior year. Three class meetings per week plus required weekly multimedia work and a discussion session. Enrollment limited to 16 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. 10 credits

Members of the department
Giovanna Bellesia, Director, Fall 2004
Federica Anichini, Director, Spring 2005

Offered each year

111 Accelerated Elementary Italian I
One-semester course designed for students who might have missed the opportunity to take our highly recommended yearlong ITL 110y course. It will cover two-thirds of the material of ITL 110y in one semester. Should one choose this alternative, we strongly recommend continuing in ITL 112 in the fall of the following year (see description below). Three class meetings per week plus required weekly multimedia work and a discussion session. Preference is given to all first-year students planning to go to Italy for their junior year. Enrollment limited to 16 per section. 5 credits

Members of the department
Offered each Spring
introduces students to the reading of authentic materials. Emphasis will be on the development of reading and writing skills. Three class meetings per week plus required weekly multimedia work and a discussion session. With a teacher’s recommendation and/or extra readings during winter break, students will be allowed to enter ITL 250 and/or 231 in the spring. Preference is given to students continuing from ITL 111. Enrollment limited to 16 per section. {F} 5 credits
Members of the department
Offered each Fall beginning Fall 2005

220 Intermediate Italian
Comprehensive review through practice in writing and conversation. Discussion, compositions and oral reports based on Italian literary texts and cultural material. Weekly conversation meetings and multimedia work required. Prerequisite: ITL 110y or ITL 111 and 112 or permission of the department. {F} 4 credits
Serena Grattarola
Offered each Fall

230 High Intermediate Italian
Readings of contemporary literary texts. Review of grammar, regular practice to improve oral and written expression. Open by permission only. Prerequisite: ITL 110y or permission of the department. {F} 4 credits
Federica Anichini
Offered Fall 2004

231 Advanced Italian
A continuation of 220 or 230, with emphasis on development of style. Intensive oral and written work. Highly recommended for students planning to go to Florence for their Junior Year Abroad who need extra work on their language skills. Prerequisite: 220 or permission of the department. {F} 4 credits
Serena Grattarola
Offered Spring 2005

B. Literature

The prerequisite for ITL 250 is ITL 220 or ITL 230 or ITL 231.

The prerequisite for 300-level courses is ITL 230 or ITL 231 or permission of the instructor.

250 Survey of Italian Literature I
Prerequisite for students applying for Junior Year Abroad in Florence. Reading of outstanding works and consideration of their cultural and social backgrounds from the Middle Ages to the Renaissance. Students must also enroll in a discussion section where they will do intensive work on their writing skills. Prerequisite: ITL 220, and/or 230, and/or 231 or permission of the instructor. {L/ F} 5 credits
Alfonso Procaccini, Serena Grattarola, to be announced
Offered each Spring

251 Survey of Italian Literature II
A continuation of ITL 250, concentrating on representative literary works from the High Renaissance to the Modern period. Normally to be taken during Junior Year in Florence. May be taken in Northampton as a special studies with the permission of the chair of the department. Prerequisite: ITL 250 or permission of the chair.

252 Italy: “La Dolce Vita”
To acknowledge it with an adjective of its own making, Italy continues to project and exemplify a way of life that can only be described simply as «Italian.» We will look at Italy’s rich cultural history, thus examine its illustrious artistic tradition as well as some of the reasons that Italy has achieved over the centuries the recognition and the mystique of cultivating a philosophy of living best expressed by the title of Fellini’s classic film, La dolce vita. Following Fellini’s masterpiece we will explore the premise that art provides imaginative ways of viewing and enjoying, as well as offering unique insights into how we may learn to fashion creative responses to many of life’s more bitter and tragic experiences— a recurring theme present throughout Italian cultural history, from Dante’s own classic epic The Divine Comedy (1304), to Bocaccio’s subversive/playful Decameron (1350), to Puccini’s melodramatic opera Tosca (1900), to Benigni’s recent popular film, Life Is Beautiful. The class will follow a lecture/discussion format: invited Smith faculty members from other departments will join the class to share her/his passion and special-
ized knowledge of Italian culture. Required work includes weekly readings, oral presentation in class and regular film viewings. Knowledge of Italian is recommended but not required. Conducted in English. {L} 4 credits.
Alfonso Procaccini
Offered Fall 2004

332 Dante: Divina Commedia—Inferno
Detailed study of Dante's Inferno in the context of his other works. Conducted in Italian. {L/ F} 4 credits
Alfonso Procaccini, Fall 2004
Offered each year

333 Dante: Divina Commedia—Purgatorio and Paradiso
Detailed study of Dante's Purgatorio and Paradiso in the context of his other works. Conducted in Italian. {L/ F} 4 credits
Federica Anichini, Spring 2005
Offered each year

341 Italian Seminar for Sight Location in Italian Cinema
For students currently enrolled in ITL 342 wishing to view and discuss the films in Italian and read film criticism written in Italian. Readings in Italian of such directors as Gianni Amelio, Federico Fellini, Michelangelo Antonioni, Pier Paolo Pasolini and film critics such as Aristarco, Brunetta, Rondolino, Zagarrio. Optional one-credit course. Graded S/U only. {L/ F} 1 credit
Anna Botta
Offered Spring 2005

342 Sight Location in Italian Cinema
Examining Italian cinema from neorealism to today, this course will investigate how the Italian national self-image on the screen has changed in response to the changes of the political and cultural context over the last fifty years. In particular, we will focus on the determining role that landscape and interiors play in constructing the screen image of Italy, noting how characters and their movements are framed within these chosen locations. Directors include Visconti, Fellini, Antonioni, Bertolucci, Risi, Moretti, Amelio, Soldini, Ozpetek. Conducted in English. This course does not count as a senior seminar for Italian language and literature majors.
It counts as a course toward the major in Italian language and literature only if it is taken in conjunction with ITL 341. {L/ A} 4 credits
Anna Botta
Offered Spring 2005

344 Italian Women Writers
Topic: Mothers and Daughters. This course provides an in-depth look at the changing role of women in Italian society. It focuses on the portrayal of motherhood by Italian women writers in the 20th century. Authors studied include Sibilla Aleramo, Elsa Morante, Natalia Ginzburg and Dacia Maraini. Limited enrollment, permission of the instructor required. Conducted in Italian. {L} 4 credits
Giovanna Bellesia
Offered Fall 2004

Cross-listed Courses
The following courses, may count towards the Italian major if all written work is done in Italian.

CLT 305 Studies in the Novel: The Postmodern Novel
Offered Fall 2004

CLT 355 Consuming Passions: Eating/Reading
Offered Spring 2005

404 Special Studies
By permission of the chair, for senior majors.
4 credits
Members of the department
Offered both semesters each year

408d Special Studies
By permission of the chair, for senior majors.
8 credits
Full-year course; Offered each year

The Major in Italian Language and Literature
Advisers: Federica Anichini, Giovanna Bellesia, Anna Botta, Vittoria Poletto, Alfonso Procaccini.
Advisers for Study Abroad: Federica Anichini, Giovanna Bellesia, Anna Botta, Vittoria Poletto, Alfonso Procaccini

Basis: ITL 110y or ITL 111 and 112, ITL 220 or ITL 230 (or permission of the department).

Requirements: the basis, ten semester courses.

The following courses are compulsory for majors attending the JYA in Florence:
Sophomore year— Spring: ITL 250
JYA— Fall: Survey 2
JYA— Spring: ITL 235
The following courses are compulsory for majors not attending the JYA in Florence:
250, 231, 251

All majors in Italian language and literature must attend ITL 332 and 333 (two semesters) and a senior seminar in Italian during their senior year.

The rest of the courses can be chosen among the following: 334, 338, 340, 342, 344, 346, 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 Junior Year 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.

Italian majors are required to take ITL 332 and 333 (two semesters) and at least one advanced literary seminar in Italian during their senior year.

The Major in Italian Studies

Advisers: Federica Anichini, Giovanna Bellesia, Anna Botta, Vittoria Poletto, Alfonso Procaccini.

Basis: ITL 110y or ITL 111 and 112, ITL 220 or ITL 230.

Italian studies majors are expected to achieve competence in both written and spoken Italian. Participation in the Junior Year Abroad in Florence is not required but it is strongly recommended.

Requirements: the basis plus additional ten semester courses which include:

ITL 231 or 235 (offered only in Florence)

ITAL 250

Three (non-language) courses taken in the Italian department on campus or during the JYA 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 355) 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.

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). In special cases, ITL 340 (Theory and Practice of Translation), can be taken instead of the senior literature seminar (department permission required).

One semester of ITL 332 or 333 (Dante). All work must be done in Italian. Students should normally enroll in the first semester (ITAL 332) unless there is a scheduling conflict.
The Minor

Advisers: Federica Anichini, Giovanna Bellesia, Anna Botta, Vittoria Poletto, 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 110d, 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, 332y, 334, 338, 340, 342, 343, 344, 346, 404. At least one 300-level course must be taken during senior year.

Courses taken during the Junior Year 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

Directors: Federica Anichini, Giovanna Bellesia, Anna Botta, Vittoria Poletto, Alfonso Procaccini

430d Thesis
8 credits
Full-year course; Offered each year

Graduate

Advisers: Giovanna Bellesia, Anna Botta, Alfonso Procaccini

An excellent knowledge of both written and spoken Italian is a prerequisite for the program. Candidates spend their first year in Florence, enrolled at the University of Florence and at the Smith Center. Required minimum of 32 credits. The thesis is written during the second year, on campus, under the direction of a member of the department.

550d Research and Thesis
8 credits
Full-year course; Offered each year
Galina Aksenova, Ph.D., Lecturer in Jewish Studies
*1 Justin Cammy, Ph.D., Assistant Professor of Jewish Studies
Yehudit Heller, M.Ed., Lecturer in Jewish Studies

Jewish Studies Advisory Committee
†1 Ernest Benz, Associate Professor of History
Silvia Berger, Lecturer in Spanish and Portuguese
†2 Darcy Buerkle, Assistant Professor of History
†2 Lois Dubin, Associate Professor of Religion and Biblical Literature
Myron Peretz Glazer, Professor of Sociology
†2 Joel Kaminsky, Associate Professor of Religion and Biblical Literature, Director
Ellen Kaplan, Associate Professor of Theatre
‡1 Jocelyne Kolb, Professor of German Studies

100y Elementary Modern Hebrew
A yearlong introduction to modern Hebrew. Emphasis on developing skills necessary for fluent reading, speaking and writing. Vocabulary and grammar are enhanced through the weekly study of a classic or contemporary hit from the Israeli “Top-40” and articles in elementary Hebrew from a newspaper designed for new immigrants. Enrollment limited to 20. Normally offered every second year. {F} 8 credits
Yehudit Heller
Full-year course; Offered 2004–05

120 Intermediate Modern Hebrew
A semester-long interaction with modern Hebrew, with emphasis on oral proficiency in practical conversational Hebrew and on reading and writing. Students review grammar, develop their skills as readers and writers in modern Hebrew and gain an understanding of the language as a living culture. Readings include short stories and poetry by Naomi Shemer, Lea Goldberg, Zelda and Rachel, and explorations of Hebrew popular culture through newspapers, film and music (Sha’ar la-Oleh). Prerequisite: at least one year of college Hebrew or equivalent, or permission of the instructor. {F} 4 credits
Yehudit Heller
Offered Spring 2005, Spring 2006

187 Text and Tradition: Jewish Civilization Through the Ages
The development of Jews and Judaism from antiquity through the rabbinic, medieval and modern periods. Close readings of classic texts from the library of Jewish religious and national experience. Central themes and issues that undergird the tradition, including God and Godliness; revelation and covenant; peoplehood and chosenness; messianism and redemption; sacred space and sacred time; canon and the text-centered community; prayer and study; philosophical and mystical trends; gender and Jewish law; Jews under Christianity and Islam; revivalist movements and denominations; and contemporary Jewish religious, cultural, and political self-definition. How Jewish law and culture in the past negotiated such pressing present-day concerns as “who is a Jew?,” abortion, capital punishment, same-sex relations, ecological awareness, collective memory, tensions between diaspora and homeland, and creative betrayals of tradition. {L/H} 4 credits
Justin Cammy
Offered Spring 2005, Spring 2006

200-Level Courses

CLT 218 Holocaust Literature
Explores Jewish literary responses to national catastrophe, differentiating between literature of the Holocaust (texts written in extremis in the ghettos, camps, and in hiding) and post-War literature about the Holocaust. Does Holocaust literature build upon existing archetypes from Jewish litera-
tures of catastrophe or establish itself as an entirely new literary genre? In what ways do culture, language and the passage of time influence the tenor and function of responses to the destruction of European Jewry? Which people are authorized to tell the story of the Holocaust, and how are they to balance the claims of subjective and national experience, aesthetic standards and historical accuracy? Considers works, all in translation, from both Jewish (Yiddish and Hebrew) and European languages, and from multiple genres (diaries, reportages, partisan song lyrics, oral testimonies, memoirs, essays, novels, poetry, comic strips, films, and monuments). (L) 4 credits
Justin Cammy
Offered Spring 2006

261 The Same or Other: Images of Jews in Russian Cinema
A century of Russian-Jewish intellectual dialogue on the silver screen, from the official anti-Semitism of the imperial state through the revolutionary and Soviet eras to Russia today. Weekly screening of films from the 1910s to the present highlighting the Jew and Jewishness. The powerful, complex, controversial and often tragic fusion of Russian and Jewish identities as presented in cross-cultural artifacts. (H/ A) 4 credits
Galina Aksenova
Offered Fall 2004

284 Beyond the Pale: The Jews of Eastern Europe
The history of the largest Jewish community in the world, from subjection under the tsars until its extermination in World War II. The interaction between external pressures on the Jews (tsarist legislation and popular discrimination, the upheavals of World War I, the Bolshevik Revolution, Polish nationalism) and Jewish self-assertion (religious revitalization under Hasidism and its opponents; domestic forces of enlightenment; language wars between Yiddish, Hebrew, Russian and Polish; the birth of a modern Jewish historical consciousness; varieties of Jewish political expression such as Zionism, Yiddishism and Jewish socialism; the shtetl as virtual homeland versus the new multicultural city). Provides perspective on contemporary European debates regarding diaspora, minority and marginality, nationalism and transnationalism, hybridity, borderland cultures and the Jewish question in European historical consciousness. (H) 4 credits
Justin Cammy
Offered Fall 2005

285 Jews and Islamic Civilization
Subject to the approval of the Committee on Academic Priorities.
A survey of the relationship between Judaism and Islam since the era of the Prophet Muhammad. Themes include religious pluralism and imperial statecraft in the Middle East, the theological tensions of the Judeo-Christian-Muslim tradition, the notions of dhimma and Peoples of the Book in Sunni and Shi'i theory and practice, Jewish self-government under the Caliphate, the Karaites, the world of the Cairo Geniza, the flowering of Jewish life in the Ottoman period, Sabbatian messianism and schism, communal strains and decline in the era of nationalism and European influence. (H) 4 credits
Benjamin Braude
Offered Spring 2005

400 Special Studies
1 to 4 credits
Offered both semesters each year

The Minor
Advisers: Members of the Jewish Studies Advisory Committee

Students contemplating a minor in Jewish studies should see an adviser as early as possible to develop a minor course program. This program should be approved by an adviser no later than the beginning of the senior year, though earlier discussion is preferable.

Requirements: a total of five courses:
1. JUD 187 the basis of the minor;
2. Four additional courses to be chosen from the list below, and distributed over any three of the areas of Jewish studies (i.e. classical texts, language, history, thought, literature and the arts, and contemporary issues). Some courses appear in more than one area. A student may use such a course to fulfill either one or the other of the distribution requirements, but may not
use the same course to satisfy more than one such requirement. Normally, at least three of the courses for the minor shall be Smith courses.

I. Classical Texts

REL 210 Introduction to the Bible I
REL 211 Wisdom Literature and Other Books from the Writings
REL 213 Prophecy in Ancient Israel
REL 215 Introduction to the Bible II
REL 217 The Dead Sea Scrolls, Judaism and Christianity
REL 310 Sibling Rivalries: Israel and the Other in the Hebrew Bible
REL 315 The Search for the Historical Jesus

II. Language

Courses at Smith
JUD 100y Elementary Modern Hebrew
JUD 120 Intermediate Modern Hebrew
REL 295 Hebrew Religious Texts I
REL 296 Hebrew Religious Texts II

III. History

GOV 248 The Arab-Israeli Dispute
JUD 265 Jews and Judaism in America, 1650-Present
JUD 284 Beyond the Pale: The Jews of Eastern Europe
JUD 285 Jews and Islamic Civilization
REL 110 Archaeology of Israel and Palestine
REL 223 Insiders/Outsiders I: Jews in Modern Europe
REL 224 Insiders/Outsiders II: Jews and Judaism in Europe and America, 19th and 20th Centuries
REL 320 Tying and Untying the Knot: Women, Marriage and Divorce in Judaism

IV. Thought

REL 221 Jewish Spirituality: Philosophers and Mystics
REL 223 Insiders/Outsiders I: Jews in Modern Europe
REL 224 Insiders/Outsiders II: Jews and Judaism in Europe and America, 19th and 20th Centuries
REL 227 Judaism/Feminism/Women's Spirituality

V. Literature and the Arts

CLT 201 Literary Anti-Semitism
CLT 218 Holocaust Literature
CLT 275 Literatures of Zionism
CLT 277 Language, Lineage and Locus: The Jewish Writer in the 20th Century
GER 151 Jews in German Culture
JUD 253 Hebrew Poetry Through the Ages
JUD 260 Between Two Worlds: Yiddish Literature and Culture from 1862 to the Present
JUD 261 The Same or Other: Images of Jews in Russian Cinema
JUD 262 Jewish American Literature, Culture and Performance
JUD 362 Post-War American Fiction
REL 110 People of the Story
SPN 246 Life Stories by Latin American Jewish Writers (in Spanish)
SPN 280 Life Stories by Latin American Jewish Writers
THE 313 Staging the Jew

VI. Contemporary Issues

CLT 218 Holocaust Literature
CLT 275 Literatures of Zionism
CLT 277 Language, Lineage and Locus: The Jewish Writer in the 20th Century
GOV 229 Government and Politics of Israel
GOV 248 The Arab-Israeli Dispute
GOV 323 Warring for Heaven and Earth: Muslim and Jewish Political Activism in the Middle East
JUD 262 Jewish American Literature, Culture and Performance
JUD 362 Post-War American Fiction
REL 110 Renewal and Invention in Contemporary Judaism
REL 227 Judaism/Feminism/Women's Spirituality
REL 335 Problems in Jewish Religion and Culture: Women, Feminism and Spirituality

Additional reading courses in Hebrew or Yiddish language and literature may be available, supervised by members of the program. Students who plan to study in Israel or who wish to pursue advanced work in Jewish studies should begin Hebrew as soon as possible. Consult the director of the Jewish Studies Program or a member of the advisory committee.
Landscape Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Ann Leone, Professor of French Studies, Director
Nina Antonetti, Lecturer in Art and Landscape Studies

Associated Faculty
Carl John Burk, Professor of Biological Sciences
Dean Flower, Professor of English Language and Literature
Andrew Guswa, Assistant Professor of Engineering

Helen Lefkowitz Horowitz, Professor of American Studies and of History
Barbara Kellum, Professor of Art
Michael Marcotrigiano, Professor of Biological Science and Director of the Botanic Garden
Douglas Patey, Professor of English Language and Literature
Gretchen Schneider, Lecturer in Art

LSS 100 Issues in Landscape Studies
Through readings, discussions 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? Students may take this course twice for credit. S/U only. (E) 2 credits
Ann Leone, Director; Nina James, Co-Director Offered Spring 2005

LSS 105 Introduction to Landscape Studies
This introductory course will be a chronological and thematic exploration of the issues that define the evolving field of landscape studies. Topics will range from ancient to contemporary, scientific to artistic, cultural to political, theoretical to practical. We will consider corporate, domestic, industrial, postindustrial, tourist, landfill and agricultural landscapes. Attention will be paid to such designs as Versailles, Royal Botanical Garden at Kew, Boston’s Back Bay, Central Park and the Vietnam Veterans Memorial. (E) {H/ S/ A} 4 credits
Nina James Offered Fall 2004

LSS 200 Socialized Landscapes: Private Squalor and Public Affluence
Certain landscapes dissolve economic, political, social, cultural constructs to foster diversity on common ground. This course will trace the development of these socialized landscapes, specifically in Europe and North America in the last two centuries, as places of reform, respite and refuge. Focusing on a series of case studies— including urban parks, cemeteries, shopping malls, hiking and bike trails, and amusement parks— we will characterize what makes a place a socialized landscape, identify how they improve their communities, and consider how a dysfunctional space might be transformed into a socialized landscape. This discussion-based course will have a practical, i.e., studio, component, as each student will attempt to socialize a local site. Enrollment limited to 20. (E) {H/ S/ A} 4 credits
Nina James Offered Spring 2005

LSS 300 Rethinking Landscape
This seminar on landscape theory will explore myriad issues in the field— including territory,
expansion, sexuality, disjunction, fantasy, dwelling, memory, nationalism—in the context of critical approaches such as modernism, deconstruction, structuralism, poststructuralism, phenomenology, and feminism. Priority given to senior, then juniors. Enrollment limited to 12. Prerequisite: two of the following: LSS 100, LSS 105, LSS 200, LSS 210 or permission of the instructor. (E) {H/S/A} 4 credits
Nina James
Offered Fall 2004

Cross-Listed Courses

ARH 101 Approaches to Visual Representation: Designing, Depicting, and Destroying Landscapes
Landscapes cover the globe. How have humans dealt with their landscapes through the ages and around the world? This course will examine how and why places have been conquered, designed, painted, printed, sculpted, filmed, woven, recycled, forgotten or destroyed. Balancing the real and the representational, specific topics will include land art, memorials, public parks, historic preservation, gardens of paradise, Chinese scrolls, medieval tapestries and Impressionism. {H/ A} 4 credits
Nina James
Offered Fall 2004

ENG 221 Reading the Landscape
A study of the ways in which language and literature inscribe the landscape, shaping as well as being shaped by it. Discussion of such problematic issues as wilderness mythology, modern ecology, non-intervention theories, ecofeminism, nativist perspectives and the eye as designer. Emphasis on American essays, poems and narratives written in the aftermath of Rachel Carson’s Silent Spring, including works by Annie Dillard, Wendell Berry, Mary Oliver, Terry Tempest Williams, Edward Abbey, Barry Lopez and Gretel Ehrlich. Also some attention to 19th-century nature writers like Cooper, Audubon, Thoreau and Mary Austin—whose works are now seen to address modern ecological issues. At least one field trip. Open to nonmajors. (E) {L} 4 credits
Dean Hower
Offered Spring 2005

FRN 230 Readings in Modern Literature
An introduction to literature, designed to develop skills in oral expression and expository writing. A transition from language courses to more advanced courses in literature and culture. A student may take only one section of 230. Prerequisite: 220, or permission of the instructor.
Topic: Dream Places and Nightmare Spaces: French Literary Landscapes
Through texts by authors from Louis XIV to Colette, we will discuss questions about literary uses of landscape: Why do we flee or search for a landscape? What makes us cherish or fear a particular place? What do landscapes tell us that the narrator or characters cannot or will not tell? Other authors may include Rousseau, Victor Hugo, Chateaubriand, Maupassant, Apollinaire, Robbe-Grillet and James Sacré. {L/F} 4 credits
Ann Leone
Offered Fall 2004

CLT 288 Bitter Homes and Gardens: Domestic Space and Domestic Discord in Three Modern Women Novelists
We will analyze the ways Edith Wharton, Colette and Elizabeth von Amim depict domestic discord—loss, rage, depression—through local landscapes and domestic spaces: houses, rooms and gardens. Texts will include Wharton’s essays on landscape and domestic design, and novels, short stories, letters, and autobiographical writings by all three authors. {L} 4 credits
Ann Leone
Offered Spring 2005

For courses throughout the curriculum that are related to landscape studies and that may count for an independently designed landscape studies minor, please see our Web site http://www.smith.edu/landscapestudies.
Latin American and Latino/a Studies

Advisers and Members of the Latin American and Latino/a Studies Committee

Susan C. Bourque, Professor of Government
Ginetta Candelario, Assistant Professor of Sociology and of Latin American and Latino/a Studies
Velma García, Associate Professor of Government
† Maria Estela Harretche, Associate Professor of Spanish and Portuguese
† Marguerite Itamar Harrison, Assistant Professor of Spanish and Portuguese
Michelle Joffroy, Assistant Professor of Spanish and Portuguese
Donald Joralemon, Professor of Anthropology
†† Marina Kaplan, Associate Professor of Spanish and Portuguese and of Latin American and Latino/a Studies
Dana Leibsohn, Associate Professor of Art, Director
† Nola Reinhardt, Professor of Economics
Nancy Saporta Sternbach, Professor of Spanish and Portuguese
Ann Zulawski, Associate Professor of History and of Latin American and Latino/a Studies

100 Topics in Latin American and Latino/a Studies
An interdisciplinary introduction to critical themes and issues in Latin American culture and history. Lectures and discussions will focus on such topics as perceptions of conquest; women in colonial times; nation building in the 19th century; 20th-century revolutions and the international context. Recommended for first- and second-year students. {H/S} 4 credits
Ginetta Candelario
Offered Spring 2005

301 Seminar: Topics in Latin American and Latino/a Studies
4 credits

Contemporary Latina Playwrights and Performers
From the shoestring budgets of their collective theatre pieces of the 1960s to their high-tech, multimedia performance art of the 1990s, U.S. Latinas have moved from their marginal positions backstage to become the central protagonists of the efflorescent, hybrid, multicultural art form that is Latina theatre today. In this course, we will read a variety of plays, performance pieces, puppet shows, and other art forms that define U.S. Latina theatre from the early seventies to the present. Critical readings will accompany the texts. Every effort will be made to actually see a performance of some manifestation of Latina theatre. {L/A}
Nancy Saporta Sternbach
Offered Spring 2005

Culture and Society in the Andes
{H/S} 4 credits
Ann Zulawski
Offered Spring 2006

404 Special Studies
4 credits
Offered both semesters each year

The Major
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,
Latin American and Latino/a Studies

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: Malcolm McNee, 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.

Basis: HST 260 and HST 261.

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.

Approved courses for 2004–05:

American Studies
102 Thinking Through Race
Offered Fall 2004

Art
130 Introduction to Art History: Africa, Oceania, and the Indigenous Americas
Offered Fall 2004

204 Ancient America: Art, Architecture, and Archaeology
Offered Spring 2005

Comparative Literature
268 Latina and Latin American Women Writers
Offered Spring 2005

Economics
211 Economic Development
Offered Fall 2004

Government
216 Minority Politics
Offered Fall 2004, Fall 2005

226 Latin American Political Systems
Offered Spring 2005

237 Colloquium: Politics of the U.S./Mexico Border
Offered Spring 2005

307 Seminar in American Government Topic: Latinos and Politics in the United States
Offered Fall 2004

History
260 Colonial Latin America, 1492–1821
Offered Fall 2004, Fall 2005

261 National Latin America, 1821 to the Present
Offered Spring 2005, Spring 2006
263 Continuity and Change in Spanish America and Brazil
   Topic: Gender and the Study of Latin American History
   Offered Spring 2005

361 Problems in the History of Spanish America and Brazil
   Topic: Public Health and Social Change in Latin America, 1850- Present
   Offered Fall 2004

Sociology
213 Ethnic Minorities in the United States
   Offered Spring 2005

214 Sociology of Hispanic Caribbean Communities in the United States
   Offered Fall 2004

222 Blackness in the Americas
   Offered Spring 2006

314 Seminar in Latina/o Identity: Latina/o Racial Identities in the United States
   Offered Fall 2004

Spanish and Portuguese
POR 221 Topics in Portuguese and Brazilian Literature and Culture
   Topic: Envisioning “Lusofonia”: A Focus on Film from the Portuguese-Speaking World
   Offered Spring 2005

SPN 230 Topics in Latin American and Peninsular Literature
   Topic: From Euphoria to Disenchantment: The Return to Democracy on Stage
   Offered Fall 2004

SPN 240 From Page to Stage
   Topic: “From Magic Realism to the End of the Utopias”
   Offered Spring 2005

SPN 246 Topics in Latin American Literature
   Topic: Modern Amazonian Literature
   Offered Spring 2005
   Topic: Negotiating the Borderlands: Text, Film, Music
   Offered Fall 2004
   Topic: Literary Constructions of Afro-Cuban Identity
   Offered Spring 2005

SPN 260 Survey of Latin American Literature I
   Offered Fall 2004, Fall 2005

SPN 261 Survey of Latin American Literature II
   Offered Spring 2005, Spring 2006

SPN 370 Literary Genres in Latin America: Contemporary
   Topic: Dislocations of Culture
   Offered Spring 2005

SPN 371 Latin American Literature in a Regional Context
   Topic: Central America: Texts, Films, Music
   Offered Fall 2004
   Topic: Interrogating the Commonplace: The Southern Cone
   Offered Fall 2005

SPN 380 Advanced Literary Studies
   Topic: Translating Poetry
   Offered Spring 2005

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 HST 260, HST 261, and SPN 260 or SPN 261, and at least one course at the 300 level.

Minor in Latino/a Studies
Requirements: six courses which must include the following: HST 260 or HST 261, SPN 260 or SPN 261, one other course 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: Dana Leibsohn

430d Thesis
8 credits
Full-year course; Offered each year

431 Thesis
8 credits
Offered each Fall

Admission by permission of the Latin American and Latino/a Studies Committee.

Requirements: the same as those for the major; a thesis proposal, preferably prepared during the second semester of the student’s junior year and submitted for consideration no later than the end of the first week of classes the following September; a thesis and an oral examination on the thesis.

For Five-College Certificate in Latin American Studies see the description on page 404.
Logic

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers

James Henle, Professor of Mathematics
Merrie Bergmann, Associate Professor of Computer Science

Jay Garfield, Professor of Philosophy, Director
Albert Mosley, 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.

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) WI 4 credits
James Henle (Mathematics), Jay Garfield (Philosophy)
Offered Fall 2004

PHI 202 Symbolic Logic
Symbolic logic is an important tool of contemporary philosophy, mathematics, computer science and linguistics. This course provides students with a basic background in the symbols, concepts and techniques of modern logic. It will meet for the first half of the semester only. Enrollment limited to 20. (M) 2 credits
To be announced
Offered Spring 2005

PHI 203 Topics in Symbolic Logic
Applications of logic to fundamental issues in philosophy, mathematics and computer science. Prerequisite: LOG 100 or PHI 202. Topic: fuzzy logic. After the initial meeting, the course will meet for the second half of the semester. (M) 2 credits
To be announced
Offered Spring 2005

404 Special Studies
4 credits
Offered both semesters each year

The Minor

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 PHI 220

Additional courses may be chosen from the following list:

CSC 111 Computer Science I
CSC 250 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 in Logic
MTH 153 Discrete Mathematics
Logic

MTH 217 Mathematical Structures
PHI 203 Topics in Symbolic Logic
PHI 220 Logic and the Undecidable
PHI 236 Linguistic Structures
PHI 322 Topics in Advanced Logic

Depending on the topic, the courses listed below may also be taken for logic minor credit:

CSC 390 Seminar in Artificial Intelligence
MTH 224 Topics in Geometry
MTH 238 Topics in Number Theory
MTH 343 Topics in Mathematical Analysis
MTH 350 Topics in the History of Mathematics
PHI 362 Seminar: Philosophy of Language

There are also courses at Five College institutions that may be acceptable, courses in linguistics and law, for example.
Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers
H. Allen Curran, Professor of Geology, Co-Director
**Paulette Peckol, Professor of Biological Sciences, Co-Director
C. John Burk, Professor of Biological Sciences
L. David Smith, Associate Professor of Biological Sciences, Co-Director

The marine sciences 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 sciences is obtained through completion of the two basis courses. Students then may choose to concentrate their further study principally on the scientific investigation of the oceans or on the policy aspects of ocean 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 264 Marine Ecology (BIO 265 must be taken concurrently); a special studies or seminar course chosen in consultation with the minor adviser; and three elective courses from the following areas, only two of which may be counted in a major:

**Biological Sciences**
242/243 Invertebrate Zoology and required Concurrent Laboratory 243
260 Principles of Ecology and optional Concurrent Laboratory 261
338 Morphology of Algae and Fungi and required Concurrent Laboratory 339
356/357 Plant Ecology and required Concurrent Laboratory
364 Topics in Environmental Biology
400 Special Studies
400 Special Studies

**Geology**
231 Invertebrate Paleontology and Paleocology
232 Sedimentology
270j Carbonate Systems and Coral Reefs of the Bahamas
311 Environmental Geophysics
355 Geology Seminar: Coral Reefs: Past, Present and Future

**Social Sciences**
ECO 224 Environmental Economics
GOV 254 Politics of the Global Environment
GOV 306 Politics and the Environment
GOV 404 Special Studies

**Five College Course Possibilities**
Courses can be chosen with consultation and approval of minor advisers; examples would be (all UMass):

Biology 524s: Coastal Plant Ecology
Geology 591f: Marine Micropaleontology
Geography 392As: Coastal Resource Policy
WF Conser. 261: Fisheries Conservation and Management

**Off-Campus Course Possibilities**
Some students may elect to take two or 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 Sciences

Marine Biological Laboratory (Boston University Marine Program, fall semester) and Woods Hole Oceanographic Institution (summer) — Smith is an affiliate through the Five College Coastal and Marine Sciences Program; Williams/Mystic Seaport Program (Smith is an affiliate); SEA Semester; Duke University Marine Laboratory, Semester and Summer Program; marine programs of School for Field Studies, and Shoals Marine Laboratory.
Mathematics

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Marjorie Lee Senechal, Ph.D.
+2 James Joseph Callahan, Ph.D.
+1 Michael O. Albertson, Ph.D.
David Warren Cohen, Ph.D.
**2 James M. Henle, Ph.D., Chair
**2 Katherine Taylor Halvorsen, D.Sc.
Ruth Haas, Ph.D. (Mathematics and Engineering)

Associate Professors
Patricia L. Sipe, Ph.D.

Assistant Professors
+1 Leanne Robertson, Ph.D.
Yoonjin Lee, Ph.D.
Nicholas Horton, D.Sc.

Senior Lecturer
Mary Murphy, M.A.T.

A student with three or four years of high school algebra (the final year may be called analysis, precalculus, trigonometry, functions, or AP mathematics) but no calculus, will normally enroll in Calculus I (111). A student with a year of calculus will normally enroll in Calculus: Effective Computation and Power Series (114) or Discrete Mathematics (153)—or both—during her first year. If a student has a year of BC calculus, she may omit MTH 114.

A student with two years of high school algebra, but no calculus or precalculus, should enroll in Elementary Functions (102). This course provides a solid basis for calculus and some of our majors start here.

Discovering Mathematics (105), and Statistical Thinking (107) are intended for students not expecting to major in mathematics.

A student who chooses to accelerate and who has a score of 4 or 5 on the AB Calculus Examination may receive 4 credits, providing she does not take 107 or 245 for credit.

Students who are considering a major or minor in mathematics should talk with members of the department.


EDP/ QSK 101 Quantitative Skills
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, pre-calculus mathematical skills. Students develop their numerical, statistical and algebraic skills by working with numbers drawn from a variety of current media sources. Enrollment limited to 20. Permission of the instructor required. (E) {M} 4 credits
To be announced
To be arranged

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. 4 credits

James Henle
Offered Fall 2004

105 Discovering Mathematics
Contemporary applications of mathematics. Students are introduced to beautiful topics in mathematics that do not require a great deal of previous knowledge. We stress the intuition, creativity and aesthetics involved in mathematical problem solving and quantitative reasoning. Topics come from management science, statistics, social choice (voting), measurement and geometry. 4 credits

Ruth Haas
Offered Spring 2005

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. We will design our own experiments, collect and analyze the data, and write reports on our findings. Prerequisite: high school algebra. 4 credits

Nicholas Horton
Offered Fall 2004

111 Calculus I
Rates of change, differential equations and their numerical solution, integration, differentiation and the fundamental theorem of the calculus. The scientific context of calculus is emphasized. Prerequisite: MTH 111 or the equivalent. 4 credits

Members of the department
Offered both semesters each year

112 Calculus II
Applications of the integral, dynamical systems, infinite series and approximation of functions. The scientific context of calculus is emphasized. Prerequisite: MTH 111 or the equivalent. 4 credits

Members of the department
Offered both semesters each year

114 Calculus: Effective Computation and Power Series
Power series and convergence, differential equations, difference equations, dynamical systems; numerical methods and qualitative analysis. The scientific context of calculus is emphasized. Intended for students who have had a year of calculus elsewhere. Students may not receive credit for both 114 and 112. 4 credits

Members of the department
Offered both semesters each year

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. 4 credits

Members of the department
Offered both semesters each year

190/PSY 140 Statistical Methods for Undergraduate Research
An overview of the statistical methods needed for undergraduate research. The course emphasizes methods for data collection, data description and statistical inference including an introduction to confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data will be discussed. Applications will be emphasized, and students will learn to use the SPSS statistical software for data analysis. Classes meet for lecture/discussion and for a required weekly laboratory. Lab sections limited to 20. This course satisfies the Basis requirement for the psychology department major and is recommended for all psychology students. Other students who have taken MTH 111, AP Calculus, or the equivalent should take MTH 245. Students will not be given credit for both MTH 190 and MTH 245. 4 credits

Nicholas Horton, David Palmer
Offered Spring 2005
204 Differential Equations and Numerical Methods in Engineering
An introduction to the computational tools used to solve mathematical and engineering problems such as error analysis, root finding, linear equations, optimization, ordinary and partial differential equations. Prerequisites: MTH 112 or MTH 114 or permission of the instructor. (M) 4 credits
Christophe Golé
Offered Spring 2005

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. Prerequisite: MTH 112 or the equivalent, or MTH 111 and MTH 153; MTH 153 is suggested. (M) 4 credits
Members of the Department
Offered both semesters each year

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) 4 credits
Pau Atela, Fall 2004
James Callahan, Spring 2005
Offered both semesters each year

217 Mathematical Structures
The logic, language and methods of proof. Topics include sets, relations and functions, and proofs in the contexts of introductory analysis and algebra. Prerequisites: LOG 100, PHI 121, or a 200-level mathematics course, or permission of the instructor. (MTH 153 is recommended). (M) 4 credits
Offered during 2005–06

222 Differential Equations
Theory and applications of ordinary differential equations. Prerequisites: MTH 211, and MTH 212; MTH 212 may be taken concurrently. (M) 4 credits
Offered during 2005–06

224 Topics in Geometry
Prerequisite: MTH 211 or permission of the instructor. (M) 4 credits
Offered during 2005–06

225 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) 4 credits
James Callahan
Offered Spring 2005

227 Topics in Modern Mathematics
The goal of the course is to create mathematical sculptures made of metal strips or other appropriate materials which represent mathematically significant three-dimensional geometrical objects. We will study their mathematical context and properties, initially visualizing them on the computer. Using the computer for reference, we will then work in groups to construct them physically. Prerequisite: MTH 212. (M) 4 credits
Pau Atela
Offered Spring 2005

233 An Introduction to Modern Algebra
An introduction to the concepts of abstract algebra, including groups, quotient groups, rings and fields. Prerequisites: MTH 112 or the equivalent, and MTH 211, or permission of the instructor. (M) 4 credits
Ruth Haas
Offered Fall 2004

238 Topics in Number Theory
Topic: The integers, prime numbers, congruences, Diophantine problems, arithmetical functions. Applications will be drawn from computing, cryptography and coding theory. Prerequisite: MTH 153, MTH 211, or permission of the instructor. (M) 4 credits
Yoonjin Lee
Offered Spring 2005
Mathematics 299

243 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} 4 credits
Christophe Golé
Offered Fall 2004

245 Introduction to Probability and Statistics
An application-oriented introduction to statistical inference: descriptive statistics; random variables; binomial and normal probability distributions; sampling distributions; point and interval estimates; standard parametric and nonparametric hypothesis tests; type I and type II test errors; correlation; and regression. A wide variety of applications from the sciences and social sciences will be used. Classes meet for lecture/discussion and for a required laboratory. Laboratories emphasize computer analysis of real data and a laboratory section is offered for biological sciences majors. Prerequisite: MTH 111, or MTH 153, or one year of high school calculus, or permission of the instructor. Lab sections limited to 24. {M} 4 credits
Katherine Halvorsen, Nicholas Horton, Virginia Hayssen (Biological Sciences)
Offered both semesters each year

246 Probability
An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisites: MTH 153 and MTH 212, or permission of the instructor. {M} 4 credits
Katherine Halvorsen
Offered Fall 2004

247 Statistics: Introduction to Regression
Analysis
The analysis of data using linear models. Applications of least squares theory including regression, analysis of variance. Prerequisites: one of the following: MTH 107, MTH 245, ECO 190, SSC 190, PSY 113. {M} 4 credits
Nicholas Horton
Offered Fall 2004

248 Design of Experiments
An introduction to statistical methods needed for scientific research, including planning data collection and data analyses that will provide evidence about a research hypothesis. The course emphasizes four basic designs: completely randomized factorial designs, randomized block designs, Latin-Squares and split-plot/repeated measures designs. The course includes one-way and two-way analyses of variance, interactions, contrasts, multiple comparisons and graphical methods. Statistical software will be used for data analysis. Prerequisites: MTH 245, or a score of 4 or 5 on the AP Statistics examination, or the equivalent. {M} 4 credits
Offered during 2005–06

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} 4 credits
Ruth Haas
Offered Spring 2005

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} 4 credits
Offered during 2005–06

264 Topics in Applied Mathematics
Pine cones, artichokes, pineapples, asparagus, sunflowers, ... a great number of plants exhibit spirals. Most often, when counting the number of spirals, we get Fibonacci numbers (0, 1, 1, 2, 3, 5, 8, 13, 21,... each number being the sum of the two previous ones). This course will be an introduction
to the mathematical theory of discrete dynamical systems and its applications to this botanical phenomenon. Prerequisites: MTH 211 or MTH 212 or permission of the instructor. (M) 4 credits
Pau Atela
Offered Fall 2004

325 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 225 or MTH 243, or permission of the instructor. (M) 4 credits
Offered during 2005–06

333 Topics in Abstract Algebra
(M) 4 credits
Offered during 2005–06

342 Topics in Topology and Geometry
Topic: Differential Geometry. The classical differential geometry of curves and surfaces; introduction to manifolds and Riemannian geometry. Prerequisite: MTH 225 or the equivalent, or permission of the instructor. (M) 4 credits
James Callahan
Offered Fall 2004

343 Topics in Mathematical Analysis
Topic: Finite and infinite dimensional techniques in analysis, including the topology of metric and normed spaces. These will be motivated and illustrated by important applications chosen from Fourier series, wavelets, dynamical systems, fractals and convexity. Prerequisite: MTH 243 or permission of the instructor. (M) 4 credits
Christophe Golé
Offered Spring 2005

400 Special Studies
By permission of the department, for majors who have had at least four semester courses at the intermediate level.
1–4 credits
Offered both semesters each year

Cross Listed Courses

CSC 250 Foundations of Computer Science

PHI 202 Symbolic Logic (2 credits)

PHI 203 Topics in Symbolic Logic (2 credits)

PHI 220 Logic and the Undecidable

PHY 211 Mathematical Methods of Physical Sciences and Engineering II

QSK 101 Quantitative Skills

CSC 252 and CSC 274 count as two math major credits each if the student majors or minors in computer science.

ECO 227 counts as two credits toward the math major.

LOG 100 counts as two math major credits if the student does not take PHI 202. These credits are not counted against the eight-credit limit on 100-level courses counted toward the major.

The Major

Advisers: Michael Albertson, Pau Atela, James Callahan, David Cohen, Christophe Golé, Ruth Haas, Katherine Halvorsen, James Henle, Leanne Rosenberg, Patricia Sipe.

Adviser for Study Abroad: To be announced.

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
Mathematics 301

A 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 225 or MTH 243). Alternatively, a student may concentrate in statistics; students concentrating in statistics are not required to take a course in algebra but instead must complete MTH 245, MTH 246, MTH 346, and either MTH 247 or MTH 248.

Beginning with students who declare in fall 2004, majors will be 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. A total of 40 credits is required for the major. At most eight of these credits can be at the 100 level. With the approval of the department, the requirement may be satisfied by a course outside the department. Up to eight credits can be replaced by twice that number in courses from other departments or programs provided that such courses contain substantial mathematical content and the student completes a major or minor in the corresponding department or program. To determine how much credit any course taken at another institution can be counted towards her math major, a student should consult with her adviser.

Normally, all courses that are counted towards either the major or minor must be taken for a letter grade.

Algebra-Analysis-Geometry Minor

Mathematical Statistics Minor
212, 246, 247, 248, 346.

Some courses, including topics courses and Special Studies, might fall into different groups in different years depending on the material covered.

The Minor in Applied Statistics
The minor in applied statistics consists of 5 courses: MTH 111, MTH 245, MTH 247, MTH 248, and one (or more) from the following applications fields: BIO 260, PSY 303, SOC 203, ECON 280, MTH 246, MTH 346.

Students who have taken calculus or AP statistics in high school will not have to repeat these courses at Smith, but they will be expected to complete five statistics courses to satisfy the requirements for the minor. Other courses might include other applications courses taken at the Five Colleges. Approval for such courses may be granted by the statistics minor advisor.

Honors
Director: To be announced.

430d Thesis
8 credits
Full-year course; Offered each year

431 Thesis
8 credits
Offered each Fall

432d Thesis
12 credits
Full-year course; Offered each year

Requirements: in addition to the credits required for the major, students must take 431 or 432d (for either eight or twelve credits) in the senior year.

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
Directed reading, exposition and a thesis. The topic of specialization should be chosen in consultation with the director during the junior year or at the beginning of the senior year.

Examination: in addition to the requirements for the major, each honors student must take an oral examination in the area of her honors thesis.

**Graduate**

580 Special Studies in Topology and Analysis  
4 credits  
Offered both semesters each year

581 Special Studies in Modern Geometry  
4 credits  
Offered both semesters each year

582 Special Studies in Algebra  
4 credits  
Offered each Fall
Medieval Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers and Members of the Medieval Studies Council

**2 Craig R. Davis, Professor of English Language and Literature
†2 Eglal Doss-Quinby, Professor of French Studies
Alfonso Procaccini, Professor of Italian Language and Literature
Joachim Stieber, Professor of History

Nancy Mason Bradbury, Associate Professor of English Language and Literature
Brigitte Buettner, Associate Professor of Art
*1 Vera Shevzov, Associate Professor of Religion and Biblical Literature, Director
Mary B. Paddock, Assistant Professor of German Studies
Sean Gilsdorf, 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 re-create for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

The Major

Basis:
Two semester courses in different departments, chosen from among the following: ENG 200; FRN 253; HST 224 or 225; ITL 250; SPN 250. If LAT 100d is taken, four credits may be counted toward the basis.

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 (for four 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 (for eight credits) in order to fulfill this requirement. All students are urged to continue Latin until they have taken at least one course at the 200 level.

Required Courses:
A total of eight semester courses from the list of approved courses below, excluding the basis and the Latin requirement. A minimum of two courses in medieval history are required. Normally, these should include HST 224 and HST 225, one of which may be taken as part of the basis (four credits) or both of which (eight credits) may be taken as part of the eight courses in the major (six distribution and two concentration) indicated below:

1. Distribution: six courses at the 200 level or above, distributed in four areas as follows: 1) medieval history (four credits); 2) medieval religion (four credits); 3) one course (four credits) in either medieval art or music; 4) two courses (eight credits) 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; and one other course (four credits) in any of the disciplines above.

2. Concentration: two additional courses, including at least one at the 300 level, must be taken in one of the four areas listed above.

In addition to courses listed below, courses that are devoted to medieval material for at least eight weeks of the semester 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 advised to consult the current Five College Medieval Studies brochure when selecting their courses.

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.

Approved courses for 2004-05 are as follows:

**Art**
- 228 Islamic Art and Architecture
- 232 Romanesque Art
- 234 The Age of Cathedrals
- 321 Studies in Medieval Art: Representing the Other

**English**
- 120 Scandinavian Mythology
- 120 Celtic Traditions
- 212 Old Norse
- 218 Norse Poetry and Prose
- 250 Chaucer

**French**
- 253 Medieval and Renaissance France
- 320 Women Writers of the Middle Ages

**German**
- 227 Topics in German Studies: When Men Were Women—The Woman's Role in Medieval German Lyric

**History**
- 225 The Making of the Medieval World, 800-1350
- 229 Medieval Queens
- 230 Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy
- 232 Aspects of Late Medieval and Early Modern Europe: Topic: Lordship and Community in Late Medieval and Early Modern Europe

**Italian**
- 332 Dante's Commedia

**Latin**
- 213 Virgil, Aeneid

**Philosophy**
- 124 History of Ancient and Medieval Philosophy
- 126 A History of Medieval Philosophy
- 334 Mind
Religion and Biblical Literature
221  Jewish Spirituality: Philosophers and Mystics
231  Christianity and Culture I
236  Eastern Christianity
245  The Islamic Tradition

Spanish and Portuguese
250  Survey of Medieval Spanish Literature

404  Special Studies
Admission by permission of the instructor and the Medieval Studies Council.
4 credits
Offered both semesters each year

408d  Special Studies
8 credits
Full-year course; Offered each year

Honors
430d  Thesis
Admission by permission of the Medieval Studies Council.
8 credits
Full-year course; Offered each year

Requirements: the same as those for the major, except that the thesis (eight credits) shall count as one course (four credits) in the area of concentration. The subject of the thesis should, preferably, be determined during the second semester of the junior year. There shall be an oral examination on the thesis.
Music

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
- Peter Anthony Bloom, Ph.D.
- Donald Franklin Wheelock, M.Mus.
- John Porter Sessions, Mus.M.
- Richard Jonathan Sherr, Ph.D., Chair
- Monica Jakuc, M.S.
- Ruth Ames Solie, Ph.D.
- Kenneth Edward Fearn, Mus.M.
- Karen Smith Emerson, M.M.
- Jane Bryden, M.M.

Associate Professors
- Raphael Atlas, Ph.D.
- Margaret Sarkissian, Ph.D.
- Joel Pitchon, M.M.

Assistant Professors
- Steve Waksman, Ph.D.

Senior Lecturers
- Grant Russell Moss, D.M.A.
- Jonathan Hirsh, D.M.A., Director of Orchestral and Choral Activities

Lecturer and Choral Director
- Deanna Joseph

Lecturers
- Deborah Gilwood, M.M.
- Ron Gorevic
- Daniel Warner

Teaching Fellows
- Adam Kolek
- Katie Kroll
- Mark Noble

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 and 111 in the first year and 200 or 201 in the sophomore year.

Introductory Courses

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. 4 credits

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}
Margaret Sarkissian, Fall 2004
Ruth Solie, Spring 2005
Offered both semesters each year

Music and Gender in Cross-Cultural Perspective
This course explores the ways in which music functions in society to reflect or construct gender relations and the degrees to which a society's gender ideology and resulting behaviors affect its musical thought and practice. Using non-Western case studies as points of departure, particular emphasis will be placed upon the ways scholars write about gendered musical lives. {A/ S} WI
Margaret Sarkissian
Offered Spring 2005

The Voice of the Courtesan and the Lover
A consideration of opera in France, from Carmen to Pelléas et Mélisande, via comparison of short literary works by Mérimée, Goethe and Maeterlinck, among others, with musical compositions by Bizet, Massenet and Debussy. No previous
experience in music is required. An interlude will deal with the impact of Wagner and Tristan in the period extending from the 1870s to the First World War (the belle époque, or "good old days"). Students will view videos, listen to recordings, read critical essays and prepare a series of short papers on such issues as characterization and impressionism in music. [A] WI

Peter Bloom
Offered Fall 2004

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. Ability to read music is not necessary. [A/ S] 4 credits

Margaret Sarkissian
Offered Fall 2004

103 Sight-Singing
Instruction and practice in singing intervals, rhythms, and melodies, in interpreting time and key signatures, and in acquiring other aural skills essential to basic musicianship. Recommended background: a basic knowledge of pitch and rhythmic notation. Enrollment limited to 12. [A] 1 credit

Deanna Joseph
Offered Fall 2004, Spring 2005

PHY 107 Musical Sound

110 Analysis and Repertory
An introduction to formal analysis and tonal harmony, and a study of familiar pieces in the standard musical repertory. Regular written exercises in harmony and critical prose. One hour of ear training per week outside of class. Prerequisite: satisfactory performance on a placement test or completion of Fundamentals of Music. [A] 4 credits

Raphael Atlas, Donald Wheelock
Offered Fall 2004

111 Analysis and Repertory
A continuation of 110. Prerequisite: 110 or permission of the instructor. [A] 4 credits

Donald Wheelock
Offered Spring 2005

Intermediate and Advanced Courses

201 Music from the Pre-Classic to the Post-Modern
An 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. [H/ A] 4 credits

Peter Bloom
Offered Spring 2005

205 Metal and Punk: Rock History Out Loud
Heavy metal and punk rock have arguably been the definitive rock and roll styles of the post-1970 rock era. In this course, we will explore metal and punk as interrelated musical genres, following their history and development and examining a range of social and musical issues along the way. Of particular importance will be the following questions: How and when did metal and punk emerge? What defines the two genres musically? What defines them socially? Taken together, how do they represent the changing status of rock music as a cultural and commercial form since 1970? Course limited to 20 students. Prerequisites: MUS 105 or permission of the instructor. [H/ S/ A] 4 credits

Steve Waksman
Offered Spring 2005

211 Tonal Counterpoint
Principles of two- and three-part counterpoint with reference to such categories as the chorale prelude, invention, canon and fugue. Ear training, analysis and practice in contrapuntal writing. Prerequisite: 111 or permission of the instructor. Offered in alternate years. [A] 4 credits

Raphael Atlas
Offered Spring 2005

212 Analysis and Repertory: 20th Century
Study of major developments in 20th-century music. Writing and analytic work including nontonal harmonic practice, serial composition and other musical techniques. Prerequisite: 111 or permission of the instructor. [A] 4 credits

Raphael Atlas
Offered Fall 2004
220 Area Studies in Ethnomusicology
4 credits

Topic for 2005: The Music of Indonesia
An introduction to the music of Indonesia (primarily Java and Bali), with special attention to bronze percussion ensembles (gamelan) and their use in ritual, dance and drama. Interdisciplinary readings will place music in its socio-cultural context, (both traditional and contemporary) while musical practice will be explored through instruction on gamelan instruments. There are no prerequisites for this class. {A}
Margaret Sarkissian
Offered Spring 2005

Topic for 2006: The Music of Japan
An introduction to the music of Japan focusing on selected ritual, instrumental, theatrical and popular music genres. In addition to placing music within its socio-cultural context, the course will explore how distinctly Japanese genres have developed in response to internal social changes and contacts with foreign cultures. There are no prerequisites for this class. {A} 4 credits
Margaret Sarkissian
Offered Spring 2006

AAS 222 Introduction to African American Music: Gospel, Blues, Jazz

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} 4 credits
Donald Wheelock
Offered Fall 2004

251 The History of the Opera
History of the form from its inception to the present, with emphasis on selected masterworks. {H/ A} 4 credits
Richard Sherr
Offered Fall 2004

303 Seminar in Music of the Renaissance
Sacred and secular music in Western Europe during the 15th and 16th centuries. Prerequisite: permission of the instructor. {H/ A} 4 credits
Richard Sherr
Offered Spring 2005

307 Beethoven and His World
A look at Beethoven’s inheritance from Haydn and Mozart; a survey of Beethoven’s music concentrating on the piano sonatas, concertos, string quartets and symphonies; and a consideration of some recent Beethoven literature that takes us into the composer’s workshop and on to his wider world. Prerequisite: 201 or permission of the instructor. {A} 4 credits
Peter Bloom
Offered Spring 2005

308 Seminar in Music of the 19th Century
After Beethoven. Did composers suffer the anxiety of influence in the wake of Beethoven’s symphonic achievement? This course will investigate what has been called the “crisis” of the symphony in the 19th century by considering from analytical and historical points of view selected works of Schubert, Berlioz, Mendelssohn, Schumann, Brahms and Mahler. Prerequisite: 201 or permission of the instructor. {H/ A} 4 credits
Peter Bloom
Offered Fall 2004

310 Seminar in Contemporary Music
Schoenberg, Debussy, and the New Music. {A} 4 credits
John Sessions
Offered Fall 2004

311 Aural Analysis
Analysis by ear of selected repertory from the 16th through late 20th centuries, including modal, tonal, and nontonal works. How do particular details work together over long musical spans to shape large designs? The course presupposes technical familiarity with tonal harmony. Prerequisite: MUS 111; MUS 201 recommended. {A} 4 credits
Raphael Atlas
Offered Spring 2005

325 Writing About Music
An opportunity for intensive work on disciplinary writing, including prose style, tone and mechanics, in a workshop format. At the same time the class
Music 309 will study many genres of published writing on music—from daily journalism to academic essays—covering a variety of musical repertories and performance contexts. Prerequisite: any 300-level course in music, or permission of the instructor. (A) 4 credits
Ruth Solie
Offered Spring 2005

AMS 341 Symposium in American Studies: Making Sense of Sound: American Popular Music

341 Seminar in Composition
Prerequisite: a course in composition. Admission by permission of the instructor. May be repeated for credit. (A) 4 credits
Donald Wheelock
Offered Spring 2005

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. Admission by permission of the instructor. Prerequisites: a semester course in music theory or composition and permission of the instructor. (A) 4 credits
Daniel Warner
Offered Fall 2004

CSC 354 Seminar in Digital Sound and Music Processing

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. 1 to 4 credits
Offered both semesters each year

510 Seminar in Contemporary Music
Webern and his successors. (A) 4 credits
John Sessions
Offered Spring 2005

580 Special Studies
4 credits
Offered both semesters each year

580d Special Studies
8 credits
Full-year course; Offered each year

590 Research and Thesis
4 credits
Offered both semesters each year

590d Research and Thesis
8 credits
Full-year course; Offered each year

Performance

Admission to performance courses is determined by audition. To the extent that places in performance courses are available, students are accepted on the basis of musicianship, competence and potential ability. There are fees for all courses involving individual instruction.

When no instructor for a particular instrument is available at Smith College or when no place is available on the roster of a Smith College performance instructor, every effort will be made to provide qualified students with qualified instructors from the Five College community. Such arrangements may require Smith students to travel to other valley colleges.

Courses in performance normally require one hour of individual instruction per week. Students taking four-credit courses for the year in performance are expected to practice a minimum of one hour a day; those taking eight-credit courses for the year in performance, two hours a day. Two performance courses may not be taken concurrently without permission of the department. This restriction does not apply to chamber music or conducting.

Graduate Courses

Requirements for the master of arts degree in music are listed on page 57 of the catalogue.

All graduate seminars are open to seniors by permission of the instructor.

Adviser: Peter Bloom.

510 Seminar in Contemporary Music
Webern and his successors. (A) 4 credits
John Sessions
Offered Spring 2005

580 Special Studies
4 credits
Offered both semesters each year

580d Special Studies
8 credits
Full-year course; Offered each year

590 Research and Thesis
4 credits
Offered both semesters each year

590d Research and Thesis
8 credits
Full-year course; Offered each year
First- and second-year courses in performance must be taken above a regular program—that is, eight four-credit courses per year—and are counted as four-credit courses for the year. Exception: a sophomore who plans a music major may, with the permission of the department, elect the second-year course in performance within a 32-credit program for eight credits for the year.

Third- and fourth-year courses in performance may be taken within a regular program as an eight-credit course for the year, with the permission of the instructor, or above a regular program as either an eight-credit or a four-credit course for the year. While all performance students are urged concomitantly to study music in the classroom, those who wish to continue individual instruction beyond the first- and second-year courses must take either Fundamentals of Music (Music 100), or 110 and either Music 200 or 201 during their years at Smith College. It is recommended that these courses be taken prior to the junior year.

A minimum grade of B or permission of the instructor is required for admission to courses in performance beyond the first year of study.

No more than 24 credits earned in courses in performance may be counted toward graduation.

Auditions must be scheduled with the secretary of the department upon arrival on campus. Singers, pianists and other instrumentalists will be expected to perform one or more works of their own choice. Courses in organ are not normally open to first-year students, but those who demonstrate proficiency in piano may receive permission to register for organ in the first year.

Registration for performance courses takes place at the department office (as well as with the Registrar), and is tentative until audition results are posted.

Undergraduate performance courses carry the following numbering sequence, credits and section letters:

- 914y {A} 4 credits, first year of performance study
- 924y {A} 4 credits, second year of performance study
- 928y {A} 8 credits, music majors in second year of performance study who, with their teacher's permission, wish to study for full credit. Prerequisite: MUS 914y.
- 930y {A} Advanced level for variable credit (4 or 8 credits). Can be repeated once. Prerequisite: MUS 924y or 928y.
- 950y {A} Graduate level for variable credit (4 or 8 credits). Can be repeated once. No prerequisite.

A Piano
B Organ
C Harpsichord
D Voice
E Violin
F Viola
G Violoncello
H Double Bass
I Viola da Gamba
J Flute
K Recorder
L Oboe
M Clarinet
N Bassoon
O French Horn
P Trumpet
Q Trombone
R Tuba
S Percussion
T Guitar
U Lute
V Harp
W Other Instruments
X Jazz Piano
Y Jazz Voice
Z Other Jazz Instruments

Piano. Monica Jakuc, Kenneth Fearn, Deborah Gilwood.

Organ. Prerequisite: piano 914y or the equivalent. Grant Moss.

Harpsichord. Prerequisite: piano 914y or permission of the instructor. Grant Moss.


Violin. Joel Pitchon.
Music

Viola. Ron Gorevic.

Violoncello. John Sessions.

Double bass. (UMass).

Viola da Gamba. Alice Robbins.

Wind Instruments. Ellen Redman, flute; Lynn Sussman, clarinet; Emily Samuels, recorder.

Trumpet. Donna Gouger.

French Horn. Fred Aldrich.

Trombone, Tuba. (UMass).

Percussion. (UMass).

Guitar. Phillip de Fremery (Mount Holyoke).

Lute. Robert Castellano.

Other Instruments.

Jazz Piano. Michele Feldheim.


Other Jazz Instruments

901 Music Ensembles

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) 1 credit

Joel Pitchon, Members of the department

Offered both semesters each year

903 Conducting
Baton technique, score reading, problems of conducting choral and instrumental ensembles. Ability to read bass and treble clef required. May be repeated for credit. Admission by permission of the instructor. (A) 2 credits

Deanna Joseph

Offered Spring 2005

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 POPS!, Autumn Serenade and Christmas Vespers. Rehearsals on Tuesday evenings.

Jonathan Hirsh, Conductor

Smith College Gamelan Ensemble
One concert each semester. Open (subject to space) to Smith students, other Five College students, faculty, and staff. No prior experience necessary. Rehearsals on Wednesday 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.

Bruce Diehl, Director

Smith College Wind Ensemble
One rehearsal per week; at least one concert per semester. Open by audition to Smith and Five College students, and members of the community.

Karen Atherton, Director

Choral Ensembles

The Choral Program at Smith includes three ensembles. Each ensemble performs annually at POPS!, Autumn Serenade, Christmas Vespers, and at College events such as Convocation, Rally Day and chapel services. All the ensembles perform a varied repertoire including classical, world music, popular songs and Smith songs. At least once each year, the Glee Club, and occasionally the College Chorus, performs a major work with a visiting Men’s Glee Club, orchestra and soloists. In alternate years, the Chamber Singers perform on tour in the United States and abroad.

Glee Club: open by audition to sophomores, juniors, seniors, Ada Comstock Scholars and graduate students. 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

College Chorus and Chamber Choir: open by audition to all classes and Ada Comstock Scholars. Rehearsals either on Monday evenings and Wednesday afternoons or on Monday afternoons and Wednesday evenings.
Deanna Joseph, 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.

The Major

Advisers: Members of the department

Adviser for Study Abroad: Margaret Sarkissian.

Basis for the major: 110, 111, 200 or 201, and 101 or 220.

Requirements: 11 semester courses: 110, 111, 200 or 201, 101 or 220; two further courses in music theory, analysis or composition; three further courses in music history; and two further classroom courses above the 100-level (under certain circumstances a colloquium may be substituted for one of these). Majors are reminded that they may take a graduate seminar in the senior year.

Foreign languages: students are urged to acquire some knowledge of German, French and Italian.

Students who are contemplating graduate work in music should consider taking 210 and any seminar.

The Minor

Advisers: Members of the department

Basis: 110, 111, 200 or 201.

Requirements: six semester courses: 110, 111, 200 or 201, and three further classroom courses of which at least one should be above the 100-level and of which at least one should be a course or colloquium dealing with non-Western music.

Honors

Director: Raphael Atlas

430d Thesis
8 credits
Full-year course; Offered each year

431 Thesis
8 credits
Offered each Fall

Requirements: students will fulfill the requirements of the major and, in the senior year, elect at least one graduate seminar. Students will also present a thesis (430d or 431) or a composition normally equivalent to eight credits. Examination: students will take an oral examination on the subject of the thesis.
Neuroscience

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers
Margaret E. Anderson, Professor of Biological Sciences, Director
Mary Harrington, Professor of Psychology
Virginia Hayssen, Professor of Biological Sciences
Stylianos Scordilis, Professor of Biological Sciences
David Bickar, Associate Professor of Chemistry
Stefan Bodnarenko, Associate Professor of Psychology

Adam C. Hall, Assistant Professor of Biological Sciences

Other Participating Faculty
Richard Olivo, Professor of Biological Sciences
Anne P. Anderson, Lecturer in Psychology
Susan Voss, Assistant Professor of Engineering
Maryjane Wraga, Assistant Professor of Psychology

200 Experimental Methods in Neuroscience
A laboratory course exploring anatomical research methods, neurochemical techniques, behavioral testing, design of experiments and data analysis. Prerequisites: PSY 180 and CHM 111 or 118 or permission of the instructor. Enrollment limited to 14. (N) 4 credits
Adam Hall, Fall 2004
Mary Harrington, Anne P. Anderson, Spring 2005
Offered both semesters each year

312 Seminar in Neuroscience
Biological Rhythms. Molecular, physiological and behavioral studies of circadian and circa-annual rhythms. Prerequisites: NSC 200 and permission of the instructor. Enrollment limited to 12. (N) 4 credits
Mary Harrington
Offered Fall 2004

400 Special Studies
A scholarly project completed under the supervision of any member of the program. Permission of the instructor required. 1-5 credits
Offered both semesters each year

The Major

Core courses: BIO 111, CHM 111, 222, 223, PSY 180, 211, either BIO 230/231 or BIO 256/257, NSC 200 and two of the following BIO 325/326, BIO 330/331, PSY 311.

Two electives:
Select one from BIO 230, 234, 256, 352, 353, PSY 218, 222

Select one from NSC 312, 400 (special studies, 4 or 5 credits), 430d/432d (Thesis), PSY 316.

A total of 54 credits are 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. NSC 200 is not open to seniors. Credits should be earned by taking an additional elective.

BIO 230 (Cell Biology) and BIO 256 (Animal Physiology) can be taken as either core or elective, but one course cannot be counted as both core and elective.
This course is an introduction to the study of life at the level of cells and organs. Specific topics include cell, organelle and membrane structure and function, biomolecules, metabolism, bioenergetics, and the molecular basis of inheritance and information transfer; the organization and physiology of selected plant and animal systems; homeostatic control mechanisms for regulation of the internal environment, including the role of hormones in homeostasis and reproduction; principles of neuropsychology. Investigative laboratory exercises explore basic concepts through observation, self-designed experiments, and data collection and analysis. (N) 4 credits

Betty McGuire (Director), Graham Kent, Esteban Monserrate, Judith Wopereis
Offered Fall 2004

The structure and function of eukaryotic cells. This course will examine contemporary topics in cellular biology: structural biology, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, bioelectricity, communication and cellular energetics. Students may not elect to take both BIO 230 and 236. This course is a prerequisite for Biochemistry I. Prerequisites: BIO 111, CHM 222. Laboratory (231) is optional. (N) 4 credits

Stylianos Scordilis
Offered Fall 2004

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. Additional prerequisite: BIO 230, which should be taken concurrently. (N) 1 credit

Graham Kent
Offered Fall 2004

An exploration of genes and genomes that stresses the connections between molecular biology, genetics, cell biology and evolution. Topics will include DNA and RNA structure, recombinant DNA analysis, gene cloning, gene organization, gene expression, RNA processing, mobile genetic elements, gene expression and development, the molecular biology of cancer, the comparative analysis of whole genomes and the origin and evolution of genome structure and content. Prerequisites: BIO 111, BIO 112. Laboratory 235 is optional. (N) 4 credits

Steven Williams, Robert Dorit
Offered Spring 2005

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 111 and CHM 111 or CHM 118. Laboratory (257) is optional but strongly recommended. (N) 4 credits

Margaret Anderson
Offered Fall 2004

Experiments will demonstrate concepts presented in BIO 256 and illustrate techniques and data analysis used in the study of physiology. Additional prerequisite: BIO 256, which must be taken concurrently. (N) 1 credit

Margaret Anderson
Offered Fall 2004

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 230, BIO 234, or BIO 236 and two semesters of chemistry, or permission of the instructor. Laboratory (326) must be taken concurrently. Enrollment limited to 20. (E) (N) 4 credits

Adam C. Hall
Offered Spring 2005

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. Oocytes (frog eggs) are injected with 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 325 must be taken concurrently. Enrollment limited to 20 (E) {N} 1 credit Adam C. Hill Offered Spring 2005

BIO 330 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. Prerequisites: BIO 230, 236 or 256. Laboratory (331) must be taken concurrently. {N} 4 credits Richard Olivo Offered Spring 2005

BIO 331 Neurophysiology Laboratory
Electrophysiological recording of signals from neurons, including an independent project in the second half of the semester. BIO 330 must be taken concurrently. {N} 1 credit Richard Olivo Offered Spring 2005

BIO 352 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. Additional prerequisite: one of the following: BIO 242, 244, a statistics course or permission of the instructor. Concurrent enrollment in laboratory (353) is required. {N} 3 credits Virginia Hayssen Offered Fall 2004

BIO 353 Animal Behavior Laboratory
Research design and methodology for field and laboratory studies of animal behavior. Additional prerequisite, one of the following: BIO 242, 244, a statistics course or permission of the instructor. Concurrent enrollment in BIO 352 is required. Enrollment limited to 15 students. {N} 2 credits Virginia Hayssen Offered Fall 2004

PSY 180 Introduction to Neuroscience
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. The material is presented at a level accessible for science as well as non-science majors. This course has no prerequisites. {N} 4 credits Stefan Bodnarenko Offered Spring 2005

PSY 211 Physiology of Behavior
Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. {N} 4 credits Anne P. Anderson Offered Fall 2004

PSY 218 Cognitive Psychology
Theory and research on current topics in cognition, including attention, perception, concept formation, imagery, memory, decision making and intelligence. Prerequisite: 111 or permission of the instructor. {N} 4 credits MaryJane Wraga Offered Spring 2005

PSY 222 Psychopharmacology
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 understanding the effects of drugs on synaptic transmission, as well as how neural models might account for tolerance and addiction. The course will also cover issues with social impact
such as the effects of drugs on fetal development, the pharmaceutical industry, and effective treatments for drug abuse. Prerequisite: 180 or 211 or permission of the instructor. \{N\} 4 credits
Anne P. Anderson
Offered Spring 2005

PSY 311 Neuroanatomy
A survey of the structural organization of the mammalian brain and the behavioral changes associated with brain damage. Laboratory covers research techniques in neuroanatomy. Prerequisites: 180 or 211, an introductory BIO course, or permission of the instructor. Enrollment limited to 20. Laboratory sections limited to 10. \{N\} 5 credits
Stefan Bodnarenko
Offered Fall 2004

PSY 316 Seminar in Biopsychology
Topic: Brain Plasticity. Recent studies have demonstrated that the "mature" brain retains its ability to change and even add new elements. We will research and discuss a series of dogma-altering findings that have revolutionized the way neuroscientists think about the brain. Readings will reflect the behavioral, cellular and molecular approaches that have been used to demonstrate that the brain continues to develop throughout its lifetime. Prerequisites include PSY 180, 211 and permission of the instructor. Enrollment limited to 12. \{N\} 4 credits
Stefan Bodnarenko
Offered Spring 2005

Adviser for Study Abroad: Mary Harrington

Adviser for Transfer Students: Margaret Anderson

The Minor

Required core courses: PSY 180, 211, and a 300-level course selected in consultation with the adviser.

Choose three electives from: Either BIO 230 or 256, BIO 330/331, 352/353, 325/326, NSC 200, 312, PSY 222, 311, 316.

The S/U option may not be used for courses fulfilling the requirements of the minor.

Honors

Director: Stefan Bodnarenko

430d Thesis
8 credits
Full-year course; offered each year

432d Thesis
12 credits
Full-year course; offered each year

Requirements: the same as for the major, with 8 or 12 thesis credits in the senior year involving an individual investigation culminating in a written thesis and an oral presentation. A course in statistics is strongly recommended for students completing honors in Neuroscience.
Philosophy

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors

1. Jill G. de Villiers, Ph.D. (Psychology and Philosophy)
2. John M. Connolly, Ph.D., Chair
3. Elizabeth V. Spelman, Ph.D. (Philosophy and Women’s Studies)
4. Jay L. Garfield, Ph.D.
5. Albert Mosley, Ph.D.

Associate Professors

6. Nalini Bhushan, Ph.D.
7. Susan Levin, Ph.D.
8. Jeffry Ramsey, Ph.D.

Lecturer

9. Ernest Alleva, Ph.D.

Research Associates

10. Janice Moulton, Ph.D.
11. Meredith W. Michaels, Ph.D.

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?
James Henle (Mathematics), Jay Garfield
Offered Fall 2004

108/REL 108 The Meaning of Life
This course will pursue the big questions in life. We will introduce students to the study of philosophy and religion through a variety of texts from a wide range of traditions that ask and propose answers to the question, “What is the Meaning of Life?” Two lectures per week. {H/ L} 4 credits
Jay Garfield (Philosophy), Andrew Rotman (Religion)
Offered Fall 2004

124 History of Ancient and Medieval Philosophy
A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers. {H/ M} 4 credits
Susan Levin
Offered Fall 2004

125 History of Modern 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} 4 credits
Jeffry Ramsey
Offered Spring 2005

126 History of Medieval Philosophy
A survey of Western philosophy from Plotinus to Catherine of Siena, including principal thinkers in the Christian, and also Muslim and Jewish traditions. {H} 4 credits
John Connolly
Offered Spring 2005

127 Indian Philosophy
An introduction to the six classical schools of Indian philosophy. What are their views on the nature of self, mind and reality? What is knowledge and how is it acquired? What constitutes right action? We will read selections from the Upanishads, the
Bhagavad-Gita, the Nyaya and Yoga Sutras, and the Samkhya-Karika, amongst others. At the end of the semester we will briefly consider the relation of these ancient traditions to the views of some influential modern Indian thinkers like Aurobindo, Vivekananda and Krishnamurti. Comparisons with positions in the Western philosophical tradition will be an integral part of the course. \{H\} 4 credits
Nalini Bhushan
Offered Spring 2005

200 Philosophy Colloquium
Intensive practice in writing and discussion in applying philosophical methods to key problems discussed in essays written by members of the philosophy department. Required for majors, optional for minors. Normally taken in the sophomore year. W\{I\} 4 credits
John Connolly and members of the department
Offered Spring 2005

202 Symbolic Logic
Symbolic logic is an important tool of contemporary philosophy, mathematics, computer science and linguistics. This course provides students with a basic background in the symbols, concepts and techniques of modern logic. It will meet for the first half of the semester only. Enrollment limited to 20. \{M\} 2 credits
To be announced
Offered Spring 2005

203 Topics in Symbolic Logic
Applications of logic to fundamental issues in philosophy, mathematics and computer science. Topic: Fuzzy Logic. After the initial meeting, the course will meet for the second half of the semester. Prerequisite: LOG 100 or PHI 202. \{M\} 2 credits
To be announced
Offered Spring 2005

211 The Philosophy of Ludwig Wittgenstein
Ludwig Wittgenstein is arguably the most influential philosopher of the 20th century. It is impossible to understand the principal philosophical movements of this century without an appreciation of his ideas. In this course we will read his most important philosophical texts (Tractatus Logico-Philosophicus, and Philosophical Investigations), among other things. Prerequisites: At least one course in philosophy. \{H/ M\} 4 credits
To be announced
Offered Fall 2004

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\} 4 credits
Ernest Alleva
Offered Fall 2004

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\} 4 credits
Jeffry Ramsey
Offered Spring 2005

225 Continental Philosophy
This course provides a survey of major figures and developments in continental philosophy. Topics to be addressed include human nature and the nature of morality; conceptions of human history; the character and basis of societal hierarchies; and human beings’ relationship to technology. Readings from Hegel, Kierkegaard, Nietzsche, Marx, Heidegger, Sartre, Beauvoir and others. Prerequisite: one course in philosophy. \{H\} 4 credits
Susan Levin
Offered Spring 2005

228 Philosophy and Technology
This course will survey recent literature in the philosophy of technology. It will cover the nature of technology, its relationship to physical labor, the use of information technology to replace and enhance managerial functions and the impact of developments in biotechnology. The course will discuss various views concerning the nature of science, whether technology should be viewed as applied science and how science and technology should be viewed from a multicultural perspective.
Finally, the course will look at the relationship between technology, ethics, politics and risk-assessment. 4 credits
Albert Mosley
Offered Spring 2005

233 Aesthetics
How are works of art like and unlike other objects in the worlds that humans inhabit and make, like and unlike other human projects? What capacities are called upon in the creation and understanding of such works? Assignments will involve extensive use of the resources of the Smith College Museum of Art. 4 credits
Nalini Bhushan
Offered Fall 2004

234 Philosophy and Human Nature: Theories of the Self
Topic: 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 and at the same time to open up opportunities for other people to control them. Focusing especially on the importance 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? 4 credits
Elizabeth V. Spelman
Offered Spring 2005

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. 4 credits
Jill de Villiers
Offered Fall 2004

238 Environmental Ethics
The goal of this course is to prepare students to understand and critically evaluate various ethical perspectives on human beings' interactions with nature and these perspectives' applications to environmental issues. The principal ethical perspectives studied are anthropocentrism, biocentric individualism, environmental holism and environmental pragmatism. We will study representative descriptions and defenses of these perspectives and will examine in particular whether they can validly and effectively help us resolve environmental problems. We will study controversies about biodiversity, wilderness protection, global climate change and pollution. Enrollment limited to 40. 4 credits
Jeffry L. Ramsey
Offered Fall 2004

246 Race Matters: Philosophy, Science and Politics
This course will examine the origins, evolution and contemporary status of racial thinking. It will explore how religion and science have both supported and rejected notions of racial superiority; and how preexisting European races became generically white in Africa, Asia and the Americas. The course will also examine current debates concerning the reality of racial differences, the role of racial classifications and the value of racial diversity. 4 credits
Albert Mosley
Offered Spring 2005

253j 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/5CIP. Pay attention to calls for early application. Deadlines fall mid-October. No prerequisites. 3 credits
Jay Garfield
Offered Spring 2005
254 African Philosophy
This course will explore the debate as to whether traditional African beliefs should be used as the foundation of contemporary African philosophy; the relationship between tradition and modernity in colonial and postcolonial Africa; and the relationship between African and African-American beliefs and practices. In exploring this issue we will read selections from Africans (Mbiti, Senghor, Hountondji, Bodunrin, Wiredu, Appiah, Sodips, Eze), African Americans (Blyden, Dubois, Mosley, Gates, Gilroy), Europeans (Levy-Bruhl, Tempels, Horton), and European Americans (Crawford, Bernasconi, Janz). (E) 4 credits
Albert Mosley
Offered Fall 2004

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 twentieth 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) 4 credits
Susan Levin
Offered Fall 2004

260 Hermeneutics: Meaning and Interpretation
This course will examine the way that texts and works of art are read and interpreted with particular attention to the role of such things as authorial intent, communicative conventions, commentaries and traditions in our understanding of texts. We will ask whether texts have determinate or indeterminate, single or multiple meanings, and what it is to take something as meaningful. We will compare interpretative practices from different cultures and may consider the activity of translation as a hermeneutic practice. Prerequisite: at least one prior course in philosophy or literary theory. (H) 4 credits
Jay Garfield
Offered Spring 2005

262 Meaning and Truth: The Semantics of Natural Language
This course will examine the nature of linguistic meaning. We will pay particular attention to the relationship between words and their meanings and to the compositional principles by means of which phrase and sentence meaning is constructed from word meaning. We will examine both broad philosophical questions concerning meaning and specific formal approaches to the theory of meaning. Prerequisite: LOG 100, PHI 202/203 or the equivalent. (M) 4 credits
Jay Garfield
Offered Spring 2005

275/PSY 275 Topics in Moral Psychology
This course explores alternative approaches to central questions of moral psychology. How do people make moral judgments and decisions? What psychological processes are involved in morally evaluating people, actions or social practices and institutions, and in morally motivating action? What roles do knowledge or reasoning play? What roles do emotions or feelings, such as compassion, love, guilt or resentment, play? How does morality develop in individuals? Is moral virtue a product of education? How does morality vary across individuals and cultures? Are there gender differences in moral development? Do non-human animals have moral capacities? Readings will include work by classical and contemporary philosophers, as well as recent work by psychologists, social scientists and biologists. (E) 4 credits
Ernest Alleva
Offered Spring 2005

284 Colloquium in Applied Ethics
Course may be repeated for credit with a different topic. (S) 4 credits

Ethics in Everyday Life
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, globalism), sexual ethics (harassment, coercion, homosexuality), animal rights (vegetarianism,
vivisection, experimentation), social justice (war, affirmative action, poverty, criminal justice) and other topics.

Albert Mosley
Offered Fall 2004

310 Seminar: Recent and Contemporary Philosophy
Topic: 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? 4 credits

Elizabeth V. Spelman
Offered Fall 2004

324 Seminar in Ancient Philosophy
Topic: Aristotle. The seminar will focus on key aspects of Aristotle’s thought and their interrelations. Where pertinent, attention will be given to his relation to earlier Greek philosophy. Readings to be drawn from his treatises on physics, biology, ethics, poetics, metaphysics and philosophy of mind. Strongly recommended background: PHI 124 or the equivalent. 4 credits

Susan Levin
Offered Fall 2004

330 Seminar in the History of Philosophy
Topic: Adam Smith. Do the desires for wealth and possessions on which commercial societies thrive undermine morality, compromise robust citizenship and promote unacceptable conditions of labor? As current as such concerns are today, they preoccupied many 18th-century thinkers, including Adam Smith, the Scottish moral philosopher and political economist whose work is once again receiving considerable critical attention. In this course we shall read from Smith’s major works, including The Theory of Moral Sentiments, The Wealth of Nations, and his writings on jurisprudence, along with recent commentary. 4 credits

Elizabeth V. Spelman
Offered Spring 2005

331 Seminar: Belief, Knowledge, and Perception
Is there a distinction between appearance and reality? How do we gain knowledge of objects and their properties? Are some items of knowledge more fundamental than others? What justifies our beliefs about ourselves, other people and objects in the external world? Are some properties of objects, say an object's shape and size, more fundamental than others, such as color, smell and taste? What is philosophically significant about perceptual illusions, mistakes and other “tricks” that our cognitive systems play on us? 4 credits

Nalini Bhushan
Offered Spring 2005

334 Seminar: Mind
Topic: Philosophy of Human Action. A study of the central concepts in practical philosophy, with special attention to classical and medieval sources. 4 credits

John Connolly
Offered Fall 2004

Cross-Listed Courses

HSC 112 Images and Understanding
Plato contended that god did not give the universe eyes because, since the universe contains everything, there is nothing external to see. On the other hand, we use the expression “I see” as a synonym for “I understand.” In this course we will study key historical events that have shaped the images through which we understand the world. Topics and questions to be considered include the structure of the eye and the process of perception; theories of light; visual instrumentation; imaging in science and in art; and the use of visual metaphors in scientific thinking. 4 credits

Jeff Ramsey
Offered Fall 2004

MTH 217 Mathematical Structures

PPY 213 Language Acquisition
The course will examine how the child learns her first language. What are the central problems in the learning of word meanings and grammars? Evidence and arguments will be drawn from linguistics, psychology, and philosophy and cross-
linguistic data as well as English. Prerequisite: either PSY 111, PSY 233, PHI 100, or PHI 236, or permission of the instructor. {N} 4 credits
Jill de Villiers
Offered Fall 2004, Spring 2006

REL 263 Philosophy of Religion

400 Special Studies
For senior majors, by arrangement with the department.
1 to 4 credits
Offered both semesters each year

408d Special Studies
For senior majors, by arrangement with the department.
8 credits
Full-year course; Offered each year

The Major

Advisers: Members of the department
Adviser for Study Abroad: Jay Garfield

Requirements: Ten semester courses in Philosophy including two courses in the history of philosophy, at least one of which must be PHI 124 or PHI 125; either LOG 100 or PHI 202; three 200-level courses, one from three of the following areas: Value Theory and Social Philosophy (210, 222, 233, 234, 235, 240, 245, 246, 255); Continental Philosophy and Cultural Critique (211-Wittgenstein, 225, 237-Netzche, 260); Metaphysics and Epistemology (210, 226, 230, 234, 246, 250, 252); Language, Logic and Science (202, 203, 220, PPY 209, PPY 213, 224, 236, 262); PHI 200b, normally to be taken in the sophomore year; two 300-level courses. (Note: Topics courses, such as 210, may fall under different rubrics in different years.)

Courses in related departments may be included in the major program of ten semester 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.

The Minor

Advisers for the Minor: Members of the department

Students may minor in philosophy by (a) fulfilling the requirements of one of the following sequences, or (b) designing, with departmental approval, their own sequence of courses. In both cases, the minor consists of a two-course “basis” and a three-course “concentration.”

Concentration 1: Linguistics and the Philosophy of Language

Basis: LOG 100 or PHI 202; and 236.

In addition to the basis, 262 and PPY 213 are required. Any of the following may be counted toward the minor with permission of the instructor and the minor adviser: 220, 260, 262, 310, 334, 362.

Concentration 2: Philosophy and the Humanities

Basis: any two from among the following: LOG 100 or PHI 202, 100, 200, 124, 125, 126, 127.

In addition to the basis, three courses from among the following: 210, 222, 224, 225, 226, 233, 234, 235, 237, 246, 255, 260, 304, 310, 324, and 334.

Concentration 3: Philosophy, Feminism, and Society

Basis: any two from among the following: LOG 100 or PHI 202, 100, 200, 124, 125.

In addition to the basis, three courses from among the following: 224, 235, 240, 304, 305. Courses from related departments and Five College offerings may be substituted for the above-listed courses with the approval of the department.
Honors

Director: Nalini Bhushan

430d Thesis
8 credits
Yearlong course; Offered each year

431 Thesis
8 credits
Offered each Fall

432d Thesis
12 credits
Yearlong course; Offered each year

Requirements: a minimum of 10 semester courses in philosophy and a thesis; an oral examination on the material discussed in the thesis. Honors students are expected to satisfy the requirements for the major.

Graduate

Advisers: Members of the department

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.
4 or 8 credits
Offered both semesters each year

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. 8 credits
Yearlong course; Offered each year

590 Research and Thesis
4 or 8 credits
Offered both semesters each year

590d Research and Thesis
8 credits
Yearlong course; Offered each year
Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Malgorzata Zielinska-Pfabé, Ph.D.
Piotr Decowski, Ph.D.
*1 Nalini Easwar, Ph.D., Chair

Associate Professors
Doreen A. Weinberger, Ph.D.
†2 Nathanael A. Fortune, Ph.D.

Assistant Professor
Gary Felder, Ph.D.

Lecturer
Janet Van Blerkom, Ph.D.

Laboratory Instructor
Joyce Palmer-Fortune, Ph.D.

Laboratory Supervisor
Jerzy W. Pfabé, M.Sc.

Students planning to major in physics are advised to elect both 115/117 and 118 and courses in mathematics in the first year.

- Students entering with a strong background in physics are urged to confer with a member of the department at the beginning of their first year about taking a more advanced course in place of 115/117 and 118.
- Students who receive 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 115/117 and 118 for credit.

105 Principles of Physics: Seven Ideas that Shook the Universe
This conceptual course explores the laws of mechanics, electricity and magnetism, sound and light, relativity and quantum theory. It is designed for non-science majors and does not rely on mathematical tools. Lecture demonstrations and some hands-on investigation will be included. (N) 4 credits
Malgorzata Zielinska-Pfabé
Offered Spring 2006

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) 4 credits
Piotr Decowski
Offered Spring 2005

107 Musical Sound
This course for non-science majors explores through lectures and laboratory demonstrations the physical basis of musical sound. Sample topics include string and air vibrations, perception of tone, auditorium acoustics, musical scales and intervals and the construction of musical instruments. (N) 4 credits
Janet Van Blerkom
Offered Fall 2005

108 Optics Is Light Work
This course for non-science majors reveals the intriguing nature of light in its myriad interactions with matter. From Newton's corpuscular theory through the triumph of wave optics, to the revolutionary insights of quantum theory, our understanding of the nature of light has come full circle. Yet questions still remain. In this class each student will explore in depth an optical phenomenon of her own choosing. Enrollment limited to 16. Of-
fered in alternate years. \(N\) 4 credits
Doreen Weinberger
Offered Fall 2004

115 General Physics
The concepts and relations describing motion of
objects (Newtonian and relativistic). Prerequisite:
one semester of introductory calculus, \(MTH\)
111 Calculus I or equivalent). Permission of the
instructor required if taken concurrently. \(N\) 5
credits
Nathanael Fortune, Fall 2004
Janet Van Blerkom, Fall 2005
Offered every Fall

118 General Physics II
A continuation of 115/117. Electromagnetism,
optics, waves and elements of quantum physics.
Prerequisite: 115 or permission of the instructor.
\(N\) 5 credits
Janet Van Blerkom, Fall 2004
Nathanael Fortune, Spring 2005
Nalini Easwar, Fall 2005
Doreen Weinberger, Spring 2006
Offered both semesters each year

117 Advanced General Physics I
A more mathematically advanced version of PHY
115. Prerequisites: MTH 112 (Calculus II) or MTH
114 (Calculus: Effective Computation and Power
Series) or permission of the instructor. Students
cannot receive credit for both PHY 115 and 117.
\(N\) 5 credits
Gary Felder
Offered both semesters each year

210/ EGR 201 Mathematical Methods of
Physical Sciences and Engineering I
Choosing and using mathematical tools to solve
problems in physical sciences. Topics include:
complex numbers, multiple integrals, vector analy-
sis, Fourier series, ordinary differential equations,
calculus of variations. Prerequisites: MTH 111 and
112 or the equivalent. Enrollment limited to 20.
\(N/M\) 4 credits
Małgorzata Zielinska-Piąbę
Offered every Fall

211/ EGR 202 Mathematical Methods of
Physical Sciences and Engineering II
Mathematical tools to solve advanced problems in
physical sciences. Topics include special functions,
orthogonal functions, partial differential equations,
functions of complex variables, integral transforms.
Prerequisites: 210 or MTH 111, 112, 211, and 212
or permission of the instructor. \(N\) 4 credits
Małgorzata Zielinska-Piąbę
Offered every Spring

214 Electricity and Magnetism
Electrostatic fields, polarization, magnetostatic
fields, magnetization, non-relativistic electrody-
namics and electromagnetic waves. Prerequisite:
115 and 118 or the equivalent, 210 or permission
of the instructor. \(N\) 4 credits
Doreen Weinberger, Spring 2005
Piotr Decowski, Spring 2006
Offered every Spring

220/ EGR 274 Classical Mechanics
Newtonian dynamics of particles and rigid bodies,
oscillations. Prerequisite: 115, 118, 210 or permis-
sion of the instructor. \(N\) 4 credits
Małgorzata Zielinska-Piąbę
Offered Fall 2004

222 Relativity and Quantum Physics
The special theory of relativity, particle and wave
models of matter and radiation, atomic structure,
and an introduction to quantum mechanics.
Prerequisite: 115 and 118 or permission of the
instructor. \(N\) 4 credits
Piotr Decowski
Offered every Fall

224 Electronics
A semester of experiments in electronics, with em-
phasis on designing, building and trouble shooting
circuits. Discrete electronic components: diodes,
transistors and their applications. Analog and digi-
tal IC circuits: logic gates, operational amplifiers,
timers, counters and displays. Final individual de-
sign project. Prerequisite: 115 and 118 or permis-
sion of the instructor. \(N\) 4 credits
Nalini Easwar
Offered every Spring
226 Physics Comes to Life
This laboratory course, intended for science majors and pre-health students, comprises five modules with biomedical applications: 1) electronic instrumentation, 2) acoustics of speech, hearing and diagnostic ultrasound, 3) fiber optics and lasers, 4) magnetic fields and low temperature applications, 5) nuclear radiation. Each year one of above modules (each approximately six weeks long) will be offered. Enrollment is limited to 15 students. Topic: acoustics of speech, hearing and ultrasound. Prerequisites: 115, 118 or permission of the instructor. (N) 2 credits
Janet Van Blerkom
Not offered during 2004–05, 2005–06

299 Current Topics in Physics
For this course we will read recent articles 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. Restricted to juniors and seniors. (N) 1 credit
Doreen Weinberger, Fall 2004
Piotr Decowski, Fall 2005
Offered Fall 2004, Fall 2005

312/ EGR 322 Optics
Electromagnetic waves; absorption and dispersion. Reflection and refraction of light. Interference, diffraction and polarization of light. Lasers and holography. Prerequisites: 210, 214, 222 or permission of the instructor. (N) 4 credits
Doreen Weinberger
Offered Fall 2004

314/ EGR 324 Advanced Electrodynamics
A continuation of PHY 214. Electromagnetic waves in matter; the potential formulation and gauge transformations; dipole radiation; relativistic electrodynamics. Prerequisite: PHY 211 or permission of the instructor. (N) 2 credits
Piotr Decowski
Offered Spring 2006

322 Nuclear and Particle Physics

Prerequisites: 210, 214, 222. (N) 4 credits
Piotr Decowski
Offered Spring 2005

332/ EGR 323 Solid State Physics
The course covers fundamental topics in solid state physics beginning with crystal structure, x-ray diffraction from periodic structures, lattice vibrations and the nature of electron distributions in metals, semiconductors and insulators. Topics are covered in-depth to provide an appreciation for the theoretical approach and the close interplay between theory, experiment and application. Prerequisites: 210, 214, 222. (N) 4 credits
Nathanael Fortune
Offered Fall 2006

340 Quantum Mechanics
The formal structure of nonrelativistic quantum mechanics, including operator methods. Solutions for a number of potentials in one dimension, and for central potentials in three dimensions, including spin. Prerequisites: 210, 220 and 222. (N) 4 credits
Doreen Weinberger
Offered Fall 2005

341 Advanced Quantum Mechanics
A continuation of PHY 340. Applications of non-relativistic quantum mechanics to systems of identical particles; perturbation theory analysis. Prerequisite: PHY 340. (N) 2 credits
Doreen Weinberger
Offered Fall 2006

348 Thermal Physics
Statistical mechanics, kinetic theory of gases, introduction to thermodynamics. Prerequisites: 210, 220, 222. (N) 4 credits
Gary Felder
Offered every Fall

350 Advanced Physics Laboratory
The Five Colleges have cooperated to develop an advanced undergraduate laboratory course that provides practical experience with modern instrumentation and advanced laboratory techniques. A student may perform experiments in the fields of atomic, molecular, cosmic ray, low temperature,
nuclear and microwave radiometry physics. Research facilities are supported on different campuses, and a student selects an approved number of experiments. At least three credits are required to count as a course toward the major requirement. Prerequisites: 214, 220, and 222. 1 to 3 credits

Members of the department

Offered Fall 2004, Spring 2005

400 Special Studies
By permission of the department, for students who have had at least four semester courses in intermediate physics.
1 to 4 credits
Offered both semesters each year

The Major

The following courses are required: 115, 118, 210, 211, 214, 220, 222, 224, 299, 340, 348 and one additional 300 level physics course PHY 312, 322, 332, or 350 or AST 351, or CHM 331, 337, 347.

Students planning graduate study in physics are advised to take additional advanced physics and mathematics courses.

Students are advised to acquire a facility in computer programming.

The Minor
Advisers: Members of the department

The minor in physics consists of: 115, 118, 222 and at least two additional 200 or 300 level physics courses.

Honors
Director: Malgorzata Zielinska-Pfabé

430d Thesis
8 credits
Full-year course; Offered each year

432d Thesis
12 credits
Full-year course; Offered each year

Requirements: same as for the major, plus an honors project and thesis (430d or 432d) normally pursued throughout the senior year. An oral defense of the honors thesis.
Political Economy

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers
Martha Ackelsberg, Professor of Government
Richard Fantasia, Professor of Sociology
Karen Pfeifer, Professor of Economics
Thomas Riddell, Associate Professor of Economics
Gregory White, Associate Professor of Government, Director
Andrew Zimbalist, Professor of Economics

404 Special Studies
4 credits
Offered both semesters each year

The purpose of the political economy minor is to foster an interdepartmental approach to the study of advanced industrial societies. This approach incorporates both mainstream and critical theoretical visions. It provides a focus on European and American society from a political-economic perspective; i.e., a perspective that emphasizes the roots of political development in the material basis of a society.

The political economy minor consists of six courses, drawn from among the courses listed under the three fields described below. At least one course must be taken from each field; two courses in theory are strongly recommended. Majors in a participating department may take no more than four courses toward the political economy minor in that department.

At the discretion of the adviser, equivalent courses may be substituted.

1. Theory
ECO 256 Marxian Political Economy
ECO 357 Growth and Crisis in the United States Economy
GOV 242 International Political Economy
GOV 263 Political Theory of the 19th and 20th Centuries
SOC 250 Theories of Society

2. History
ECO 204 American Economic History: 1870–1990
ECO 208 European Economic Development
GOV 244 Foreign Policy of the United States
SOC 318 Seminar: The Sociology of Popular Culture

3. Contemporary Applications
ECO 209 Comparative Economic Systems
ECO 222 Women’s Labor and the Economy
ECO 224 Environmental Economics
ECO 230 Urban Economics
GOV 204 Urban Politics
GOV 254 Politics of the Global Environment
GOV 347 Seminar in International Politics
SOC 212 Class and Society
SOC 213 Ethnic Minorities in America
SOC 216 Social Movements
SOC 218 Urban Sociology

4. Special Studies (PEC 404)
To be taken in any of the above fields, with any of the faculty participants in the minor, as approved by the Advisory Board.
Psychology

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
1. Jill G. de Villiers, Ph.D. (Psychology and Philosophy)
2. Peter A. de Villiers, Ph.D.
3. Randy O. Frost, Ph.D.
4. Fletcher Blanchard, Ph.D.
5. Mary Harrington, Ph.D.

Adjunct Professor
Maureen A. Mahoney, Ph.D.

Associate Professors
Philip K. Peake, Ph.D., Chair
1. Brenda Allen, Ph.D.
2. Stefan R. Bodnarenko, Ph.D.
3. Patricia M. DiBartolo, Ph.D.
4. Bill E. Peterson, Ph.D.

Adjunct Associate Professor
Barbara B. Reinhold, Ed.D.

Assistant Professors
1. Lauren E. Duncan, Ph.D.
2. Maryjane Wraga, Ph.D.
3. Byron L. Zamboanga, Ph.D.
4. Benita Jackson, Ph.D.

Lecturer and Professor Emeritus
Peter B. Pufall, Ph.D.

Lecturers
Anne P. Anderson, Ph.D. (Beth Powell)
David Palmer, Ph.D.

Assistant in Statistics
David Palmer, Ph.D.

Research Associates
Robert Teghtsoonian, Ph.D.
Martha Teghtsoonian, Ph.D.
George Robinson, Ph.D.
Suzanne LaFleur, Ph.D.

Bases for the Major

111 Introduction to Psychology
An introductory course surveying fundamental principles and findings in contemporary psychology. Students must section for discussion. Discussion sections are limited to 20. {N} 4 credits
Peter de Villiers, Director, Fall 2004
Peter de Villiers, Maryjane Wraga, Byron L. Zamboanga, Michele T. Wick, Marlo Henderson
Offered Fall 2004

112 Introduction to Research Methods
Application of scientific methods to problems in psychology. Basic experiments in a variety of areas, including operant conditioning of nonhuman organisms. {N} WI 4 credits
Mary Harrington, Director, Fall 2004, Spring 2005
Mary Harrington, Marlo C. Henderson, Benita Jackson, Fall 2004
Mary Harrington, Fletcher Blanchard, Lauren Duncan, To be announced, Spring 2005
Offered both semesters each year

113 Statistical Methods in Psychology
Elementary descriptive and inferential statistics as applied to psychological problems. Enrollment limited to 40. Lab size limited to 10 students. {M} 4 credits
Philip Peake
Offered Fall 2004
140/ MTH 190/ Statistical Methods for Undergraduate Research
An overview of statistical methods needed for undergraduate research. The course emphasizes methods for data collection, data description and statistical inference including an introduction to confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data will be discussed. Applications will be emphasized, and students will learn to use the SPSS statistical software for data analysis. Classes meet for lecture/discussion and for a required weekly laboratory. Lab sections limited to 20. This course satisfies the basis requirement for the psychology department major and is recommended for all psychology students. Other students who have taken MTH 111, AP Calculus, or the equivalent should take MTH 245. Students will not be given credit for both MTH 190 and MTH 245. (E) {M} 4 credits
Nicholas Horton, David Palmer
Offered Spring 2005

266 Psychology of Women and Gender
An exploration of the psychological effects of gender on females and males. We will examine the development of gender roles and stereotypes, and the impact of differences in power within the family, workplace and politics on women’s lives and mental health. This course will emphasize how psychologists have conceptualized and studied women and gender, paying attention to empirical examinations of current controversies (e.g., biological versus cultural bases of gender differences). (S/ N) 4 credits
Lauren Duncan
Offered Fall 2004

267 Psychology of the Black Experience
Designed to facilitate an understanding of Afro-American psychological experience. The course critically reviews historical and traditional approaches to the psychological study of Black people and focuses on the themes, models and research currently being generated by psychologists attempting to redefine the study of the Black experience. (S/ N) 4 credits
To be announced
Offered Spring 2005

330 Psychology

General Courses

PPY 209 Philosophy and History of Psychology
An examination of the philosophical issues which have troubled psychology as a science, such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, development of knowledge and morality, behaviorism vs. mentalism, realism and constructivism, and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology. (N) 4 credits
Peter de Villiers and Jill de Villiers
Offered Spring 2006

ESS 220 Psychology of Sport
An examination of sport from a psychological perspective. Topics include the role of stress, motivation, and personality in performance. Attention will also be given to perceptual, cognitive and behavioral strategies that may be used to enhance achievement level. Prerequisite: PSY 111. (S) 4 credits
Tim Bacon
Offered Spring 2005

275/ PHI 275 Topics in Moral Psychology
This course explores alternative approaches to central questions of moral psychology: How do people make moral judgments and decisions? What psychological processes are involved in morally evaluating people, actions or social practices and institutions, and in morally motivating action? What roles do knowledge or reasoning play? What roles do emotions or feelings, such as compassion, love, guilt or resentment, play? How does morality develop in individuals? Is moral virtue a product of education? How does morality vary across individuals and cultures? Are there gender differences in moral development? Do animals have moral capacities? Readings will include work by classical and contemporary philosophers, as well as recent work by psychologists, social scientists and biologists. (E) 4 credits
Ernest Alleva
Offered Spring 2005
Psychology

303 Advanced Research Design and Statistical Analysis
A survey of critical issues in research methods and statistical analysis with in-depth consideration of analysis of variance and experimental design. Computer-assisted computation procedures employed. Prerequisites: 113, MTH 190/PSY 140, and 112 or permission of the instructor. Enrollment limited to 12. (N/ M) 4 credits
David Palmer
Offered Fall 2004

366 Seminar: Topics in the Psychology of Women
Topic: Issues in Adolescent Gender Role Development. In this course we examine psychological issues girls face in their adolescent years. Topics may include body image, self-esteem, academic achievement, peer and dating relationships and gender socialization. This is a community-based learning course that offers an opportunity to volunteer as a mentor to an adolescent girl in the Northampton area. Recommended pre- or corequisite: PSY 266 or WST 150, and permission of the instructor. (S/ N) 4 credits
Lauren Duncan
Offered Fall 2004

B. Psychological Processes

PPY 213 Language Acquisition
The course will examine how the child learns her first language. What are the central problems in the learning of word meanings and grammars? Evidence and arguments will be drawn from linguistics, psychology and philosophy and cross-linguistic data as well as English. Prerequisite: either PSY 111, PSY 233, PHI 100, or PHI 236, or permission of the instructor. (N) 4 credits
Jill de Villiers
Offered Fall 2004, Spring 2006

218 Cognitive Psychology
Theory and research on current topics in cognition, including attention, perception, concept formation, imagery, memory, decision making and intelligence. Prerequisite: 111 or permission of the instructor. (N) 4 credits
Maryjane Wraga
Offered Spring 2005

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) 4 credits
David Palmer
Offered Fall 2004

313 Seminar in Psycholinguistics
Topic: Child Language Assessment. The seminar will focus on assessment of language development, considering issues of dialect and cultural differences, and the nature of language disorders in 3-7-year-old children. The background research, design and data from the first testing of a new diagnostic test will form the topics of the seminar. Prerequisites: One of: PPY 213, PHI 236, PSY 233, EDC 235, or permission of instructor. (N) 4 credits
Jill de Villiers
Offered Fall 2006

314 Seminar in Foundations of Behavior
(N) 4 credits

C. Physiological Psychology

180 Introduction to Neuroscience
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. The material is presented at
332 Psychology

This course has no prerequisites.

4 credits

Stefan Bodnarenko

Offered Spring 2005

211 Physiology of Behavior

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders.

4 credits

Anne P. Anderson

Offered Fall 2004

222 Psychopharmacology

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 understanding the effects of drugs on synaptic transmission, as well as how neural models might account for tolerance and addiction. The course will also cover issues with social impact such as the effects of drugs on fetal development, the pharmaceutical industry, and effective treatments for drug abuse.

Prerequisite: 180 or 211 or permission of the instructor.

4 credits

Anne P. Anderson

Offered Spring 2005

225 Introduction to Health Psychology

Health psychology is a burgeoning field that examines the relationship between psychosocial factors and health. This course will provide a broad overview using the basic concepts, theories, methods and applications of health psychology. We will critically examine state-of-the-art research and as well as current gaps in knowledge to explore topics including definitions of health and illness; stress and coping; health behaviors; how the mind influences specific physical health conditions and vice versa; patient-practitioner relations and health promotion. Emphasis will be placed on the ways psychological factors interact with the social, cultural, economic and environmental contexts of health.

Prerequisite: 112.

4 credits

Benita Jackson

Offered Spring 2005

311 Neuroanatomy

A survey of the structural organization of the mammalian brain and the behavioral changes associated with brain damage. Laboratory covers research techniques in neuroanatomy.

Prerequisites: 180 or 211, an introductory BIO course, or permission of the instructor.

Enrollment limited to 20. Laboratory sections limited to 10.

4 credits

Stefan Bodnarenko

Offered Fall 2004

NSC 312 Seminar in Neuroscience

Topic: Biological Rhythms. Molecular, physiological and behavioral studies of circadian and circa-annual rhythms.

Prerequisite: NSC 200, and permission of the instructor.

Enrollment limited to 12.

4 credits

Mary Harrington

Offered Fall 2004

316 Seminar in Biopsychology

Topic: Brain Plasticity. Recent studies have demonstrated that the "mature" brain retains its ability to change and even add new elements. We will research and discuss a series of dogma-altering findings from the last decade that have revolutionized the way neuroscientists think about the brain.

Readings will reflect the behavioral, cellular and molecular approaches that have been used to demonstrate that the brain continues to develop throughout its lifetime.

Prerequisites include PSY 180, 211 and permission of the instructor.

Enrollment limited to 12.

4 credits

Stefan Bodnarenko

Offered Spring 2005

325 Seminar in Health Psychology

Topic: Issues in Mind/Body Medicine. Focusing on the role of psychological processes, we will examine the state of empirical support for various modalities of healing physical health problems across allopatic and complementary/alternative medicine perspectives.

Emphasis will be placed on critically evaluating current research and designing appropriate future studies.

4 credits

Stefan Bodnarenko

Offered Spring 2005
process themes across modalities will be highlighted, e.g., the placebo effect, emotion and the social context of healing. A previous course in health psychology is recommended. Prerequisite: 112 or permission of the instructor. {N} 4 credits

Benita Jackson
Offered Spring 2005

D. Developmental Psychology

Director of the Child Study Committee: Patricia DiBartolo

233 Child Development
A review of theory and research on specific developmental topics: attachment, emotion, self, friendship, gender, cognition, language and play from the standpoint of biological and psychological processes nested within social (family, peer, school) and cultural (implicitly and explicitly shared values) contexts. Three observation hours in the Campus School to be arranged. {S/ N} 4 credits

Peter B. Pufall
Offered Fall 2004

EDC 238 Educational Psychology
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. Enrollment limited to 55. {S/ N} 4 credits

To be announced
Offered Spring 2005

241 Psychology of Adolescence
Exploring adolescents' developing identity, psychosocial adjustment and their needs for acceptance, autonomy and intimacy in light of the major physical, cognitive and sociocultural changes of this phase. Emphasis will be given to multicultural issues in adolescent psychology and development. {S/ N} 4 credits

Byron L. Zamboanga
Offered Spring 2005

243 Adult Development
The study of adult lives from a life-span perspective, with emphasis on the lives of women. Topics include psychological theories of the life-cycle, adolescent identity formation, longitudinal and biographical approaches, the experience of growing older, personality stability and psychological adjustment to the myths and realities of age. {S/ N} 4 credits

Bill Peterson
Offered Fall 2004

333 Seminar in Developmental Psychology
{N} 4 credits

Identity in Psychology, Fiction and Autobiography
How do humans develop a sense of unity and purpose in their lives? This is a fundamental question for theorists of adolescent and adult identity, and we will consider it by using psychological theory to interpret fictional and autobiographical accounts of self. Possible texts include works by Erikson, McAdams, Angelou and Ishiguro.

Bill Peterson
Offered Spring 2006

335 The Empirical Study of Children and Youth
An introduction to research techniques in developmental psychology through the discussion of current research and the design and execution of original research in selected areas. Gender, ethnic, and cultural differences in cognitive, social, and identity development are explored. Prerequisites: 112 and 233, or permission of the instructor. Enrollment limited to 16. {N} 4 credits

Byron L. Zamboanga
Offered Spring 2005

340 Seminar in Gender and the Life Course
A seminar on the development of gender identity. Special attention will be given to critical reading of psychological theory and research on gender identification. Topics will include a comparative analysis of psychoanalytic, social-learning and cognitive-developmental theories. Recent work in
feminist theory and the psychology of gender will be used as a counterpoint to classical formulations. {S/ N} 4 credits
Maureen Mahoney
Offered Fall 2005

E. Clinical Psychology

EDC 239 Counseling Theory and Education
Study of various theories of counseling and their application to children and adolescents in educational settings. {S} 4 credits
Not offered in 2004–05

252 Abnormal Psychology
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: 111. {N} 4 credits
Randy Frost
Offered Spring 2005

253 Child Clinical Psychology
Survey of child psychopathology from a developmental perspective. Course will cover theories of etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties. Prerequisite: 111 and 252 or 233 or permission of the instructor. {N} 4 credits
Patricia DiBartolo
Offered Spring 2005

254 Clinical Psychology
An overview of clinical psychology focusing on the settings, clients, and activities of the clinical psychologist. Attention given to the conceptual and methodological issues facing the clinical psychologist, methods of assessment, forms of psychotherapy and evaluation of the success of psychological interventions. Prerequisite: 111 and 252, or permission of the instructor. {N} 4 credits
Patricia DiBartolo
Offered Spring 2004, Fall 2005

352 Seminar in Advanced Clinical Psychology
Topic: Child and Adolescent Anxiety Disorders. 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. Prerequisite: 111 and 252 or 254. Permission of the instructor required. {N} 4 credits
Patricia DiBartolo
Offered Spring 2005, Fall 2005

354 Seminar in Advanced Abnormal Psychology
Topic: 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: 252 or 254. Permission of the instructor required. {N} 4 credits
Randy Frost
Offered Fall 2004

358 Experimental Investigation 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, eating disorders and depression. Prerequisite: 112 and 252 and permission of the instructor. {N} 4 credits
Randy Frost
Offered Spring 2005

F. Social and Personality Psychology

269 Colloquium: Categorization and Intergroup Behavior
This course is devoted to a broad consideration of the nature of prejudice, stereotypes and intergroup relations from the perspective of social cognition. We will emphasize especially the application of these ideas to issues of race and ethnicity. Over the semester, we will encounter theories and research

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concerning the processes of self-and-other categorization, self-identity, stereotyping, prejudice and strategies from the reduction of intergroup hostility that these approaches inform. {S/ N} 4 credits
Fletcher Blanchard
Offered Spring 2005

270 Social Psychology
The study of social behavior considered from a psychological point of view. Topics include interpersonal behavior, intergroup behavior, and social cognition. {N} 4 credits
Fletcher Blanchard
Offered Fall 2004

271 Psychology of Personality
The study of the origin, development, structure and dynamics of personality from a variety of theoretical perspectives. {N} 4 credits
Philip Peake
Offered Fall 2004

278 Behavior in Organizations
The application of social psychological theory and research findings to understanding and managing individual and group behavior in work situations. A lab with enrollment limited to 20. Prerequisite: 270 or permission of the instructor. {S/ N} 4 credits
Michele Wick
Offered Spring 2005

371 Seminar in Personality
Topic: Well Being. A survey of current psychological research on the factors that contribute to a person's sense of well-being. What are the components of happiness? What are the biological, personality and contextual factors that contribute to that happiness? How does a person's sense of well-being influence health, relationships, and other important life outcomes? Prerequisites: 270 or 271. {S/ N} 4 credits
Philip Peake
Offered Spring 2005

374 Psychology of Political Activism
Political psychology is concerned with the psychological processes underlying political phenomena. This seminar focuses on people's 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 social movements in the United States (e.g., Civil Rights Movement, Women's Movement, White Supremacy Movements). {S/ N} 4 credits
Lauren Duncan
Offered Spring 2005

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. 1 to 4 credits
Offered both semesters each year

The Major
Advisers: Members of the department

Adviser for Study Abroad: Fletcher Blanchard

Basis: 111, 112 and 113 or MTH 190/PSY140.

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 basis. The basis must be completed before entering the senior year. Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas, as well as adequate depth in at least one area. Normally, breadth is achieved by selecting at least one course from five of the six curricular areas, A–F. Depth is achieved by selecting at least three courses in a subfield of psychological, as defined either by the curricular areas B–F or by a constellation of courses from more than one area that represents a focus important to the student and recognized by the department. One course in the area of depth must be a laboratory course or a seminar.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or paraprofessional occupations in mental health settings or special education programs
should consult their major advisers regarding desirable sequencing of courses. 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 basis for the major, and four additional courses selected from at least two of the six areas A–F. In addition, one of these four courses must be either a laboratory course or a seminar.

Honors

Director: Patricia DiBartolo

431 Thesis
8 credits
Offered each Fall

432d Thesis
12 credits
Full-year course; Offered each year

Requirements: These are the same as for the major, with the following qualifications. The honors student must complete a thesis. Normally this will be a yearlong project (432d) for 12 credits, the equivalent of three semester courses. Under the condition of accelerated graduation, a student may elect 431 for eight credits. Honors students undertake an oral presentation of the thesis to the faculty and an examination on that work. The thesis credits may be used to fulfill one of the three semester courses required for depth but cannot be used to fulfill the breadth requirement. In addition, they may be used for another semester course counting toward the total of ten required for the major. It is recommended that students elect a laboratory, seminar, or special studies in the area of the thesis prior to the senior year. In addition, it is recommended that honors students take PSY 303.
Public Policy

Visiting faculty and some lecturers are generally appointed for a limited term.

Director
Donald Baumer, Professor of Government

Lecturer
Paul Newlin, M.A.

Advisers
Randall Bartlett, Professor of Economics
John Burk, Professor of Biological Sciences
H. Allen Curran, Professor of Geology
Deborah Haas-Wilson, Professor of Economics

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.

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}
4 credits
Donald Baumer
Offered Fall 2005

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. While the course focus will primarily be on the physiological aspects of these topics, some social, ethical and political implications will be considered including the issues of violence and the media’s representation of women. {N} 4 credits
Leslie Jaffe (Health Services)
Offered Spring 2005, Spring 2006

Regulations constitute an important instrument of government and are one of the easiest ways for a President to make his/her mark. We will study the institutional interests and the role— in theory and in practice— of the various entities that are involved in the regulatory process, including Congress, the president, the agencies (both executive branch and independent regulatory agencies), the Office of Management and Budget and the courts. We will explore the procedures the agencies follow in developing regulations, especially those involving the public, and the role of science and economics in the decision-making process. Specific case studies, including seat belt and air bag regulations, various environmental regulations, and safety and health regulations, will be used to illustrate how the principles associated with American government— such as separation of powers, federalism, and accountability— play out in Washington, D.C. Limited enrollment {S} 4 credits
Sally Katzen Dyk
Offered Fall 2004, Fall 2005

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. \( \{G\} \) 4 credits
Randall Bartlett (Economics)
Offered Fall 2004

ECO 224 Environmental Economics
The causes of environmental degradation and the role that markets can play in both causing and solving pollution problems. The efficiency, equity, and impact on economic growth of current and proposed future environmental legislation. Prerequisite: 150. \( \{G\} \) 4 credits
Mark Aldrich
Offered Spring 2005

SOC 232 World Population
This course will introduce students to environmental, economic, feminist, and nationalist perspectives on population growth and decline. We will examine current populations trends and processes (fertility, mortality, and migration) and consider the social, political, economic, and environmental implications of those trends. The course will also provide an overview of various sources of demographic data as well as basic demographic methods. Cross-listed with Environmental Science and Policy. \( \{G\} \) 4 credits
Leslie King
Offered Spring 2005

WST 245 Poverty, Law and Social Policy in the U.S.
This course will examine the development of the U.S. welfare state in light of its gendered and racialized politics and impacts. Readings and lectures will consider poverty law and social policy through a focus on relationships among the welfare state, democratization and persistent inequality. Particular attention will be given to welfare policy, an arena of vexed interactions among the politics of gender, race and class. \( \{H/S\} \) 4 credits
Gwendolyn Mnk
Offered Fall 2004

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. \( \{G\} \) 4 credits
Randall Bartlett
Offered Fall 2005

GOV 306 Seminar: Politics and the Environment
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. \( \{G\} \) 4 credits
Donald Baumer
Offered Spring 2005

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 students with junior standing in engineering or those who have obtained the instructor's permission. Enrollment limited to 12. Offered in alternating years. \( \{E\} \) \( \{N\} \) 4 credits
Donna Riley
Offered Spring 2006

ECO 343 Seminar: The Economics of Global Climate Change
Because global climate change has the potential to affect every person in every country— with the possibility of catastrophic consequences— it is natural to ask why it is happening, and what can or should be done about it. In this course, we will examine the sources of economic inefficiency causing climate change and study the tradeoffs associated with slowing the process. How do policy options to slow climate change compare with respect to efficiency criteria? How do they affect equity domestically, internationally and intertemporally? In addressing these and other questions which inform
the debate on climate change policy, we will also examine the importance of political and strategic considerations, and the rate of technical change. Prerequisites: ECO 190 and ECO 250. (E) {S} 4 credits
Ardith Spence
Offered Fall 2004, Fall 2005

ECO 351 Seminar: The Economics of Education
Why does college cost so much? What is the state of America’s public schools, and what can be done to improve them? In this course we will study these questions and others related to the economics of primary, secondary and higher education. We will develop models of educational choice (is schooling an investment or a signal?), analyze the role for government in the market for education (should it provide financial support for schools?), and study the implications of institutional policies, including preferential admissions, tenure and governance procedures, and endowment spending rules as they are practiced in America’s universities. Prerequisites: ECO 190 and 250. (E) {S} 4 credits
Ardith Spence
Offered Spring 2005, Spring 2006

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} 4 credits
Paul Newlin
Offered Spring 2005

404 Special Studies
By permission of the director.
4 credits
Offered both semesters each year

The Minor

Director: Donald Baumer, Professor of Government

Advisers: Randall Bartlett (Economics); Donald Baumer (Government); John Burk, (Biological Sciences); H. Allen Curran (Geology); Deborah Haas-Wilson (Economics)

The minor consists of six courses:
GOV 207 or PPL 220
Any two public policy electives;
Any two courses from departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser);
PPL 390.

The Minor Director:
Donald Baumer, Professor of Government

Advisers: Randall Bartlett (Economics); Donald Baumer (Government); John Burk, (Biological Sciences); H. Allen Curran (Geology); Deborah Haas-Wilson (Economics)

The minor consists of six courses:
GOV 207 or PPL 220
Any two public policy electives;
Any two courses from departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser);
PPL 390.
Religion and Biblical Literature

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Karl Paul Donfried, Dr.Theol.
Carol G. Zaleski, Ph.D.
Peter N. Gregory, Ph.D., Chair
**1 Jamie Hubbard, Ph.D. (Professor of Religion and Biblical Literature and Yehan Numata Lecturer in Buddhist Studies)

Associate Professors
†2 Lois C. Dubin, Ph.D.
†1 Vera Shevzov, M.Div., Ph.D.
†2 Joel S. Kaminsky, Ph.D.

Assistant Professor
Andy Rotman, Ph.D.

Lecturer and Professor Emeritus
Thomas Sieger Derr, Jr., M.Div., Ph.D.

Lecturers
Mohammed Jiyad, Ph.D. Five College Senior Lecturer in Arabic (at Smith College under the Five College Program)
J. Wesley Boyd, M.D., Ph.D.
Elizabeth E. Carr, Ph.D.
Daniel Brown, Ph.D.
Michael Sugerman, Ph.D.

Research Associates
Benjamin Braude, Ph.D.
Philip Zaleski, B.A.
Edward Feld, M.H.L.

Information on language courses, including Hebrew, Greek and Arabic, is on page 345.

200-level courses are open to all students unless otherwise stated.

Colloquia are primarily reading and discussion courses limited to 20 students unless otherwise indicated.

100-Level Courses

Introduction to the Study of Religion

105 Introduction to World Religions
An examination of the ideas and practices of Hinduism, Buddhism, Confucianism or Taoism, Judaism, Christianity, and Islam. Classical texts, rituals, and visual materials will be considered. {H} 4 credits
Joel Kaminsky, Andy Rotman
Offered Fall 2004

108/PHI 108 The Meaning of Life
This course will pursue the big questions in life. We will introduce students to the study of philosophy and religion through a variety of texts from a wide range of traditions that ask and propose answers to the question, “What is the Meaning of Life?” Two lectures per week. {H/ L} 4 credits
Jay Garfield (Philosophy), Andy Rotman (Religion)
Offered Fall 2004

110 Colloquia: Thematic Studies in Religion
Directed discussion of themes and approaches to the study of religion. Recommended for upperclass as well as first-year students. 4 credits

Archaeology of Israel and Palestine
Israel and Palestine have been foci of archaeological research since before the emergence of archaeology as an academic discipline. In this course, students examine the ancient cultures of the region as well as the modern cultural, political and academic trends underpinning the develop-
ment of archaeological research there. We will also examine the discourse between political, religious and archaeological interpretations of the past in this volatile region. (E)  {H/ S}
Michael Sugerman
Offered Spring 2005

The Inklings: Religion and Imagination in the Works of J.R.R. Tolkien, C.S. Lewis and Charles Williams
Introduction to a group of scholars and friends centered in Oxford during the decades surrounding World War II, whose works of allegory, mythology, fantasy and theology have had a far-reaching influence on recent religious thought. Readings include essays and letters by Tolkien, Lewis, Williams, Owen Barfield and others associated with the Inklings, as well as selections from their major works of fiction and nonfiction. Enrollment limited to 20. {H/ L} 4 credits
Carol Zaleski
Offered Spring 2005

Religion and Film
A number of contemporary films contain reflections on a specific religion or on major religious themes such as the meaning of life and death, the possibility of salvation and the ultimate potential of human existence. In this course, we will closely examine some of these films in conjunction with other primary and secondary sources on religion. Possible films will include The Apostle, Jesus of Montreal, Europa Europa, Love and Death, The Mission, The Quarell, The Seventh Seal. We will also introduce students to the growing literature in the area of religion and film. The primary aim of the course will be to train ourselves to be more reflective about the religious messages conveyed in contemporary film. (E)  
Joel Kaminsky
Offered Spring 2005

Women Mystics’ Theology of Love
This course studies the mystical writings of Hildegard of Bingen, Hadewijch, Julian of Norwich, and Teresa of Avila, and their relevance to contemporary spirituality. Focus on their life journeys in terms of love, creativity, healing, and spiritual leadership. Occasional films and music. {H}
Elizabeth Carr
Offered Spring 2005

200-Level Courses

No prerequisites unless specified.

Religious Studies: Critical and Comparative

200 Colloquium: Approaches to the Study of Religion
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 one particular religious phenomenon. Topic for Spring 2005: Ritual. {H/ S} 4 credits
Carol Zaleski and Lois Dubin
Offered Spring 2005

202 Religion and Literature
Explores the implicit and explicit religious themes that are found in works of literature from a variety of genres. Special attention will be paid to issues of “world construction” and narrative, as well as the problematic distinction between fact and fiction. Readings will include works by Dostoevsky, Tolstoy, Malcolm X, Flannery O’Connor, Peter Shaffer and others. {H/ L} 4 credits
J. Wesley Boyd
Offered Fall 2004

205 Philosophy of Religion
The art of asking the big questions. Classic and contemporary discussions of the existence of God, the problem of evil, faith and reason, life after death, mysticism and religious experience, myth and symbol. Readings from Plato, Anselm, Kant, Kierkegaard, James and others. {H} 4 credits
Carol Zaleski
Offered Fall 2004

209 Medical Ethics
The moral problems of dying, abortion, genetic alteration, behavior control, experiments on humans and other issues. {H/ S} 4 credits
Thomas Derr
Offered Fall 2004
Students interested in biblical literature are best served by beginning their course of study with either Introduction to the Bible I (Rel 210) or Introduction to the Bible II (Rel 215) before proceeding to more specialized 200-level courses or seminars within this area. Rel 210 and 215 are general introductions to the critical study of the Bible and are open to all students including first-years.

210 Introduction to the Bible I
The Hebrew Scriptures ("Tanakh/Old Testament"). A survey of the Hebrew Bible and its historical and cultural context. Critical reading and discussion of its narrative and legal components as well as an introduction to the prophetic corpus and selections from the wisdom literature. {H/L} 4 credits
Joel Kaminsky
Offered Fall 2004

213 Prophecy in Ancient Israel
A survey of the institution of prophecy and the individuals who functioned as prophets in the Hebrew Bible. Emphasis on the following issues: What types of people became prophets? What did prophets speak about? What role did prophets play in society? Did prophets deliver different or even conflicting messages? Can one tell a true from a false prophet? {H/L} 4 credits
Joel Kaminsky
Offered Spring 2005

215 Introduction to the Bible II
The literature of the New Testament in the context of the Jewish and Greco-Roman world in which it developed. Particular attention will be paid to the use of the Hebrew Bible in the New Testament with an eye to grasping the similarities and differences between what later came to be called Early Christianity and Rabbinic Judaism. Enrollment limited to 25. {H/L} 4 credits
Karl Donfried
Offered Spring 2005

217 Colloquium: The Dead Sea Scrolls, Judaism and Christianity
Topic: Rediscovering the Jewish Origins of Christianity. An exploration of the site at Khirbet Qumran and an examination of writings found in the caves, commonly referred to as the Dead Sea Scrolls, for the purpose of understanding the beliefs and practices of this religious community as well as for the new knowledge they provide about Judaism, the origins of Christianity, and the interaction between the two. Slides, artistic illustrations, films and videos will augment class discussion. {H/L} 4 credits
Karl Donfried
Offered Fall 2004

219 Christian Origins: Archaeological and Social-Historical Perspectives
Karl Donfried
Offered Spring 2005

Jewish Traditions

221 Jewish Spirituality: Philosophers and Mystics
The rise of Jewish philosophy and mysticism (Kabbalah), and their development as complementary yet often competing spiritual paths. The expression of philosophy and mysticism in individual piety, popular religious practice and communal politics. Readings from Maimonides, the Zohar and other major works, as well as personal documents of religious experience and thought. All readings in English. {H} 4 credits
Lois Dubin
Offered Fall 2004

224 Insiders/ Outsiders II: Jews and Judaism in Europe and America, 19th–20th Centuries
A thematic survey of Jewish history and thought with particular attention to the dynamics of engagement with majority societies and exclusion from them, and the development of diverse forms of Jewish culture, religious practice, politics and identity. Topics include emancipation, assimilation and their discontents; the emergence of Reform, Conservative,
Orthodox and Reconstructionist denominations; the rise of racial anti-Semitism; mass migration and the immigrant experience; Jewish political movements including Zionism and socialism; Nazi genocide. Attention throughout to women’s, family and gender roles; tradition and renewal in major thinkers and religious movements; and the interplay of history and memory.

Lois Dubin
Offered Spring 2005

Islamic Traditions

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.

Vera Shevzov
Offered Spring 2005

Christian Traditions

231 Colloquium: Christianity and Culture I (30–1000)
Topic: Sexuality, Asceticism and Redemption in Early Christianity. The early Christian Church from its New Testament beginnings to its establishment as the official religion of the Empire. Additional emphasis on the development of the Bible, ecclesiastical authority, creeds and councils, martyrdom, monasticism, and such factors as heresy and persecution. Classic texts such as Augustine’s Confessions, major theologians and the beginnings of medieval Christianity.

Karl Donfried
Offered Fall 2004

250/HST 209 (C) Aspects of Middle Eastern History
Topic: Islam in the 21st Century: Readings in Islamic Fundamentalism and Liberalism. An exploration of thinkers and ideas that have shaped the intellectual environment of contemporary Islam. The course will trace the history of the most important ideas and trends in contemporary Islamic thought, beginning with their roots in the great classics of the Islamic tradition by Ibn Khaldun, al-Ghazali and Ibn Taymiyya. Close reading of the most important modern Muslim thinkers, including Muhammad Abduh, Muhammad Iqbal, Sayyid Qutb, Ali Shariati, Fazlur Rahman and Mohammed Arkoun.

Daniel Brown
Offered Spring 2005

Buddhist Traditions

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.

Peter N Gregory
Offered Fall 2004
266 Colloquium: Buddhist Studies
Topic: Buddhism in America. This course will survey various forms of Buddhism in America and their history, from the middle of the 19th century to the present. Topics to include Japanese American Buddhist pioneers; Buddhist and Western thought; World Parliament of Religions (1893); Buddhist Churches of America (Jodo Shinshu); Zen and the Beats; Soka Gakkai; Chinese Buddhism in America; Insight Meditation Movement; Buddhism of the New Immigrants; “Tibetan” Buddhism, etc. Enrollment limited to 20. (H) 4 credits
Peter N Gregory
Offered Spring 2005

270 Japanese Buddhism: Ancient Japan through the 19th Century
The development of Buddhism and other religious traditions in Japan from prehistory through the 19th century. Topics include doctrinal development, church/state relations and the diffusion of religious values in Japanese culture, particularly in the aesthetic realm (literature, gardens, tea, the martial arts, etc.). (H) 4 credits
Jamie Hubbard
Offered Fall 2004

South Asian Traditions

282 Violence and Nonviolence in Religious Traditions of South Asia
What are the implications of a nonviolent morality? When are war and sacrifice not murder? This course considers the rhetoric and phenomena of violence and nonviolence in a variety of religious traditions in South Asia, both modern and premodern. Particular emphasis on the ethical and social consequences of these practices and the politics of the discourse that surrounds them. Texts and films concerning Hinduism, Buddhism, Jainism, Sikhism, Christianity and Islam. (E) (H) 4 credits
Andy Rotman
Offered Spring 2005

300-Level Courses
Prerequisites as specified.

301 Seminar: Philosophy of Religion
Topic: The Catholic Philosophical Tradition. Faith and reason, tradition and modernism, worship and the intellectual life, and the metaphysics of redemption according to major Catholic thinkers. Readings from Augustine, Anselm, Aquinas, Pascal, John Henry Newman, G.K. Chesterton, Simone Weil, Karol Wojtyła (Pope John Paul II) and others. (H) 4 credits.
Carol Zaleski
Offered Fall 2004

335 Seminar: Topics in Christianity and Culture
Topic: Christianity and Visual Culture. Christians through the ages have had an ambivalent relationship with images, sometimes embracing them in profound expressions of piety and at other times decrying their use in the name of divine prohibitions against idolatry. This seminar examines the history of Christian thinking about art (Eastern Christian, Roman Catholic and Protestant), the vocation of the Christian artist, as well as the devotional uses of art from late antiquity to the present. (H) 4 credits
Vera Shevzov
Offered Spring 2005

360 Seminar: Problems in Buddhist Philosophy
Topic: The Life and Thought of Dogen. Explores the ways in which the treatment of some of the perennial problems in Buddhist philosophy is shaped by their historical context, by examining the life and thought of the medieval Japanese Zen thinker Dogen (1200–1253). (H) 4 credits
Peter N Gregory
Offered Spring 2005

400 Special Studies
By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 2 to 4 credits
Offered both semesters each year

408d Special Studies
By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 8 credits
Full-year course; Offered each year
Language Courses

Credit is not granted for the first semester only of an introductory language course.

Note: A reading knowledge of foreign languages, both modern and classical, is highly desirable and is especially recommended for those students planning a major or minor in the area of religious studies.

Students who take the introductory courses in Latin or Greek in the classics department, or Hebrew in the Jewish Studies Program, will receive credit for these toward their religion major upon completion of an advanced course in religious texts (REL 295, 296, 297). Similar arrangements can be made for other languages (for example, Arabic, Chinese, Sanskrit). Students interested in pursuing directed reading courses at an advanced level in a particular language should contact department members.

ARA 100y Elementary Arabic
A yearlong course that introduces the basics of Modern Standard Arabic, also known as Classical Arabic. It begins with a coverage of the alphabet, then develops vocabulary for everyday use and provides essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work, and telling the time). The course combines a proficiency and content-based approach that stresses reading, writing as well as speaking skills. Students are also introduced to using an Arabic dictionary.

Mohammed Jiyad
Full-year course
Offered Fall 2004, Spring 2005

The Major

Advisers: Karl Donfried, Lois Dubin, Peter N. Gregory, Jamie Hubbard, Joel Kaminsky, Andy Rotman, Vera Shevzov, Carol Zaleski

Adviser for Off-Campus Study: Lois Dubin

Requirements for majors
12 semester courses, two of which, at the recommendation of the adviser, may be related courses in other departments. Each major’s course program must meet the following requirements. No course may be counted twice toward the fulfillment of the requirements.

1. Breadth
   Fulfilled normally by taking two courses: a 200-level course in a monotheistic tradition and a 200-level course in a non-monotheistic tradition. 105 (Introduction to World Religions) may be taken in place of one of these two courses.

2. Depth
   At least one course from each of the following four groups, of which at least three will normally be taken in the department
   Note: course numbers as they were listed prior to 2004–05 are in parentheses:
   a. textual interpretation: 210, 215 (220)
   b. critical and systematic reflection: 205 (263), 206 (260)
   c. non-monotheistic traditions: 260 (272), 263, 275 (270), 276 (271)
   d. monotheistic traditions: 221 (235), 223, 224, 231 (230), 233 (232), 234 (240), 238 (242), 245 (275).

3. Every major must take 200 (201) (Approaches to the Study of Religion).
4. Every major must take at least one seminar originating in the department.
5. Courses counting toward the major may not be taken S/U.

Two courses outside the department upon consultation with the adviser, may be counted toward the major.

Examples include:
ANT 233 Anthropology of Religion
ARH 220 Relics, Reliquaries, and Pilgrimage
ARH 228 Islamic Art and Architecture
ARH 230 Early Medieval Art
CLS 227 Classical Mythology
HST 218 Thought and Art in China
HST 224 Early Medieval World
HST 225 The Making of the Medieval World
JUD 187 Text and Tradition: Jewish Civilization Through the Ages
The Minor

Advisers: Same as for the major.

Requirements for minors
1. 5 semester courses. At least one course must be drawn from each of the following four groups. No course may be counted twice toward the fulfillment of the requirements.
   - textual interpretation: 210, 215 (220)
   - critical and systematic reflection: 205 (263), 206 (260)
   - non-monotheistic traditions: 260 (272), 263, 275 (270), 276 (271)
   - monotheistic traditions: 221 (235), 223, 224, 231 (230), 233 (232), 234 (240), 238 (242), 245 (275).

2. Courses counting toward the minor may not be taken S/U.

Honors

Director: Lois Dubin

430d Thesis
8 credits
Full-year course; Offered each year

431 Thesis
8 credits
Offered each Fall

Requirements: same as for the major and a thesis, normally written in both semesters of the senior year (430d), with an oral examination on the thesis. In special cases, the thesis may be written in the first semester of the senior year (431).

Graduate

Adviser: Lois Dubin

580 Advanced Studies
4 credits
Offered both semesters each year

590 Research and Thesis
4 or 8 credits
Offered both semesters each year

590d Research and Thesis
8 credits
Full-year course; Offered each year

Admission to graduate study in religion will normally be restricted to those qualified applicants whose personal circumstances preclude their application to regular graduate programs elsewhere. In addition to the eight courses and thesis required by college rules for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Courses taken to acquire such proficiency will be in addition to the eight required for the degree. An oral examination on the completed thesis is expected.
Russian Language and Literature

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
** Maria Nemcová Banerjee, Ph.D., Chair
** Alexander Woronzoff-Dashkoff, Ph.D.

Senior Lecturer
Catherine Woronzoff-Dashkoff, A.B.

Lecturer
Galina Aksenova

A. Language

Credit is not granted for the first semester only of an introductory language course.

100y Elementary Russian
Four class hours and laboratory. {F} 8 credits
Catherine Woronzoff-Dashkoff
Full-year course; Offered each year

220y Intermediate Russian
General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 100y or the equivalent. {F} 8 credits
Alexander Woronzoff-Dashkoff
Full-year course; Offered each year

331 Advanced Russian
Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 220 or permission of the instructor. {F} 4 credits
Catherine Woronzoff-Dashkoff
Offered Fall 2004

332 Advanced Russian
A continuation of 331. Extensive translation of current material from Russian to English, and intensive practice in writing. Prerequisite: 331. {F} 4 credits
Catherine Woronzoff-Dashkoff
Offered Spring 2005

338 Seminar in Language and Literature
Advanced study of a major Russian literary text.
{L/ F} 4 credits
Topic: Tolstoy’s Anna Karenina
Discussion, conversation, oral reports, papers.
Prerequisite: 332 or permission of the instructor.
Catherine Woronzoff-Dashkoff
Offered Spring 2005

B. Literature

126 Readings in 19th-Century Russian Literature
Topic: 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} 4 credits
Maria Banerjee
Offered Fall 2004

127 Readings in 20th-Century Russian Literature
Topic: 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} 4 credits
Alexander Woronzoff-Dashkoff
Offered Spring 2005

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} 4 credits
Offered in 2005–06

237 The Heroine in Russian Literature from The Primary Chronicle to Turgenev’s On the Eve
Examination of the changing portrayal of the exemplary female identity and destiny and the attendant literary conventions in some of the major texts of the following periods: medieval (Kievan and Muscovite), classical (18th century) and the age of romantic realism. In translation. {L} W 4 credits
Offered in 2005–06

238 Russian Cinema
Topic: Leo Tolstoy’s Anna Karenina in World Cinema. The course will explore Leo Tolstoy’s Anna Karenina and the novel’s interpretations in world cinema. Students will watch and analyze nine cinematic adaptations of the great novel made in different countries (Russia, USA, France, UK) and at different historical periods: from silent cinema of the beginning of the 20th century to the contemporary screen versions. Students will write short weekly assignments and a final paper. {L/ A} 4 credits
Galina Aksenova
Offered Fall 2004

239 Major Russian Writers
{L} 4 credits
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 centuries. The course will focus on issues of gender, class, race, and disguise, among others. Authors to include Ekaterina Dashkova, Nadezhda Durova, Marina Tsvetaeva, Evgeniia Ginzburg and Yelena Khanga. {L} 4 credits
Alexander Woronzoff-Dashkoff
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Alexander Woronzoff-Dashkoff
Offered Fall 2004

Russia Between East and West
The course examines the riddle of Russia’s identity and destiny as it appears in the distorting mirror of Gogol’s Dead Souls and in Tolstoy’s War and Peace. The underlying debate between the Westernizers and Slavophils will be illustrated by polemical writings of Chaadaev, Aksakov, Herzen and Dostoevsky. In the 20th century the arguments are reshaped in the crucible of the Revolution, as exemplified in the Berdiaev’s The Origins of Russian Communism and Trotsky’s Literature and Revolution. Readings from the Soviet period will include literary texts by Solzhenitsyn and philosophical reflections by dissident thinkers from Russia and Eastern Europe. {L} 4 credits
Maria Banerjee
Offered Spring 2005

Cross-Listed Courses

CLT 305 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 Un-
derground, Kafka's The Trial, Musil's Man without Qualities, and Kundera's The Joke, The Farewell Party and The Unbearable Lightness of Being.

GLT 292 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Chrétien de Troyes's Yvain; Shakespeare's Antony and Cleopatra; Cervantes' Don Quixote; Lafay-
ette's The Princesse of Clèves; Goethe's Faust; Tolstoy's War and Peace. Prerequisite: GLT 291. (L) WI 4 credits
Maria Banerjee
Offered Spring 2005

JUD 261 The Same or Other: Images of Jews in Russian Cinema
A century of Russian-Jewish intellectual dialogue on the silver screen, from the official anti-Semitism of the imperial state through the revolutionary and Soviet eras to Russia today. Weekly screening of films from the 1910s to the present highlighting the Jew and Jewishness. The powerful, complex, controversial and often tragic fusion of Russian and Jewish identities as presented in cross-cultural artifacts. (L/ A) 4 credits
Galina Aksenova
Offered Fall 2004

404 Special Studies
By permission of the department, for majors who have had four semester courses above the introductory level. 4 credits
Offered both semesters each year

408d Special Studies
By permission of the department, for majors who have had four semester courses above the introductory level. 8 credits
Full-year course; Offered each year

The Majors
Adviser for Study Abroad: Alexander Woronzoff-Dashkoff

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, CLT 223, CLT 305, GLT 292.
Strongly recommended: HST 239, HST 240, and HST 293.

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 223, CLT 305, GLT 292 and three of the following: ECO 209, GOV 222, HST 239, HST 240, HST 247, HST 293, REL 236.
Strongly recommended: 338

Honors
Director: Maria Nemcová Banerjee

431 Thesis
8 credits
Full-year course; Offered each year

Russian Literature
Basis: same as for Russian literature major.
Required courses: same as for Russian literature major. In addition, a thesis written in the first semester of the senior year.

Russian Civilization
Basis: same as for Russian civilization major.
Required courses: same as for Russian civilization major. In addition, a thesis written in the first semester of the senior year.
Science Courses for Beginning Students

Courses at the introductory or intermediate level that do not count toward the major are numbered 100–109 and 200–209.

Introductory science courses that serve as the basis of the major usually are numbered 111 (and 112 if they continue into a second semester). Physics offers basic courses for students with differing backgrounds. Hence, after consulting with a faculty member, beginning students may choose between two physics courses PHY 115 and 116. Students with AP credit should consult with individual departments about advanced placement.

Of the following courses, most have no prerequisites. Read the course descriptions for complete information.

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<td>AST 110</td>
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<td>AST 111</td>
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<td>CSC 103</td>
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<td>PSY 111</td>
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Sociology

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Myron Peretz Glazer, Ph.D.
Richard Fantasia, Ph.D.

Associate Professors
Patricia Y. Miller, Ph.D.
Nancy Whittier, Ph.D., Chair
Marc Steinberg, Ph.D.

Assistant Professors
Elizabeth Wheatley, Ph.D.
Ginetta Candelario, Ph.D. (Sociology and Latin American Studies)
Leslie King, Ph.D.

Visiting Assistant Professor
Paul Lopes

Lecturers
Alice Julier, Ph.D.
Kimberly Lyons, M.A.

The prerequisite for all sociology courses is 101a or b, or permission of the instructor. All 300-level courses require the permission of the instructor.

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) 4 credits
Patricia Miller, Director
Patricia Miller, Alice Julier, Kimberly Lyons, Myron Glazer, Fall 2004
Marc Steinberg, Alice Julier, Paul Lopes, Spring 2005
Offered both semesters each year

201 Evaluating Information
An introduction to statistical and other strategies for summarizing and evaluating sociological data. Includes descriptive statistics, probability theory, correlation, presentation and assessment of research findings, deduction and induction, error and bias, confidence. (M) 4 credits
Nancy Whittier
Offered Fall 2004, Fall 2005

202 Methods of Social Research
An introduction to the logic and methods of quantitative research and a practicum designed to develop skill in survey design and techniques. Topics include: questionnaire construction, sample design, data analysis, causation, and explanatory research. Prerequisite: 201. (S/M) 4 credits
Patricia Miller
Offered Spring 2005, Spring 2006

203 Qualitative Methods
An introduction to qualitative methods and a practicum in the collection of interview material. The personal, ethical and political aspects of field work and participant-observation will be emphasized. Prerequisite: 201. (S) 4 credits
Alice Julier, Spring 2005
To be announced, Spring 2006
Offered Spring 2005, Spring 2006

210 Deviant Behavior
An exploration of theories of deviance, research studies, and literature and film aimed at understanding origins of and responses to mental illness, drug abuse, rape and other crimes against women, white collar crime, corporate and governmental deviance, crime and juvenile delinquency, homosexuality and homophobia, and rebellion. (S) 4 credits
Patricia Miller
Offered Fall 2004, Fall 2005
212 Class and Society
An introduction to classical and contemporary approaches to class relations, status and social inequality. Topics include Marxian and Weberian analysis, social mobility, class consciousness, class reproduction and the place of race and gender in the class order. (S) 4 credits
Alice Julier, Fall 2004
Richard Fantasia, Fall 2006
Offered Fall 2004, Fall 2006

213 Ethnic Minorities in America
The sociology of a multiracial and ethnically diverse society. Comparative examinations of several American groups and subcultures. (S) 4 credits
Ginetta Candelario
Offered Spring 2005, Spring 2006

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. (S) 4 credits
Ginetta Candelario
Offered Fall 2004, Fall 2005

215 The Sociology of Crime
Critical analyses of sociological theories of crime and the social construction of criminality, with empirical emphasis on institutional approaches to crime control. Various social forces influencing the construction and application of criminal definitions in society will be explored. Particular attention will be paid to theories of crime and to the political dimensions of crime control in the United States. Prerequisite: 101. (E) (S) 4 credits
Kimberly Lyons
Offered Spring 2005, Spring 2006

216 Social Movements
This course provides an in-depth examination of major sociological theories of collective action and social movements. Emphasis will be placed on the analysis of social movement dynamics including recruitment and mobilization, strategies and tactics, and movement outcomes. The empirical emphasis will be on modern American social movements including student protest, feminist, civil rights and sexual identity movements. (S) 4 credits
Marc Steinberg
Offered Spring 2005

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. (S) 4 credits
To be announced, Spring 2005
Richard Fantasia, Fall 2005
Offered Fall 2005

219 Medical Sociology
In this course, we will draw on sociological and interdisciplinary frameworks to examine features of the structural organization of medical care; the social construction, production and distribution of disease; the culture of medicine; and the experience of illness. In this process, we will consider medicine as a social institution and profession, as well as the wider social relations that influence health and shape the experience of illness. (S) 4 credits
Elizabeth Wheatley
Offered Fall 2004, Fall 2005

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
Sociology 353

cultural forms are used, appropriated and transformed by social groups. {S} 4 credits
Paul Lopes, Fall 2004
Richard Fantasia, Fall 2005
Offered Fall 2004, Fall 2005

222 Blackness in America
This course will comparatively examine the African experience in both Central and South American and Caribbean contexts, historically and contemporarily. A relative consideration of the impact of these various hemispheric race ideologies will be undertaken. Enrollment limited to 20. Prerequisites: SOC 101 required; LAS 100 or AAS 117 helpful. {S} 4 credits
Ginetta Candelario
Offered Spring 2006

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. {S} 4 credits
Nancy Whittier, Spring 2005
To be announced, Spring 2006
Offered Spring 2005, Spring 2006

232 World Population
This course will introduce students to environmental, economic, feminist and nationalist perspectives on population growth and decline. We will examine current population trends and processes (fertility, mortality and migration) and consider the social, political, economic and environmental implications of those trends. The course will also provide an overview of various sources of demographic data as well as basic demographic methods. Cross-listed with Environmental Science and Policy. {S} 4 credits
Leslie King
Offered Spring 2005, Fall 2005

249 AIDS and Society
In this course we will draw on sociological and interdisciplinary frameworks to examine AIDS as a social, cultural and political phenomenon. We will consider AIDS as a biomedical entity, illness experience and discursive production that exerts devastating material effects in local and global contexts. Our readings include perspectives from sociology, cultural studies, political economy, social history, anthropology, history of science and public health. Course readings, lectures and discussions will emphasize the following themes: AIDS “knowledge”: biomedical and cultural representations; experiencing AIDS: patients’ and doctors’ accounts; AIDS science: visions and revisions; mobilizing communities: problems and prospects; AIDS activism and social change; AIDS risk: behavioral, cultural and structural Perspectives; AIDS in local and global contexts. (E) {S} 4 credits
Elizabeth Wheatley
Offered Spring 2005, Spring 2006

250 Theories of Society
Critical analysis and application of “classical” theories of society focused chiefly on the works of Marx, Weber and Durkheim (and their feminist and African-American contemporaries), with emphasis on their theories of societal development and social change, stratification, social structure, group conflict and consequences of capitalism for modern societies. Enrollment limited to 40 with majors and minors having priority. {S} 4 credits
Marc Steinberg
Offered Fall 2004, Fall 2005

310 Seminar: The Sociology of Courageous Behavior: Gender, Community and the Individual
The application of theory and research in contemporary sociology, with particular emphasis on the study of loss, adversity and courageous response. Case studies include the analysis of ordinary people and extraordinary evil, women’s involvement in the struggle to locate the disappeared in Argentina and elsewhere, dissidents to the oppressive Communist society in Czechoslovakia, resistance in concentration camps and ghettos and rescuers of Jews during the European Holocaust. Women’s memoirs will serve as a major source. Admission by permission of the instructor. {S} 4 credits
Myron Glazer
Offered Fall 2004
311 Seminar: Contemporary Sociological Theory
A comparative analysis of the wide variety of paradigms in contemporary social theory. These examinations will be topic-based focusing on such issues as gender, race, power, class, self, post-modernity, culture, social change, ideology and consciousness. Topics will be chosen in consultation with participants. Paradigms will include cultural and radical feminism, neo-Marxism, poststructuralism, phenomenology, neo-functionalism, rational choice and other perspectives. Each unit will focus on how several such perspectives inform our understanding of the topic in question. Prerequisite: 250a or permission of the instructor. (5) 4 credits
Marc Steinberg
Offered Spring 2007

314 Seminar in Latina/o Identity
Topic: Latina/o Racial Identities in the United States. This seminar will explore theories of race and ethnicity, and the manner in which those theories have been confronted, challenged and/or assimilated by Latina/os in the United States. Special attention will be paid to the relationship of Latina/os to the white/black dichotomy. A particular concern throughout the course will be the theoretical and empirical relationship between Latina/o racial, national, class, gender and sexual identities. Students will be expected to engage in extensive and intensive critical reading and discussion of course texts. 4 credits
Ginetta Candelario
Offered Fall 2004, Spring 2007

315 Seminar: The Body in Society
In this seminar we will draw on sociological and interdisciplinary perspectives to consider features of the social construction, regulation, control and experience of the body. Through diverse theoretical frameworks, we will view the body both as a product of discourses (such as medical knowledge and practice, media representations and institutional regimens), and as an agent of social activities and interactions in daily life. We will consider the salience of bodies in constituting identities, relationships and differences; as bases for inequalities and forms of suffering; and as sites of resistance and struggles for change. (5) 4 credits
Elizabeth Wheatley
Offered Spring 2005, Spring 2006

320 Special Topics in the Sociology of Culture
4 credits
The Sociology of Rock and Pop Music
This seminar will survey studies of rock and pop music from theoretical perspectives in the sociology of culture and cultural studies. The course will concentrate on analyses of rock and pop music from the last three decades. We will first take an overview of theories of culture that inform many recent studies. Topics covered will include the role of music in everyday life, the political economy of production, cultural control and resistance, youth cultures and local scenes, gender, race and the role of music in politics and protest. Writing requirements will include weekly reading critiques and a final research paper. Priority will be given to senior majors and those who have taken Soci 220. (5) 4 credits
Marc Steinberg
Offered Fall 2004

Sociology of the Arts
Sociological perspectives on the arts in society, with particular attention to the fine arts (primarily painting), to literature, and to theatre, among other forms of cultural expression. Theories of the place of art in society, the social context of artistic production and the social production of the artist, as well as sociological perspectives on the changing nature of arts institutions and audiences, and the social position and aesthetic disposition of the artist. Prerequisite: SOC 220, permission of the instructor. (5/4) 4 credits
Richard Fantasia
Offered Spring 2006

323 Seminar: Gender and Social Change
Theory and research on the construction 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} 4 credits
Nancy Whittier
Offered Spring 2005

332 Environment and Society
This seminar will explore the relationship between people and their natural environments. Using sociological theories, we will examine how environmental issues are constructed and how they are contested. In examining a series of particular environmental problems, we will consider how social, political and economic structures are related to environmental degradation.
Cross-listed with Environmental Science and Policy.
{S} 4 credits
Leslie King
Offered Spring 2005

General Courses
404 Special Studies
By permission of the department, for junior and senior majors.
4 credits
Offered both semesters each year

408d Special Studies
8 credits
Full-year course; Offered each year

The Major in Sociology
Advisers: Ginetta Candelario, Richard Fantasia, Myron Glazer, Leslie King, Patricia Miller, Marc Steinberg, Elizabeth Wheatley, Nancy Whittier

Adviser for Study Abroad: Marc Steinberg

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, two additional courses either in sociology or, with approval of the major adviser, in related fields, and one seminar at Smith during the senior year—either SOC 310, [311], 314, 315, 320, 323, and 332.
Majors should consult with their advisers about the list of recommended courses approved by the department before selecting courses in related fields for major credit. Majors are strongly urged to take 201 and 250 in their sophomore or junior year. Normally, majors may not take 201, 202, 203 or 250 on a satisfactory/unsatisfactory basis.

The Minor in Sociology
Advisers: Ginetta Candelario, Richard Fantasia, Myron Glazer, Leslie King, Patricia Miller, Marc Steinberg, Elizabeth Wheatley, Nancy Whittier.

Requirements: 101, 201 and 250, three additional courses at the 200 or 300 level.

Honors
Director: Marc W. Steinberg

Basis: same as for the major.

430d Thesis
8 credits
Full-year course; Offered each year

431 Thesis
8 credits
Offered each Fall

432d Thesis
12 credits
Full-year course; Offered each year

Requirements: 10 semester courses beyond the introductory course (SOC 101):
1. 250, 201, either 202 or 203, four courses at the 200 or 300 level, and a senior seminar most appropriate to the thesis research;
2. a thesis (430, 432) written during two semesters; or a thesis (431) written during one semester;
3. an oral examination on the thesis.
Graduate

580 Special Studies
Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology.
4 credits
Offered both semesters each year

590 Research and Thesis
4 or 8 credits
Offered both semesters each year

590d Research and Thesis
4 or 8 credits
Full-year course; Offered each year
Spanish and Portuguese

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Nancy Saporta Sternbach, Ph.D. (Spanish and Portuguese and Women’s Studies)

Associate Professors
11 Marina Kaplan, Ph.D. (Spanish and Portuguese and Latin American Studies)
12 María Estela Harretche, Ph.D.
Reyes Lázaro, Ph.D., Chair

Assistant Professors
Michelle Joffroy, Ph.D.
11 Marguerite Ilamar Harrison, Ph.D.

Visiting Assistant Professor
Fernando Castanedo, Ph.D.

Senior Lecturer
*1 Nicomedes Suárez Araúz, Ph.D.

Lecturers
Silvia Berger, Ph.D.
Phoebe Ann Porter, Ph.D.
Patricia González, Ph.D.
Ana López-Sánchez, M.A.
Hugo Viera, Ph.D.
Molly Falsetti, M.A.
Malcolm McNee, Ph.D.
Eva Juarros Daussa, Ph.D.

Teaching Assistants
Mercedes Valle, Ph.D.
Karina Bautista
Carolina Castellanos-Gonella
Molly Monet-Viera, Ph.D.

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, CLT, LAS, WST 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 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. 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 pass/fail option is normally not granted for language classes.
Credit is not granted for the first semester only of a yearlong language course.
Portuguese and Brazilian Studies

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, Cape Verde.

8 credits
Malcolm McNee (2004–05)
Marguerite Itamar Harrison (2005–06)
Full-year course (with a one-semester option for Smith Spanish majors only)
Offered each year

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: SPN 220 or its equivalent.

4 credits
Malcolm McNee
Offered Fall 2004, Fall 2005

POR 200 Intermediate Portuguese
This course will serve as a comprehensive grammar review. In addition to a grammar textbook, we will be using several other sources to stimulate class discussion, as well as to improve reading comprehension, writing skills and vocabulary-building in Portuguese: short stories by writers from the Portuguese-speaking world, music and film. Prerequisite: 100y or its equivalent.

4 credits
Malcolm McNee
Offered Fall 2004

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, films and music. Prerequisite: POR125 or POR200 or permission of the instructor.

4 credits
Malcolm McNee
Offered Spring 2005, Spring 2006

POR 221 Topics in Portuguese and Brazilian Literature and Culture
Envisioning “Lusofonia:” A Focus on Film from the Portuguese-Speaking World.
This course will introduce the intertwined histories and diverse cultures of Portuguese-speaking communities spread across three continents through a survey of films from Brazil, Cape Verde, Guiné-Bissau, Mozambique and Portugal. We will discuss through these films questions of colonialism and post-colonialism, cultural contact and conflict, and the historical and contemporary contours of a Lusophone, or Portuguese-language, globalization. Films will include: Manoel de Oliveira’s “Non, ou a vã glória de mandar” (1990); Carla Camurati’s “Carlota Joaquina, Princesa do Brasil” (1995); Anselmo Duarte’s “O pagador de promessas” (1962); Flora Gomes’ “Nha Fala” (2002); and Francisco Manso’s “O testamento” (1998), among others.

4 credits
Malcolm McNee
Offered Spring 2005

Brazil x Five: A Journey Through Its Multicultural Regions.
This course will examine Brazil from the standpoint of its regional diversity, from which the country’s cultural richness is drawn. We will study works of literature, visual culture, music and culinary history, in order to discuss Brazil’s regional, economic and racial differences, for the purpose of analyzing its identity as a multidimensional nation. Moreover, because of the country’s size and geographical location, students interested in comparative studies within Latin America will have a chance to look at each of Brazil’s regions in relation to its
closest South American and Caribbean neighbors. {L/F} 4 credits
Marguerite Itamar Harrison
Offered Spring 2006

POR 380/SPN 380 Advanced Literary Studies
Topic: Translating Poetry. A close reading and translation to English of major poets from Spanish America, Spain, Brazil, Portugal and Portuguese-speaking Africa. Hands-on practice of translation, with some theory. The first half of the course will be a group exploration of often-translated poets: Neruda, Lorca, Pessoa, Drummond de Andrade, Cecilia Meireles and others; the second half will allow for independent work on a favorite poet which will be part of a final course compilation. Visits from local poet-translators; attendance at poetry readings required. Prerequisites: a good command of Spanish or Portuguese and a background in Spanish/Spanish American or Portuguese-Brazilian literatures. An interest in creative writing desirable. Discussion in English. {L/F} 4 credits
Charles Cutler
Offered Spring 2005

POR 381 Seminar in Portuguese and Brazilian Studies
Topic to be announced.
Malcolm McNee
Offered Fall 2005

POR 400 Special Studies in Portuguese and Brazilian Literature
By permission of the department, normally for senior majors. 1–4 credits
Offered both semesters each year

Spanish Language, Literature and Culture

Credit is not normally 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 the acquisition of the following skills: listening, speaking, reading and writing; in addition, the course will provide an introduction to Hispanic culture. Audio-visual materials will be used on a weekly basis. 5 contact hours (3 regular class hours and 2 discussion hours) plus lab work at the Center for Foreign Languages and Cultures (CFLAC). Priority will be given to first- and second-year students. When registering for this course, students must choose a discussion section. {F} 12 credits
Director: Hugo Viera
Carolina Castellanos-Gonella, Patricia González, Hugo Viera, Fall 2004
Fernando Castanedo, Nicolò Suárez Araúz, Hugo Viera, Spring 2005
Full year course; Offered each year

SPN 120 Intermediate Spanish
An intensive low intermediate course. Five contact hours plus lab work at CFLAC. Prerequisite: at least one year of elementary Spanish. SPN 120 is designed to solidify the skills that students have acquired in basic language courses. All areas of language acquisition—reading, writing, listening and comprehension and oral proficiency—will be equally stressed. However, special attention will be given to grammatical structures and oral communication. {F} 6 credits
Director: Ana López-Sánchez
Eva Juarros, Ana López-Sánchez, Patricia González, Fall 2004
Molly Falsetti, Spring 2004
Offered both semesters each year

SPN 125 Spanish for Heritage Speakers
This course is designed for the speaker of Spanish who has learned fluency and pronunciation at home but who lacks formal training in the language. Open to any “heritage” student, regardless of her current level of Spanish. The course includes the following components: use of students’ existing linguistic skills, reading from contemporary and classic texts from Spain and Latin America, a review of grammar from the perspective of a heritage speaker (syllabification, accentuation, comprehensive review of verb tenses), intensive writing (description, dialogue, exposition, critique, vocabulary enhancement), exposure to videos and recordings from Latin America and Spain, and commentary on contemporary issues relevant to Spanish speakers of the Americas. Enrollment limited to 20. {F} 4 credits
Michelle Joffroy
Offered Spring 2005
SPN 200 Grammar, Composition and Reading
Comprehensive grammar review through practice in writing and class discussion. Discussion, compositions and oral reports based on Spanish and Latin American cultural texts. Prerequisite: SPN 112y, 120 or the equivalent. {F} 4 credits
Director: Molly Falsetti
Silvia Berger, Phoebe Porter, Fall 2004
Molly Falsetti, Spring 2005
Offered both semesters each year

SPN 220 Intermediate Conversation and Composition
Intensive oral and written work on cultural topics and issues related to the Spanish-speaking world. Special emphasis on development of comprehension skills and pronunciation through the use of interactive video and computer-assisted instruction and films. Students are required to spend at least one hour per week in CFLAC. Prerequisite: SPN 120, 200 or the equivalent. {F} 4 credits
Nancy Saporta Sternbach, Hugo Viera, Patricia González, Fall 2004
Patricia González, Hugo Viera, María Estela Harretche, Spring 2005
Offered both semesters each year

Interterm Classes

SPN 218j Speaking Spanish in Context
This semi-immersion course focuses on the analysis and reproduction of conversational strategies and the speech acts of everyday life in Spanish. Using as a basis authentic discourse from contemporary film and Spanish-language television, students will practice language appropriately according to context. Activities will include role playing, script writing and debating. The course will also emphasize how language relates to culture through grammatical expression. Prerequisite: SPN 120 or SPN 200. Admission by interview with instructor during preregistration week. Enrollment limited to 14. (E) {F} 4 credits
Ana López-Sanchez
Offered Interterm 2005

SPN 230 Topics in Latin American and Peninsular Literature
Topic: From Euphoria to Disenchantment: The Return to Democracy on Stage.
A study of two societies (Spain and Argentina) at a critical moment in their histories. We will examine at least two different responses to their respective returns to democracy through plays depicting the traumatic past of dictatorship and the renewed challenges of daily life. Through reading texts that vary from tragedy to farce by Gambaro, Pavlovsky, Goldenberg, de Santos, Cabal, Pedrero and Desola, among others, we will discuss repression, state-terrorism, delinquency and the reciprocal roles of victim and oppressor. The class will include training in methodologies of acting and, to end the course, some of the texts will be staged in Spanish. Prerequisites: SPN 200 or above. No previous acting experience required. {L/F} 4 credits
María Estela Harretche
Offered Fall 2004

Topic: A Transatlantic Search for Identity
A quest for the self and its relation to otherness through a one-poem per class approach. Readings in modern and contemporary works by poets from both sides of the ocean, complemented by the study of related music and visual art. We will examine the consequences of political exile as a journey to the unknown (Jiménez, Cernuda, Cortázar, Neruda, Alberti), as well as the voluntary exile of the artist in search of a new aesthetic identity (Dario, Lorca, Vallejo). Special attention will be given to the problems of subjectivity, gender and sexuality, as poets searched within themselves: Agustini, Storni, Parra and Pizarnik, four women. Students will have the option of composing an original poem to supplement their final grade. Prerequisite: SPN 200 or equivalent. {L/F} 4 credits
María Estela Harretche
Offered Spring 2006

SPN 240 From Page to Stage
Topic: From Magic Realism to the End of the Utopias.
In this course we will read works by Juan Rulfo and Gabriel García Márquez, two of the greatest Latin American writers of the 20th century, the masters of Magic Realism. In Rulfo, the magic takes wing by way of a refined poetic style. In García Márquez, the absence of verisimilitude and the absurd are the fundaments of the discourse. Comparative analysis of texts, research into the historical and cultural contexts of both authors and their work, and the application of actor-training methodologies will bring stories from
page to stage for a final presentation in Spanish. Performance strategies will be utilized during the course to deepen understanding of the texts and enhance foreign language skills. Prerequisites: SPN 220 or equivalent. No previous acting experience required. Enrollment limited to 18. {L/F} 4 credits
Maria Estela Harretche
Offered Spring 2005

SPN 241 Culturas de España
A study of the Spain of today through a look at its past in history, art, film and popular culture. The course focuses on Spain’s complex multiculturalism, from the past relations among Jews, and Christians and Muslims to its present ethnic and linguistic diversity. Highly recommended for those considering JYA in Spain. Also recommended for those students looking for a transitional course to the upper-level, and looking forward to an environment in which oral and written communication are privileged. A satisfactory command of Spanish is required (SPN 220 or above, or the permission of the instructor). Not open for students returning from JYA in Spain. {L/F} 4 credits
Fernando Castanedo
Offered Fall 2004

SPN 244 Advanced Composition
A course intended to develop writing skills with emphasis on the practice of various types of writing: formal letter writing; description, narration and analysis of events; analysis of literary texts; research paper writing. It includes a general grammar review as an integral part of the process of composition. Prerequisite: sufficient proficiency in Spanish. Enrollment limited to 15. {F} 4 credits
Silvia Berger, Fall 2004
Ana López-Sánchez and Silvia Berger, Spring 2005
Offered both semesters each year

SPN 245 Topics in Latin American and Peninsular Literature
Topic: Spanish Film as Visual Narrative. The representation of reality in contemporary Spanish cinema has produced a variety of documentaries which emphasize the fictional aspects of their production. At the same time, many contemporary Spanish fictional films display a clear will to document reality. By analyzing both “fictional documentaries” and “realist fictions” such as these, we will explore both how contemporary Spanish cinema positions itself with respect to Spanish society and how these films reformulate the terms “real” and “realism.” This course is taught in Spanish. It offers ample opportunities to develop oral and written expression in the language, through discussion, presentations, film-reviews, a mid-term paper and a short video project. Requirements: SPN 220 or above, or permission of the instructor. {A/F/L} 4 credits
Reyes Lázaro
Offered Spring 2005

SPN 246 Topics in Latin American Literature
Section 1: Negotiating the Borderlands: Text, Film, Music
This course will explore a variety of representations of the United States-Mexico border, as constructed by writers, filmmakers and musicians from the borderlands. Of particular interest will be the ways in which representations of this specific region have changed historically, politically and culturally as the border has become more and more a factor in both U.S. and Mexican cultural discourses. We will examine such questions as: What is the border? Where does it begin/end? How does language affect representation? How have different mediums been employed to express the variety of experiences contained in the borderlands? Who represents the border, and how? Course materials primarily in Spanish. Prerequisite: SPN 220 or above.
Michelle Joffroy
Offered Fall 2004

Section 2: Modern Amazonian Literature
A study of Amazonian literature since the 1860s from the Spanish-speaking countries that compose the Amazon’s Basin: Bolivia, Columbia, Ecuador, Perú and Venezuela. Some literature of Brazil’s Amazonia, in Spanish translation, will also be included for the purpose of contextualization and to complete the Pan-Amazonian vision. We will read representative works of the development of Amazonian literature from a Eurocentric regional literature to a new construction of Amazonian literary identity. Thus, it will include traditionally excluded indigenous oral texts, in Spanish versions. Works, among others, by José Eustasio Rivera, Raúl Otero
Section 3: Literary Constructions of Afro-Cuban Identity
This course addresses issues related to the Afro-Cuban world in literature, history and culture through the writings of Lydia Cabrera, Fernando Ortiz and Alejo Carpentier, the testimonies of Miguel Barnet and the poetry of Nicolás Guillén. Special attention will be given to "official" mulatto identity declared by the Cuban State after 1959 and black participation in cultural life. Exploration of the Regla de Ocha religion and its influence on Afro-Cuban ritual theater today will be studied, as well as plays by Eugenio Hernández, Gerardo Fulleda and Alberto Pedro. Prerequisite: SPN 220 or above. {L/ F} Patricia González Offered Spring 2005

Section 4: Life Stories by Latin American Jewish Writers
This course will study 20th-century poetry, short stories, essays and novels by Jewish writers of Spanish America. Beginning with early immigrant writers, we will explore how recent authors portray issues of identity and belonging. Special attention will be given to the social context of works and to literary movements as ideological constructs. Prerequisite: SPN 220 or above. {L/ F} Silvia Berger Offered Spring 2006

SPN 250 Survey of Medieval Spanish Literature
An introduction to major works of pre-modern Spanish literature through the 15th century. Students will read a selection of poetry, prose and drama that coincides with the rise of Castilian culture from a tribe on the margins of Europe and Islam to the first modern nation state. Questions of national identity, race, class, sexuality and gender will figure prominently. Particular attention will be paid to the representation of conflicts between Christianity and Islam and the construction and depiction of otherness (women, Jews and Muslims) by the dominant male Christian Castilian culture. Readings will include the Poema de mio Cid, Milagros de Nuestra Señora, the Libro de buen amor, El conde Lucanor, selections of the Romancero and La Celestina. Visual materials will be used extensively as well. {L/ F} 4 credits Fernando Castanedo Offered Fall 2004, Fall 2005

SPN 251 Survey of Modern Spanish Narrative
An introduction to major Spanish authors from the late 18th century to the present. We will read a selection of different forms of poetry and prose fiction exemplary of the periods of romanticism, realism, modernism and postmodernism. Works will be analyzed in relation to the artistic, political, ideological and historical transformations that have shaped contemporary Spain and its unique national literature. Of particular interest to us will be the analysis of the authors’ engagement with social and political issues of the times, such as women’s roles in society; the ideology of domesticity; questions of social and religious transgressions; the Spanish Civil War and discourses of violence, family, masculinity and national identity; post-war traumatic memories; and political and social freedom in post-Franco Spain. Readings will include: novels by Rosalía de Castro, Gustavo Adolfo Bécquer, Benito Pérez, Galdós, Leopoldo Alas (Clarín), Camilo José Cela, Emilia Pardo Bazán, Ana María Matute, Miguel Delibes and Carmen Laforet. Film adaptations of various novels and other visual materials, such as documentaries and videos will be used as well. {L/ F} 4 credits Phoebe Porter Offered Spring 2005, Spring 2006

SPN 260 Survey of Latin American Literature I
A 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. {L/ F} 4 credits Michelle Joffroy, Fall 2004 Marina Kaplan, Fall 2005 Offered Fall 2004, Fall 2005

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. \{L/F\} 4 credits

Silvia Berger, Spring 2005

Marina Kaplan, Spring 2006

Offered Spring 2005, Spring 2006

SPN 365 Novela Española contemporánea

Topic: Immigration and Representation in Spain (Film, Fiction and Essay). Immigrants as authors and motifs in 20th- and 21st-century Spain. Why is the Orpheus myth a dominant metaphor to represent current immigration in the Iberian Peninsula? How does history affect this representation? Who represents whom? Are contemporary immigrants from North Africa, Latin America and Eastern Europe represented differently than the Spaniards who emigrated to Germany, Switzerland and France in the fifties? Do immigrant writers challenge official literary and social histories? This course addresses these questions, as well as theoretical issues concerning the specificity of fictional representation. Texts include documentaries, feature films, journalistic articles, short stories, poems and songs by Juan Goytisolo, Beatriz Díaz, Andrés Sorel, Neves García Benito, Abou Azzedin, Víctor Omgbá, Ignacio del Moral, Inongo ví Makome, Jerónimo López Mozo, Rachid Nini, Roberto Bodegas, Helena Taberna, Icíar Bollain, Alain Techiné and Llorenç Soler. \{L/F\} 4 credits

Reyes Lázaro

Offered Spring 2005

SPN 366 20th-Century Spanish Poetry

Topic: Rewriting the Spanish Civil War: A Journey to Exile. The search for identity has always been part of the human condition. Wars have been too. In this course, we will follow the itinerary of 20th-century women and men during the Spanish Civil War, both in Spain itself and in foreign exile. We will explore this path through the poetic word, an X-ray of the sensible, or, perhaps better, a tool to express the ineffable; and we will see changes that took place in the philosophic, political and artistic worlds of the exiled poets. These writers, who collectively may be viewed as a “dislocated society,” a society in crisis, will expose us to a different “architecture of reality,” one of new horizons, languages, landscapes and rhythms. Experiencing it, we ourselves will participate, through autobiographies, correspondence, diaries and films, in their exiled perplexity. The contrasts will lead us also to compare early 20th-century Madrid to Spain’s other cities and locales and to ask as well how “European” was Spain at this time. How did it picture Latin America? Did the transatlantic cultural link go beyond a common language? Works by Rafael Alberti, Luis Cernuda, Concha Méndez, Rosa Chacel and María Zambrano, among others. \{F/L\} 4 credits

María Estela Harretche

Offered Fall 2004

SPN 370 Literary Genres in Latin America

Topic: Dislocations of Culture. This course explores the interrelation between cultural, socio-political and aesthetic issues in the discourses of contemporary literary and cultural production in Latin America. Emphasis will be placed on the analysis of “hierarchies of culture” embedded in the privileging of particular forms of production over others. The course will focus on the critical process of “locating culture” as a series of vibrant dialogues that take place between and among diverse modes of cultural production, including performance, visual narrative and literature. Works by Carmen Boullosa, Diamela Eltit, Gustavo Saenz, Manuel Puig and María Navarro will be included in the course. \{L/F\} 4 credits

Michelle Joffroy

Offered Spring 2005

SPN 371 Latin American Literature in a Regional Context

Topic: Interrogating the Common/place: The Southern Cone. This course will concentrate on recent writings of Chile, Argentina and Uruguay. Written after the social utopias and the violence of the seventies, the texts to be read experiment with new forms of storytelling outside the dominant systems of representation. They refuse the graven image out of honesty— the gods are dead— and resist single identity. They allow silence or internal difference, the other within, to destabilize their own ground. What kind of reading do these texts solicit? This is what the course will explore. Possible material: we will briefly refer to revolution through essays and films on Eva Perón, Che Guevara and the
fall of Salvador Allende, in order to study works of fiction by Diamela Eltit, Christina Peri Rossi, Tununa Mercado. Some theoretical selections on the situation of literature today will help us frame our readings. {L/ F} 4 credits
Offered Fall 2005

Central America: Texts, Films, Music
This course charts the artistic experience in Central America from the first Mayan texts (Popol Vuh), to the revolutionary poetry of the Sandistas, to the eerie magnetic prose of Miguel Angel Asturias. Indigenous struggles; political and social justice; resistance to class, gender and racial oppression will be studied through primary texts, both visual and print. There will be screenings of several films and attention to the New song Movement as it was manifested in Central America. Readings include: Rigoberta Menchú and the controversy surrounding her, Gioconda Belli, Rubén Darío, Miguel Angel Asturias, Claribel Alegría, Ernesto Cardenal and others. {F/ L} 4 credits
Nancy Saporta Sternbach
Offered Fall 2004

SPN 380/ POR 380 Advanced Literary Studies
Topic: Translating Poetry. A close reading and translation to English of major poets from Spanish America, Spain, Brazil, Portugal and Portuguese-speaking Africa. Hands-on, practice of translation, with some theory. The first half of the course will be a group exploration of often-translated poets: Neruda, Lorca, Pessoa, Drummond de Andrade, Cecilia Meireles and others; the second half will allow for independent work on a favorite poet which will be part of a final course compilation. Visits from local poet-translators; attendance at poetry readings required. Prerequisites: a good command of Spanish or Portuguese and a background in Spanish/Spanish American or Portuguese-Brazilian literatures. An interest in creative writing desirable. Discussion in English. {L/ F} 4 credits
Charles Cutler
Offered Spring 2005

SPN 481 Teaching of Spanish
This course is designed for the advanced student or major who wishes to consider a career in teaching Spanish. It is an intensive methods course which includes theories of second-language acquisition, syllabus design and preparation, criteria for text-book selection, interactive pedagogical exercises within the classroom setting, use of authentic materials, multimedia teaching resources, grammatical presentations, and dramatic enactments of teaching situations. This course is ideal for students seeking certification in the teaching of Spanish. Prerequisite: one Spanish course at the 300 level. {F} 4 credits
Ana López-Sánchez
Offered Fall 2004

SPN 400 Special Studies in Spanish and Spanish American Literature
By permission of the department, normally for senior majors. 1 to 4 credits
Offered both semesters each year

Cross-Listed Courses

CLT 268 Latina and Latin American Women Writers
Nancy Saporta Sternbach

CLT 282 Parody and Madness in Don Quixote
Fernando Castanedo

CLT 352 The Don Juan Theme
Reyes Lázaro

LAS 301 Transculturation and Subaltern Studies
Marina Kaplan

LAS 301 Contemporary Latina Playwrights and Performers
Nancy Saporta Sternbach

The Majors

Majors, as well as nonmajors interested in gaining intensive linguistic and cultural proficiency, are strongly encouraged to go abroad for one semester or one year. The following preparation is recommended for students who intend to major in Spanish: courses in classics, either in the original or in translation; courses in other European literatures and history; a reading knowledge of another foreign language. CLT 300 is strongly recommended for graduating seniors.

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

Adviser for the Portuguese-Brazilian Studies Major: Malcolm McNee

Advisers for Study Abroad
For students interested in going to Spain: Ana López Sánchez; for students interested in going to Spanish America: Michelle Joffroy; and for students interested in going to Brazil: Malcolm McNee.

Major in Spanish

Ten semester courses. Two core courses (any combination of SPN 250/251/260/261). Advanced Composition (SPN 244), one semester of Introductory Portuguese (POR 100)*, 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. Cross-listed courses can count at the 200 level if at least one-third of the work is done in Spanish and Portuguese. 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.

Portuguese-Brazilian Studies Major

Requirements: POR 100y, 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 260 and 261), Afro-American studies, anthropology, art, dance, music, economics and government.

Honors

Director: Nancy Saporta Sternbach

430d Thesis
8 credits
Full-year course; Offered each year

431 Thesis
8 credits
Offered each Fall

Spanish and Latin American Literature

Requirements: Same as those of the Spanish major. A thesis, normally to be written during the first semester of the senior year. An examination on the thesis.
Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
*2 Leonard Berkman, D.F.A.
Catherine H. Smith, M.F.A.
11 John D. Hellweg, Ph.D.
Andrea Hairston, M.A. (Theatre and Afro-American Studies)

Associate Professors
Ellen W. Kaplan, M.F.A.
12 Paul Zimet, B.A., Chair
§2 Kiki Gounaridou, Ph.D.

Lecturers
Nan Zhang, M.F.A.
Edward Check, M.F.A.

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 15. {A} 4 credits
Edward Check
Offered Spring 2005

199 Theatre History and Culture: 18th Century to the Present
This course will survey the history of theatre, drama, design and performance from the 18th century to the present. The focus will be on the theatres of Europe and the United States and their relationship to their respective cultures during the 18th, 19th, and 20th centuries. Non-Western issues in regard to Asian, 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 discussion. {L/ H/ A} 4 credits
Kiki Gounaridou
Offered Spring 2005

A History, Literature, Criticism

213 American Theatre and Drama
A survey of theatre history and practices, as well as dramatic literature, theories and criticism, and their relationship to the cultural, social and political environment of the United States from the beginning of colonial to contemporary theatre.
Lectures, discussions and presentations will be complemented by video screenings of recent productions of some of the plays under discussion. \{L/ H/ A\} 4 credits
Kiki Gounaridou
Offered Spring 2005

215 Minstrel Shows from Daddy Rice to Big Mama’s House
This course explores the intersection of race, theatre, film and performance in America. We consider the history and legacy of minstrel shows from the 1820s to the present. Reading plays by Alice Childress, Loften Mitchell, Lorraine Hansberry, Douglas Turner Ward, Ntozake Shange, George Wolfe, Pearl Cleage, Carlyle Brown and Suzan Lori Parks, we investigate the impact of the minstrel performance of blackness on the American imagination. What is the legacy of this most popular of forms in the current entertainment world? How have monumental works such as Uncle Tom’s Cabin shaped American performance traditions and identity? How have historical and contemporary films incorporated minstrel images and performances? How have artists and audiences responded to the comedic power of minstrel images? Is a contemporary audience entertained in the same way by Martin Lawrence as they were by say Stepin Fetchit? \{L/ H/ A\} 4 credits
Andrea Hairston
Offered Fall 2004

217 Modern European Drama I
The plays, theatres and playwrights of the late 19th and early 20th centuries in Europe. From Ibsen, Strindberg, Shaw, Chekhov, Wedekind and Gorky to the widespread experimentation of the 1920s and earlier avant garde (e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, Heisser, early Brecht). Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances. \{L/ H/ A\} 4 credits
Leonard Berkman
Offered Spring 2005

218 Modern European Drama II
Pioneering and influential contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied include later Brecht, Camus, Sartre, Anouilh, Beckett, Ionesco, Genet, Gombrowicz, Pinter, Duras, Handke, Fo, Havel, Friel, Page, Stoppard and Churchill. Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances. \{L/ H/ A\} 4 credits
Len Berkman
Offered Spring 2005

The following advanced courses in history, literature, and criticism may have limited enrollments as indicated.

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 a range of African American, African, Caribbean, European and Latin American plays and films. Enrollment limited to 20. \{L/ A\} 4 credits
Andrea Hairston
Offered Spring 2005

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.

141 Acting I
Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enroll-
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) 4 credits
To be announced
Offered Fall 2004, Spring 2005

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 on Monday, September 13, 2004, at 4:10 p.m. Attendance is mandatory; attendance at weekly production meetings for some assignments may be required. Grading for this course is satisfactory/unsatisfactory. 1 credit
Paul Zimet
Offered Fall 2004

200 Theatre Production
Same description as above. There will be one general meeting on Monday, January 24, 2005, at 4:10 p.m. 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. 1 credit
Paul Zimet
Offered Spring 2005

FRN 240 ça parle drôlement: French Theatre Workshop
The study and performance of contemporary francophone texts (1970-2003), including theatrical texts as well as poems, songs, scenes from films and other forms of discourse. By embodying a variety of roles and entering into dialogue with an array of characters, students will experiment with different ways of speaking and using language and become familiar with the many facets of contemporary French culture. Our work will culminate with a performance of scenes. In French. Prerequisite: Intermediate French or above. (L/A/F) 2 credits
Fabienne Bullot
Offered Fall 2004

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. Preference for admission to Acting II will be given to students who have completed Voice for Actors (THE 142) or equivalent vocal training. (A) 4 credits
Paul Zimet
Offered Fall 2004

Section 1
Topic: Movement for Actors
An introduction to the study of movement techniques for the theatre, exploring the connections between thought, feeling and movement through exercises that strengthen and enhance an actor’s range and command of physical expression. Enrollment limited to 12.
To be announced
Offered Fall 2004

Section 2
Topic: Performing Musical Theatre
We will explore performing in some of the genres that make up musical theatre: from cabaret to opera, musical comedy to “new music-theatre.” For actors who want to sing and singers who want to act. Prerequisites: Voice for Actors (THE 142), which may be taken concurrently with this course, or equivalent vocal training. Enrollment limited to 14.
Paul Zimet
Offered Fall 2004

252 Set Design I
Topic: Set Designing for the Theatre
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 the action of the play. Visual research, sketches, and basic drafting skills are some of the areas in which students will learn to develop their ideas. Along with teaching artistic and technical skills, this course will emphasize the importance of collaborating with fellow designers when facing design challenges. [A] 4 credits
Edward Check
Offered Fall 2004, Spring 2005

253 Lighting Design I
This course is designed as an introduction to the theory and practice of stage lighting design. The class will work on developing sensitivity towards images and environments composed by light; becoming familiar with the mechanical aspects of lighting instrumentation, control systems and safe electrical practice; and developing skills in the observation, evaluation and execution of lighting design for theatre through script analysis, design and drafting projects, written responses of theatre productions and production support experiences. Enrollment limited to 12. [A] 4 credits
Nan Zhang
Offered Fall 2004

254 Costume Design I
The elements of line, texture, color and gesture, and their application to design and character delineation. Analysis of clothing construction. Research of clothing styles of various cultures and eras. Enrollment limited to 15. [A] 4 credits
Catherine Smith
Offered Fall 2004, Spring 2005

261/ENG 291 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. Exercises in writing for various media. Plays by students will be considered for staging. L and P with writing sample required. [A] 4 credits
Sec. 1: Andrea Hairston, Fall 2004
Sec. 2: Leonard Berkman, Fall 2004
Sec. 1: Leonard Berkman, Spring 2005
Offered Fall 2004, Spring 2005

318 Masters and Movement in Design
Topic: Lighting Beyond Theatre
The course will explore the role light plays as a medium of expression in artistic creations other than the performing arts. Attention will be given to fields such as architectural lighting, interior design, installation, exhibition design, industrial design, animation and computer games. Students might be expected to participate in the United States Institute of Theatre Technology (USITT)’s annual conference. Permission of the instructor required. Enrollment limited to 12. [A] 4 credits
Nan Zhang
Offered Spring 2005

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 its equivalent. Preference for admission to Directing I will be given to students who have completed Voice for Actors (THE 142) or equivalent vocal training. Enrollment limited to 12. {A} 4 credits
Ellen Kaplan
Offered Fall 2004, Spring 2005

345 Directing II
Theoretical and practical aspects of directing for the stage. Structural analysis of dramatic texts, with emphasis on articulating a unique vision for a text. Work on problems of visual composition, rehearsal techniques and development, in collaboration with actors and designers, of the inner score of action and its physical expression on the stage. Final presentation will be a substantial directing project (one-act play or equivalent) for the stage. Prerequisites: Directing I (THE 344) or its equivalent, and permission of the instructor. Preference for admission to Directing II will be given to students who have completed Voice for Actors (THE 142) or equivalent vocal training. In addition, Acting II (THE 242) and a 200-level design class are strongly recommended, and may be taken concurrently. Enrollment limited to 4. {A} 4 credits
Ellen Kaplan
Offered Fall 2004, Spring 2005

346 Acting for Directing
Performing in monologues and scenes directed by students in Directing I and II. Requires approximately 2 hours per week for rehearsals outside of class time. Grading for the course is satisfactory/unsatisfactory only. Enrollment limited to 12. {A} 2 credits
Ellen Kaplan
Offered Fall 2004, Spring 2005

352 Set Design II
Topic: Set Designing for Dance, Musicals and Opera
This course is a continuation of Set Design I. Students will look at the advanced challenges involved in designing period plays as well as multiset productions. We will examine the special concerns facing designers of opera as well as musical theatre and dance sets. Students will also learn scenic-painting techniques which apply to these different types of scenery. Prerequisite: Set Design I. Enrollment limited to 12. {A} 4 credits
Edward Check
Offered Fall 2004

353 Lighting Design II
THE 353 is an advanced study in lighting design, which further explores the role light plays, and the role lighting designers play in artistic collaborations. The course will pay attention to the different considerations in designing for different genres of performing arts such as drama, dance and opera. The class will be introduced to automated lighting instruments and computer software such as Lightwright, and will design for the annual Smith College Spring Dance Concert in the Hallie Flanagan Studio Theatre. Permission of the instructor required. Enrollment limited to 12. {A} 4 credits
Nan Zhang
Offered Spring 2005

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 is required outside of the class meeting time. Prerequisites: 254 and P. {A} 4 credits
Catherine Smith
Offered Spring 2005

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} 4 credits
Andrea Hairston
Offered Spring 2005

400 Special Studies
For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. 1 to 4 credits
Offered both semesters each year
The Major

Advisers: Members of the department

Adviser for Study Abroad: Ellen Kaplan

Basis: 198 and 199

Requirements: ten semester courses, including the following:

1. 198 and 199 as the basis.
2. A sampling of three courses from Division A: history, literature, criticism. Courses in other departments that focus wholly on dramatic literature may be counted toward fulfillment of the history, literature, and criticism requirements for the major.
3. Three courses from Division B: Theory and Performance. These must be chosen as follows: one acting or four-credit dance course (141 or a four-credit dance course); one design or technical course (151, 252, 253, or 254); one directing, choreography, or playwriting course (344, 261, or DAN 353).
4. Four semesters (or four credits) of 200.
5. One additional course from either Division A or Division B.

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.

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 three of the following divisions plus one four-credit course of the student's choice (including, as an option, four credits of 200 Theatre Production):

a. History, Literature, Criticism;
b. Acting, Dance, Choreography, Directing, or Playwriting and
c. Costume, Lighting, or Scene Design.

Honors

Director: Leonard Berkman

430d Thesis
8 credits
Full-year course; Offered each year

431 Thesis
8 credits
Offered each Fall

432d Thesis
12 credits
Full-year course; Offered each year

Requirements for the degree with honors:

1. Production-linked proposals for the honors program must be submitted to the department in the semester preceding entrance into the honors program and no later than March 1 of the second semester of the junior year. Non-production-linked proposals must be submitted to the Director of Theatre Honors no later than April 4. The department recommends that all prospective theatre honors students enter the program at the outset of the junior year.
2. Fulfillment of the general requirements of the major. These, listed above, should be taken as early as possible to allow for seminars and independent study in the department and in approved related departments during the junior and senior years.
3. Completion of honors work will be:
   a. a thesis in literature, aesthetics, critical analyses, or history of any of the theatre arts; or
   b. a creative project in acting, dance, design, direction, playwriting, choreography, or stagecraft. Performance projects should be supplemented by production materials (logs, directors' notebooks, etc.) as requested by the department. All creative projects are to be
supplemented as well by a research paper relating the project to its specific theatrical context (historical, thematic, stylistic or other).

4. Work for a one-semester thesis or project/paper must be done in the first semester of the senior year, and the thesis or component research paper is due on the first day of the second semester. Work for a two-semester thesis or project/paper must be done during the senior year, and the thesis or component research paper is due on April 15.

5. Two examinations: a general examination in the theatre arts and an oral examination in the general field of the student’s honors thesis or project/paper.

Graduate

Adviser: Leonard Berkman.

M.F.A. in Playwriting, please refer to p. 58.

512 Advanced Studies in Acting, Speech and Movement
4 credits
Members of the department
Offered both semesters each year

513 Advanced Studies in Design
4 credits
A. Set Design
   Edward Check
B. Lighting Design
   Nan Zhang
C. Costume Design and Cutting
   Catherine Smith
D. Technical Production
   To be announced
Offered both semesters each year

515 Advanced Studies in Dramatic Literature, History, Criticism, and Playwriting
4 credits
Members of the department
Offered both semesters each year
A. Dramatic Literature
B. Theatre History
C. Dramatic Criticism
D. Playwriting

580 Special Studies
4 credits
Members of the department
Offered both semesters each year

590d Research and Thesis Production Project
8 credits
Members of the department
Full-year course; Offered each year

590 Research and Thesis Production Project
4 credits
Members of the department
Offered both semesters each year
Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers

**1 Elizabeth Hopkins, Professor of Anthropology, Co-Director
David Newbury, Professor of History and African Studies

Nola Reinhardt, Professor of Economics, Co-Director
Gregory White, Associate Professor of Government

Third World 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 systematically analyze processes of social, economic, political and ideological change in these regions as they respond to contact with the West.

The minor is designed to introduce the participant to the diverse analytical perspectives of anthropology, economics, history and political science while ensuring that the student has a sustained familiarity with one geographical region.

Requirements: six semester courses with at least one but no more than two courses from each of the four disciplines participating in the minor. Two of the courses in the minor must reflect a regional concentration on Africa, Asia, Latin America or the Middle East. See departmental and program listings for course prerequisites. Comparable courses at other colleges may be included with the consent of the minor adviser.

Anthropology

230 Peoples of Africa: Population and Environment Issues
231 Postcolonial Africa: Contemporary Priorities and Challenges
232 Third World Politics: Anthropological Perspectives
241 Anthropology of Development
251 Women and Modernity in East Asia
252 The City and the Countryside in China

253 Introduction to East Asian Societies and Cultures
254 Gender, Media and Culture in India
340 Seminar: Postcolonial Politics: Identity, Power and Conflict in the Developing World
342 Seminar: Topics in Anthropology: The Anthropology of Food
348 Seminar: Topics in Development: Health in Africa

Economics

209 Comparative Economic Systems
211 Economic Development
213 The World Food System
214 The EU, the Mediterranean and the Middle East
311 Seminar: Topics in Economic Development: East Asia
318 Seminar: Latin American Economics

Government

224 Islam and Politics in the Middle East
226 Latin American Political Systems
230 Government and Politics of China
232 Women and Politics in Africa
233 Problems in Political Development
236 Central Africa: Development, Democratization, and Violence
237 Colloquium: Politics and the U.S./Mexico Border
242 International Political Economy
248 The Arab-Israeli Dispute
252 International Organizations
254 Politics of the Global Environment
256 Colloquium: International Migration
321 Seminar: Genocide in Rwanda
322 Seminar: Mexican Politics from 1910 to the Present
323 Seminar in Comparative Government: Warring for Heaven and Earth—Jewish and Muslim Political Activism in the Middle East
344 Seminar on Foreign Policy of the Chinese People’s Republic
347 Seminar: Algeria in the International System
348 Seminar: Conflict and Cooperation in Asia
349 Seminar: The Political Economy of the Newly Industrializing Countries of Asia

History
208 The Shaping of the Modern Middle East
209 Aspects of Middle Eastern History: Islam in the 21st Century
212 China in Transformation, A.D. 700–1900
213 Aspects of East Asian History
256 Introduction to West African History
257 East Africa in the 19th and 20th Centuries
258 History of Central Africa
260 Colonial Latin America, 1492–1821
261 National Latin America, 1821–Present
263 Continuity and Change in Spanish America and Brazil
292 The 19th-Century Crisis in East Asia
298 Decolonization in Africa
299 Ecology and History in Africa
361 Seminar: Problems in the History of Spanish America and Brazil
AAS 287 History of Africa to 1900
AAS 370 Seminar: Modern Southern Africa
FYS 126 Biography in African History
LAS 100 Topics in Latin American and Latino/a Studies
LAS 301 Topics in Latin American Studies: Culture and Society in the Andes
Urban Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers
Martha Ackelsberg, Professor of Government
Randall Bartlett, Professor of Economics, Director
Richard Fantasia, Professor of Sociology
Sam Intrator, Assistant Professor of Education and Child Study
Gretchen Schneider, Lecturer in Art

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.

Afro-American Studies
278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970

Art
212 Ancient Cities and Sanctuaries
280 Introduction to Architecture, City Planning and Landscape Design
281 Introduction to Architecture, City Planning and Landscape Design
285 Great Cities
288 Colloquium: Architectural Studies
   Not offered in 2004–05
386 Topics in Architecture: Stitches and Seams; the Architecture of Edges and Connections
388 Advanced Architecture: Complex Places, Multiple Spaces

Economics
230 Urban Economics

Education
200 Education in the City

Government
204 Urban Politics
   Offered Spring 2006
311 Seminar in Urban Politics
   Offered Fall 2005

History
279 (L) The Culture of American Cities
   Offered Fall 2005

Sociology
213 Ethnic Minorities in America
218 Urban Sociology
313 Seminar: America's People
   Topic: Immigrants and Exiles
   Not offered in 2004–05
Members of the Women's Studies Program Committee for 2004–05
*2 Susan Van Dyne, Professor of Women's Studies
Chair
Martha Ackelsberg, Professor of Government and
of Women's Studies
**2 Elisabeth Armstrong, Assistant Professor of
Women's Studies
Ginetta Candelario, Assistant Professor of Sociology
and Latin American Studies
**1 Ann Arnett Ferguson, Associate Professor of
Afro-American Studies and Women's Studies
Ambreen Hai, Assistant Professor of English
Language and Literature
†1 Marguerite Harrison, Assistant Professor of
Spanish and Portuguese
†1 Alice Hearst, Associate Professor of Government
Michelle Joffroy, Assistant Professor of Spanish and
Portuguese
Ann R. Jones, Professor of Comparative Literature
†1 Kimberly Kono, Assistant Professor of East Asian
Languages and Literatures
Gary Lehring, Associate Professor of Government
†1 Helen Lefkowitz Horowitz, Professor of American
Studies
**2 Gwendolyn Mink, Professor of Women's Studies
12 Cornelia Pearsall, Associate Professor of English
Language and Literature
12 Kevin Quashie, Assistant Professor of
Afro-American Studies
"2 Margaret Sarkissian, Associate Professor of Music
Marilyn Schuster, Professor of Women's Studies
Christine Shelton, Associate Professor of Exercise
and Sport Studies
*1 Ruth Solie, Professor of Music
12 Elizabeth V. Spelman, Professor of Philosophy
and of Women's Studies
Nancy Saporta Sternbach, Professor of Spanish and
Portuguese and of Women's Studies
12 Nancy Whittier, Associate Professor of Sociology

Goals for the Women’s Studies Major

The women's studies major fosters a feminist, inter-
disciplinary, cross-cultural and critical understand-
ing of human experience, cultural production and
the construction of knowledge. Our perspective is
feminist: we begin with a focus on women in intel-
lectual, political and cultural life because women's
experiences are considered significant in a variety
of social and historical contexts. The construction
and the meanings of gender are understood, not
in isolation, but as constituted through their in-
ner
tersections with race, class, ethnicity, cultures and
sexuality. A central premise of our interdisciplinary
major is that only through multiple academic disci-
plines can the operation of gender, thus conceived,
be fully understood. Equally important, by compar-
ing and contrasting the conventions and ideological
assumptions of disciplinary frameworks, students
acquire a critical understanding of their strengths
and limits.

Our perspective is critical, both of traditional
disciplines and of ourselves. On the one hand, by
providing more information about women's lives
and work, women's studies revises existing theories
which, despite their claim to universality, are largely
based on men's experiences. We are self-critical
because debates within feminist thought and different
political and intellectual perspectives on issues
of importance to women are addressed and valued
within our program.
A women's studies major provides perspectives throughout the entire curriculum. It enriches more traditional disciplinary approaches not simply by including the study of women and the operation of gender, but by transforming the categories through which knowledge is produced and disseminated. The academic field of women's studies is joined to an understanding of the forms of feminist activism around the globe. Research and theory emerges from these everyday realities and feminist theory, in turn, informs our analysis and political choices.

The women's studies major encourages students to survey the interdisciplinary and cross-cultural character of feminist scholarship. In addition, students choose a concentration that will either allow them to gain some specialized knowledge of disciplinary methods or to gain depth in a thematic area. All majors and minors learn to appreciate the importance of race and sexuality in studying gender, and will take at least one course addressing women, race and culture and one course in the queer studies area. Starting with the class of 2007, majors will be required to take at least one course each in U.S. and international topics within the Women, Race and Culture concentration. Finally, women's studies encourages students to pursue advanced work in women's studies by taking several courses at the 300 level. The major also asks students to reflect on the path they choose through the major and the connections they find among their courses by completing a senior statement.

**Requirements for the Major**

The major requires the completion of ten semester courses, totaling forty (40) credit hours.* These courses shall comprise of WST courses and department-based courses cross-listed in WST, chosen from a list compiled yearly by the Women's Studies program. All Smith courses accepted for major credit are listed on the WST Web site, www.smith.edu/wst. Requirements include:

1. WST 150: Introduction to Women's Studies, normally taken in the first or second year, and which may not be elected S/U
2. One queer studies course. (WST 100,* among others, fulfills this requirement.)
3. Beginning with the class of 2007, two (2) courses in the concentration in Women, Race and Culture, one course each on U.S. and international topics.
4. Three courses concentrating in one of the following six concentrations. One of these courses must be at the 300 level: 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 (S/M); e) queer studies; or f) women, race and culture.
5. Three WST courses (or 12 credits), one of which must be at the 300 level,**
6. One additional 300-level course, in area of concentration or in WST.

* WST 100 and 101 together count as one course toward the total required for the major or minor.

** Courses satisfying this requirement may include those listed in 1, 2, or 3 above

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, and identifying what questions have been the most important to her.

**Requirements for the Women's Studies Minor**

In consultation with an adviser from the Women's Studies Program committee, a student will elect six women's studies courses (or a total of 24 credits). The courses must include:

1. WST 150, Introduction to Women's Studies, normally taken in the first or second year, and which may not be elected S/U.
2. One queer studies course.
3. One Women, Race and Culture course.
4. Three additional WST courses.

Minors are strongly encouraged to elect at least one WST course at the 300 level.
Advising

All members of the Women's Studies Program Committee serve as advisers for the major and minor in women's studies.

Honors

A student may honor in women's studies 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 Women's Studies Program Committee.

400 Special Studies
For qualified juniors and seniors. Admission by permission of the instructor and director of the program. 1 to 4 credits
Offered both semesters each year

430d Thesis
8 credits
Full-year course; Offered each year

Approved courses for 2004–05

WST 100 Issues in Queer Studies
Section 1
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/ S/ L} To be announced To be arranged

Section 2
This course combines the lectures of WST 100 with a weekly discussion meeting. Students will pursue the topics in greater depth through additional reading and writing assignments. Enrollment limited to 30 students, permission of the instructor required. Recommended for majors, minors and prospective majors. 4 credits {H/ S} To be announced To be arranged

WST 150 Introduction to Women's Studies
An introduction to the interdisciplinary field of women's studies through a critical examination of feminist histories, issues and practices. Focus on the United States with some attention to the global context. Primarily for first- and second-year students. {H/ S} 4 credits
Elisabeth Armstrong, Marilyn Schuster and Susan Van Dyne
Offered Spring 2005, Spring 2006

Further work in women's studies usually requires WST 150, Introduction to Women's Studies, as a prerequisite.

WST 225 Women and the Law
This course will examine constitutional interpretations and statutory innovations affecting women's legal status and gender justice. Using case law as our starting point, we will consider the interaction between law and gender relations; the achievements and limitations of women's rights victories; and the impact of gender-conscious law and legal reform on women of different races, classes, and sexualities. Readings and lectures will focus on legal aspects of the following problems: women's constitutional citizenship; discrimination in the labor market; educational equity; poverty law and women's social rights; and sex/gender violence. {S} 4 credits
Gwendolyn Mink
Offered Spring 2005

WST 235 Youth Culture and Gender
This course examines the corporate sales pitch to young consumers as well as low-budget cultural productions to ask what constitutes "youth culture" in the United States. We will discuss a wide range of mainstream and subcultural material for and by American youth, from movies and music to body politics, Riot Grrls and DIY (do it yourself) publications. We will explore their additions to (and transformations of) national, regional and local
conversations about gender and feminism in the United States today. Enrollment limited to 16. Extensive knowledge about editing and filming is not required. (E) {A/ S} 4 credits
Elisabeth Armstrong
Not offered during 2004–05

WST 240 Global Women, Feminized Work
Advertisements for Madison Avenue fashions gloss over the necessary labor of picking cotton and sewing cloth. Similarly, the women who wear the clothes have scant knowledge of the people who make them. This course pulls the thread of profit that connects disparate places and far-flung people in the global assembly line. As women take the frontlines of cheapened work, they develop new methods of resistance and hone old means of survival. This course relies upon intensive research projects alongside historical, sociological, oral and written narratives to examine gender and work in economies of slavery, colonialism and multinational capitalism. {H/ S} 4 credits
Elisabeth Armstrong
Offered Fall 2004

WST 245 Poverty Law and Social Policy in the United States
This course will examine the development of the U.S. welfare state in light of its gendered and racialized politics and impacts. Readings and lectures will consider poverty law and social policy through a focus on relationships among the welfare state, democratization and persistent inequality. Particular attention will be given to welfare policy, an arena of vexed interactions among the politics of gender, race and class. {H/ S} 4 credits
Gwendolyn Mink
Offered Fall 2004

WST 252 Colloquium: Debates in Feminist Theory
Topic: “The Subject.” This course provides a focused, historical understanding of vital debates in feminist theory. Contentious and challenging points of view will center on one analytic theme, although that theme will change from year to year. This course will cover topics such as “the subject” (Fall 2004), representation, the body, nation/identity and translation. Readings, lectures and discussions will ground widely differing perspectives, modes of analysis and arguments in their political, social and historical context. Enrollment limited to 20. Pre-requisites: WST 150 and one other women’s studies course. Permission of the instructor required. {H/ S} 4 credits
Elisabeth Armstrong
Offered Fall 2004

WST 260 The Cultural Work of Memoir
This course will explore how life-writing intersects with subject formation through several aspects of difference, such as gender, ethnicity, race, nationality and sexuality. How do individuals from groups marked as socially subordinate or non-normative use life-writing to claim a right to write? The course uses life-writing narratives, published in the United States over roughly the last 30 years, to explore the relationships between politicized identities, communities, and social movements. The course attends both to the forms and the consequences of life-writing and examines the status of first-person narratives within the field of women’s studies, and the cultural/political work that life narratives might do as they are produced, circulated and consumed. Students also practice writing autobiographically. Prerequisites: WST 150, and a literature course. {L/ H} 4 credits
Susan Van Dyne
Offered Spring 2005

All 300-level courses in WST are seminars and are normally limited to 12 juniors or seniors; seminars have prerequisites and all require permission of the instructor to enroll.

WST 311 Mothers in Law and Policy
This seminar will explore how law and policy distinguish among mothers based on class, race, culture and sexuality. Simultaneously considered will be various feminist policy-theoretical perspectives on and remedies for intersectional inequalities among mothers in family and child welfare law as well as in social policy. Throughout, we will examine when and why the law has or does set up antagonism between mothers and children as well as when and why mothers’ rights and children’s rights might be at odds. Specific topics may include child care and caregiving provision in social policy; transracial /cultural/national adoption; child custody and child removal; marriage/fatherhood promo-
tion and maternal regulation in welfare and related social policies; fertility control and pregnancy regulation; among others. Prerequisites: WST 150 and one other Women’s Studies course and permission of the instructor. {H/ S} 4 credits
Gwendolyn Mink
Not offered during 2004–05

WST 312 Queer Resistances: Identities, Communities and Social Movements
The course will examine constructions of lesbian, gay, queer, bisexual and transgender at the levels of individual and collective identities, communities of various forms and social protest, with a focus on the interplay between resistance and accommodation at each of these levels of analysis. Drawing on historical, theoretical, narrative and ethnographic sources, we will examine multiple sites of queer resistance including local communities, academic institutions, media, the state, social movement organizations and the Internet. We will pay explicit attention to queer identities, communities and movements as racialized, shaped by class, gendered and contextual. We will examine the consequences of various theories of gender, sexuality and resistance for how we interpret the shapes that queer, lesbian, gay, bisexual and transgender identity, community and social movements take. Readings will include primary source documents from diverse groups, including published newsletters, organizational position papers, individual narratives, and material from organizational and personal Web sites and discussion groups, and students will conduct their own research using such primary sources. Prerequisites: WST 150 and one other women’s studies course and permission of the instructor. {H/ L} 4 credits
Marilyn Schuster
Offered Fall 2004

WST 315 Sexual Histories, Lesbian Stories
In this seminar we will focus on two moments in 20th-century gay and lesbian history: the 1920s and the 1950s. The 1920s saw the publication and trial of Radclyffe Hall’s The Well of Loneliness in England, the Harlem Renaissance in the United States and an active cultural life in Paris in which American expatriates played an important role. We will look at historical studies and texts by early sexologists of this period along with fiction, blues lyrics, memoirs and other narratives by sexually transgressive women. The post World War II homosexual movement in the United States in the 1950s has been the focus of groundbreaking historical studies. In addition to historical narratives we will study the Daughters of Bilitis and The Ladder, pulp fiction, butch/femme histories, novels and short stories. Throughout the seminar we will ask: What contradictions and continuities mark the expression and social control of female sexualities that were considered transgressive at different moments and in different cultural contexts? Whose stories get told? How are they read? How can the multiple narratives of control, resistance and cultural expression be useful to us in the 21st century? Prerequisites: WST 150 and one other women’s studies course and permission of the instructor. {H/ L} 4 credits
Nancy Whittier
Offered Fall 2004

WST 317 Seminar: Feminist Legal and Policy Theory
Common reading and discussion will consider U.S. feminist legal theories of subordination and difference as well as feminist legal and policy theories of sex and gender justice. We will pay particular attention to the ways in which intersecting statuses, identities and interests based on race, class, sexuality and gender can stratify different women’s relationships to the same laws and can undermine the distribution of women’s rights to all women. Topics addressed will include work, reproduction, family formation, violence and sexuality as sites of women’s oppressions. Throughout the course, students will be asked to theorize the problems posed for law by asymmetries of power and resources among women and between women and men; and on the significance of rights to women’s prospects for equality. Prerequisites: WST 150 or 225 and one other women’s studies course and permission of the instructor. {H/ S} 4 credits
Gwendolyn Mink
Offered Fall 2004

WST 318 Seminar: Feminism and Crime
Examines United States feminist legal approaches to violence against women, to women offenders, and to incarcerated women in the context of the racialized penal state. Considers vectors of intersectional inequality in the criminalization of violence,
Women’s Studies

poverty and sexuality; in the treatment of victims; in the victimization of detained women; and in the impacts of the criminal justice system on communities of color. Topics will include policing sexuality; legal and policy responses to domestic violence; rape law reform; prosecuting reproduction; mothers who kill; women in prison. Prerequisites: WST 150 and/or 225; and consent of instructor. Offered in alternate years. (S/ H) 4 credits
Gwendolyn Mink
Offered Spring 2005

WST 320 Women of Color in Feminist Movements in the United States
This seminar will examine how feminists in the United States have addressed the interaction of sex/gender subordination with racial and ethnic inequality through their theoretical work, political movement and expressive culture. Our focus will be on the work of women of color who have foregrounded the ways in which this intersection of social identities has profoundly shaped the meaning of sex/gender as well as what is considered feminist theory and practice in the United States today. We draw on a wide range of texts as the starting point for an exploration of how race/ethnicity makes a difference in the understanding of and action around issues that are thought of as “women’s.” One important goal will be to facilitate a dialogue over the course of the semester about questions of “difference” and power between and among women and the meaning this makes in our own lives. Prerequisites: WST 150 and one other Women’s Studies course and permission of the instructor. (S/ H) 4 credits
Ann Arnett Ferguson
Not offered during 2004–05

Approved Departmental Core Courses

Please see home department for descriptions.

AAS 209 Feminism, Race and Resistance: History of Black Women in America
Paula Giddings
Offered Fall 2004

AAS 211 Black Cultural Theory
Kevin Quashie
Offered Fall 2004

AAS 220 Women of the African Diaspora
To be announced
Offered Spring 2005

AAS 350 Seminar: Race and Representation: Afro-Americans in Film
Ann Arnett Ferguson
Offered Fall 2004

AAS 366 Seminar: Contemporary Topics in Afro-American Studies
Topic: Black Gay Intellectuals: James Baldwin, Marlon Riggs, Essex Hemphill
Kevin Quashie
Offered Spring 2005

AMS 120 Scribbling Women
Sherry Marker
Offered Spring 2005

AMS 221 Colloquium: Women’s History Through Documentary
Joyce Follet
Offered Spring 2005

AMS 230 Colloquium: The Asian American Experience
Topic: Asian Women Living in the Americas
To be announced
Offered Spring 2005, Spring 2006

ANT 244 Colloquium: Gender, Science and Culture
Frédérique Apliel-Marglin
Offered Fall 2004, Fall 2005

ANT 251 Women and Modernity in East Asia
Suzanne Zhang-Gottschang
Offered Spring 2005, Spring 2006

ANT 254 Gender, Media and Culture in India
Ravina Aggarwal
Offered Spring 2005
ANT 342 Seminar: Topics in Anthropology  
Topic: Motherhood  
Suzanne Zhang-Gottschang  
Offered Spring 2006

CLS 233 Gender and Sexuality in Greco-Roman Culture  
Nancy Shumate  
Offered Spring 2005

CLT 229 Topics in Renaissance Culture: The Renaissance Gender Debate  
Ann Jones  
Offered Fall 2004

CLT 230 “Unnatural” Women: Mothers Who Kill Their Children  
Thalia Pandiri  
Offered Fall 2004

CLT 267 African Women’s Drama  
Katwiwa Mule  
Offered Spring 2005

CLT 268 Latina and Latin American Women Writers  
Nancy Sternbach  
Offered Spring 2005

CLT 272 Women’s Writing: 20th- and 21st-Century Fiction  
Marilyn Schuster  
Offered Fall 2004

CLT 278 Gender and Madness in African and Caribbean Prose  
Dawn Fulton  
Offered Spring 2005

EAL 261 Major Themes in Literature: East-West Perspectives  
Topic: Gendered Fate.  
Sabina Knight  
Offered Fall 2004

EAL 360 Seminar: Topics in East Asian Literatures  
Topic: Contemporary Chinese Women’s Fiction  
Sabina Knight  
Offered Spring 2005

ENG 279 American Women Poets  
Susan Van Dyne  
Offered Fall 2004

ENG 284 Victorian Sexualities  
Cornelia Pearsall  
Offered Fall 2004

ENG 292 Reading and Writing Autobiography  
Ann Boutelle  
Offered Spring 2005

ENG 310 Early Modern Women Writers and the Art of Self-Fashioning  
Sharon Seelig  
Offered Fall 2004

ENG 374 Seminar: Virginia Woolf  
Robert Hosmer  
Offered Fall 2004

FRN 230 Women Writers of Africa and the Caribbean  
Dawn Fulton  
Offered Fall 2004

FRN 392 Topics in Culture  
Topic: Portraiting Women: Zola’s and Proust’s Domestic Servants and Prostitutes  
Martine Gantrel-Ford  
Offered Fall 2004

FYS 125 Of Women Delivered: Midwifery in Historical and Cross-Cultural Perspective  
Erika Laquer  
Offered Fall 2004

GOV 204 Urban Politics  
Martha Ackelsberg  
Offered Spring 2006

GOV 205 Colloquium: Law, Family and State  
Alice Hearst  
Offered Spring 2006

GOV 232 Women and Politics in Africa  
Catharine Newbury  
Offered Fall 2005
GOV 269 Politics of Gender and Sexuality
Gary Lehring
Offered Fall 2005

GOV 364 Seminar in Political Theory
Topic: Feminist Theory
Martha Ackelsberg
Offered Spring 2005, Spring 2006

GOV 367 Seminar in Political Theory
Topic: Gay and Lesbian Politics and Theory
Gary Lehring
Offered Spring 2005

HST 178 Women in the United States Since 1865
Jennifer Guglielmo
Offered Fall 2004

HST 299 Medieval Queens
Sean Gilsdorf
Offered Spring 2005

HST 252 Women in Modern Europe, 1789-1918
Jennifer Hall-Witt
Offered Fall 2004

HST 263 Continuity and Change in Spanish America and Brazil
Topic: Gender in the Study of Latin American History
Ann Zulawski
Offered Spring 2005

HST 280 Problems of Inquiry
Topic: Women Writing Resistance
Jennifer Guglielmo
Offered Fall 2004

HST 289 Aspects of Women's History
Topic: Were the Victorians Prudish?
Jennifer Hall-Witt
Offered Spring 2005

IDP 208 Women's Medical Issues
Leslie Jaffe
Offered Spring 2005

ITL 344 Italian Women Writers
Giovanna Bellesia
Offered Fall 2004

LAS 301 Topics in Latin American and Latino/a Studies
Topic: Contemporary Latina Playwrights and Performers
Nancy Saporta Stornbach
Offered Spring 2005

MUS 100 Colloquium: Music and Gender in Cross-Cultural Perspective
Margaret Sarkissian
Offered Spring 2005

PSY 266 Psychology of Women and Gender
Prerequisite: PSY 112 or permission of the instructor
Lauren Duncan
Offered Fall 2004

PSY 340 Seminar in Gender and the Life Course
Maureen Mahoney
Offered Fall 2005

PSY 366 Seminar: Topics in the Psychology of Women
Topic: Issues in Adolescent Gender Role Development
Lauren Duncan
Offered Fall 2004

REL 110 Women Mystics’ Theology of Love
Elizabeth Carr
Offered Spring 2005

REL 227 Judaism/ Feminism/ Women’s Spirituality
Lois Dubin
Offered Fall 2004

RUS 238 Russian Cinema
Topic: Women in Russian Cinema
Galina Aksenova
Offered Fall 2004
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>RUS 239</td>
<td>Major Russian Writers: Women's Memoirs and Autobiographical Writings in Russia</td>
<td>Alexander Woronzoff-Dashkoff</td>
<td>Fall 2004</td>
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<td>SOC 222</td>
<td>Blackness in the Americas</td>
<td>Ginetta Candelario</td>
<td>Spring 2006</td>
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<td>SOC 229</td>
<td>Sex and Gender in American Society</td>
<td>Nancy Whittier</td>
<td>Spring 2005</td>
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<td>SOC 310</td>
<td>The Sociology of Courageous Behavior: Gender, Community and the Individual</td>
<td>Myron Glazer</td>
<td>Fall 2004</td>
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<td>SOC 314</td>
<td>Seminar in Latina/o Identity</td>
<td>Ginetta Candelario</td>
<td>Fall 2004, Spring 2007</td>
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<td>SOC 315</td>
<td>Seminar: The Body and Society</td>
<td>Elizabeth Wheatley</td>
<td>Spring 2005</td>
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<td>SOC 323</td>
<td>Seminar: Gender and Social Change</td>
<td>Nancy Whittier</td>
<td>Spring 2005</td>
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<td>THE 215</td>
<td>Minstrel Shows from Daddy Rice to Big Mama's House</td>
<td>Andrea Hairston</td>
<td>Fall 2004</td>
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<td>THE 319</td>
<td>Shamans, Shapeshifters and the Magic</td>
<td>Andrea Hairston</td>
<td>Spring 2005</td>
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<td>The following approved departmental core courses are not offered in 2004-05</td>
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<td>AAS 212</td>
<td>Culture and Class in the Afro-American Family</td>
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<td>AAS 248</td>
<td>Gender in the Afro-American Literary</td>
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<td>AAS 300</td>
<td>Writing Race, Writing Gender</td>
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<td>AAS 326</td>
<td>The Socio-Cultural Development of the Afro-American Woman</td>
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<td>AAS 348</td>
<td>Black Women Writers</td>
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<td>AAS 366</td>
<td>Seminar: Contemporary Topics in Afro-American Studies: Topic: Readings in Black and Queer</td>
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<td>AAS 366</td>
<td>Seminar: Contemporary Topics in Afro-American Studies: Topic: Womanist/Feminist Thought</td>
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<td>ARH 101</td>
<td>Approaches to Visual Representation: Women in the Arts</td>
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<td>ARH 360</td>
<td>Studies in American Art: Women and Art at the Turn of the Century</td>
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<td>CLS 236</td>
<td>Cleopatra: Histories, Fiction, Fantasies</td>
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<td>CLT 232</td>
<td>The Adventure Novel: No Place for a Woman?</td>
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<td>CLT 279</td>
<td>Women Writers of the Middle Ages</td>
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<td>CLT 315</td>
<td>Feminist Novel in Africa</td>
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<td>EAL 244</td>
<td>Construction of Gender in Modern Japanese Women's Writing</td>
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<td>EAL 360</td>
<td>Seminar: Topics in East Asian Literatures: Topic: The Tale of the Genji and its Legacy</td>
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<td>ENG 120</td>
<td>Fiction: Section: Women Coming of Age</td>
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<td>ENG 120</td>
<td>Fiction: Section: American Women Writers</td>
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<td>ENG 278</td>
<td>Writing Women: Asian-American Women Writers</td>
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<td>ENG 280</td>
<td>Advanced Essay Writing: Essays by Women</td>
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<td>ENG 300</td>
<td>Seminar: Willa Cather's Fiction</td>
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<td>ENG 302</td>
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<td>ENG 365</td>
<td>Seminar: The Brontës</td>
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<td>ENG 376</td>
<td>Contemporary British Women Writers</td>
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<td>ENG 379</td>
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<td>ESS 550</td>
<td>Women in Sport</td>
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<td>FLS 241</td>
<td>Women and American Cinema: Representation, Spectatorship, Authorship</td>
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<td>FRN 320</td>
<td>Women Writers of the Middle Ages</td>
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<td>FRN 340</td>
<td>Topics in 17th-/18th-Century Literature: Topic: Women Writers and Images of Women in 17th-Century French Literature</td>
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HST 253  Women in Contemporary Europe
HST 325  Early European History to 1300:
           Topic: Heloise: Scholar, Writer, Abbess
HST 383  Seminar: Research in U.S. Women's
           History:
           The Sophia Smith Collection
LAS 301  Topics in Latin American Studies:
           Topic: Contemporary Latina
           Playwrights
PHI 240  Gender and Philosophical Tradition
PHI 305  Topics in Feminist Theory
           Topic: Dependency, Autonomy and
           Motherhood
POR 221  Topics in Portuguese and Brazilian
           Literature and Culture: The Brazilian
           Body: Representing Women
           in Brazil's Literature and Culture
PSY 268  Lesbian Identity and Experience
REL 238  Mary: Images and Cults
REL 320  Seminar: Problems in Jewish Religion
           and Culture
           Topic: Tying and Untying the Knot:
           Women Marriage and Divorce in
           Judaism
SOC 224  Family and Society
SOC 228  Women, Gender and Globalization
THE 214  Black Theatre
THE 314  Masters and Movement in Drama
           Topic: Women and War
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 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.

Charles Johnson
Offered both semesters each year

GLT 291/ ENG 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.

WI 4 credits
Lecture and discussion
Maria Banerjee (Russian Language and Literature)
Luc Gillemann (English Language and Literature)
Offered Fall 2004

GLT 292/ ENG 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 Princess of Cleves; Goethe's Faust; Tolstoy's War and Peace. Prerequisite: GLT 291.

WI 4 credits
Lecture and Discussion
Maria Banerjee (Russian Language and Literature)
Offered Spring 2005

IDP 100 Critical Reading and Discussion:
Book title to be determined
The goal of this course is to continue dialogues and discussions similar to those between students and faculty on the annual summer reading book for entering students during orientation. It represents an opportunity for students and faculty to engage in a sustained conversation about a mutual interest. A book will be selected by an instructor as the core reading for the course. The group will meet no fewer than five times in an informal setting to discuss the book. Attendance and participation is required. Each student will write a five page essay (or a series of essays). This course to be graded S/U only. (E) 1 credit
Maureen Mahoney, Tom Riddell, Members of the Department
Offered Interterm 2005

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. While the course focus will primarily be on the physiological aspects of these topics, some social, ethical and political implications will be considered including the issues of violence, the media's representation of women and gender bias in health care. (N) 4 credits
Leslie Jaffe (Health Services)
Offered Spring 2005

IDP 210 Feminism and Science: Engendering the Sciences
This course hopes to engage the Smith community in a yearlong discussion of the history, status and role of women in the sciences. We will examine the role of gender in science, the social contexts in which women's scientific contributions take place
and the consequences of the influx of women into traditionally male-dominated fields of scientific inquiry. The course will emphasize 1) the historical role of women in the sciences, and feminist critiques of that role; 2) the particular challenges faced by women scientists and engineers and the structural barriers that slow or impede greater representation of women in the sciences; 3) possible structural, institutional and educational innovations that will change the landscape of scientific opportunities for women. Format consists primarily of lectures and discussion sessions conducted by invited faculty as well as by members of the Five College community. Students are expected to attend the lecture series, as well as to participate in the small group seminars or panel discussions that accompany the lectures. (E) 2 credits
Robert Dorit
Offered Spring 2005

QSK 101 Quantitative Skills
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, pre-calculus mathematical skills. Students develop their numerical, statistical and algebraic skills by working with numbers drawn from a variety of current media sources. Enrollment limited to 20. Permission of the instructor required. (E) {M} 4 credits
To be announced
To be arranged

QSK 102 Precalculus and Modeling Skills
This course is intended for students who have taken QSK 101 and wish to continue their mathematical preparation. It will build on material from QSK 101 to develop a thorough understanding of the most widely used algebraic and trigonometric functions, using applications drawn from a variety of disciplines. Students completing QSK 102 will be prepared to start the calculus sequence, or to handle the mathematical functions used in many science and social science applications. Enrollment limited to 20. Prerequisite: QSK 101 or permission of the instructor. (E) {M} 4 credits
To be announced
To be arranged

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 videotapes each student’s presentations and reviews them in individual conferences. During one class meeting, the students will also review and analyze videotapes of notable speeches. Two sections, each limited to 10 students. Classes will be held for six weeks of the spring semester, beginning the week of February 2nd. 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. Students also need to bring a blank videotape to class. All the speeches students make during class will be recorded on this tape. Offered spring semester every year. (E) 1 credit
Debra Carney, Mary Koncel
Offered Spring 2005, beginning the week of February 2

PPY 209 Philosophy and History of Psychology
An examination of the philosophical issues which have troubled psychology as a science, such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, development of knowledge and morality, behaviorism vs. mentalism, realism and constructivism, and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology. {N} 4 credits
Peter de Villiers and Jill de Villiers
Offered Spring 2006

PPY 213 Language Acquisition
The course will examine how the child learns her first language. What are the central problems in the learning of word meanings and grammars? Evidence and arguments will be drawn from linguistics, psychology and philosophy, and cross-linguistic data as well as English. Prerequisite: either PSY 111, PSY 233, PHI 100, or PHI 236, or permission of the instructor. {N} 4 credits
Jill de Villiers
Offered Fall 2004, Spring 2006
Five College Supervised Independent Language Program, Five College Center for the Study of World Languages, University of Massachusetts (under the Five College Program). Elementary-level courses are currently offered in the following languages: Arabic, Bulgarian, Czech, Farsi, Modern Greek, Hindi, Hungarian, Indonesian, Norwegian, Romanian, Serbo-Croatian, Slovak, Swahili, Thai, Turkish, Twi, Urdu, Vietnamese and Wolof. For further information, including information on registration, consult the Web site (http://www.umass.edu/fclang).

African Studies
Catharine Newbury, professor of government (at Smith College in the Five College Program)

PS 29 Women and Politics in Africa
This course explores the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social and political roles of African women, the nature of urban/rural distinctions, and the diverse responses by women to the economic and political crises of postcolonial African polities. Case studies of specific African countries, with readings of novels and women’s life histories as well as analyses by social scientists. MW 12:30–1:50 p.m.
First semester. Amherst College

Polit 398 The Rwanda Genocide in Comparative Perspective
In 1994 Rwanda was engulfed by violence that caused untold human suffering, left more than half a million people dead and reverberated throughout the Central African region. Using a comparative perspective, this course explores parallels and contrasts between Rwanda and other cases of genocide and mass murder in the 20th century. Topics include the nature, causes and consequences of genocide in Rwanda, regional dynamics, the failure of the international community to intervene and efforts to promote justice through the U.N. International Criminal Tribunal for Rwanda. We will also consider theories of genocide and their applicability to Rwanda, exploring comparisons with other cases such as the Armenian genocide, the Holocaust, the destruction of the Herero, and war in Liberia and Sierra Leone.
Second semester. University of Massachusetts

Arabic
Mohammed Mossa Jiyad, senior lecturer in Arabic (at Mount Holyoke College in the Five College Program)

Asian 130f Elementary Arabic I
This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills and basic Arabic syntax and morphology, as well as basic reading and writing. MWF 1:15–2:05 p.m.
First semester. Mount Holyoke College

Arabic Elementary Arabic I
Same description as Asian 130f. MWF 10–11 a.m.
First semester. Smith College

Arabic 230 Intermediate Arabic I
This course continues Elementary Arabic I, study of modern standard Arabic. It covers oral/aural skills
related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives. MW 2:30-4 p.m. F2:30-3:30 p.m.
First semester. Mount Holyoke College

Asian 131s Elementary Arabic II
Continuation of Elementary Arabic I. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Also, they will expand their control over basic syntactic and morphological principles. Reading materials (messages, personal notes and statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names, forms, personal notes and addresses.
Second semester. Mount Holyoke College

Arabic. Elementary Arabic.
Same description as Asian 130s
Second semester. Smith College

Arabic 231. Intermediate Arabic.
Same description as Arabic 226.
Second semester. Mount Holyoke College

Asian/Pacific/American Studies

Richard Chu, assistant professor of history (at the University of Massachusetts in the Five College Program)

History 175f Asian/ Pacific/ American History, 1850 to the Present
(American Studies 102f, Asian Studies 175f) This course situates Asian/Pacific/American experiences within the context of American history, as well as that of their countries of origin. First we will look at the pre-World War II era, exploring relationships between the U.S. quest for empire in the Pacific, political-economic dislocations in Asian countries, and anti-Asian prejudice against migrants in the U.S. Next we will examine the period after the WW II, especially Japanese American internment; post-1965 immigration; war in Southeast Asia; the rise of post-colonial and new nation in Asia; and contemporary issues facing the APA community in the U.S. Major themes include migration, racism, gender, and colonialism. TTh 1:15-2:30 p.m.
First semester. Mount Holyoke College

History 197P “Empire,” “Race,” and the Philippines: Indigenous Peoples and 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 such as Iraq and Haiti makes this an urgent and important question. This course addresses the issue of American imperial power by examining the history of U.S. presence in the Pacific, particularly in the Philippine Islands, during the first half of the 20th-century, and by comparing it with that of two other imperial powers that also colonized the Philippines—Spain and Japan. We will also investigate how indigenous peoples negotiated, manipulated, resisted or thwarted attempts by colonial and postcolonial dominant groups to control their minds, bodies, resources, especially through racial and gendered classifications. Themes to be discussed include religion, ethnicity, gender, imperialism, colonialism orientalism, postcolonialism, neocolonialism, and nationalism. Requirements: a midterm and a final exam, occasional quizzes, and an individual or group research project. TTh 9:30-10:45 a.m.
First semester. University of Massachusetts

Second Semester

Professor Chu will offer courses at the University of Massachusetts Amherst and Smith College. Check the online Five College Course Schedule for more complete information: http://www.fivecolleges.edu/sites/courses/.

Nitasha Sharma, visiting assistant professor of American Studies (at Amherst College in the Five College Program).

220 Colloquium. Asian Americans in Film and Video
This course introduces students to films made by
and about Asian Americans. Using a chronological and thematic approach, various genres— including narrative dramas, documentaries and experimental films— will be analyzed within the context of Asian American history and issues concerning the development of Asian American identities. Some of the issues we will cover include stereotypes of Asians in Hollywood; the re-creation of history and memory; the intersection of race, class, gender and sexuality in Asian American films; Asian/Black relations on film. Students will be expected to apply theoretical insights to their analysis of a number of key Asian American films. These theories include contemporary theories of race and ethnicity, current debates about identity and representation, and film theory.

(1/ H) Enrollment limited to 20. Admission by permission of instructor. TTh 3–4:50 p.m.
First semester. Smith College

SS 297 Asian Diasporas
(co-taught with Lili Kim)
This comparative seminar focuses on the migration and settlement processes of various Asian diasporas throughout the world through a historical and contemporary approach. We will analyze the experiences of Chinese (in Cuba, Jamaica and New Zealand), Koreans (in Argentina), and South Asians (in the Caribbean, England and South Africa) by focusing on their processes of migration, the historical development of diasporic communities and the role of cultural production (music, art, literature, performance). In this co-taught class, students will engage with theories of globalization and transnationalism, cultural production, community formation, ethnicity, identity and authenticity. This course seeks to push the boundaries of Asian American studies beyond the borders of America, challenge the division of “East” and “West,” highlight the long legacy of global economies and understand how individuals and communities make their “home away from home.” T 6:30–9:30 p.m.
Second semester. Hampshire College

Dance 377 BALACHINE 100
Commemorating the centennial of his birth, this seminar pays tribute to the aesthetic vitality of George Balanchine, the foremost classical choreographer of the 20th century. In our time, Balanchine (1904–1983) transformed the classic dance from its 19th century codification into a steadily evolving language capable of expressing the most subtle yet profound of human emotions. We will identify the major themes in Balanchine’s works, which include Diaghilev, Waltzes, Tchelichew and Surreality, Tchaikovsky, Americana, Narratives, Abstracts, Stravinsky and Apotheosis. Each week, we will view, discuss, write about and analyze at least one major work within the theme. While we will focus on Balanchine’s choreographic methods and musicality, we will also look at his borrowings from jazz and modern dance, Broadway and Hollywood work, collaborations with visual artists and the gradual elimination of sets and elaborate costumes, as well as the emergence of the “Balanchine ballerina” who encapsulated the choreographer’s romantic idealism.

This course is highly recommended to all Five College students interested in music, dance and choreography, as well as students in Rose Flach’s Pointe class and dancers in the five colleges who have been cast to perform Balanchine’s Serenade in the Five College Dance Department’s 25th Anniversary season. M 7–10 p.m.
First semester. Mount Holyoke College

HACU 270 Fleeting Images: Choreography on Film
This selected survey of choreography on film and video indulges in the purely kinesthetic experience of watching the dancing body on film. We will focus on works that have most successfully produced a true synthesis of the two mediums, negotiating between the spatial freedom of film and the space-energy fields of dance, the cinematic techniques of camera-cutting-collage and the vibrant continuity of the moving body. We will discern the roles of the choreographer, director and editor in shaping and controlling the moving image, and explore the relationship of music and the dancing body on film. Putting theory into practice, from the concept, script, choreography and storyboard to performance, direction, lighting, sound and editing. This class is open to film/video concentrators
and dancers/choreographers interested in exploring the relationship between dance and the camera and the creative processes involved in creating choreography for the camera. M 7-10 p.m. Second semester. Hampshire College

Twentieth-Century American Dance: Sixties Vanguard to Nineties Hip-Hop.
This survey of late 20th century dance moves from the sixties—a decade of revolt and redefinition in American modern dance that provoked new ideas about dance, the dancer’s body and a radically changed dance aesthetic—the radical postmodernism of the nineties, when the body continued to be the site for debates about the nature of gender, ethnicity and sexuality. We will investigate how the political and social environment of the sixties—particularly the Black Power/Black Arts Movement and Women’s Movement—informed the work of succeeding generations of dance artists and yielded new theories about the relationship between cultural forms and the construction of identities. MW Second semester. Amherst College

Film/Video

Baba Hillman, assistant professor of video/film production (at the Hampshire College in the Five College Program)

HACU-0209-1 Video I
Video I is an introductory video production course. Over the course of the semester students will gain experience in preproduction, production and postproduction techniques as well as learn to think and look critically about the making of the moving image. Projects are designed to develop basic technical proficiency in the video medium as well as the necessary working skills and mental discipline so important to a successful working process. Final production projects will experiment with established media genres. In-class critiques and discussion will focus on media analysis and image/sound relationships. Prerequisites: 100-level course in media arts (Introduction to Media Arts, Introduction to Media Production, Introduction to Digital Photography & New Media, or equivalent). Lab fee charged for the course. Limited to 16 students. F 9-11:50 a.m.
First semester. Hampshire College

English 82 Production Workshop in the Moving Image
This course will introduce students to media criticism and production. Students will gain experience in basic preproduction, production and postproduction techniques and will learn to think about and look critically at the moving image. Course requirements include the completion of two short video assignments and one longer final project. The course will include workshops in videography, writing for the moving image, narration and sound recording, and nonlinear editing. Admission by permission of instructor. Limited to 15 students. T 2-4:40 p.m. and T evening screening 7:30-10 p.m.
First semester. Amherst College

HACU 287 Directing and Performance for Video and Film
Second semester. Hampshire College

Holly Hey, visiting assistant professor of film/video production (at Mount Holyoke College in the Five College Program)

FILMST 210 Production Seminar/Moving Image
This course offers an introductory exploration into the moving image as an art form outside of the conventions of the film and television industries. This class will cover technical and aesthetic aspects of video production and will also offer a theoretical and historical context in which to think about independent cinema and video art. Satisfies Humanities I-A requirement. Prerequisites: Enrollment by instructor, permission only. 4 credits; enrollment limited to 10; one meeting (three hours), one screening (three hours); a lab fee may be charged. W 1-3:50 and TU 7-10 p.m. (screening)
First semester. Mount Holyoke College

79075 COMM 497B ST Video Art Production 01 LEC.
Lecture, lab. This intermediate production course offers an exploration into the moving image as an art form, outside of the conventions of the film and television industries. This class will cover technical and aesthetic aspects of media art production and will also offer a theoretical and historical context in which to think about independent cinema and video art. Enrollment by instructor, permission only.
Students will be selected at the first day of class. (Course capacity is 12.) Course eligibility*: Permission of instructor is required. Students cannot add this course through SPIRE. Course prerequisite: Permission of instructor is required. Class Notes: Students will be selected for this course at the first class meeting (LAB W 7–10 p.m. in SC 108). If you have questions, please contact the Film Studies Program at 545-3659 (UMASS). Limited to 12 students. Machmer E-30D Th 9:30–12:30 p.m. and Lab W 7–10 p.m. in SC 108

First Semester: University of Massachusetts

Second Semester

Professor Hey will offer courses in the spring 2005 semester. Check the online Five College Course Schedule for more complete information: http://www.fivecolleges.edu/sites/courses/.

Geosciences

J. Michael Rhodes, professor of geochemistry (at the University of Massachusetts in the Five College Program).

GEO 591P Geochemistry of Magmatic Processes
The primary purpose of this course is to understand how geochemical data (major elements, trace elements and isotopic ratios) can be used to identify and quantify magmatic processes. The chemical and mineralogical composition of the source, together with the type and degree of melting, control the initial composition of the magma. Conversely, knowing the composition of a magma can tell us something about the nature and heterogeneity of the source and the melting process. Rarely, however, does a magma reach the earth’s surface without further modification to its composition. Most magmatic rocks are filtered through a magma chamber prior to their emplacement at or near the surface. Magma chamber processes, such as fractional crystallization, magma mixing, contamination and recharge, or a dynamic combination of these processes, invariably modify the composition of the magma. In this course, we will learn how to use geochemical data to try to resolve the relative importance and effects of these various processes. Room 159, Morrill Science Center. T, Th 4–5:15 p.m.
First semester. University of Massachusetts

GEO 515 X-Ray Fluorescence Analysis
Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials.
First semester. University of Massachusetts

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 from the textbook and class presentations.
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. Honors students will “adopt” a currently active volcano. They will report, on a regular basis, to the class what their volcano is doing during the semester and prepare a final term report on their adopted volcano. Seminar: F 1:30–3:30, Room 258, Morrill Science Center, plus Lecture: 2 hours, time and place to be arranged.
Second semester. University of Massachusetts

International Relations

Michael T. Klare, professor of peace and world security studies (at Hampshire College in the Five College Program)

SS-263 America and the World: The Global Debate Over U.S. Hegemony
America is now the world’s only superpower, and it is likely to retain this dominant position for a long time to come. This unique situation has aroused enormous debate both at home and in the world at large over how the United States should wield its enormous power in international affairs. There
are some in this country, including many senior figures in the Bush administration, who argue that the United States should use its power unilaterally and to America's exclusive advantage; others argue that the country should employ its power in the interests of the broader international community. This debate has been further sharpened by the war in Iraq and the international opposition it has aroused. This course will examine and assess the domestic and international debates over America's international role and look at particular aspects of U.S. foreign policy. Students will be expected to participate in a series of policy debates on America's response to various international issues (proliferation, human rights, globalization, the environment, trade and so on) and to write a paper on a particular problem in foreign affairs. MW 10:30–11:45 a.m.
First semester. Hampshire College

GOV 250 Case Studies in International Relations
The development and application of theoretical concepts of international relations; examination of historical events and policy decisions; testing theories against the realities of state behavior and diplomatic practice. In fall 2004, the course will focus on the international political ramifications of transboundary environmental problems and growing competition for scarce and valuable resources. In particular, we will examine the ways in which states, non-state actors and the international community is responding to such problems as global climate change, water scarcity, intensified competition for energy supplies, deforestation, land degradation and fisheries depletion. In each case, emphasis will be placed on the prospects for both conflict and cooperation in addressing global problems. MW 2:40–4 p.m.
First semester. Smith College

HACU/SSS-2XX The Art of War and Peace (co-taught with Sura Levine)
An examination of the representation of war and peace in the visual arts from ancient times to the present. War and the desire for peace have been the subjects of some of the world's most important works of art, among them ancient Greek and Roman sculptures, Paolo Uccello's "Battle of San Romano," Francisco Goya's "Third of May," and Pablo Picasso's "Guernica." This course will not be a chronological survey, but instead will examine such themes as the visual and political iconography of militarism; the glorification of empire and conquest through art; war and the glorification of the masculine (and the male physique); nationalism, war and art; images of peace and tranquility; and the art of antiwar propaganda. Students will be required to select a particular theme or work of art for intensive study and to present their findings in class.
Second semester. Hampshire College

PS 64 Seminar in International Politics
An intensive investigation of new and emerging problems in international peace and security affairs. Will examine such issues as international terrorism; global resource competition; the security implications of globalization; international migrations; transboundary environmental problems; illegal trafficking in guns, drugs and people. Participants in the seminar will be required to choose a particular problem for in-depth investigation, entailing a study of the nature and evolution of the problem, the existing international response to it and proposals for its solution. Students will prepare a major paper on the topic and give an oral presentation to the class on their findings.
Second semester. Amherst College

Jon Western, assistant professor of international relations (at Mount Holyoke College under the Five College Program).

IR 319f United States and the Promotion of Democracy and Human Rights
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 geostrategic 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.

Previous course work relating to international relations, American politics or foreign policy, or political theory required. Instructor’s consent required. This course fulfills requirement for advanced seminar in political science.

Second semester. Smith College.

Italian

Elizabeth H. D. Mazzocco, associate professor of Italian and director of the Five College Center for the Study of World Languages (at the University of Massachusetts in the Five College Program) Teaching Leave

Russian, East European, Eurasian Studies

Sergey Glebov, assistant professor of history (at Smith College in the Five College Program)

GOV 354 United States and the Promotion of Democracy and Human Rights

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 geostrategic 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.

Previous course work relating to international relations, American politics or foreign policy, or political theory required. Instructor’s consent required. This course fulfills requirement for advanced seminar in political science.

Second semester. Smith College.
contemporary theorizing of modern nationalism and will be better suited to navigate themselves in the often complex situation of the post-Soviet world. The students will also learn about colonialism and “orientalism,” mobile diasporas and supranational institutions. Finally, they will be tempted to think of the history of multinational empires as a model of world history and explore parallels between modernization processes in the Russian empire and globalization. MW 1:10–2:30 p.m.
First semester. Smith College

247(C) Aspects of Russian History: Affirmative Action Empire—Soviet
Experiences of Managing Diversity
How the Communist rulers of the Soviet Union 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 national identities among diverse Soviet ethnic groups in light of collectivization, industrialization, expansion of education and Stalin’s Terror. How World War II and post-War reconstruction became formative experiences for today’s post-Soviet nations. {H/S} W 7–9:30 p.m.
Second semester. Smith College
Five College Certificate in African Studies

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.

Five College Certificate Program Requirements in Detail:

A. Six courses, chosen from at least four different disciplines or programs: (Each course should carry at least three semester credits and at least 50 percent of its content should be devoted to Africa per se)
   1. History. Minimum of one course providing an introductory historical perspective that surveys the entire African continent;
   2. Social Science. Minimum of one course on Africa in the social sciences (i.e., anthropology, economics, geography, political science, sociology);
   3. 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 toward the six courses required in Section A.

C. Further Stipulations:
   1. No more than three courses in any one discipline or program may count toward the six required in Section A.
   2. 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.
   3. 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.
   4. 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:
   1. 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.
   2. 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
Elizabeth Hopkins, Department of Anthropology
Katwiwa Mule, Comparative Literature and Afro-American Studies
Louis Wilson, Department of Afro-American Studies
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.

Requirements

A. 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). 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 event.
presentation. Students’ plans for completing the requirement should be approved by a campus program adviser in the previous semester.

B. Further Stipulations

• Grades: Students must receive the equivalent of a “B” grade or better in all courses counted toward the certificate. (In the case of Hampshire students taking courses at Hampshire, “B” equivalence will be determined by the Hampshire program adviser, 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.

C. 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
Peter N. Gregory, Department of Religion and East Asian Studies Program
Bill E. Peterson, Department of Psychology
We strongly believe that our collaborative efforts in the Coastal and Marine Sciences Program, providing unique educational and research opportunities for undergraduates, remain vital to the program and should be continued and in some cases further enhanced. Offering a Five College Certificate in Coastal and Marine Sciences will strengthen and promote the curriculum now in place.

Overview and Rationale of the C & MS Certificate

Marine science is an inherently interdisciplinary field of study that requires students to develop broad training across disciplines. The Five College Coastal and Marine Sciences Certificate will enable students to carefully select from a wide variety of courses in marine sciences, including coastal and marine ecology/geology, resource management and public policy, oceanography, and coastal engineering to create a cohesive concentration. 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 (e.g., Sea Semester Education, School for Field Studies). Students will be required to participate in intensive field courses or similar experiences to obtain competence in field studies. Finally, students participate in a “capstone” independent, marine-related research project that will count toward the certificate.

The certificate includes the following areas of study critical to a broad understanding of marine sciences:

I. Organismal biology
II. Marine and coastal ecology
III. Marine geology, chemistry and other related sciences
IV. Resource management and public policy

Requirements

Students interested in working toward the certificate must begin by selecting a faculty adviser from the list below. The student’s campus adviser must review and approve the program of study proposed by the student to ensure a strong concentration in marine sciences as well as the necessary field experience. Students must receive a “B” grade or better for all courses contributing to the certificate requirements.

The Five College Certificate in Coastal and Marine Sciences consists of six courses, with at least one course in each of the above four categories
Table 1. Courses and categories for the Five College Certificate in Coastal and Marine Sciences

**Organismal Biology**

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<tr>
<td>AC  Geo 27</td>
<td>Invertebrate Paleontology</td>
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<td>MHC Bio 310f</td>
<td>Invertebrate Zoology</td>
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<td>MHC Geo 321</td>
<td>Paleontology</td>
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<td>SC  Geo 231</td>
<td>Invertebrate Paleontology and Paleoeology</td>
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<td>SC  Bio 242</td>
<td>Invertebrate Zoology</td>
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<tr>
<td>SC  Bio 280</td>
<td>Morphology of Algae and Fungi</td>
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<tr>
<td>UM  Bio 485</td>
<td>Aquatic Vascular Plants</td>
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<tr>
<td>UM  Bio 397c</td>
<td>Biology of Marine Vertebrates</td>
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<td>UM  Bio 542</td>
<td>Ichthyology</td>
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<td>UM  Bio 548</td>
<td>Mammalogy</td>
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<td>UM  Geo 591m</td>
<td>Marine Micropaleontology</td>
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<td>UM  Bio 544</td>
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**Marine and Coastal Ecology**

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<tr>
<td>AC  Geo 06</td>
<td>Perspectives on the Environment</td>
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<td>AC  Geo 12</td>
<td>Principles of Environmental Science</td>
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<td>HC  NS 207</td>
<td>Ecology</td>
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<td>HC  NS 180</td>
<td>Marine and Freshwater Ecology</td>
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<td>HC  NS 195</td>
<td>Pollution and Our Environment</td>
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<td>MHC ES 321 s</td>
<td>Conference Courses in Environmental Studies: Coastal Resources</td>
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<td>MHC ES 321</td>
<td>Conference Courses in Environmental Studies: Conservation Biology</td>
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<td>MHC ES 321f</td>
<td>Conference Courses in Environmental Studies: Contaminants in the Environment</td>
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<td>MHC ES 321(2)</td>
<td>Conference Courses in Environmental Studies: Water Issues and Policies</td>
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<td>MHC Bio 331f</td>
<td>Ecology Seminar: Natural and Physical Sciences with Lab</td>
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<td>MHC ES 200f</td>
<td>Environmental Science</td>
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<td>MHC ES 100f</td>
<td>Introduction to Environmental Studies</td>
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<td>SC  Bio 364</td>
<td>Biology and Geology of Coral Reefs: Past, Present and Future</td>
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<td>SC  Bio 258</td>
<td>Conservation Biology</td>
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<td>SC  Bio 264</td>
<td>Marine Ecology</td>
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<td>SC  Bio 356</td>
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<td>UM  WCon 569</td>
<td>Biodiversity Conservation</td>
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<td>UM  Bio 524</td>
<td>Coastal Plant Ecology</td>
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<td>UM  WCon 470</td>
<td>Ecology of Fish</td>
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<td>UM  Bio 287</td>
<td>Introductory Ecology</td>
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<tr>
<td>UM  Geo 541</td>
<td>Paleoeology</td>
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<td>UM  Bio 421</td>
<td>Plant Ecology</td>
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<td>UM  Jan. term</td>
<td>Tropical Ecology of San Salvador Island, Bahamas</td>
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<td>UM  Bio 497h</td>
<td>Tropical Field Biology</td>
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**Geology/Chemistry**

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<tr>
<td>AC  Geo 34</td>
<td>Sedimentology</td>
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<td>AC  Geo 39</td>
<td>The Global Environment: A Biogeologic Approach</td>
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<td>HC  NS 107</td>
<td>Evolution of the Earth</td>
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<td>HC  NS 194</td>
<td>Geological Controversies</td>
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<td>HC  NS 109</td>
<td>Weather</td>
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<td>MHC Geo 240</td>
<td>Geological Resources and the Environment</td>
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<td>Global Change</td>
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<td>MHC Geo 227</td>
<td>Groundwater</td>
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<tr>
<td>MHC Geo 102</td>
<td>History of Life</td>
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<td>MHC Geo 226</td>
<td>Introduction to Oceanography</td>
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<td>MHC Geo 324</td>
<td>Stratigraphy-Sedimentology</td>
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<td>MHC Geo 203</td>
<td>Surface Processes</td>
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<td>The Biosphere</td>
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<td>SC  Geo 301</td>
<td>Aqueous Geochemistry</td>
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<td>SC  Geo 270j</td>
<td>Carbonate Systems and Coral Reefs of the Bahamas</td>
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<td>SC  Chem 150</td>
<td>Environmental Chemistry</td>
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<td>SC</td>
<td>Geo 355</td>
<td>Geology and Biology of Coral Reefs: Past, Present and Future</td>
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<td>SC</td>
<td>Geo 309</td>
<td>Groundwater Geology</td>
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<td>SC</td>
<td>Geo 111</td>
<td>Introduction to Earth Processes and History</td>
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<td>SC</td>
<td>Geo 108b</td>
<td>Oceanography</td>
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<td>SC</td>
<td>Geo 232</td>
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<td>SC</td>
<td>Geo 361</td>
<td>Tectons and Earth History</td>
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<td>SC</td>
<td>Geo 109</td>
<td>The Environment</td>
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<td>SC</td>
<td>Geo 485</td>
<td>Applied Environmental Geology</td>
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<td>SC</td>
<td>Geo 519</td>
<td>Aqueous and Environmental Geochemistry</td>
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<td>UM</td>
<td>Geo 354</td>
<td>Climatology and Climate Change</td>
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<td>UM</td>
<td>Geo 285</td>
<td>Environmental Geology</td>
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<td>UM</td>
<td>Bio 280</td>
<td>Evolution: Diversity of Life Through Time</td>
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<td>UM</td>
<td>Geo 100</td>
<td>Global Environmental Change</td>
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<td>UM</td>
<td>Geo 201</td>
<td>History of the Earth</td>
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<td>UM</td>
<td>Geo 415</td>
<td>Introduction to Geochemistry</td>
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<td>Geo 103</td>
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<td>Geo 595d</td>
<td>Oceans and Climate</td>
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<td>UM</td>
<td>Geo 615</td>
<td>Organic and Biogeochemistry</td>
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<td>Geo 592</td>
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<td>Geo 517</td>
<td>Sedimentary Geochemistry</td>
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<td>UM</td>
<td>Geo 597b</td>
<td>Stable Isotope Geochemistry</td>
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<td>UM</td>
<td>Geo 101</td>
<td>The Earth</td>
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<td>UM</td>
<td>Geo 666</td>
<td>The Water’s Edge</td>
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**Resource Management/Policy**

| MHC  | Econ 203s | Environmental Economics |
| MHC  | Geogr 204 | Human Dimensions of Environmental Change |
| MHC  | Politics 256s | The International Protection of the Environment |
| MHC  | ES 304 | Planning and the Environment |
| MHC  | Geo 307 | Remote Sensing |
| SC   | Econ 224b | Environmental Economics |
| SC   | PPL 260 | Global Warming: Science and Policy |
| SC   | Gov 243 | International Law |
| SC   | Gov 254 | Politics of the Global Environment |
| SC   | PPL 220 | Public Policy Analysis |
| SC   | PPL 230 | Public Policy and Natural Resources |
| SC   | PPL 303 | Seminar in Public Policy for Marine and Coastal Resources |

| UM   | Geo 392b | Coastal Resource Policy |
| UM   | WCon 587 | Digital Remote Sensing |
| UM   | NRC 597m | Ecosystem Management |
| UM   | WCon 261 | Fish Conservation and Management |
| UM   | WCon 571 | Fisheries Science and Management |
| UM   | WCon 5928 | GIS in Natural Resources Management |
| UM   | Geo 420 | Human Impact on the Natural Environment |
| UM   | Geo 591r | Remote Sensing and Image Processing |
| UM   | WCon 597r | Watershed Science and Management |
| UM   | WCon 261 | Wildlife Conservation |
| UM   | WCon 564 | Wildlife Habitat Management |
Five College Certificate in Culture, Health and Science

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 faculty program advisers on each campus, students choose a sequence of courses available within the five campuses and identify an independent research project that will count toward the certificate. The certificate represents areas of study critical to understanding health and disease from a biocultural perspective:

I. Overviews of biocultural approaches: covering biocultural and comparative approaches to human health and disease.

II. Mechanisms of disease transmission: mechanisms of health and disease growth and transmission within individuals and populations.

III. Population, health and disease: the relationship among social, behavioral, economic and other aggregate population forces and human health and disease.

IV. Healers and treatment: the organization, interpretation and function of healers and treatment.

V. Ethics and philosophy: structures of knowledge about health and health care decision making, including ethical and philosophical issues.

VI. Research design and analysis: concepts of evidence, data collection, research ethics, measurement and/or analysis.

Requirements:
The Five College Certificate in Culture, Health and Sciences consists of seven courses with a grade of “B” or better, with at least one course in each of the six categories. No course may be used to satisfy more than one category. At least four of the courses must be above the introductory level. Students are urged to begin with courses in Categories I and II, and to take courses in Category II that will expose them to knowledge of health and disease processes at the level of the population as well as the individual or sub-organism levels. Students must also complete an independent research project through an internship, thesis, Division III project, course project, independent study or other activity acceptable to their local campus adviser. At the discretion of the campus adviser, courses from the student’s major can count toward the certificate. Certificate students are strongly urged to take at least four semesters—or its equivalent—of a second language. Such language training may be required for students seeking internships and summer research positions available through the program.

For further details, consult the Smith College representatives:
Suzanne Zhang-Gottschang, Department of Anthropology;
Elizabeth Wheatley, Department of Sociology

http://www-unix.oit.umass.edu/~culhs/chs.html
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. The Five College Certificate in International Relations essentially parallels the Smith College minor in international relations. They differ in the former’s inclusion of language and grade requirements and, of course, its conduct under the rubric of Five College cooperation.

The certificate program consists of a minimum of eight courses covering the following areas of study:

1. 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 complete 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 who complete the required courses with a grade of B or better (no pass/fail options) will receive the certificate.

There is at least one adviser on each campus for the International Relations Certificate:

- Amherst College: Javier Corrales, Pavel Machala, Ronald Tiersky, William Taubman, political science
- Hampshire College: Michael Klare, peace and world security studies; Fred Weaver, social science
- Mount Holyoke College: Vincent Ferraro, politics; Sohail Hashmi, international relations; Kavita Khory, politics; Jon Western, international relations
- Smith College: Mlada Bukovansky, Steven Goldstein, Jacques Hymans, Gregory White
- UMass: James DerDerian, political science; Stephen Pelz, history; Eric Einhorn, political science; Peter Haas, political science; M.J. Peterson, political science
Five College Certificate in Latin American Studies

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 composes 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 260a/261b);
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 toward 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 Web site, listed with other certificate programs at the Five College Web site (www.fivecolleges.edu). Or consult a program adviser (Alexander George, philosophy; Dan Velleman, mathematics).

Complete list of logic courses:

Introductory symbolic logic courses:
Smith, Logic 100, 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
U Mass, CMPSCI 601
Hampshire, CS 175, CS 236

Various topics in mathematics:
Smith, Mathematics 217
Amherst, Math 34
U Mass, Philosophy 594S

Various topics in linguistics:
Smith, Computer Science 294
U Mass, Ling 610
U Mass, Ling 620
U Mass, 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 year Professor Marcia Groszek from Dartmouth College was the invited speaker. The previous year's lecturer was Professor Raymond Smullyan, Indiana University, emeritus. We are pleased to announce that the AA/TT/LL will be Professor Anil Gupta from the University of Pittsburgh.
Five College Certificate in Middle East Studies

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 East Studies, which includes the program advisers from each campus. Students are encouraged to declare intentions and begin work with an adviser during the sophomore year. In addition to the courses offered through each of the five institutions, 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 as contributing toward the fulfillment of 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.

Requirements:
1. Knowledge equivalent to at least two years of college study of a language of the region. Arabic and Modern Hebrew are currently taught in the Five Colleges; 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 (http://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 Middle East Studies Committee at Smith College may serve as your adviser: Justin Cammy (Jewish Studies), Donna Robinson Divine (Government), Karen Pfeifer (Economics), Gregory White (Government). Please contact Five Colleges, Inc. or see their Web site at http://www.fivecolleges.edu/deptprog/mideast for the most up-to-date information on the Certificate in Middle East Studies.
Five College Self-Instructional Language Program

The Five College Self-Instructional Language Program affords students the opportunity to study languages that are not currently offered through traditional classroom instruction. At the beginning of the semester the student is given a goal to be reached by the semester’s end. The student works independently on his/her home campus throughout the semester using a textbook, workbook, audio tapes, video tapes and computer programs (various components are available for different languages). The student is assigned a native-speaker (usually an international student from the home campus) who serves as conversation partner for one hour of conversation per week. At the end of the semester, a professor of the target language is brought to campus to administer a 20- to 30-minute oral exam; from that exam, the professor determines a grade for the course.

This program is designed for students who are extremely self-motivated and secure in foreign language study. Students must have a personal interview with the program director; those with limited knowledge of a language must schedule a placement exam the semester before language study begins.

In general, these courses carry one-half of the credit carried by a traditional language course, but there are contingencies on every campus. The program director can provide additional information. These courses do not satisfy the language requirement on any campus. The only languages offered are those not offered in the classroom situation on any of the five campuses.

The self-instructional language program is administered in the Five College Center for the Study of World Languages, 102 Bartlett Hall, University of Massachusetts, by the center’s director, Elizabeth H.D. Mazzocco.

Examples of Language Courses Offered
Czech I, II, III, IV
Hindi I, II, III, IV
Hungarian I, II, III, IV
Indonesian I, II, III, IV
Modern Greek I, II, III, IV
Norwegian I, II, III, IV
Serbo-Croation I, II, III, IV
Swahili I, II, III, IV
Thai I, II, III, IV
Turkish I, II, III, IV
Urdu I, II, III, IV
The Athletic Program

Lynn Oberbillig, M.B.A., Director of Athletics
Kimberly Allen, Associate Athletic Director

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
Bonnie May, M.S., Senior Coach of Softball and Volleyball
Suzanne Payne, M.Ed., Senior Coach of Equestrian
Judy Strong, B.S., Senior Coach of Field Hockey

Coaches
Tim Bacon, M.A., Coach of Squash
Sarah Canfield, M.S.W., Coach of Novice Crew
Liz Feeley, B.A., Coach of Basketball
Phil Nelsen, M.A., Coach of Soccer
Ellen O’Neil, M.S.T., Coach of Cross Country
Steve Samolewicz, J.D., Coach of Skiing
Wendy Walker, M.A., Coach of Lacrosse

Sports Medicine Staff
Deb Coutu, M.S., Athletic Trainer
Kelli Steele, M.S., Athletic Trainer

The athletic program offers opportunities for athletic participation to all students of the college, at the intercollegiate, recreational and club levels. Students interested in athletic instruction should consult the exercise and sport studies department listings beginning on p. 211. 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.

A. Intercollegiate Athletics

The intercollegiate program emphasizes the pursuit of athletic excellence and the enjoyment of competition with other highly skilled athletes. There is opportunity for post-season play on the regional and national levels 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 2004-05, the college will field the following intercollegiate teams:


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 and Sarah Canfield, novice crew coach.


Field Hockey. Season: September–November and April. Practice hours: M T W Th F 3:30–5:30 p.m., Judy Strong.


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

Skiing. Season: January–March. Practice hours: Oct 15–December, M T W Th F 4–6 p.m. Interterm: 8 a.m.–4 p.m. February and March, to be arranged, Steve Samolewicz.
The Athletic Program

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


Squash. Season: October–March. Practice hours: M T W Th 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 3–5 p.m., F 3:30–5:30 p.m.; practice hours for diving: M T W Th 5:45–7:30 p.m., F 1–3 p.m., Kim Bierwert.

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

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

Volleyball. Season: September–November and February. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Bonnie May.

B. Recreation and Sport Clubs

The focus of the recreation program is on regular, noncredit fitness activities as well as one-day special event competitions. The fitness activities may include aerobic dance, kickboxing, weight lifting clinics, pilates 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 croquet.

The club sports are a group of independent clubs under the guidance of the Smith College Athletic Association. They are supported by dues, fundraisers, SGA activities, fee allocations and the Athletic Association. Open to Smith students of any ability level, club sports provide a resource to learn a new sport or practice a familiar one. Presently, there are nine clubs: fencing, golf, ice hockey, outing, riding (dressage), rugby, synchronized swimming, ultimate frisbee and water polo.
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| **X** | **Y** | **Z** | **** | **** |

‡ A three-hour laboratory session scheduled across blocks E-F runs from 1:10 to 4 p.m.

* A three-hour laboratory session scheduled in block X, Y, or Z runs from 7 to 10 p.m.

** Reserved for activities and events.