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.
Contents

How to Get to Smith ................................................................. iv
Inquiries and Visits ................................................................. v
Academic Calendar ................................................................... vi
The Mission of Smith College ................................................. vii
History of Smith College ...................................................... viii
The Academic Program ......................................................... 1
  Smith: A Liberal Arts College ........................................... 7
  The Curriculum ..................................................................... 7
  The Major ........................................................................... 8
  The Minor ........................................................................... 9
Student-Designed Interdepartmental Majors and Minors .......... 9
Five College Certificate Programs ......................................... 9
Advising ............................................................................... 10
Academic Honor System ...................................................... 11
Special Programs ............................................................... 11
  Accelerated Course Program ........................................... 11
  The Ada Comstock Scholars Program ......................... 11
  Community Auditing: Nonmatriculated Students ........... 12
  Five College Interchange ................................................. 12
  Departmental Honors Program ....................................... 12
  Independent Study Projects/Internships ....................... 12
  Smith Scholars Program .................................................. 13
Study Abroad Programs ..................................................... 13
  Smith College Junior Year Abroad Programs ................. 13
  Smith-Approved Study Abroad ....................................... 15
Off-Campus Study Programs in the U.S. ............................. 16
The Campus and Campus Life .............................................. 17
  Facilities ........................................................................... 17
  Student Residence Houses ......................................... 21
  Intercollegiate Athletics, Intramurals and Club Sports ...... 21
  Career Development ....................................................... 22
  Health Services ................................................................ 22
  Religious Expression ...................................................... 23
The Student Body ............................................................... 24
  Summary of Enrollment .................................................. 24
  Geographical Distribution of Students by Residence ....... 25
  Majors ............................................................................. 26
Recognition for Academic Achievement ............................. 27
  Prizes and Awards .......................................................... 28
  Fellowships .................................................................. 32
Fees, Expenses and Financial Aid ........................................ 33
  Your Student Account .................................................... 33
  Fees ............................................................................. 34
  Institutional Refund Policy ............................................ 36
  Contractual Limitations ................................................ 36
  Payment Plans and Loan Options ................................. 37
  Financial Aid ................................................................. 37
Admission .......................................................................... 41
  Secondary School Preparation ..................................... 41
  Entrance Tests ............................................................. 41
  Applying for Admission ............................................... 42
  Advanced Placement ...................................................... 42

Inquiries and Visits ................................................................. v
Academic Calendar ................................................................... vi
The Mission of Smith College ................................................. vii
History of Smith College ...................................................... viii
The Academic Program ......................................................... 1
  Smith: A Liberal Arts College ........................................... 7
  The Curriculum ..................................................................... 7
  The Major ........................................................................... 8
  The Minor ........................................................................... 9
Student-Designed Interdepartmental Majors and Minors .......... 9
Five College Certificate Programs ......................................... 9
Advising ............................................................................... 10
Academic Honor System ...................................................... 11
Special Programs ............................................................... 11
  Accelerated Course Program ........................................... 11
  The Ada Comstock Scholars Program ......................... 11
  Community Auditing: Nonmatriculated Students ........... 12
  Five College Interchange ................................................. 12
  Departmental Honors Program ....................................... 12
  Independent Study Projects/Internships ....................... 12
  Smith Scholars Program .................................................. 13
Study Abroad Programs ..................................................... 13
  Smith College Junior Year Abroad Programs ................. 13
  Smith-Approved Study Abroad ....................................... 15
Off-Campus Study Programs in the U.S. ............................. 16
The Campus and Campus Life .............................................. 17
  Facilities ........................................................................... 17
  Student Residence Houses ......................................... 21
  Intercollegiate Athletics, Intramurals and Club Sports ...... 21
  Career Development ....................................................... 22
  Health Services ................................................................ 22
  Religious Expression ...................................................... 23
The Student Body ............................................................... 24
  Summary of Enrollment .................................................. 24
  Geographical Distribution of Students by Residence ....... 25
  Majors ............................................................................. 26
Recognition for Academic Achievement ............................. 27
  Prizes and Awards .......................................................... 28
  Fellowships .................................................................. 32
Fees, Expenses and Financial Aid ........................................ 33
  Your Student Account .................................................... 33
  Fees ............................................................................. 34
  Institutional Refund Policy ............................................ 36
  Contractual Limitations ................................................ 36
  Payment Plans and Loan Options ................................. 37
  Financial Aid ................................................................. 37
Admission .......................................................................... 41
  Secondary School Preparation ..................................... 41
  Entrance Tests ............................................................. 41
  Applying for Admission ............................................... 42
  Advanced Placement ...................................................... 42
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Baccalaureate</td>
<td>42</td>
</tr>
<tr>
<td>First-Year Students’ Admission Deadline Dates</td>
<td>43</td>
</tr>
<tr>
<td>Interview</td>
<td>43</td>
</tr>
<tr>
<td>Deferred Entrance</td>
<td>43</td>
</tr>
<tr>
<td>Deferred Entrance for Medical Reasons</td>
<td>43</td>
</tr>
<tr>
<td>Transfer Admission</td>
<td>44</td>
</tr>
<tr>
<td>International Students</td>
<td>44</td>
</tr>
<tr>
<td>Visiting Year Programs</td>
<td>44</td>
</tr>
<tr>
<td>Readmission</td>
<td>44</td>
</tr>
<tr>
<td>Ada Comstock Scholars Program</td>
<td>45</td>
</tr>
<tr>
<td>Academic Rules and Procedures</td>
<td>46</td>
</tr>
<tr>
<td>Requirements for the Degree</td>
<td>46</td>
</tr>
<tr>
<td>Academic Credit</td>
<td>49</td>
</tr>
<tr>
<td>Academic Standing</td>
<td>52</td>
</tr>
<tr>
<td>The Age of Majority</td>
<td>53</td>
</tr>
<tr>
<td>Leaves, Withdrawal and Readmission</td>
<td>53</td>
</tr>
<tr>
<td>Graduate Study</td>
<td>55</td>
</tr>
<tr>
<td>Admission</td>
<td>55</td>
</tr>
<tr>
<td>Residence Requirements</td>
<td>56</td>
</tr>
<tr>
<td>Leaves of Absence</td>
<td>56</td>
</tr>
<tr>
<td>Degree Programs</td>
<td>56</td>
</tr>
<tr>
<td>Nondegree Studies</td>
<td>60</td>
</tr>
<tr>
<td>Housing and Health Services</td>
<td>60</td>
</tr>
<tr>
<td>Finances</td>
<td>60</td>
</tr>
<tr>
<td>Financial Assistance</td>
<td>61</td>
</tr>
<tr>
<td>Changes in Course Registration</td>
<td>62</td>
</tr>
<tr>
<td>Policy Regarding Completion of Required Course Work</td>
<td>62</td>
</tr>
<tr>
<td>Courses of Study</td>
<td>64</td>
</tr>
<tr>
<td>Deciphering Course Listings</td>
<td>66</td>
</tr>
<tr>
<td>African Studies</td>
<td>69</td>
</tr>
<tr>
<td>Afro-American Studies</td>
<td>71</td>
</tr>
<tr>
<td>American Ethnicities</td>
<td>75</td>
</tr>
<tr>
<td>American Studies</td>
<td>78</td>
</tr>
<tr>
<td>Ancient Studies</td>
<td>83</td>
</tr>
<tr>
<td>Anthropology</td>
<td>84</td>
</tr>
<tr>
<td>Archaeology</td>
<td>91</td>
</tr>
<tr>
<td>Art</td>
<td>92</td>
</tr>
<tr>
<td>Astronomy</td>
<td>106</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>110</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>115</td>
</tr>
<tr>
<td>Chemistry</td>
<td>129</td>
</tr>
<tr>
<td>Classical Languages and Literatures</td>
<td>134</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>138</td>
</tr>
<tr>
<td>Computer Science</td>
<td>145</td>
</tr>
<tr>
<td>Dance</td>
<td>152</td>
</tr>
<tr>
<td>East Asian Languages and Literatures</td>
<td>163</td>
</tr>
<tr>
<td>East Asian Studies</td>
<td>171</td>
</tr>
<tr>
<td>Economics</td>
<td>175</td>
</tr>
<tr>
<td>Education and Child Study</td>
<td>182</td>
</tr>
<tr>
<td>Engineering</td>
<td>191</td>
</tr>
<tr>
<td>English Language and Literature</td>
<td>199</td>
</tr>
<tr>
<td>Environmental Science and Policy</td>
<td>211</td>
</tr>
<tr>
<td>Ethics</td>
<td>214</td>
</tr>
<tr>
<td>Exercise and Sport Studies</td>
<td>215</td>
</tr>
<tr>
<td>Film Studies</td>
<td>225</td>
</tr>
<tr>
<td>First-Year Seminars</td>
<td>229</td>
</tr>
<tr>
<td>Foreign Language Literature Courses in Translation</td>
<td>233</td>
</tr>
</tbody>
</table>
## Contents

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>French Studies</td>
<td>234</td>
</tr>
<tr>
<td>Geology</td>
<td>242</td>
</tr>
<tr>
<td>German Studies</td>
<td>247</td>
</tr>
<tr>
<td>Government</td>
<td>252</td>
</tr>
<tr>
<td>History</td>
<td>263</td>
</tr>
<tr>
<td>Program in the History of Science and Technology</td>
<td>275</td>
</tr>
<tr>
<td>International Relations</td>
<td>278</td>
</tr>
<tr>
<td>Interterm Courses Offered for Credit</td>
<td>280</td>
</tr>
<tr>
<td>Italian Language and Literature</td>
<td>281</td>
</tr>
<tr>
<td>Jewish Studies</td>
<td>286</td>
</tr>
<tr>
<td>Landscape Studies</td>
<td>290</td>
</tr>
<tr>
<td>Latin American and Latino/a Studies</td>
<td>293</td>
</tr>
<tr>
<td>Logic</td>
<td>297</td>
</tr>
<tr>
<td>Marine Science and Policy</td>
<td>299</td>
</tr>
<tr>
<td>Mathematics</td>
<td>301</td>
</tr>
<tr>
<td>Medieval Studies</td>
<td>308</td>
</tr>
<tr>
<td>Music</td>
<td>311</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>318</td>
</tr>
<tr>
<td>Philosophy</td>
<td>323</td>
</tr>
<tr>
<td>Physics</td>
<td>329</td>
</tr>
<tr>
<td>Political Economy</td>
<td>333</td>
</tr>
<tr>
<td>Psychology</td>
<td>334</td>
</tr>
<tr>
<td>Public Policy</td>
<td>342</td>
</tr>
<tr>
<td>Quantitative Courses for Beginning Students</td>
<td>345</td>
</tr>
<tr>
<td>Religion</td>
<td>351</td>
</tr>
<tr>
<td>Russian Language and Literature</td>
<td>358</td>
</tr>
<tr>
<td>Science Courses for Beginning Students</td>
<td>361</td>
</tr>
<tr>
<td>Sociology</td>
<td>362</td>
</tr>
<tr>
<td>Spanish and Portuguese</td>
<td>368</td>
</tr>
<tr>
<td>Theatre</td>
<td>377</td>
</tr>
<tr>
<td>Third World Development Studies</td>
<td>384</td>
</tr>
<tr>
<td>Urban Studies</td>
<td>386</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>387</td>
</tr>
<tr>
<td>Interdepartmental and Extraregional Course Offerings</td>
<td>397</td>
</tr>
<tr>
<td>Five College Course Offerings by Five College Faculty</td>
<td>400</td>
</tr>
<tr>
<td>Five College Certificate in African Studies</td>
<td>407</td>
</tr>
<tr>
<td>Five College Certificate in Asian/Pacific/American Studies</td>
<td>408</td>
</tr>
<tr>
<td>Five College Buddhist Studies Certificate Program</td>
<td>410</td>
</tr>
<tr>
<td>Five College Coastal and Marine Sciences Certificate Program</td>
<td>411</td>
</tr>
<tr>
<td>Five College Certificate in Culture, Health and Science</td>
<td>414</td>
</tr>
<tr>
<td>Five College Certificate in International Relations</td>
<td>415</td>
</tr>
<tr>
<td>Five College Certificate in Latin American Studies</td>
<td>416</td>
</tr>
<tr>
<td>Five College Certificate in Logic</td>
<td>417</td>
</tr>
<tr>
<td>Five College Certificate in Middle East Studies</td>
<td>419</td>
</tr>
<tr>
<td>Five College Certificate in Native American Indian Studies</td>
<td>420</td>
</tr>
<tr>
<td>Five College Film Studies</td>
<td>421</td>
</tr>
<tr>
<td>Five College Self-Instructional Language Program</td>
<td>422</td>
</tr>
<tr>
<td>The Athletic Program</td>
<td>423</td>
</tr>
<tr>
<td>Directory</td>
<td>425</td>
</tr>
<tr>
<td>The Board of Trustees</td>
<td>425</td>
</tr>
<tr>
<td>Faculty</td>
<td>426</td>
</tr>
<tr>
<td>Administration</td>
<td>452</td>
</tr>
<tr>
<td>Standing Committees</td>
<td>455</td>
</tr>
<tr>
<td>Alumnae Association</td>
<td>456</td>
</tr>
<tr>
<td>Index</td>
<td>457</td>
</tr>
<tr>
<td>Class Schedule</td>
<td>inside back cover</td>
</tr>
</tbody>
</table>
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 four sets of traffic lights, turning left into College Lane shortly after the third set. The Office of Admission is on your right, overlooking Paradise Pond. Parking is available next to the office and along Route 9.

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 Zelljad, 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
Stacie Hagenbaugh, Director of Career Development Office
Drew Hall, (413) 585-2570

College Relations
Laurie Fenlason, Executive Director of Public Affairs and Special Assistant to the President
Garrison Hall, (413) 585-2170

Graduate Study
Debora Cottrell, Director
College Hall, (413) 585-3000

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

Religious 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, 2005-06

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, 2005
Friday, September 2, and Saturday, September 3 Central check-in
Saturday, September 3–Wednesday, September 7 Orientation for entering students
Tuesday, September 6, and Wednesday, September 7 Central check-in
Wednesday, September 7, 7:30 p.m. Opening Convocation
Thursday, September 8, 8 a.m. Classes begin
To be announced by the president
Mountain Day (holiday) — Classes scheduled before 7 p.m. are canceled.
Saturday, October 8–Tuesday, October 11 Autumn recess
Friday, October 14–Sunday, October 16 Family Weekend
Thursday, November 3 Otelia Cromwell Day — Afternoon and evening classes are canceled.
Monday, November 7–Friday, November 18 Advising and course registration for the second semester
Wednesday, November 23–Sunday, November 27 Thanksgiving recess (Houses close at 10 a.m. on November 23 and open at 1 p.m. on November 27.)
Thursday, December 15 Last day of classes
Friday, December 16–Sunday, December 18 Pre-examination study period
Monday, December 19–Thursday, December 22 Midyear examinations

Winter recess (Houses and Friedman apartments close at 10 a.m. on December 23 and open at 1 p.m. on January 8.)

Interterm, 2006
Monday, January 9–Saturday, January 28

Spring Semester, 2006
Thursday, January 26–Sunday, January 29 Orientation for entering students
Monday, January 30, 8 a.m. Classes begin
Wednesday, February 22 Rally Day — All classes are canceled.
Saturday, March 18–Sunday, March 26 Spring recess (Houses close at 10 a.m. on March 18 and open at 1 p.m. on March 26.)
Monday, April 3–Friday, April 14 Advising and course registration for the first semester of 2006-07
Friday, May 5 Last day of classes
Saturday, May 6–Monday, May 8 Pre-examination study period
Tuesday, May 9–Friday, May 12 Final examinations
Saturday, May 13 Houses close for all students except ’06 graduates, Commencement workers and those with Five College finals after May 12.
Sunday, May 21 Commencement
Monday, May 22 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. Foreign films were shown regularly in Sage Hall—a practice that would give generations of students their sensitivity both to other cultures and to an important, relatively new art. President Davis' administration was marked by intensified academic life, reflecting his belief that serious study was a way of confronting the global threat to civilization.

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

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

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

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

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

In the late 1960s and early 1970s another important movement—the women's movement— was gathering momentum. This was to have a profound effect on American society and to confirm the original purpose of Smith College. The college began its second century in 1975 by inaugurating its first woman president, Jill Ker Conway, who came to Smith from Australia by way of Harvard and the University of Toronto. She was a charismatic and energetic leader with a vision for women's education, and her administration was marked by three major accomplishments: a large-scale renovation and expansion of 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 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, 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 building projects were launched during Simmons’ administration; most significant was a $35-million expansion and renovation of the Smith College Museum of Art, art department and art library. Construction of the campus center began, and the Lyman Conservatory was renovated. Simmons left Smith in June 2001, assuming the presidency of Brown University. John M. Connolly, Smith’s first provost, served as acting president for one year, skillfully guiding the college through the trauma of September 11, 2001, and its aftermath.

A widely respected scholar of Victorian literature, Carol T. Christ took up her duties as Smith’s 10th president in June 2002. In her first three years at Smith, Christ launched an energetic program of outreach, innovation and long-range planning, including capital 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 distinctive intellectual traditions of the Smith curriculum and areas on which to build. 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 as well as funding for new initiatives. Major building projects have come to fruition: the renovation of and addition to the Brown Fine Arts Center; a dramatic new Campus Center; a renovated Lyman Conservatory; the impressive Olin Fitness Center; new homes for the Poetry Center and Mwangi Cultural Center; and the renovation of Lilly Hall, home of the college’s School for Social Work. Christ has now spurred planning for a comprehensive new science center and, for the shorter term, a state-of-the-art, sustainably designed classroom and laboratory facility for the college’s pioneering Picker Engineering Program and the sciences.

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

Dénès Bartha, Ph.D.
Music, second semester, 1963–64

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

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

Wolfgang Stechow, Dr. Phil., L.H.D., D.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 Angles, Docteur ès Lettres
French, first semester, 1981–82

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

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

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

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

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

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

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

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

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

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

Rey Chow, Ph.D.
Comparative Literature, second semester, 1995–96
June Nash, Ph.D.
Latin American Studies, first semester, 1996–97

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

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

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

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

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

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

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

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

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

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

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

Jean J. Seznec, Docteur és 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

Andréée 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, Ph.D.
Art History, second semester, 2003–04

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

Deborah Howard, Ph.D.
Art, second semester, 2005–06
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. Based on their level of proficiency, students will be directed toward appropriate intensive writing courses. Writing intensive courses will devote a significant amount of class time to teaching students to write with precision, clarity, economy and some degree of elegance. That is to say,
1) to articulate a thesis or central argument, or to create a description or report, with an orderly sequence of ideas, apt transitions, and a purpose clear to the intended audience;
2) to support an argument and to enrich an explanation with evidence;
3) when appropriate, to identify and to evaluate suitable primary and secondary sources for scholarly work, demonstrating awareness of library catalogues and databases and of the values and limitations of Internet resources;
4) to incorporate the work of others (by quotation, summary or paraphrase) concisely, effectively and with attention to the models of citation of the various disciplines and with respect for academic integrity;
5) to compose paragraphs that are unified and coherent;
6) to edit work until it is orderly, clear and free of violations of the conventions of standard written English (grammar, usage, punctuation, diction, syntax).

For the bachelor of arts degree, there are no further required courses outside the student's field of concentration. The college does, however, make two demands of the student: that she complete a major and that she take at least 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
- Geology
- German Studies
- Government
- History
- Italian Language and Literature
- Italian Studies
- Mathematics
- Music
- Philosophy
- Physics
- Psychology
- Religion
- Russian Language and Literature
- Sociology
The Academic Program

English Language and Literature
French Studies

Interdepartmental majors are offered in the following areas:
American Studies
Biochemistry
Comparative Literature
East Asian Studies
Women’s Studies

Environmental Science and Policy
Ethics
Film Studies
History of Science and Technology
International Relations
Jewish 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 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
Digital Music (in Computer Science)
East Asian Studies

Landscape Studies
Latin American and Latino/a Studies
Medieval 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. Examples of self-designed majors include liberal studies and linguistics.

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

Proposals for majors may be submitted no earlier than the first semester of the sophomore year and no later than the end of advising week of the second semester of the junior year. The deadlines for submission of proposals are November 15 and April 15. Proposals for minors may be submitted 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 interdisciplinary majors and minors is available from the class deans and the dean of the Ada Comstock Scholars.

Students in a student-designed interdisciplinary 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 require that the student earn a grade of B or above in all courses counting for the certificate and many require students to demonstrate competence in a language other than English. Each institution determines the method by which competence will be measured. (See pages 400–422 for individual Five College Certificate offerings.

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 128 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 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 the undergraduate program with flexibility for women beyond traditional college age.

Many women choose to work or raise a family rather than complete an education, but later wish to return to earn a degree. Established in 1975, the Ada Comstock Scholars Program allows 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, orientation programs, peer advising, a center for the exclusive use of participants in the program and some housing. Career counseling and academic assistance are provided through specialized offices available on campus. Financial aid is available to all admitted students based on demonstrated need.

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

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

For 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 Office of Admission at (413) 585-2523; e-mail, admission@smith.edu; or fax (413) 585-2527.

Community Auditing: Nonmatriculated Students

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

Five College Interchange

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

Departmental Honors Program

The Departmental Honors Program is for qualified students who want to study a particular topic 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 dean of the Ada Comstock Scholars. 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 15 for a second-semester program and April 15 for a first-semester program. Information about the Independent Study Program is available in the office of the class deans. No independent study project may be undertaken during the summer or January.

All internships for credit must be approved in advance by the Committee on Academic Priorities and are under the direct supervision of a member or members of the faculty of Smith College. A maximum of eight credits can be granted for approved internships. Credit is not given for internships undertaken during January. For summer internships, tuition is charged by the credit. The deadline for submission of proposals is November 15 for a second-semester program and April 15 for a 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 15 and April 15 of the student's junior year. The proportion of work to be done in normal courses will be decided jointly by the student, her adviser(s) and the Subcommittee on Honors and Independent Programs. Work done in the program may result in a 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 dean of the Ada Comstock Scholars.

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 15 in the Office for International Study. For all other study-abroad programs, students must submit a plan of study for college approval by February 15 for fall, full year or spring semester study. Students should contact the Office for International Study for information on deadlines and procedures.

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 have a 3.0 GPA, be in good standing in 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 in the spring term. 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.
The Academic 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 15.

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 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 three 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 and a 3.0 GPA are required for acceptance into the program.

GENEVA
The 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 Aix-en-Provence 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. A 3.0 GPA is also required.

The program offers a one-semester study option for the spring semester. 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 three-week period 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; 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 and a minimum GPA of 3.0. 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 the semester prior to the deadline for study abroad applications. Students should consult the Office for International Study for petition deadlines and procedures.

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.

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 semester or yearlong residential study program is offered in collaboration with the Benemerita 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 262. Students participating in this program are not considered to be in residence at Smith College.

Internship at the Smithsonian Institution

The American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. 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. Students participating in this program are not considered to be in residence at Smith College.

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, and the Williams-Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College.

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.

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.

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.
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

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 information programming and an animal-care facility. The Young Science Library, a state-of-the-art science library and one of the largest science libraries at a liberal arts college in the United States, houses more than 163,000 volumes, 22,500 microforms, 700 periodical subscriptions, and 154,000 maps, and provides a wide array of electronic resources including access to the Internet. 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.

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.

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, 250 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: 9 a.m.–11 p.m.
- Friday: 9 a.m.–9 p.m.
- Saturday: 10 a.m.–9 p.m.
- Sunday: noon–midnight

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

Museum hours
The museum hours from July 1, 2005, through June 30, 2006, are as follows:
- Tuesday–Sunday: 10 a.m.–4 p.m.
- Sunday: noon–4 p.m.

Closed Mondays and major holidays
Mendenhall Center for the Performing Arts

Named for Thomas Mendenhall, president of the college from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre and dance. Three sides of the quadrangle were completed in 1968, joining Sage Hall to complete the college’s commitment to modern and comprehensive facilities for the performing arts. Berenson Studio for dancers accommodates both individual and class instruction in two mirrored studios. The theatre building has extensive rehearsal space, shops and lounges that support productions in Theatre 14, which holds an audience of 458; the versatile Hallie Flanagan Studio Theatre, with its movable seats for 200; and the 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. 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.

Poetry Center

Located on the first floor of Wright Hall, the Poetry Center is a bright, serene reading room, with a library that includes signed copies of books by all the poets who have visited Smith since 1997. It also features a rotating display, often including poetry materials borrowed from the Mortimer Rare Book Room. While the room mainly provides 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 ForeignLanguages and Cultures maintains a multimedia resource center (Wright Hall 7) and medial classroom (Wright Hall 233), housing a network of student workstations with integrated computer, audio and video components for the study of foreign language, 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.

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 classroom study, for lectures and special presentations, for informal discussions and for research.
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 Windows 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, but there is a small fee for printing. 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, and through a growing number of campus locations providing wireless access.

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, quantitative reasoning 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. A quantitative skills counselor supports students in handling with confidence the quantitative materials and problems they encounter in their classes. 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 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

- Monday–Thursday 6 a.m.–10 p.m.
- Friday 6 a.m.–7 p.m.
- Saturday–Sunday 9 a.m.–5 p.m.

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

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

Student Residence Houses

Smith is a residential college, and students are expected to reside on campus during their academic studies at Smith. Students live in 36 residence buildings with capacities of 12 to 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. Students at all levels, from first-years to seniors, live together in each house, advising, supporting and sharing interests with one another. Smith provides lots of dining options and plenty of variety, including vegetarian and vegan meals. The 15 dining rooms offer different menus, themes and types of food, and no matter which house a student lives in, she may choose to eat wherever she wishes. 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, Recreation 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. Visit www.smith.edu/athletics/facilities for a current listing of activities and opportunities. 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,
The Career Development Office provides assistance to students, alumnae, Smith staff and faculty and their families in preparing for changing career environments and climates. 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 and Web site support 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. 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 www.smith.edu/cdo for updated calendar and career resource connections.

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

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

College Health Insurance
The college offers its own insurance policy, underwritten by an insurance company, that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans. However, this policy does have some distinct limitations. Therefore, we strongly urge that students having a pre-existing or recurring medical or psychiatric condition continue their precollege health insurance. 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. A multi-faith council of representatives of student religious organizations meets six times a year with the dean and chaplains to discuss the spiritual needs of students and how to foster a climate supportive of religious expression on campus.

The chapel is 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.

The college recognizes that meals are an important part of religious observance and practice for some students. Kosher and halal meals are available to students in the Cutter-Ziskind dining room. The student co-op in Dawes House prepares a kosher Shabbat meal and community gathering each week. In addition, religious holidays such as Ramadan, Passover, Easter and Diwali are often marked with lively celebrations open to the whole campus.

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, 2004–05

UNDERGRADUATE STUDENTS

<table>
<thead>
<tr>
<th>Area</th>
<th>Class of 2005</th>
<th>Class of 2006</th>
<th>Class of 2007</th>
<th>Class of 2008</th>
<th>Ada Comstock Scholars</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northampton area</td>
<td>703</td>
<td>417</td>
<td>627</td>
<td>701</td>
<td>140</td>
<td>2,588</td>
</tr>
<tr>
<td>Not in residence</td>
<td>32</td>
<td>280</td>
<td>8</td>
<td>0</td>
<td>2</td>
<td>322</td>
</tr>
</tbody>
</table>

Five College course enrollments at Smith:
- First semester: 640
- Second semester: 640

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>49</td>
<td>41</td>
<td>1</td>
</tr>
</tbody>
</table>

SMITH STUDENTS STUDying IN OFF-CAMPUS PROGRAMS

<table>
<thead>
<tr>
<th>Location</th>
<th>Florence</th>
<th>Geneva</th>
<th>Hamburg</th>
<th>Paris</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith students</td>
<td>22</td>
<td>17</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>Guest students</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

1. Guest students are included in the above counts.

In accordance with the Student Right-To-Know and Campus Security Act, the graduation rate for students who entered Smith College as first-year students in September 1998 was 84 percent by May 2004. (The period covered is equal to 150 percent of the normal time for graduation.)
Geographical Distribution of Students by Residence, 2004-05

<table>
<thead>
<tr>
<th>UNITED STATES</th>
<th>Virginia</th>
<th>38</th>
<th>Singapore</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>8</td>
<td></td>
<td>Washington</td>
<td>47</td>
</tr>
<tr>
<td>Alaska</td>
<td>6</td>
<td></td>
<td>West Virginia</td>
<td>3</td>
</tr>
<tr>
<td>Arizona</td>
<td>32</td>
<td>19</td>
<td>Wisconsin</td>
<td>19</td>
</tr>
<tr>
<td>Arkansas</td>
<td>2</td>
<td>2</td>
<td>Wyoming</td>
<td></td>
</tr>
<tr>
<td>California</td>
<td>211</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colorado</td>
<td>32</td>
<td></td>
<td>FOREIGN COUNTRIES</td>
<td></td>
</tr>
<tr>
<td>Connecticut</td>
<td>176</td>
<td></td>
<td>Australia</td>
<td>1</td>
</tr>
<tr>
<td>Delaware</td>
<td>8</td>
<td></td>
<td>Bangladesh</td>
<td>4</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>14</td>
<td>Bolivia</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td>68</td>
<td>1</td>
<td>Brazil</td>
<td>1</td>
</tr>
<tr>
<td>Georgia</td>
<td>20</td>
<td>2</td>
<td>Bulgaria</td>
<td>2</td>
</tr>
<tr>
<td>Hawaii</td>
<td>11</td>
<td>18</td>
<td>Canada</td>
<td>18</td>
</tr>
<tr>
<td>Idaho</td>
<td>5</td>
<td></td>
<td>Cayman Islands</td>
<td>1</td>
</tr>
<tr>
<td>Illinois</td>
<td>52</td>
<td></td>
<td>Ecuador</td>
<td>1</td>
</tr>
<tr>
<td>Indiana</td>
<td>28</td>
<td></td>
<td>England</td>
<td>5</td>
</tr>
<tr>
<td>Iowa</td>
<td>8</td>
<td></td>
<td>Ethiopia</td>
<td>2</td>
</tr>
<tr>
<td>Kansas</td>
<td>11</td>
<td></td>
<td>France</td>
<td>4</td>
</tr>
<tr>
<td>Kentucky</td>
<td>12</td>
<td>8</td>
<td>Germany</td>
<td>8</td>
</tr>
<tr>
<td>Louisiana</td>
<td>4</td>
<td></td>
<td>Ghana</td>
<td>4</td>
</tr>
<tr>
<td>Maine</td>
<td>78</td>
<td></td>
<td>Grenada</td>
<td>1</td>
</tr>
<tr>
<td>Maryland</td>
<td>47</td>
<td></td>
<td>Guatemala</td>
<td>2</td>
</tr>
<tr>
<td>Massachusetts*</td>
<td>620</td>
<td></td>
<td>Honduras</td>
<td>1</td>
</tr>
<tr>
<td>Michigan</td>
<td>25</td>
<td></td>
<td>India</td>
<td>10</td>
</tr>
<tr>
<td>Minnesota</td>
<td>32</td>
<td></td>
<td>Israel</td>
<td>1</td>
</tr>
<tr>
<td>Mississippi</td>
<td>2</td>
<td></td>
<td>Italy</td>
<td>1</td>
</tr>
<tr>
<td>Missouri</td>
<td>22</td>
<td></td>
<td>Jamaica</td>
<td>1</td>
</tr>
<tr>
<td>Montana</td>
<td>5</td>
<td>12</td>
<td>Japan</td>
<td>12</td>
</tr>
<tr>
<td>Nebraska</td>
<td>3</td>
<td></td>
<td>Kazakhstan</td>
<td>1</td>
</tr>
<tr>
<td>Nevada</td>
<td>4</td>
<td></td>
<td>Kenya</td>
<td>1</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>66</td>
<td></td>
<td>Macedonia</td>
<td>2</td>
</tr>
<tr>
<td>New Jersey</td>
<td>142</td>
<td></td>
<td>Malaysia</td>
<td>1</td>
</tr>
<tr>
<td>New Mexico</td>
<td>7</td>
<td>1</td>
<td>Mauritius</td>
<td>1</td>
</tr>
<tr>
<td>New York</td>
<td>299</td>
<td></td>
<td>Myanmar</td>
<td>2</td>
</tr>
<tr>
<td>North Carolina</td>
<td>16</td>
<td></td>
<td>Nepal</td>
<td>4</td>
</tr>
<tr>
<td>North Dakota</td>
<td>1</td>
<td>1</td>
<td>Nicaragua</td>
<td>1</td>
</tr>
<tr>
<td>Northern Mariana Islands</td>
<td>1</td>
<td>Nigeria</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Ohio</td>
<td>51</td>
<td></td>
<td>Nepal</td>
<td>1</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>11</td>
<td></td>
<td>Oman</td>
<td>1</td>
</tr>
<tr>
<td>Oregon</td>
<td>29</td>
<td></td>
<td>Pakistan</td>
<td>1</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>108</td>
<td></td>
<td>People's Republic of China</td>
<td>9</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>24</td>
<td></td>
<td>Philippines</td>
<td>3</td>
</tr>
<tr>
<td>South Carolina</td>
<td>5</td>
<td></td>
<td>Qatar</td>
<td>1</td>
</tr>
<tr>
<td>South Dakota</td>
<td>2</td>
<td>38</td>
<td>Republic of Korea (South)</td>
<td>38</td>
</tr>
<tr>
<td>Tennessee</td>
<td>14</td>
<td>3</td>
<td>Romania</td>
<td>3</td>
</tr>
<tr>
<td>Texas</td>
<td>60</td>
<td>1</td>
<td>Saint Lucia</td>
<td>1</td>
</tr>
<tr>
<td>Utah</td>
<td>9</td>
<td>2</td>
<td>Saudi Arabia</td>
<td>2</td>
</tr>
<tr>
<td>Vermont</td>
<td>78</td>
<td></td>
<td>Senegal</td>
<td>2</td>
</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 2005 (Seniors)</th>
<th>Class of 2006 (Honors)</th>
<th>Ada Comstock Scholars</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>80</td>
<td>79</td>
<td>7</td>
<td>176</td>
</tr>
<tr>
<td>Psychology</td>
<td>92</td>
<td>61</td>
<td>8</td>
<td>165</td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art: Architecture &amp; Urbanism</td>
<td>6</td>
<td>11</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>Art: History</td>
<td>20</td>
<td>20</td>
<td>2</td>
<td>43</td>
</tr>
<tr>
<td>Art: Studio</td>
<td>28</td>
<td>21</td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td>Economics</td>
<td>54</td>
<td>51</td>
<td>0</td>
<td>108</td>
</tr>
<tr>
<td>English Language &amp; Literature</td>
<td>41</td>
<td>40</td>
<td>6</td>
<td>97</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>28</td>
<td>38</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>American Studies</td>
<td>36</td>
<td>21</td>
<td>10</td>
<td>70</td>
</tr>
<tr>
<td>History</td>
<td>32</td>
<td>29</td>
<td>4</td>
<td>66</td>
</tr>
<tr>
<td>Engineering Science</td>
<td>21</td>
<td>32</td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>25</td>
<td>23</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>Sociology</td>
<td>25</td>
<td>23</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Anthropology</td>
<td>25</td>
<td>18</td>
<td>5</td>
<td>48</td>
</tr>
<tr>
<td>French Studies</td>
<td>17</td>
<td>19</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>Education &amp; Child Study</td>
<td>20</td>
<td>13</td>
<td>1</td>
<td>34</td>
</tr>
<tr>
<td>Mathematics</td>
<td>16</td>
<td>15</td>
<td>0</td>
<td>34</td>
</tr>
<tr>
<td>Spanish &amp; Portuguese</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portuguese-Brazilian Studies</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Spanish</td>
<td>11</td>
<td>13</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Theatre</td>
<td>14</td>
<td>15</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>15</td>
<td>13</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Chemistry</td>
<td>10</td>
<td>12</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>5</td>
<td>16</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Latin American Studies</td>
<td>14</td>
<td>6</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>Religion &amp; Biblical Literature</td>
<td>7</td>
<td>9</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>Philosophy</td>
<td>9</td>
<td>10</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Geology</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Italian Language &amp; Literature</td>
<td>6</td>
<td>12</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Computer Science</td>
<td>12</td>
<td>4</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Music</td>
<td>4</td>
<td>12</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Classics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classical Studies</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Classics</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Latin</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>9</td>
<td>5</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>East Asian Languages &amp; Cultures</td>
<td>5</td>
<td>11</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Afro-American Studies</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Physics</td>
<td>4</td>
<td>8</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Sociology &amp; Anthropology</td>
<td>8</td>
<td>4</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>German Studies</td>
<td>2</td>
<td>9</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Dance</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>East Asian Studies</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Russian Language &amp; Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian Civilization</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Russian Literature</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Astronomy</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Medieval Studies</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Italian Studies</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Linguistics</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Education</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>African Studies</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Cognitive Science</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Digital Media</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Environmental Science/Public Policy</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Film</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>History of Science</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Logic</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Luso-Brazilian Studies</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Technical Theatre/Design</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Recognition for Academic Achievement

Academic Achievements
Each year approximately 25 percent of the graduating class is awarded the bachelor of arts degree with Latin Honors and/or departmental honors.

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

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

Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge 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
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
Recognition for Academic Achievement

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 for 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 Meg Quigley Prize in Women's Studies to an outstanding student of women's studies

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

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

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

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

The Voltaire Prize to a 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 Walffisch 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 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/finaid.

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 2005 is August 10, 2005. For spring 2006, the payment deadline is January 10, 2006. 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

### 2005–06 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>$15,260</td>
<td>$15,260</td>
<td>$30,520</td>
</tr>
<tr>
<td>Room and Board*</td>
<td>5,135</td>
<td>5,135</td>
<td>10,270</td>
</tr>
<tr>
<td>Student activities fee</td>
<td>117</td>
<td>117</td>
<td>234</td>
</tr>
<tr>
<td><strong>Comprehensive fee</strong></td>
<td><strong>$20,512</strong></td>
<td><strong>$20,512</strong></td>
<td><strong>$41,024</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..........................$3,820

### FEES FOR ADA COMSTOCK SCHOLARS

Application fee .................................................$60

Transient Housing (per semester)
  Room only (weekday nights) ....................$340
  Room and full meal plan (weekday nights) ......................................$730

Tuition per semester
  1-7 credits .............................................$955 per credit
  8-11 credits .........................................$7,640
  12-15 credits ......................................$11,460
  16 or more credits ................................$15,260

### STUDENT ACTIVITIES FEE

The $234 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.

### 2005–06 Optional Fees

#### STUDENT MEDICAL INSURANCE—$1,962

The $1,962 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 $1,266 for 2005–06.
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 $460 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 .............................................. $450

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/financialaid.

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 need-based financial aid.
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 (Canadian citizens excepted). (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 www.smith.edu/finaid.

NON-U.S. CITIZENS LIVING IN THE U.S.
If you are a non-U.S. citizen whose parents are earning income and paying taxes in the United States, you will need to complete a CSS PROFILE form as well as the 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 $200 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.

ROTC

Air Force ROTC is available at most colleges and universities in western Massachusetts, including Smith College. Air Force ROTC offers two-, three- and four-year scholarships to qualified new and continuing college students. For more information, call (413) 545-2437, send e-mail to afrotc@acad.umass.edu or visit www.umass.edu/afrotc.
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 are strongly recommended but not required. 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. 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 or to confirm with her counselor or other school official that the test results are included with her high school transcript. 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 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 16 deadline.

A student interested in Smith should request a common application from her school or complete one online at www.commonapp.org. Included with the application are all the forms she will need, and instructions for completing each part of the application. 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. 51) 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.
Admission

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

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 June 1. 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 bring college transcripts to 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.
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 online 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 400–406 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:

- A (4.0)
- A– (3.7)
- B+ (3.3)
- B (3.0)
- B– (2.7)
- C+ (2.3)
- C (2.0)
- C– (1.7)
- D+ (1.3)
- D (1.0)
- D– (0.7)
- E (0.0)
- S: satisfactory (C– or better)
- U: unsatisfactory
- X: official extension authorized by the class dean
- M: unreported grade calculated as a failure

Grades earned in Five College courses are recorded as submitted by the host institution. A Five College incomplete grade is equivalent to a failing grade and is calculated as such until a final grade is submitted. An incomplete grade will be converted to a failing grade on the student’s official record if coursework is not completed by the end of the following semester.
SATISFACTORY/ UNSATISFACTORY OPTION
Coursework in any one semester may be taken for a satisfactory (C- or better)/unsatisfactory grade, providing that:
1) the instructor approves the option;
2) the student declares the grading option for Smith courses by the end of the ninth week of classes. Students enrolled in Five College courses must declare the option at the host campus and follow the deadlines of that institution. The fall deadline also applies to yearlong courses designated by a “D” in the course number. In yearlong courses designated by a “Y” students may elect a separate grading option for each semester.

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-
tion. 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 it 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, and master of science in exercise and sport studies. In addition, master of arts and doctoral programs are offered in the School for Social Work. 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. 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). 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. All international applications for a master's degree or for the Diploma in American Studies Program must be received on or before January 15 of the proposed year of entry into the program.

Applicants must submit the following: the formal application, the application fee ($60), an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution and scores from the Graduate Record Examination (GRE). For the Master of Education (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

For all degree programs, all work to be counted toward the degree (including the thesis), must receive a grade of at least B–, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis. The requirements described below are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

Master of Arts

The master of arts degree is offered by the following departments: biological sciences, Italian, philosophy and religion.

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.

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.

BIOLGICAL 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.

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, government, 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 2006 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, Robin Pricharo, Department of Dance, Berenson Studio, Smith College, Northampton, Massachusetts 01063; e-mail: rprichar@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, Smith College, Northampton, MA 01063; (413) 585-3206; e-mail: lberkman@smith.edu.
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 48 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; 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. Informa-
tion can also be found at the school’s Web site at www.smith.edu/ssw.

Nondegree Studies

Certificate of Graduate Studies

Under special circumstances we may award the Certificate of Graduate Studies to international students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year’s program of study under the direction of a committee on graduate study. This program must include at least 24 credits completed with a grade of 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. Tuition must be paid in full in advance before a nondegree student is allowed to register. The permission of each course instructor is necessary at the time of registration, during the first week of classes each semester. Nondegree students are admitted and registered for only one semester and are not eligible for financial aid. Those wishing to take courses in subsequent semesters must reactivate their application each semester by the above deadlines.

Students who later wish to change their status to that of a part-time or full-time student working for a degree must apply for admission as a degree candidate. Credit for Smith course work taken as a nondegree student may count toward the degree with the approval of the department concerned.

Housing and Health Services

Housing

A very limited amount of graduate student housing is available on campus. Smith offers a cooperative graduate house with single bedrooms, large kitchen and no private bathrooms. Included is a room furnished with a bed, chest of drawers, mirror, desk and 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 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..................................... $30,520
  16 credits or more per semester
Part-time tuition
Fee per credit.............................................$955
Summer Intern Teaching Program tuition for
degree candidates.................................$2,500
Continuation fee, per semester .............$55
Room only for the academic year ..........$5,160
Health insurance estimate
(if coverage will begin August 15) .........$1,962
(if coverage will begin June 15) ..........$2,209

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, or ap-
proximately six months following the student's
last date of attendance, after deducting any unpaid
charges or fees, provided that the graduate direc-
tor 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 scholar-
ships, and federal loans. Students interested in ap-
plying 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 (fellow-
ships, scholarships and/or loans) must 1) com-
plete 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 stud-
ies and dance. For the academic year 2005–06,
the stipend is $10,780 for a first-year fellow and
$11,275 for a second-year fellow. Teaching fellows
also receive assistance to reduce or eliminate tu-
ition expenses.

Research Fellowships: Research fellowships are
granted for work in various science departments
as funds become available; stipends vary in ac-
cordance with the nature and length of the appoint-
ment. During the academic year, the research fel-
low usually carries a half-time graduate program.

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

The number of fellowships is limited, and all
applicants are strongly urged also to apply for tu-
ition 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 applica-
tion. In addition, the application for financial as-
stance, with all materials described on that form,
is due by February 15 for both new applicants and
returning students.

Several scholarships are available for inter-
national 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, 2005-06

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

**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)
### Courses of Study

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

*Portuguese language courses are designated POR.*
Interdepartmental Course in General Literature  GLT I
Interdepartmental Courses in Philosophy and Psychology  PPy I/III
Other Extraregional Courses  EDP
Other Interdepartmental Courses  IDP
Five College Course Offerings by Five College Faculty  AFC
Five College Film Studies Major  APA
Five College Certificate in African Studies  MSCC
Five College Certificate in Asian/Pacific/American Studies  CHS
Five College Certificate in Buddhist Studies  IRC
Five College Certificate in Culture, Health and Science  LAC
Five College Certificate in International Relations  IRC
Five College Certificate in Latin American Studies  LAC
Five College Certificate in Logic
Five College Certificate in Middle East Studies  MEC
Five College Certificate in Native American Indian Studies  NAIS
Five College Self-Instructional Language Program  SIL
Foreign Language Literature Courses in Translation
Interterm Courses Offered for Credit
Science Courses for Beginning Students
American Ethnicities Courses
Quantitative Courses for Beginning Students

Deciphering Course Listings

COURSE NUMBERING

Courses are classified in six grades indicated by the first digit of the course number. In some cases, subcategories are indicated by the second and third digits.

100 level Introductory courses (open to all students)
200 level Intermediate courses (may have prerequisites)
300 level Advanced courses (have prerequisites)
400 level Independent work—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 identifiable 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.

- 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 symbols before an instructor's name in the list of members of a department indicate the following:

*1 absent fall semester 2005-06

*2 absent fall semester 2006-07

**1 absent spring semester 2005-06

**2 absent spring semester 2006-07

†1 absent academic year 2005-06

†2 absent academic year 2006-07

§1 director of a Junior Year Abroad Program, academic year 2005–06

§2 director of a Junior Year Abroad Program, academic year 2006–07

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.
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.

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.

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.

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

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

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

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

Advanced Placement. See p. 51.

Satisfactory/unsatisfactory. See p. 50.

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. See page 8 for a fuller explanation.
African Studies

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

Advisers and Members of the African Studies Committee:

*1 Elliot Fratkin, Professor of Anthropology, Co-Director
Elizabeth Hopkins, Professor of Anthropology
Albert Mosley, Professor of Philosophy
Katwiwa Mule, Assistant Professor of Comparative Literature, Co-Director

**1, *2 Catharine Newbury, Professor of Government
12 David Newbury, Professor of African Studies and of History
Gregory White, Associate Professor of Government
12 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.

Students with required language component may apply for the Five College African Studies Certificate (see page 407).

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
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
DAN 377 Interpretation and Analysis of African Dance
ECO 214 The EU, the Mediterranean, and the Middle East: Hellenism or Bonapartism?
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 218  History of Southern Africa
AAS 258  History of Modern Africa
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 341  Seminar: End Time: Sacred Power in
Global Politics
ANT 348  Seminar: Health in Africa
GOV 232  Women and Politics in Africa
GOV 233  Problems in Political Development
GOV 254  Politics of the Global Environment
GOV 321  Seminar: The Rwanda Genocide in
Comparative Perspective
GOV 347  Seminar: North Africa in the
International System
Afro-American Studies

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

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

Associate Professor
Kevin E. Quashie, Ph.D.

Adjunct Associate Professor
Carolyn Jacobs, Ph.D.

Assistant Professors
Daphne Lamothe, Ph.D.

Mendenhall Fellow
Carol Bailey, M.A.

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. {S} 4 credits
Daphne Lamothe
Offered Fall 2005

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. {S} 4 credits
Carol Bailey
Offered Spring 2006

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 and Charles Chesnutt, Frederick Douglass, Phillis Wheatley. {L} 4 credits
Paula Giddings
Offered Spring 2006

117 History of Afro-American People to 1960
An examination of the broad contours of the history of the Afro-American in the United States from ca. 1600–1960. Particular emphasis will be given to how Africans influenced virtually every aspect of U.S. society; slavery and constitutional changes after 1865; the philosophies of W.E.B. DuBois, Booker T. Washington, Marcus Garvey and the rise and fall of racial segregation in the U.S. {H} 4 credits
John H. Bracey, Jr.
Offered Spring 2006

209 Feminism, Race and Resistance: History of Black Women in America
This interdisciplinary course will explore the historical and theoretical perspectives of African American women from the time of slavery to the post-civil rights era. A central concern of the course will be the examination of how Black women shaped and were shaped by the intersectionality of race, gender and sexuality in American culture. Not open to first-year students. {E} {H} 4 credits
Paula Giddings
Offered Spring 2006
218 History of Southern Africa (1600 to about 1900)
The history of Southern Africa, which includes a number of states such as South Africa, Zimbabwe, Namibia, Angola and Lesotho, is very complex. In addition to developing a historical understanding of the Khoisan and Bantu-speaking peoples, students must also know the history of Europeans and Asians of the region. The focus of this course will therefore be to understand the historical, cultural and economic inter-relationships between various ethnic groups, cultures and political forces which have evolved in Southern Africa since about 1600. {H} 4 credits
Louis Wilson
Offered Fall 2005

222 Introduction to African American Music: Gospel, Blues and Jazz
The course is designed to introduce the student to the various music forms and their histories within the African American community from the early 19th century to the present. Specifically, the course will focus on spirituals, folk, blues, gospel and jazz. Enrollment limited to 40. (E) {A} 4 credits
Not offered during 2005-2006

237/ENG 236 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 1746 to 1900. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. {L} 4 credits
Dan McClure
Offered Spring 2006

245/ENG 282 The Harlem Renaissance
A study of one of the first cohesive cultural movement in African-American history. This class will focus on developments in politics, 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. (5) 4 credits
Daphne Lamothe
Offered Fall 2005

278 The ’60s: A History of Afro-Americans in the United States from 1954 to 1970
An interdisciplinary study of Afro-American history beginning with the Brown Decision in 1954. Particular attention will be given to the factors which contributed to the formative years of “civil rights movements,” Black films and music of the era, the rise of “black nationalism,” and the importance of Afro-Americans in the Vietnam War. Recommended background: survey course in Afro-American history. American history, or Afro-American literature. Not open to first-year students. Prerequisite: 117 and/or 270, or permission of the instructor. Enrollment limited to 40. {H} 4 credits
Louis Wilson
Offered Fall 2005

366 Seminar: Contemporary Topics in Afro-American Studies
Topic: Literatures of the African Diaspora: Migration and the Performance of Memory. This course identifies migration as a central narrative of African diasporic literature. We will explore fictional representations of migration experiences that prove central to the construction of African American subjectivities, looking in particular at the slave trade and Middle Passage, reverse migrations, immigration and experiences of exile. We will explore 20th-century narratives that foreground issues such as modernity, displacement, colonialism and post-colonialism, constructions of home and diasporic consciousness. In particular we will focus on how the “performance of memory” allows the displaced subject to imagine and construct national and/or diasporic identities. We will also explore some theoretical readings that focus on notions of diaspora, the Black Atlantic, colonialism and post-colonialism. Narratives of African diasporic migration share an awareness of the redemptive force memory and the trauma, challenges and possibilities posed by experiences of dislocation. This seminar serves as the capstone course for majors. (5) 4 credits
Daphne Lamothe
Offered Spring 2006
369 Seminar: Blacks and American Law  
This course will look at institutions, ideologies and  
practices that have helped shape the law as it per-  
tains to black men and women in America. Some  
of the issues to be explored are slave law, segrega-  
tions, affirmative action, domestic violence and  
Supreme Court rulings. Prerequisite: GOV 100d, or  
a course in American history. (S) 4 credits.  
Bernie D. Jones  
Offered Spring 2006

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 Race Matters  
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*  
THE 215 Minstrel Shows*  

*Courses that are cross-listed with Afro-American  
studies

The Major

Requirements for the major

Eleven four-credit courses as follows:

1. Three required courses: 111, 112 and 117.

2. General concentration: four 100- and 200-level  
courses at least one of which must have a pri-  
mary focus on the African diaspora. Courses at  
the 300-level may also be used when appropri-  
ate.

3. Advanced concentration: three courses organ-  
ized thematically or by discipline. Of the three  
courses, at least one must be at the 300-level;  
and at least one must have a primary focus on  
the African diaspora.

4. The designated capstone seminar in the junior  
or senior year. The course is required of all  
majors including honors thesis students.

The Minor

Requirements for the minor

Six four-credit courses as follows:

1. Two of the three required courses: 111, 112,  
117.

2. Four elective courses, at least one of which must  
be a seminar or a 300-level class; and at least  
one of which must have a primary focus on the  
African diaspora.

Adviser for Study Abroad: Louis Wilson

Honors

Director: Paula Giddings

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,  
with the addition of a thesis. The thesis is normally  
pursued in the first semester or throughout the  
senior year; it substitutes for one or two of the  
courses listed in the major requirements 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 People’s of Africa: Population 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
- 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 Ethnicities

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

The following courses have been revised or added to the curriculum as a result of the American Ethnicities (Diversity) Seminar held in the summers of 2003 and 2004. They represent a sampling of courses in the curriculum that focus on ethnic diversity in the United States.

AAS 245/ENG 282 The Harlem Renaissance (revised)
A study of one of the first cohesive cultural movements in African-American history. This class will focus on developments in politics, 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. 4 credits
Daphne Lamothe
Offered Fall 2005

ANT 240 Anthropology of Museums (revised)
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) 4 credits
Nancy Marie Mithlo
Not offered during 2005-06

ARH 101 Approaches to Visual Representation (C) (revised)
Topic: 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 2005

ARH 289/LAS202 Talking Back to Icons: Latino/a Artistic Expression (new)
This class focuses upon Latino/a artistic cultures and the role of icons in representation. We examine visual images, poster and comic book art, music, poetry, short stories, theatre, performance art and film, asking: What is a cultural icon? Our perspective stretches across time, addressing the conquest of the Americas, the Treaty of Guadalupe Hidalgo, the annexation of Puerto Rico, the Chicano/a movement and contemporary transmigration of peoples from the Caribbean. Among the icons we discuss: Che Guevara, the Virgin of Guadalupe and Selena. Prerequisite: one course in Latino/a or Latin American Art, or permission of the instructors. Reading knowledge of Spanish recommended. Enrollment limited to 35. 4 credits
Dana Leibsohn and Nancy Sternbach
Not offered during 2005-06

EDC 200 Education in the City (revised)
The course explores how the challenges facing schools in America’s cities are entwined with social, economic and political conditions within the urban environment. Our essential question
asks how have urban educators and policy makers attempted to provide a quality educational experience for youth when issues associated with their social environment often present significant obstacles to teaching and learning? Using relevant social theory to guide our analyses, we'll investigate school reform efforts at the macro-level by looking at policy-driven initiatives such as high-stakes testing, vouchers and privatization and at the local level by exploring the work of teachers, parents, youth workers and reformers. There will be fieldwork opportunities available for students. Enrollment limited to 35. \(\S\) 4 credits
Sam Intrator
Offered Fall 2005

HST 270 (C) Aspects of American History (new)
Topic: The American Southwest
This course will examine 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. An integral part of the course will be studying the Southwest as a distinctive area, as well as in comparison to other regions. \(\H\) 4 credits
Debbie Cottrell
Offered Spring 2006

MUS xxx American Popular Song ca 1850-1950 (new)
Description pending.
Richard Sherr

PHI 246 Race Matters: Philosophy, Science and Politics (new)
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. \(\H/\S\) 4 credits
Albert Mosley
Not offered during 2005-06

PSY 313 Seminar in Psycholinguistics (revised)
Topic: Language Diversity and 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- to 7-year-old children. The background research, design and data from the first testing of a new diagnostic test for children who speak African American English, and from a new test for bilingual Spanish speakers, will be central topics of the seminar. Prerequisites: One of: PSY/PHI 213, PHI 236, PSY 233, EDC 235, or permission of instructor. \(\N\) 4 credits
Jill de Villiers
Offered Fall 2006

REL 266 Colloquium: Buddhist Studies (revised)
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 will 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; and "Tibetan" Buddhism. Enrollment limited to 20. \(\H\) 4 credits
Peter Gregory
Not offered during 2005-06

SOC 213 Ethnic Minorities in America (revised)
The sociology of a multiracial and ethnically diverse society. Comparative examinations of several American groups and subcultures. \(\S\) 4 credits
Ginetta Candelario
Offered Spring 2006, Fall 2007

SOC 314 Seminar in Latina/o Identity (revised)
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 con-
cern 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 Spring 2007

THE 213 American Theatre and Drama (revised)
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
Holly Derr
Offered Spring 2006

THE 141 Acting I (revised)
Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 14. {A} 4 credits
Sec. 1: Ellen Kaplan, Fall 2005
Sec. 2: Kim Mancuso, Fall 2005
Sec. 3: Hillary Bucs, Fall 2005
Sec. 1: Holly Derr, Spring 2006
Sec. 2: To be announced, Spring 2006
Offered Fall 2005, Spring 2006

WST 260 The Cultural Work of Memoir (new)
This course will explore how queer subjectivity intersects with gender, ethnicity, race and class. 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 past 30 years, to explore the relationships between politicized identities, communities and social movements. Students also practice writing autobiographically. Prerequisites: WST 150 and a literature course. {L/H} 4 credits
Susan Van Dyne
Offered Spring 2006
American Studies

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

Daniel Horowitz, Ph.D., Professor of American Studies and of History, Director
Helen Leffkowitz Horowitz, Ph.D., Professor of American Studies and of History
Richard Millington, Ph.D., Professor of English Language and Literature
Rosetta Marantz Cohen, Ed.D., Professor of Education and Child Study
Hoyd Cheung, Ph.D., Assistant Professor of English Language and Literature
Kevin Rozario, Ph.D., Assistant Professor of American Studies
Steve Waksman, Ph.D., Assistant Professor of Music
James Hicks, Ph.D., Lecturer
Sherry Marker, M.A., Lecturer
George Colt, M.A., Lecturer
Cathy Schlund-Vials, M.A., Mendenhall Fellow and Lecturer
Laura Katzman, Ph.D., Lecturer
Lawrence R. Hott, Lecturer
Diane Carey, Lecturer

American Studies Committee
Rosetta Marantz Cohen, Ed.D., Professor of Education and Child Study
John Davis, Ph.D., Professor of Art
Daniel Horowitz, Ph.D., Professor of American Studies and of History
Helen Leffkowitz Horowitz, Ph.D., Professor of American Studies and of History
Richard Millington, Ph.D., Professor of English Language and Literature
Donald Leonard Robinson, Ph.D., Professor of Government
Christine Shelton, M.S., Professor of Exercise and Sport Studies
Susan R. Van Dyne, Ph.D., Professor of Women's Studies and of English Language and Literature
Louis Wilson, Ph.D., Professor of Afro-American Studies
Alice Hearst, J.D., Associate Professor of Government
Marc Steinberg, Ph.D., Associate Professor of Sociology
Michael Thurston, Ph.D., Associate Professor of English Language and Literature
Hoyd Cheung, Ph.D., Assistant Professor of English Language and Literature
Jennifer Guglielmo, Ph.D., Assistant Professor of History
Alexandra Keller, Ph.D., Assistant Professor of Film Studies
Nancy Marie Mithlo, Ph.D., Assistant Professor of Anthropology
Kevin Rozario, Ph.D., Assistant Professor of American Studies
Steve Waksman, Ph.D., Assistant Professor of Music
Frazer Ward, Ph.D., Assistant Professor of Art
Sherrill Redmon, Director of the Sophia Smith Collection

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 2006, Spring 2007

201 Introduction to the Study of American Society and Culture
An introduction to the methods and concerns of American studies through the examination of
American Studies

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. \( \text{4/ H} \) 4 credits
Daniel Horowitz, Floyd Cheung, Helen Lefkowitz Horowitz, Rosetta Cohen, Spring 2006
To be announced, Spring 2007
Offered Spring 2006, Spring 2007

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. \( \text{4/ S} \) 4 credits
Steve Waksman, Fall 2005
Daniel Horowitz, Spring 2006
Offered both semesters each year

221 Colloquium
Topic: Documenting Environmental History in the Digital Age. Shifts in technology over the past decade have changed the nature of documentary film production. Where once a producer proceeded from proposal to treatment to script and finally to broadcast, the producer now has an opportunity to create a full digital package. In this course we will look at a set of documents in American environmental history and use them to critique existing films on environmental history and to develop digital film documents, Web site plans, lesson plans for schools, radio scripts, and DVD architecture. At the end of the course, students should be able to assess and select subjects that lend themselves to documentary treatment, and they will be familiar with the methods and techniques used to produce documentary films, and with current strategies for disseminating them. Enrollment limited to 20. Admission by permission of the instructor. \( \text{4/ A} \) 4 credits
Lawrence R. Hott and Diane Garey, Spring 2006
Offered Spring 2006, Spring 2007

230 Colloquium: The Asian American Experience
Through the course of the semester, students will consider the many histories, experiences, and cultures that shape and define the ever-changing, ever-evolving field of Asian American studies, an interdisciplinary space marked by multiple communities, approaches, voices, issues and themes. The course will cover the first wave of Asian immigration in the 19th century, the rise of anti-Asian movements, the experiences of Asian Americans during World War II, the emergence of the Asian American movement in the 1960s, and the new wave of post-1965 Asian immigration. Topics will include but are not limited to racial formation, immigration, citizenship, transnationalism, gender, and class. \( \text{4/ L} \) 4 credits
Cathy Schlund-Vials, Spring 2006
Offered Spring 2006, Spring 2007

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
Offered Spring 2006, Spring 2007

340 Symposium in American Studies
Limited to senior majors. Contact American studies office for details.
Topic for Fall 2005: Why Did/Do Americans Feel That Way? This course will focus on how Americans have understood and understand their emotions and illnesses, especially those that somehow link mind and body. How have they seen, how do they see at present the mind/body problem and the nature of mental illness? We will work together to understand the ways that, guided by physicians, Americans have looked at the problem from the late 19th century until the present. We will consider the role that gender has played. Each student will develop an independent project dealing with some aspect of the question, past or present. Among the texts that we will consider are George Beard's American Nervousness (1880) and Peter Kramer, Listening to Prozac (1993). {H} 4 credits
Helen Lefkowitz Horowitz, Fall 2005
Offered Fall 2005, Fall 2006

341 Symposium in American Studies
Limited to senior majors, contact the American Studies office for details.
Topic for Spring 2006: Making Sense of Sound: American Popular Music. This course will explore a variety of critical approaches to the study of music, as well as a variety of musical styles such as jazz, bluegrass and rock. Emphasis throughout the course will be twofold. First, what role does popular music play in the social and cultural life of the United States? How does music shape, and how does it give shape to, patterns of social division and affiliation along lines of race, class, gender and sexuality? Second, as the title of the course suggests, how do we make sense of sound? How do listeners and performers (and scholars and critics) create meaning out of the sounds they hear or the sounds they produce? {H/ S} 4 credits
Steve Waksman, Spring 2006
Offered Spring 2006, Spring 2007

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 2006
To be announced, Spring 2007
Offered Spring 2006, Spring 2007

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; Fall 2005
John Davis, Director; Fall 2006
Offered Fall 2005, Fall 2006

411 Seminar: American Culture: Conventions and Contexts
Exhibiting Culture: An Introduction to Museum Studies in America. This seminar examines the history, functions and meanings of museums in society, focusing primarily on the art museum in the United States. Drawing on the ever-growing literature on museology, we will look critically at the ways that museums — through their policies, programs, architecture and exhibitions — can define regional or national values, shape cultural attitudes and identities, and influence public opinion about both current and historical events. As the course is concerned with both theory and practice, and the intersection of the two, we will make use of the rich resources of the Smithsonian as well as other museums in Washington, D.C. Class discussion will be balanced with behind-the-scenes visits/field trips to museums, where we will speak with dedicated professionals who are engaged in innovative and often challenging work in the nation’s capital.
(Open only to members of the Smithsonian Internship Program. Given in Washington, D.C.). \( (H) \) 4 credits
Laura Katzman
Offered Fall 2005, Fall 2006

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; Fall 2005
To be announced, Director; Fall 2006
Offered Fall 2005, Fall 2006

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.

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. (340/341
American Studies

does not fulfill the seminar requirement). 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: Michael Thurston

Honors

Director: Helen Lefkowitz Horowitz

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

431 Thesis
8 credits
Offered Fall 2005, Fall 2006

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: James Hicks

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

Requirements: American Studies 555; five additional courses in American Studies or in one or more of the related disciplines. Students who choose to write a thesis, and who projects are approved, will substitute American Studies 570, Diploma Thesis, for one of the additional courses.

555 Seminar: American Society and Culture Topic: The U.S.: Global Image and Local Experience. Discussions and written work focus on comparing and contrasting the image, or images, which the United States has, and has had, with the lived experiences of the people who reside here. The course is divided into four clusters, each representing a different historical period and focusing on different aspects of American society and culture. Each cluster will be organized around an interdisciplinary investigation of a single text: Tim O’Brien’s The Things They Carried; Nella Larsen, Quicksand; Benjamin Franklin, The Autobiography of Benjamin Franklin; and Mary Rowlandson, The Sovereignty and Goodness of God. For Diploma students only. 4 credits
James Hicks
Offered Fall 2005, Fall 2006

570 Diploma Thesis
4 credits
James Hicks
Offered Spring 2006, Spring 2007
Ancient Studies

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

Advisers
Scott Bradbury, Professor of Classical Languages and Literatures
Patrick Coby, Professor of Government
Joel Kaminsky, Associate Professor of Religion
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 and Architecture 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 Gender and Sexuality in Greco-Roman Culture
CLS 235 Life and Literature in Ancient Rome
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 208 The Making of Late Antiquity
HST 209 Topics in Ancient History
HST 296 The Making of Late Antiquity
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 211 Wisdom Literature and Other Books in the Bible
REL 213 Prophecy in Ancient Israel
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
REL 310 Seminar: Hebrew Bible

Students are to check departmental entries in the catalogue to find out the year and semester when particular courses are being offered.
Students are strongly encouraged to complete ANT 130 before enrolling in intermediate courses. For first-year students in their first semester, admission to 200-level courses is only by permission of the instructor.

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
Suzanne Zhang-Gottschang, Richard Wallace, Fall 2005
Ravina Aggarwal, Nancy Marie Mithlo, Spring 2006
Elliot Fratkin, Nancy Marie Mithlo, Suzanne Zhang-Gottschang, Fall 2006
Donald Joralemon, To be announced, Spring 2007
Offered both semesters each year

230 Africa: Population, Health, and Environment Issues
This course looks at peoples and cultures of Africa with a focus on population, health and environmental issues on the African continent. The course discusses the origin and growth of human populations, distribution and spread of language and ethnic groups, the variety in food production systems (foraging, fishing, pastoralism, agriculture, industrialism); the demographic, health, environmental consequences of slavery, colonialism, and economic globalization; and contemporary problems of drought, famine, and AIDS in Africa. (S/ N) 4 credits
Elliot Fratkin
Offered Fall 2006

232 Third World Politics: Anthropological Perspectives
The modern nations of the developing world face a number of serious challenges to their political stability and economic viability. What distinctive features define national politics, elite power and individual security in the contemporary Western world? Do current strategies reflect traditional political priorities or the colonial experience? Do they measure new global pressures and opportunities? Topics include the nature of political behavior and the political process; changing expectations and options for women in the public arena; the impact of population, resources and urbanization on national viability; the role of ethnicity and sec-
tarianism in defining political privilege and identity; Islam and Christianity as strategies of secular resistance; the increasing prominence of conflict as a political strategy and the human cost of these initiatives. Case studies will focus on Africa and the Middle East. (H/ S) 4 credits
Elizabeth Hopkins
Offered Fall 2005

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 cultural ecology, political economy, formalist and substantivist perspectives. Topics include production, exchange, and consumption in non-Western societies; cultural evolution and historical change among tribal societies, early states, mercantilist, capitalist and social-ist polities. Background courses in anthropology, archeology, or history are recommended. Not open to first-year students. (TI) (S) 4 credits
Elliot Fratkin
Offered Spring 2007

237 Native South Americans: Conquest and Resistance
The differential impact of European conquest on tropical forest, Andean and sub-Andean Indian societies. How native cosmologies can contribute to either cultural survival or extinction as Indians respond to economic and ideological domination. (H/ S) 4 credits
Donald Joralemon
Offered Fall 2005

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 today. Who sponsors development programs and why? How are power, ethnicity and gender relations affected? How do anthropologists contribute to and critique programs of social and economic development? The course will discuss issues of gender, health care, population growth and economic empowerment with readings from Africa, Asia, Oceania, and Latin America. (S) 4 credits
Elliot Fratkin
Offered 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. (S) 4 credits
Frédérique Apffel-Marglin
Offered Fall 2005

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
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 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 Fall 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
Nancy Marie Mithlo
Offered Spring 2006, Spring 2007

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 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 20 years have brought about dramatic growth in China’s urban areas. This course examines the conceptualization of urban and rural China in terms of political and economic processes and social relations from the Communist revolution in 1949 to the present day. Against this background, the course explores how broader social theoretical concerns with concepts such as tradition/modernity and state/society have been taken up in the anthropology of China. (S) 4 credits
Suzanne Zhang-Gottschang
Offered Fall 2006

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;
Anthropology

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, Spring 2007

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, Bollywood 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 Fall 2006

256 Racial Politics in Contemporary Brazil (Pending approval of the Committee on Academic Priorities.)
Brazil is commonly understood as an example of a "racially democratic" nation, but as scholars have recently shown, racism permeates all aspects of Brazilian society. This course traces the development of the theorization of race, racial identity and race relations in contemporary Brazil. The approach of the course will be interdisciplinary, drawing upon works from anthropology, literature, history, music and film. Topics will include colonialism and enslavement, nationalism, social activism and popular culture. We will also consider how Brazilian social relations differ from or conform to other racialized patterns in other nations-states in the Americas. (S) 4 credits
Keisha-Khan Perry
Offered Fall 2005

257 Urban Anthropology (Pending approval of the Committee on Academic Priorities.)
This course will introduce students to the methods and practice of studying urban life from an anthropological perspective. We will critically examine the urban cultural studies literature concerned with race, gender, class and sexuality. These readings will emphasize social science representations of communities of resistance in the United States and elsewhere. Topics include immigration, poverty, gentrification and criminalization. The purpose is to prepare students in their own independent research on a local city of interest. (MI) (S) 4 credits
Keisha-Khan Perry
Offered Spring 2006

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) Δ/ H/ S 4 credits
Ravina Aggarwal
Offered Spring 2006

Seminars

341 Seminar. End Time: Sacred Power in Global Politics
Claims to sacred legitimacy have had an increasingly influential impact on global politics in the late 20th and 21st centuries. The seminar will explore the reasons a political agenda deriving its energy from sacred sources has a vital role in national and international politics. To what degree does religious legitimacy create a different range of political options? What impact do religious affiliations have on ethnic and national identity in the developing world? Why does prophetic leadership present such a feared challenge to incumbent secular authorities? What common features do Christianity and Islam share as agents of reform and political action? Case studies will examine prophetic resistance in colonial and contemporary Africa; Islamic fundamentalism as a global strategy; and Christianity and its enduring subversive potential. Δ/ 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 bio-cultural 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. (MI) {S} 4 credits
Suzanne Zhang-Gottschang
Offered Spring 2007

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 2006

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. Pre-requisite: ANT 248 or permission of the instructor. (TI) {S} 4 credits
Donald Joralemon
Offered Spring 2007

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. {H/S} 4 credits
Nancy Marie Mithlo
Offered Fall 2005, Spring 2007
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, Spring 2007

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 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: Suzanne Zhang-Gottschang

Requirements: Eight courses in anthropology and three 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 courses in anthropology, including 130, and a Smith anthropology seminar. Minors are encouraged to include either a theory or methods intensive course.
Honors

Director: Frédérique Apffel-Marglin

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 130 and 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.
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 2005

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. Please consult with an Archaeology adviser regarding the list of such courses.

   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)
Dwight Pogue, M.F.A.
**2 Gary L. Niswonger, M.Ed., M.F.A., Associate Chair
Craig Felton, Ph.D.
Susan Heideman, M.F.A.
**1, **2 John Davis, Ph.D.
Barbara A. Kellum, Ph.D., Chair
**1 A. Lee Burns, M.S., M.F.A.
Kennedy Professor in Renaissance Studies
Deborah Howard, Ph.D.

Professor-in-Residence
Barry Moser, B.S.

Visiting Professor
Henk van Os, Ph.D.

Associate Professors
Brigitte Buettner, Ph.D.
**2 John Moore, Ph.D.
**1, **2 Dana Leibsohn, Ph.D.

Harnish Visiting Artist
Paola Ferrario, M.F.A.

Assistant Professors
12 Frazer Ward, Ph.D.
12 Lynne Yamamoto, M.A.
Fraser Stables, M.F.A.

Instructor
André Dombrowski, M.A.

Lecturers
Carl Caivano, M.F.A.
Katherine Schneider, M.F.A.
Martin Antonetti, M.S.L.S.
John Gibson, M.F.A.
**1 Gretchen Schneider, M. Arch.
Barbara Lattanzi, M.A.
Susan Kart, M.A., M.Phil.
Elizabeth Meyersohn, M.F.A.
Valija Evalds, M.A., M.Phil.
Ladan Akbarnia, M.A.

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 it valuable to take courses in literature, philosophy, religion and history in the first two years. A reading knowledge of foreign languages is useful for historical courses. 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.
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 Evals
Offered both semesters

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 2006

Cities
Characteristic forms and building types, and the ritual, symbolic, political, economic and cultural signification of cities in history. Examples drawn from different historical periods, with primary focus on Europe (from the ancient Mediterranean world forward) and the Americas (from the pre-Columbian world forward). Ideas associated with country life and utopias as alternative responses or antidotes to urban experience will also be considered. Semester-long student projects will involve case studies of New England cities and towns (including Northampton) and the multiple, competing forces that have encouraged, effected, constrained or thwarted changes within them up to the present. {H/ A} 4 credits
John Moore
Offered Spring 2006

Approaching the Body
The art, architecture and popular culture of different societies and historical periods have fantasized, described, implied, performed, repressed, even banished the human body, in widely divergent ways. What do these different approaches tell us about the body itself and about the artistic, historical, and cultural contexts in which it emerges? Focusing on a series of case studies drawn from a range of contexts, from the medieval to the contemporary, and seeking appropriate methods of visual analysis, we will listen to what the body has to tell us. WI {H/ A} 4 credits
Frazer Ward
Offered Fall 2005

Buddhist Art
Selected themes and monuments of Buddhist art from India, China, and Japan, introducing the stupa, images of the Buddha and Bodhisattva, narrative relief, cave temple art, painting, and temple architecture. {H/ A} 4 credits
Marylin Rhie
Offered Fall 2005

Realism: The Desire to Record the World
Throughout history, artists have sought to recreate 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
André Dombrowski
Offered both semesters

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 Spring 2006

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 past 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. {H/ A} 4 credits
Valija Evalds, Craig Felton, Barbara Kellum
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
Susan Kart
Offered Spring 2006

ARH 208 The Arts of Greece (L)
An introduction to the sculpture, architecture, painting and minor arts made by ancient Greek artists from the time of the Minotaur to the fall of Cleopatra. Emphasis on analyzing artistic expressions of changing cultural values with attention to social, religious and political ideas and ideals. Prerequisite: One 100-level course in art history. {H/ A} 4 credits
Rebecca Sinos
Offered Fall 2005

Group II

ARH 220 Art Historical Studies (C)
Topic: Community and Contemplation: The Architecture of Monasticism. An introduction to the architectural tradition of medieval monasticism and an exploration of architecture’s role in sustaining community and spiritual life. We will consider monasteries in the context of the life they were built to serve, from early experiments in Egypt and Ireland to Le Corbusier’s friary of La Tourette, with an emphasis on the medieval West. Topics for discussion will include the parts and functions of a monastery, the major monastic orders and their distinct patterns of planning, nunneries and their traditions, and the extent to which architecture can shape interior life. Prerequisite: one 100-level class and one 200-level class in art history, or permission of the instructor. {H/ A} 4 credits
Valija Evalds
Offered Spring 2006

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. {H/ A} 4 credits
Ladan Akbarnia
Offered Spring 2006

ARH 234 The Age of Cathedrals (L)
Architectural, sculpted, and pictorial arts from the 12th through the early 15th centuries north of the Alps. Gothic art in its relationship with urbanization, patronage, rise of literacy, changes in
Art

devotional attitudes and new kinds of visual experiences. \( \{H/ A\} \) 4 credits
Brigitte Buettner
Offered Fall 2005

**Group III**

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

**Medieval and Renaissance Architecture in Venice, 1300–1600**

The evolution of the townscape of Venice, sited in a marshy lagoon, depended on a range of distinctive factors. This course will consider the nature of Venetian society, both secular and religious, and the architectural settings that evolved to accommodate it. In the context of the city's role as a great international emporium, it will discuss how trading contacts with the Eastern Mediterranean influenced architectural expression. With the help of written descriptions and visual renderings of the townscape, the ideological content embodied in both private and public building will be explored. Prerequisite: one 100-level and one 200-level course in art history. \( \{H/ A\} \) 4 credits

Brigitte Buettner
Offered Spring 2006

**Northern European Art, 1400–1550: Images and Interpretations**

A study of both a select group of major Northern Renaissance works of art and interpretative texts. Artists range from Van Eyck and Roger van der Weyden to Dürer and Bosch; readings draw on different, often conflicting methodologies, from formal and stylistic analyses to social and feminist approaches. Prerequisite: one 100-level course in art history or permission of the instructor. \( \{H/ A\} \) 4 credits

Deborah Howard
Offered Spring 2006

**ARH 255 Golden Age of Dutch Painting (L)**

A thematic survey of Dutch painting in the 17th century. Special emphasis on history painting (Rembrandt), genre (Vermeer), landscapes (Ruisdael), portraiture (Hals) and still lifes. Prerequisite: One 100-level course in art history. \( \{E/ H/ A\} \) 4 credits

Henk van Os
Offered Spring 2006

**ARH 292/ ENG 293 The Art and History of the Book (C)**

A survey of the book— as vehicle for the transmission of both text and image— from the manuscripts of the Middle Ages to contemporary artists’ books. The course will examine the principal techniques of book production— calligraphy, illustration, papermaking, typography, bookbinding— as well as various social and cultural aspects of book history, including questions of censorship, verbal and visual literacy, the role of the book trade, and the book as an agent of change. In addition, there will be labs in printing on the handpress and bookbinding. Admission limited to 20 by permission of the instructor. \( \{H/ A\} \) 4 credits

Martin Antonetti
Offered Fall 2005

**Group IV**

**ARH 260 Art Historical Studies (C)**

4 credits

**Current Issues in Latin American Art**

This course examines recent writing on the visual culture of Latin America. Crossing the pre-Hispanic, colonial and modern periods, we will take up new work on topics including Aztec gender and Maya architecture; colonial maps and festivals; the art of Frida Kahlo, Diego Rivera, and Alfredo Jaar; and contemporary museum exhibitions. Of particular interest will be the theoretical and methodological issues that characterize writing on visual culture since 1975 and the ways it challenges our response to the question “What is art?” Prerequisite: one class in art history or in Latin American anthropology, film, history, or literature; or permission of the instructor. \( \{H/ A\} \) 4 credits

Dana Leibsohn
Offered Fall 2005

**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 Capoeira, 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 2006

ARH 272 Nineteenth-Century European Art and Architecture (L)
An investigation of major artists and movements in 19th-century Europe from the Neo-Classicism of Jacques Louis David to the Post-Impressionism of Vincent Van Gogh and Paul Cézanne. Considered are the revolutionary trends in art and architecture as they relate to the academic establishment and how the artistic innovations reflect and redefine cultural, historical and societal developments. Prerequisite: One 100-level course in art history. \{H/ A\} 4 credits
André Dombrowski
Offered Fall 2005

ARH 276 European Art and Architecture, 1900–1950 (L)
An investigation of major artistic tendencies in 20th-century art and architecture: 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
André Dombrowski
Offered Spring 2006

ARH 282 Art Since the 1960s (L)
This course surveys important global artistic tendencies since the late 1960s, in their art-historical and socio-historical contexts. The class considers such developments as postminimalism, earth-works, the influence of feminism, postmodernism, the politics of identity, contemporary conceptions of the site (and center/periphery debates), postcolonialism, global publics and the global culture of art, and the theoretical issues and debates that help to frame these topics. Prerequisite: One 100-level art history course or permission of the instructor. \{H/ A\} 4 credits
Paola Ferrario, Frazer Ward
Offered Fall 2005

Other 200-Level Courses

ARH 285 Great Cities (C)
Topic: Rome. Urban and architectural history of the Eternal City, comprising seven famous hills whose summits and slopes (and the valleys in between) are a cradle of Western civilization. Extensive readings in primary sources and the analysis of works of art of all types will help us understand why Rome has constituted such an indispensable and inexhaustible point of emulative reference from the traditional date of its founding (21 April 753 BCE) to the fascist era and beyond. Considered as well is the relationship between city and country as expressed in the design of villas and gardens through the ages. \{H/ A\} 4 credits
John Moore
Offered Fall 2005

ARH 291 Topics in Art History (C)
Iconoclasm
Why have individuals and groups been moved to destroy art? How has art been construed as both essential, bewitching, and dangerous? We shall consider representational imagery in ancient Greece and Rome, and in Judaic and Islamic traditions; the Byzantine iconoclastic controversy; 16th-century Northern European iconoclasms and the coincident wholesale destruction of indigenous American art; the Counter-Reformation validation of religious imagery; the French Revolution; and attacks on works of art in the modern world. We shall also consider censorship and philistinism more generally, and when (or whether) campaigns of renovation and restoration can legitimately be called iconoclasm. \{H/ A\} 4 credits
John Moore
Offered Spring 2006
Costume in Western Art
An investigation of the clothing and textiles depicted in selected works of Western art, from the clinging drapery of the Nike of Samothrace to the shoulder strap of Sargent's Madame X. We will explore changing ideals of beauty, study the mechanics of depicted garments in such works as the Arnolfi Wedding Portrait and royal portraits of Elizabeth I, and discuss the social meaning of dress and how it can enhance our understanding of Western art. Prerequisite: one 100-level and one 200-level course in art history, or permission of the instructor. {H/A} 4 credits
Valija Evalds
Offered Spring 2006

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 2005

Seminars

Seminars require both an oral presentation and a research paper.

ARH 340 Studies in Renaissance Art
Topic: Raphael. In 1483, Raphael Santi was born in the Duchy of Urbino, then one of the most celebrated and enlightened courts of the Italian Renaissance. At an early age, Raphael had mastered the most up-to-date styles in painting of Umbria, working with the renowned Perugino, and by 1504 was actively enriching his studies in Florence in the sphere of Leonardo da Vinci and Michelangelo, producing some of the most beloved paintings in the history of Western art. About 1508, the ambitious art patron Pope Julius II called Raphael to Rome, where he produced frescoes and oil paintings that define the art of the High Renaissance in Rome, an historic and stylistic period which truly ends with the death of Raphael in 1520 at the age of thirty-seven. This seminar will examine the various phases of Raphael's artistic development and career. Students will be encouraged to trace the influence of Raphael through the centuries with such artists as Annibale Carracci, Poussin, and Ingres and with American artists such as Thomas Crawford, Benjamin West, John Singleton Copley, John Vanderlyn, and Washington Allston to name but a few. Students who have focused their academic program in areas outside Renaissance studies may select their seminar topics from these other periods. Prerequisite: ARH 140, or its equivalent. {H/A} 4 credits
Craig Felton
Offered Spring 2006

ARH 350 Studies in 17th- and 18th-Century Art
Topic: The Age of Louis XIV. An examination of the fundamental role of the visual arts in fashioning an extraordinary and indelible image of rulership. Ensembles and individual objects in many media (painting, sculpture, architecture, landscape design, printmaking, furniture and tapestries, numismatics, works commissioned in Rome, and literary production) will be related to the centralized bureaucracy that came to define the French state. Some consideration of the impact of Versailles on European courts of the late 17th and 18th centuries. {H/A} 4 credits
John Moore
Offered Fall 2005

ARH 352: Studies in Art History
Topic: Hellenistic Art and Architecture. This seminar examines the artistic revolution which took place in the age of Alexander the Great and in the courts of Ptolemaic Alexandria and Attalid Pergamon. This is an art and architecture which encompasses extremes: the miniature and the colossal, the theatrical and the intimate, the precious and the disparaged, the beautiful and the monstrous. Innovations in the concept of perception and in notions of experience in time and space will be points of emphasis. {H/A} 4 credits
Barbara Kellum
Offered Spring 2006

ARH 374 Studies in 20th-Century Art
Topic: Sculpture since 1945. This seminar investigates the status of sculpture from the end of WWII into the 21st century, from modernist three-di-
dimensional objects that operated within a relatively clearly defined realm, through the “expanded field” after minimalism, to installations involving media that seem tenuously connected to any stable category, to the return to an interest in the hand-made in some late-20th-century art. Beginning with post-war modernist sculpture, we will examine the dissemination of sculpture as an object as well as a category in developments including assemblage, minimalism and post-minimalism, “earth” art, and installation. (H/ A) 4 credits
Frazer Ward
Offered Spring 2006

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:

AMS 302 The Material Culture of New England 1630–1860
Not for seminar credit.

ARC 211 Introduction to Archaeology

EAS 270 Art of Korea

FYS 151 Making Sense of the Pre-Columbian

LSS 105 Introduction to Landscape Studies

Special Studies

ARH 400 Special Studies
1 to 4 credits
Offered both semesters each year

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

B. Studio Courses

A fee for basic class materials is charged in all studio courses. The individual student is responsible for the purchase of any additional supplies she may require. The department reserves the right to retain examples of work done in studio courses.

All studio courses require extensive work beyond the six scheduled class hours.

Please note that all studio art courses have limited enrollments.

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 161 Design Workshop I
An introduction to visual experience through a study of the basic principles of design. (A) 4 credits
A. Lee Burns, Carl Caivano
Offered both semesters

ARS 162 Introduction to Digital Media
An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer graphics work station. Enrollment limited to 14. (A) 4 credits
Barbara Lattanzi, Fraser Stables, Lynne Yamamoto
Offered both semesters

ARS 163 Drawing I
An introduction to visual experience through a study of the basic elements of drawing. (A) 4 credits
Dwight Pogue, Gary Nswonger, Carl Caivano, John Gibson, Susan Heidemen, Elizabeth Meyersohn, Katherine Schneider
Offered both semesters

ARS 164 Three-Dimensional Design
An introduction to design principles as applied to three-dimensional form. (A) 4 credits
Lynne Yamamoto
Offered Fall 2005
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 & 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 2005

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
Katherine Schneider, Gary Niswonger
Offered both semesters

ARS 267 Watercolor Painting
Specific characteristics of watercolor as a painting medium are explored, with special attention given to the unique qualities that isolate it from other painting materials. Prerequisites: 163 and 266, or permission of the instructor. Enrollment limited to 15. {A} 4 credits
Susan Heideman
Offered Fall 2005

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 2005

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 2006

ARS 272 Lithography
An introduction to stone lithography techniques. Prerequisites: 161 or 162 or 163, or permission of the instructor. Enrollment limited to 15. {A} 4 credits
Gary Niswonger
Offered Fall 2005

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 2005

ARS 274 Projects in Installation I
This is a course that introduces students to different installation strategies (e.g., working with multiples, found objects, light, site-specificity among others). Coursework includes a series of projects, critiques, readings and a paper. Prerequisite: ARS 164, or permission of the instructor. Enrollment limited to 15. {A} 4 credits
Lynne Yamamoto
Offered Fall 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 2005

ARS 281/LSS 250 Landscape Studies
Introductory Studio
This studio will consider landscapes as a location of evolving patterns, processes and histories created by the interaction of humans and their environment. We will explore the sociocultural and
environmental consequences of these interactions within the context of a process-driven workshop format. Through a series of projects that involve researching, interpreting, documenting and proposing alternatives to local cultural landscapes, each student will assemble portfolios representing her evolving understanding of the opportunities and constraints inherent in the management of landscape resources. These multimedia assemblies will be composed of drawings, images, and writings that range from rough thumbnail sketches to more composed works of interpretation. The course is limited to 12 students. Admission by permission of instructor. Priority given to LSS minors (starting with seniors), and then to students with one or no previous studios. (E)  {A/S} 4 credits
Jeffrey Blankenship
Offered Fall 2005

ARS 282 Photography I
An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Recommended: 161, 163, or 164. Enrollment limited to 20 per section. {A} 4 credits
Paola Ferrario, Fraser Stables
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 2005

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 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
To be announced
Offered Spring 2006

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 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 augments this course. Prerequisites: ARS 162 and permission of the instructor. Enrollment limited to 14. {A} 4 credits
Barbara Lattanzi
Offered Spring 2006

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
John Gibson
Offered both semesters

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. Prerequisite: ARS 163. Enroll-
ARS 369 Offset Printmaking II
Advanced study in printmaking. Emphasis on color printing in lithography, block printing and photonegatives. Prerequisite: 269 or permission of the instructor. Enrollment limited to 12. {A} 4 credits
Dwight Pogue
Offered Spring 2006

ARS 370 Projects in Installation II
An advanced course for students already familiar with basic strategies involved in making installations. Students work in a range of media (object oriented, performative, audio/video, or combinations). Projects will be driven by a selection of topics (e.g., time and narrative, the body, history and memory, exchange and commerce, audience engagement, the spectacle, among others). The topic(s) will change from year to year. Coursework includes conceptualizing and executing projects, critiques, readings and a paper. Prerequisite: ARS 274. {A} 4 credits
Lynne Yamamoto
Offered Spring 2006

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 such as 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 2006

ARS 383 Photography II
Advanced exploration of photographic techniques and visual ideas. Examination of the work of contemporary artists and traditional masters within the medium. (Varying topics for 2005-06 to include digital photography and digital printing). Prerequisite: 282 and permission of the instructor. Enrollment limited to 15. {A} 4 credits
Paola Ferrario, Fraser Stables
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
Paola Ferrario
Offered Spring 2006

ARS 385 Seminar in Visual Studies
An intensive examination of a theme in studio work. Students will work within the medium of their area of concentration. Each class will include students working in different media. Group discussion of readings, short papers, and oral presentations will be expected. The course will culminate in a group exhibition. 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: Form: The Theatre of Metamorphosis Spring Topic: Studio Practice and Strategies for Working Independently {A} 4 credits
Susan Heideman, 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: Stitches and Seams; the Architecture of Edges and Connections. This advanced 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 2005

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces
This upper-level 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 media 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
To be announced
Offered Spring 2006

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. 4 credits
To be arranged

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 2005

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 2006

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

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

FLS 280 Introduction to Video Production

Honors

Co-directors of the Honors Committee:
Art History: Brigitte Buettner; Studio Art: John Gibson
ARH 430d Thesis
8 credits
Full-year course; Offered each year

ARS 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 in an oral critique or defense during April or May.

The Major

Advisers: Brigitte Buehner, Lee Burns, John Davis, Craig Felton, John Gibson, Susan Heideman, Barbara Kellum, Dana Leibsohn, 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: Susan Heideman

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 or minor 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.

To fulfill this requirement, Plan B majors will enroll in ARS 398-399.

Declaring the Plan B major
A student may declare a Plan B major anytime after she has completed the introductory (100 level) studio art requirements and one additional studio art course. She must submit a portfolio of work to the Portfolio Review Committee. Portfolios will be reviewed each semester, just before the advising period. Students who receive a negative evaluation will be encouraged to take an additional studio course or courses, and resubmit their portfolio at a subsequent review time. Students who receive a negative evaluation may resubmit their portfolios in subsequent reviews up to and including the last portfolio review available during their sophomore year. These students will be offered suggestions for strengthening their portfolios through additional studio coursework in the same or other media represented in the portfolio. The additional studio courses will count toward fulfilling the major requirements.

Mapping the Plan B major
Upon receiving a positive portfolio evaluation, a student should select and meet with a Plan B adviser. Together they will discuss her interests and review her studio work to date, and select an area of studio in which she will concentrate. In exceptional cases the student and her adviser may design a sequence of studio courses that draws from several areas of concentration.

Plan C, Architecture
Requirements: twelve courses, which will include:  
1. 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 (or their equivalent)  
3. One other upper-level course in three-dimensional architectural design, such as ARS 386.  
4. One studio course in another medium.  
5. Three 200-level courses 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 normally taken at Smith, 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 a major in another department, wish to focus some of their attention on the history of art. With the assistance of their advisers, students may construct a minor as specific or comprehensive as they desire within the skeletal structure of the requirements.

Advisers: Brigitte Buettner, John Davis, Craig Felton, Barbara Kellum, Dana Leibsohn, John Moore, Marilyn Rhie, and Frazer Ward

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: A. Lee Burns, John Gibson, Susan Heideman, Gary Niswonger, Dwight Pogue, and Lynne Yamamoto

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: 269, 270, 272, 275, 369, 372, 375 of which one should be at the 300 level or a continuation of one medium.
Astronomy

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

Professor
Suzan Edwards, Ph.D., Chair

Assistant Professor
**James Lowenthal, Ph.D.

Laboratory Instructor
Meg Thacher, M.S.

Visiting Assistant Professor
Salman Hameed, Ph.D.

Five College Faculty
Tom R. Dennis, Ph.D. (Professor, Mount Holyoke College)
M. Darby Dyar, Ph.D. (Professor, Mount Holyoke College)
George S. Greenstein, Ph.D. (Professor, Amherst College)
Salman Hameed, Ph.D. (Assistant Professor, Hampshire College)
William Michael Irvine, Ph.D. (Professor, University of Massachusetts)
Neal Katz (Assistant Professor, University of Massachusetts)
John Kwan, Ph.D. (Professor, University of Massachusetts)
F. Peter Schloerb, Ph.D. (Professor, University of Massachusetts)
Stephen E. Schneider, Ph.D. (Professor, University of Massachusetts)
Ronald L. Snell, Ph.D. (Professor, University of Massachusetts)
Daniel Wang, Ph.D. (Professor, University of Massachusetts)
Grant Wilson, Ph.D. (Assistant Professor, University of Massachusetts)
Martin D. Weinberg, Ph.D. (Professor, University of Massachusetts)
Judith S. Young, Ph.D. (Professor, University of Massachusetts)
Min Yun, Ph.D. (Professor, University of Massachusetts)

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
Suzan Edwards
Offered Fall 2005

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
to 25 per section. (N) 3 credits
Suzan Edwards, Meg Thacher
Offered both semesters each year

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) 3 credits
Suzan Edwards, Meg Thacher
Offered Spring 2006

AST 109/PHY 109 The Big Bang and Beyond
According to modern science the universe as we know it began expanding about 14 billion years ago from an unimaginably hot, dense fireball. Why was the universe in that particular state? How did the universe get from that state to the way it is today, full of galaxies, stars, and planets? What evidence supports this “big bang model”? Throughout this course we will focus not simply on what we know about these questions, but also on how we know it and on the limitations of our knowledge. Designed for non-science majors. Enrollment limited to 25. (E) (N) 4 credits
Gary Felder
Offered Spring 2006

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 2005

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
Suzan Edwards, Meg Thacher
Offered Spring 2006

220 FC20 Topics in Astronomy
Topic: Meteorites. The goal of this course is to give students an appreciation of meteorites as geologic objects. We will cover all aspects of meteorites from mineralogy, petrology, bulk chemistry and isotopic systematics, and learn about a variety of analytical equipment including the petrographic microscope, the scanning electron microscope and the electron microscope. Meteorites will be observed in hand sample and in thin section. No knowledge of meteorites will be assumed. Two 2-hour meetings per week. Prerequisite: any 200-level geology or astronomy course. (N) 4 credits
Tom Burbine at Mount Holyoke
Offered Spring 2006

220 FC20 Topics in Astronomy
Topic: Astronomy and Public Policy. Astronomical issues that impact our society will be explored in a seminar format. Issues include the potential threat of collisions between the earth and other solar system bodies and the search for extraterrestrial life. Prerequisite: one science course in any field. (H/N) 4 credits
Salman Hameed at Hampshire
Offered Spring 2006

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
William Irvine at UMass
Offered Fall 2005
224 FC24 Stellar Astronomy
Discover the fundamental properties of stars from the analysis of digital images and application of basic laws of physics. Extensive use of computers and scientific programming and data analysis. Offered in alternate years with 225. Prerequisites: PHY 115, MTH 111, plus one astronomy class. (N) 4 credits
Suzan Edwards
Offered Spring 2006

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 2005

330 FC30a Seminar: Topics in Astrophysics
Asteroids
This course will cover the relationship of asteroids and meteorites. Topics that will be discussed include how asteroids and meteorites are classified, spectroscopic measurements of asteroids, and how meteorites are transferred from asteroids to the Earth. No knowledge of asteroids or meteorites will be assumed. One 3-hour meeting per week. Prerequisite: any 200-level geology or astronomy course. (N) 4 credits
Tom Burbine at Mount Holyoke
Offered Fall 2005

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
Catrina Hamilton at Mount Holyoke
Offered Spring 2006

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 2005

338 FC38 Techniques of Radio Astronomy
Ron Snell at UMass
Offered Spring 2006

351 FC51 Astrophysics I: Stars and Stellar Evolution
Physical principles governing the properties of stars, their formation and evolution: radiation laws and the determination of stellar temperatures and luminosities; Newton’s laws and the determination of stellar masses; hydrostatic equation and the thermodynamics of gas and radiation; nuclear fusion and stellar energy generation; physics of degenerate matter and the evolution of stars to white dwarfs, neutron stars or black holes; nucleosynthesis in supernova explosions; dynamics of mass transfer in binary systems; viscous accretion disks in star formation and x-ray binaries. Prerequisites: PHY 115, PHY 116, plus two additional 200-level physics classes. (N) 4 credits
John Kwan at Amherst
Offered Spring 2006
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.

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 except AST 100, 102, 103.

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.

**1 Stylianos P. Scordilis, Ph.D. (Biological Sciences), Director

Professor
Steven Williams, Ph.D. (Biological Sciences)

Associate Professor
David Bickar, Ph.D. (Chemistry)
Cristina Suarez, Ph.D. (Chemistry)
Christine White-Ziegler, Ph.D. (Biological Sciences)

Assistant Professor
Elizabeth Jamieson (Chemistry)

Senior Lecturer
Lâle Aka Burk, Ph.D.

Other Participating Faculty
Adam Hall, Ph.D. (Biological Sciences)
Borjana Mikic, Ph.D. (Engineering)

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, 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 and CHM 223. Laboratory (253) must be taken concurrently by biochemistry majors; optional for others. {N} 3 credits
Elizabeth Jamieson
Offered Spring 2006

253 Biochemistry I Laboratory
Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide gel electrophoresis, Scatchard analysis, and a project lab on linked enzyme kinetics. Prerequisite: BIO 231. BCH 252 is a prerequisite or must be taken concurrently. {N} 2 credits
Katherine Dorfman
Offered Spring 2006

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
Elizabeth Jamieson
Offered Fall 2005

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
Katherine Dorfman
Offered Fall 2005

380 Seminar: Topics in Biochemistry
Molecular Pathogenesis of Emerging Infectious Diseases. This course will examine the impact of infectious diseases on our society. New pathogens have recently been identified, while existing pathogens have warranted increased investigation for multiple reasons, including as causative agents of chronic disease and cancer and as agents of bioterrorism. Specific emphasis on the molecular basis of virulence in a variety of organisms will be addressed along with the diseases they cause and
the public health measures taken to address these pathogens. Prerequisite: A molecular genetics course (BIO 234) or a microbiology course (BIO 254). Recommended: an immunology course (BIO 344). (N) 3 credits
Christine White-Ziegler
Offered Spring 2006

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
Richard Briggs (Director), Esteban Monserrate, Judith Wopereis
Offered Fall 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. Prerequisites: BIO 111, CHM 222. Laboratory (231) is optional. (N) 4 credits
Stylianos Scordilis
Offered Fall 2005

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 2005

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 2006

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
Mary McKnight
Offered Spring 2006

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. Enrollment limited to 60 per lecture section, 16 per lab section. (N) 5 credits
Kate Queney, Kevin Shea, Shizuka Hsieh, Fall 2005
Offered Fall 2005, Fall 2006
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, 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
Kevin Shea, Robert Linck
Offered Spring 2006, Spring 2007

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
Kevin Shea, Lâle Burk, Fall 2005
Offered Fall 2005, Fall 2006

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
Kate Queeney, Virginia White, Spring 2006
Offered Spring 2006, Spring 2007

One physiology lecture and lab course from:

BIO 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 110 or 111, and CHM 111 or CHM 118. Laboratory (251) is optional. {N} 4 credits
Carolyn Wetzeld
Offered Spring 2006

BIO 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
Carolyn Wetzeld
Offered Spring 2006

BIO 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 110 or 111 and CHM 111 or equivalent advanced placement courses. Laboratory (255) must be taken concurrently. {N} 3 credits
Christine White-Ziegler
Offered Spring 2006

BIO 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 2006

BIO 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 110 or 111 and CHM 111 or CHM 118. Laboratory (257) is optional but strongly recommended. {N} 4 credits
Margaret Anderson
Offered Fall 2005
BIO 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 2005

One physical chemistry course from:

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 2006, Spring 2007

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 2005
Offered Fall 2005, Fall 2006

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 2005

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: Cell biology (BIO 230 or 236). Recommended: a genetics course (BIO 232 or 234) and/or a microbiology course BIO (254/255). Laboratory (345) is optional. (N) 4 credits
Christine White-Ziegler
Offered Fall 2005

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 2006
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 Kate Queeney, Kevin Shea, Fall 2005 Offered Fall 2005, Fall 2006

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 2005

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, 230 and 231, 234 and 235; CHM 111, 222 and 223, 224, or 118, 222 and 223.

One physiology course from: BIO 250 and 251, 254 and 255 or 256 and 257.

One physical chemistry course from: CHM 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, 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.
Biological Sciences

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

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

Associate Professors
Robert Dorit, Ph.D.
**1 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.
Carolyn Wetzel, Ph.D.
Michael Barresi, Ph.D.

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

Lecturers
Esteban Monserrate, Ph.D.
Denise Lello, 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 three 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, human diversity and others. The course will include guest lectures, outside readings and in-class discussions. (N)
4 credits
Steven Williams
Offered Spring 2006

**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 2005
Students who have attained scores of 4 or 5 on the Advanced Placement examination in biology may apply that credit toward either 110 and/or 111. Students without AP credit but with a strong background should discuss their options with a member of the department. The distribution requirements for the major vary depending on whether students have taken 110 and/or 111 (see The Major following the department course listings).

203 Landscape Plants and Issues Laboratory
Identification, morphology and use of landscape plants including annuals, biennials, perennials, tropicals, 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 2005

110 Introductory Colloquia: Life Sciences for the 21st Century*
These colloquia provide entering and non-major students with writing-intensive and/or quantitative-intensive interactive courses focused on particular topics/areas of current relevance in the life sciences. The small-class format is intended to foster discussion and active participation. Students engage with the topic of the colloquium using the many tools and styles of inquiry available to contemporary biologists. While the emphasis will be on the subject matter, we will also be concerned with developing fundamental skills necessary for success in the sciences, including reading of primary literature, writing about science, data presentation and analysis, and hypothesis construction and testing. Individual colloquia are designed to emphasize a variety of skills, including writing (W), quantitative skills (Q), reading skills (R) or laboratory/field-skills (L), and are designated accordingly. May be repeated for credit with a different subject. Enrollment limited to 20 unless otherwise indicated. (E) 4 credits
Robert Dorit and Members of the Department

Women and Exercise—What Is Really Going On in Our Muscles (Q, R, L)
Muscle is a very plastic tissue and responds to environmental changes and stresses in ways we don’t even notice. It atrophies from disuse, hypertrophies from weight lifting and is constantly changing in response to daily exercise. In this course we will explore the effects of exercise on ourselves. With the aid of various microscopies, we will examine different muscle cell types. We will carry out biochemical analyses of metabolites such as glucose and lactate, and enzymes such as creatine kinase and lactate dehydrogenase, to elucidate changes due to exercise. We will also explore some physiological and molecular alterations that help our bodies compensate for new exercise patterns. Enrollment limited to 15.
Stylianos Scordilis
Offered Fall 2005

Infectious Diseases and World Health (W, Q, R)
This course will explore the biology of infectious diseases, and the important public health challenge they present, particularly in the developing world. The colloquium will emphasize the growing understanding of infectious diseases made possible by advances in genomics and molecular biology. Emerging infectious diseases such as Ebola, SARS, and West Nile will be discussed along with diseases that have potential use in bioterrorism such as smallpox and anthrax.
Steven Williams
Offered Fall 2005

Your Genes, Your Chromosomes (Q, R, L)
A course on the use of genetics in medicine and forensic science. Laboratories will give students an opportunity to determine their blood types, view their chromosomes, and develop their DNA fingerprints. The course will emphasize speaking, writing, analytical skills and experimental design.
Robert Merritt
Offered Fall 2005

Plant Invasions (W, R, L)
(Subject to the approval of the Committee on Academic Priorities.)
Naturalized alien plants constitute a substantial portion of the flora of every continent and many islands. What enables some introduced plants to

*Students who have attained scores of 4 or 5 on the Advanced Placement examination in biology may apply that credit toward either 110 and/or 111. Students without AP credit but with a strong background should discuss their options with a member of the department. The distribution requirements for the major vary depending on whether students have taken 110 and/or 111 (see The Major following the department course listings).
become aggressive weeds, displacing native plants and altering community balances? Why are some communities more or less resistant to invasion? This colloquium explores plant biology from a molecular to a community level as we examine the dynamics of notorious plant invasions. Includes visits to several local sites to view invasions in progress.
Denise Lello
Offered Fall 2005

The Biology and Policy of Breast Cancer (W, Q, R)
This colloquium examines the genetic and environmental causes of cancer, focusing on the molecular biology and epidemiology of this suite of diseases. We will pay particular attention to the health and policy implications of recent discoveries concerning the genetic causes of predisposition to breast cancer.
Robert Dorit
Offered Spring 2006

Conservation Biology Colloquium (W, Q, R)
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.
L. David Smith
Offered Spring 2006

111 Molecules, Cells and Systems*
This course is an introduction to fundamental biological concepts, including cell, organelle and membrane structure and function, biomolecules, bioenergetics and metabolism, and the molecular basis and mechanisms of inheritance and information transfer. A significant portion of the course is devoted to the structure, function, and regulation of select organ systems such as excretory, circulatory, endocrine, immune and nervous systems. Investigative laboratory exercises explore basic concepts through observation, self-designed experiments, and data collection and analysis. {N} 4 credits
Richard Briggs (Director), Esteban Monserrat, Judith Wopereis
Offered Fall 2005, Spring 2006

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 2006

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. {N} 1 credit
Gabrielle Immerman
Offered Spring 2006

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. Prerequisites: BIO 110 or 111, CHM 222. Laboratory (231) is optional. {N} 4 credits
Stylianos Scordilis
Offered Fall 2005

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. {N} 1 credit
Graham Kent
Offered Fall 2005

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 110 or 111. Laboratory (233) is optional. \( N \) 4 credits

Robert Merritt
Offered Fall 2005

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. \( N \) 1 credit

Robert Merritt
Offered Fall 2005

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 110 or 111. Laboratory 235 is optional. \( N \) 4 credits

Steven Williams, Robert Dorit
Offered Spring 2006

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

Mary McKitrick
Offered Spring 2006

236 Cell Physiology
Survey of fundamental cell processes. Topics will include, but are not limited to, 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. Particular emphasis will be placed on the genetic regulation of cellular processes. Prerequisite: BIO 110 or 111 and CHM 111 or CHM 118. This course does not serve as a prerequisite for BCH 252 but is a prerequisite for BIO 346. Laboratory (237) is not required. \( N \) 4 credits

Michael Barresi
Offered Spring 2006

237 Cell Physiology Laboratory
This lab provides the opportunity to observe and manipulate cells so as to better understand the processes covered in lecture. During the first half of the semester, students will be introduced to a variety of cell types, microscopy techniques, and DNA and protein analysis; the latter half is devoted to student-designed observations of single-celled organisms. Techniques include, but are not limited to bright field, darkfield, 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. \( N \) 1 credit

Michael Barresi
Offered Spring 2006

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 110 or 111. Laboratory (241) optional but highly recommended. \( N \) 4 credits

Carolyn Wetzel
Offered Fall 2005

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
Carolyn Wetzel
Offered Fall 2005

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. Enrollment limited to 20. Laboratory (243) must be taken concurrently.
(N) 3 credits
L. David Smith
Offered Fall 2005

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 credits
L. David Smith
Offered Fall 2005

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 2007

245 Vertebrate Biology Laboratory
A largely anatomical exploration of the evolutionary origins, adaptations and trends in the biology of vertebrates. (N) 1 credit
To be announced
Offered Spring 2007

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 110 or 111, and CHM 111 or CHM 118. Laboratory (251) is optional. (N) 4 credits
Carolyn Wetzel
Offered Spring 2006

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
Carolyn Wetzel
Offered Spring 2006

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 110 or 111 and CHM 111 or equivalent advanced placement courses. Laboratory (255) must be taken concurrently. (N) 3 credits
Esteban Monserrate
Offered Spring 2006

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 2006
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 110 or 111 and CHM 111 or CHM 118. Laboratory (257) is optional but strongly recommended. (N) 4 credits
Margaret Anderson
Offered Fall 2005

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 2005

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. Laboratory (261) is optional. A weekend field trip will be included. (N) 4 credits
Stephen Tilley
Offered Fall 2005

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 2005

264 Marine Ecology
This course will initially focus on selected marine systems (e.g., shores, coral reefs, deep sea) in order 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 110 or 111 or GEO 108 or permission of the instructor. Enrollment limited to 28. Laboratory (265) must be taken concurrently and includes one field trip. (N) 3 credits
Paulette Peckol, Esteban Monserrate
Offered Fall 2005

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. One required weekend field trip to the New England coast. (N) 2 credits
Paulette Peckol, Esteban Monserrate
Offered Fall 2005

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 2006

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. The course assumes familiarity with the basic principles of genetics. Alternates with BIO 270. (N) 4 credits
Stephen Tilley
Offered Spring 2007

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. One required weekend field trip to the New England coast. (N) 2 credits
Paulette Peckol, Esteban Monserrate
Offered Fall 2005

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 2006
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 2006

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. {N} 4 credits
Laura Katz
Offered Fall 2006

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 2006

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. Familiarity with basic genetic and evolutionary concepts is assumed. Alternates with BIO 262. {N} 4 credits.
Stephen Tilley
Offered Spring 2008

320 Colloquium on Molecular Medicine
A study of cells and their diseased states in humans. The cellular, molecular, metabolic and physiological bases of selected diseases will be analyzed. Topics will include gross and cellular pathology, inflammation, metabolic, musculoskeletal and neurological disorders, as well as the clinical symptomology and therapeutic possibilities. Several topics will be given by pathologists at Baystate Medical Center. Prerequisite: BIO 230. {N} 4 credits
Stylianos Scordilis
Offered Fall 2007

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) {N} 4 credits
Adam C. Hall
Offered Spring 2006

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. 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. This 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. Hall
Offered Spring 2006

330 Neurophysiology
The function of nervous systems. Topics include electrical signals in neurons, synapses, the neural basis of form and color perception, and the gen-
122 Biological Sciences

eneration of behavioral patterns. Prerequisites: BIO 230, 236 or 256. Laboratory (331) must be taken concurrently. (N) 4 credits
Richard Olivo
Offered Spring 2006

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 2006

332 Histology
A study of the microscopic structure of animal tissues, including their cellular and extracellular composition, function and arrangement into organs. Structural organization and structure-function relationships will be emphasized. Additional prerequisite: BIO 230 or 236. Laboratory (333) is optional, but strongly recommended. Offered in alternate years. (N) 4 credits
Richard Briggs
Offered Spring 2006

333 Histology Laboratory
An introduction to microtechnique: the preparation of tissue and organs for light microscopic examination, including fixation, embedding and sectioning, different staining techniques and cytochemistry, and photomicrography. Also includes the study of cell, tissue and organ morphology through examination of prepared material. Minimum enrollment: six students. Additional prerequisite: BIO 332, which should be taken concurrently. Offered in alternate years. (N) 1 credit
Richard Briggs, Judith Wopereis
Offered Spring 2006

336 Introduction to Biological Microscopy
This course will focus on theory, principles and techniques of light (fluorescence, confocal, DIC) microscopy and scanning and transmission electron microscopy in biology including basic optics, instrument design and operational parameters. Associated equipment and techniques for specimen preparation and image recording will also be considered, along with discussions of elucidating biological structure/function relationships. Admission by permission of the instructor. Additional prerequisite: BIO 230 or 236. Laboratory (337) must be taken concurrently. Enrollment limited to six. (N) 3 credits
Richard Briggs
Offered Fall 2005

337 Introduction to Biological Microscopy Laboratory
The laboratory includes practical techniques for light (fluorescence, confocal, DIC) microscope operation and a more thorough introduction to the scanning and transmission electron microscopes. Selected techniques of biological specimen preparation (fixation, embedding, sectioning, and staining) for the different microscopies, as well as associated data recording processes, will also be emphasized. In addition to the formal laboratory period, students will need to arrange blocks of time to practice the techniques and work on self-designed investigations. BIO 336 must be taken concurrently. (N) 2 credits
Richard Briggs, Judith Wopereis
Offered Fall 2005

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 2007

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 2007

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, or 234, or 262 or permission of the instructor. (N) 4 credits
Robert Dorit
Offered Fall 2005

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 2005

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, bioinformatics, and others. Enrollment limited to 16. Additional prerequisite: BIO 235 and 342, which should be taken concurrently. (N) 1 credit
To be announced
Offered Fall 2005

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: Cell biology (BIO 230 or 236). Recommended: a genetics course (BIO 232 or 234) and/or a microbiology course (BIO 254/255). Laboratory (345) is optional. (N) 4 credits
Christine White-Ziegler
Offered Fall 2005

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 2005

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. In addition to textbook reading assignments, students will learn to read and present primary literature and compose an abbreviated grant proposal. Prerequisite: a course in molecular genetics (BIO 232 or BIO 234), and cell biology (BIO 236 or BIO 230). Laboratory (347) is optional, but recommended. (N) 4 credits
Michael Barresi
Offered Fall 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 focused on neural development using zebrafish as a model system. Lecture 346 must be taken con-
currently. Enrollment limited to 12. Dis 1 credit
Michael Barresi
Offered Fall 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 integra-
tion, membrane domains and transport mecha-
nisms, and the application of molecular science to
modern medicine. Additional prerequisites: BIO
230 and CHM 223. Offered in alternate years. Dis 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 behav-
ioral ecology and evolution. Additional prerequi-
site: one of the following: BIO 242, 244, a statistics
course or permission of the instructor. Dis 3
credits
Virginia Hayssen
Offered Fall 2006

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. Dis 2 credits
Virginia Hayssen
Offered Fall 2005

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. Dis 3 credits
Denise Lello
Offered Fall 2005

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. Dis 1 credit
Denise Lello
Offered Fall 2005

359 Ecological Analysis Laboratory
Exploration of ecological phenomena via computer
stimulation and field investigation. Topics include
density-dependent and random effects in popula-
tion growth, competition, predator-prey interac-
tions, 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. Dis 2 credits
Stephen Tilley
Offered Spring 2008

361 Evolutionary Analysis Laboratory
The analysis and application of evolutionary prin-
ciples using computer modeling, phylogenetic analy-
sis 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 as-
sumes 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. Dis 2 credits
Stephen G. Tilley
Offered Spring 2007

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

Seminars

360 Topics in Molecular Biology
Topic: Molecular Pathogenesis of Emerging In-
fected Diseases. This course will examine the
impact of infectious diseases on our society. New
pathogens have recently been identified, while exist-
ing pathogens have warranted increased investiga-
tion for multiple reasons, including as causative
agents of chronic disease and cancer and as agents
of bioterrorism. Specific emphasis on the molecu-
lar basis of virulence in a variety of organisms will be addressed along with the diseases they cause and the public health measures taken to address these pathogens. Prerequisite: A molecular genetics course (BIO 234) or a microbiology course (BIO 254). Recommended: An immunology course (BIO 344). (N) 3 credits
Christine White-Ziegler
Offered Spring 2006

364 Topics in Environmental Biology
Topic: Biology and Geology of Coral Reefs—Past, Present, and Future. Coral reefs occupy a relatively 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 worldwide, with a focus on effects of environmental and anthropogenic disturbances (e.g., sedimentation, eutrophication, overfishing). Prerequisite: permission 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 various cell types. This seminar will consider chemical and radiation carcinogenesis, oncogenesis, growth factor signaling pathways and the role of hormones in cancers, as well as the pathologies of the diseases. Prerequisite: BIO 230 or permission of the instructor. (N) 3 credits
Stylianos P. Scordilis
Offered Spring 2007

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 perspective, with the aim of understanding the evolutionary forces that drive genome evolution. We will examine genome data from microbial organisms, including many disease-causing microbes, as well as from plants, animals and fungi. Technologies for generating and annotating genome data will also be discussed. (N) 3 credits
Laura Katz
Offered Spring 2006

BIO 370/ EGR 370 Topics in Microbiology
Topic to be announced. Permission of the instructor required (N) 4 credits
Robert Dorit
Offered Fall 2006

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 2005, Paulette Peckol; Spring 2006, John Burk

The major in biological sciences is designed to provide 1) a strong basis for understanding biological perspectives on various issues, 2) conceptual 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 are encouraged to enroll in one of the introductory colloquia (BIO 110) or in BIO 111, or in both, as well as introductory chemistry (CHM 111 or 118) in their first year. Some 200- and 300-level courses have chemistry, biology, or statistics prerequisites. Note that one or two semesters of organic chemistry are prerequisites for a number of 300-level courses.
The following requirements for the major apply to students entering the Class of 2006 and beyond. Students from other class years should consult with their advisers concerning major 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: Biology offers two entry paths into the major: entering students may take either a topic-oriented colloquium (BIO 110) or a survey course (BIO 111), or both. BIO 110 and BIO 111 are offered in both semesters, providing additional flexibility to students undertaking introductory coursework in math or chemistry. The biology major also requires CHM 111 or 118 and a course in statistics (MTH 245 is strongly recommended for majors in the biological sciences). Students with Advanced Placement, or students with unusually strong preparation in the biological sciences should consult with a biology adviser at Fall registration, as they may be eligible to bypass 100-level biology offerings entirely. Those credits would instead be replaced with distribution or advanced courses, as detailed in the Advanced Placement section below.

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 NSC 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: Any course in the biology department may be used for elective credit, unless it is a course explicitly designated as a “non-majors course” (BIO 101, 102, 202/203). Non-majors courses can only be counted towards the major if they are taken prior to declaring the major. Students who choose to take two colloquia (BIO 110) may use one of them for elective credit. 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; NSC 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.
Prospective majors who enter Smith with AP credit, AP coursework or an exceptionally strong background in biology should consider bypassing introductory coursework and going directly into the more advanced (200-level) offerings. This option should be discussed with a biology adviser at Fall registration, and will require the adviser’s consent. If approved, students may undertake one of the following options:

1. 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)

2. **The fundamental course requirement:** Biology offers two entry paths into the major: entering students may take either a topic-oriented colloquium (BIO 110) or a survey course (BIO 111), or both. BIO 110 and BIO 111 are offered in both semesters, providing additional flexibility to students undertaking introductory coursework in math or chemistry. The biology major also requires CHM 111 or 118 and a course in statistics (MTH 245 is strongly recommended for majors in the biological sciences). Students with Advanced Placement, or students with unusually strong preparation in the biological sciences should consult with a biology adviser at Fall registration, as they may be eligible to bypass 100-level biology offerings entirely. Those credits would instead be replaced with distribution or advanced courses, as detailed in the Advanced Placement section below.

3. **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 D. Organismal biology:** 240, 242/243, 244, 268/269, 270.
   - **Field E. Evolutionary biology:** 262, 266/267, 270.
   - **Field F. Ecology:** 260, 264/265.

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

5. **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.

6. **Elective courses:** Any course in the biology department may be used for elective credit, unless it is a course explicitly designated as a “non-majors course” (BIO 101, 102, 202/203). Non-majors courses can only be counted towards the major if they are taken prior to declaring the major. Students who choose to take two colloquia (BIO 110) may use one of them for elective credit. 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; NSC 311.

7. **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.

8. **Options for majors with Advanced Placement credit or other forms of strong high school preparation in biology.** Prospective majors who enter Smith with AP credit, AP coursework or an exceptionally strong background in biology should consider bypassing introductory coursework and going directly into the more advanced (200-level) offerings. This option should be discussed with a biology adviser at Fall registration, and will require the adviser's consent. If approved, students may undertake one of the following options:
1. One introductory colloquium (BIO 110) and five distribution courses (one/distribution area).

2. Biology 111 and five distribution courses (one/distribution area).

3. Six distribution courses (one/distribution area).

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 chosen in consultation with an adviser. These courses usually include an introductory level course and must include one 300-level course. No more than one course designed primarily for non-majors may be included. One course from another department or program may be included provided that course is related to a student's particular interest in biology and is chosen in consultation with her adviser.

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 2005

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

Biochemistry
See pp. 110–114

Environmental Science and Policy
See pp. 211–213

Marine Science and Policy
See pp. 299–300

Neuroscience
See p. 318-322

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 2005

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

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

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

590d Research and Thesis
8 credits
Full-year course; Offered each year

**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.

**Preparation for graduate study in the biological sciences.**

Graduate programs that grant masters and doctoral degrees in biology vary in their admission requirements, which may include at least one year each of mathematics (preferably including statistics), physics, and organic chemistry. Many programs stress both broad preparation across the biological sciences and a strong background in a specific area. Many institutions require scores on the Graduate Record Examination, which emphasize a broad foundation in biology as well as quantitative and verbal skills. Students contemplating graduate study should review the requirements of particular programs as early as possible in the course of their studies and seek advice from members of the department.
Visiting faculty and some lecturers are generally appointed for a limited term.

Professor
12 Robert G. Linck, Ph.D.

Associate Professors
David Bickar, Ph.D.
Cristina Suarez, Ph.D., Chair

Assistant Professors
Kate Queeney, Ph.D.
Kevin Shea, Ph.D.
Elizabeth Jamieson, Ph.D.
12 Shizuka Hsieh, Ph.D.
**1 Maureen Fagan, 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 Perspectives in Chemistry
Topic: Chemistry of art objects. In this museum-based course, chemistry will be discussed in the context of art. We will focus on materials used by artists and how the chemistry of these materials influences their longevity. Current analytical methods as well as preservation and conservation practices will be discussed with examples from the Smith College Museum of Art. Three hours of lecture, discussion and demonstrations. Class meetings will take place in the Museum and in the Clark Science Center. {N} 4 credits
Lâle Aka Burk
Offered 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
Shizuka Hsieh, Spring 2006
To be announced, Spring 2007
Offered Spring 2006, Spring 2007

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, Kevin Shea, Shizuka Hsieh, David Bickar, Virginia White, Fall 2005
To be announced, Fall 2006
Offered Fall 2005, Fall 2006

118 Advanced General Chemistry
This course is designed for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bond-
ing, 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.

Robert Linck, Maria Bickar, Fall 2005
Elizabeth Jamieson, Maria Bickar, Fall 2006
Offered Fall 2005, Fall 2006

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
Kevin Shea, Robert Linck, Rebecca Thomas, Spring 2006
Kevin Shea, Maureen Fagan, Maria Bickar, Spring 2007
Offered Spring 2006, Spring 2007

223 Chemistry III: Organic Chemistry
The chemistry of alkyl halides, 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 2005
Kevin Shea, Lâle Burk, Fall 2006
Offered Fall 2005, Fall 2006

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
Kate Queeney, Virginia White
Offered Spring 2006, Spring 2007

226 Synthesis
Synthetic techniques and experimental design in the context of multistep synthesis. The literature of chemistry, methods of purification and characterization. Recommended especially for sophomores. Prerequisite: 223. {N} 3 credits
David Bickar, Rebecca Thomas, Spring 2006
To be announced, Spring 2007
Offered Spring 2006, Spring 2007

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 2007

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 Fagan
Offered Fall 2006

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 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 2005
Cristina Suarez, Fall 2006
Offered Fall 2005, Fall 2006

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, Spring 2006
Cristina Suarez, Spring 2007
Offered Spring 2006, Spring 2007

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 2005
Cristina Suarez, Maria Bickar, Fall 2006
Offered Fall 2005, Fall 2006

337/ EGR 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 2007

338 Bio-NMR Spectroscopy and Imaging
This course is designed to provide an understanding of the general principles governing 1D and 2D Nuclear Magnetic Resonance (NMR) spectroscopy. Examples from the diverse use of biological NMR in the study of protein structures, enzyme mechanisms, DNA, RNA, etc., will be analyzed and discussed. A basic introduction to Magnetic Resonance Imaging will also be included, concentrating on its application to biomedical issues. Prerequisite: A knowledge of NMR spectroscopy at the basic level covered in CHM 222 and 223. \( N \) 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 spectrophotometric, 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
Kate Queeney, Kevin Shea, Fall 2005
Kate Queeney, Fall 2006
Offered Fall 2005, Fall 2006

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 2006

363 Advanced Inorganic Chemistry
Topics in inorganic chemistry. Application of group theory to coordination compounds, molecular orbital theory of main group compounds and organometallic compounds. Prerequisite: 331. \( \{N\} \) 4 credits
Elizabeth Jamieson
Offered Spring 2006, Spring 2007

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-empirical 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; optional for others. \( \{N\} \) 3 credits
Elizabeth Jamieson, Fall 2005
David Bickar, Fall 2006
Offered Fall 2005, Fall 2006

BCH 353 Biochemistry II Laboratory
Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352 is a prerequisite or must be taken concurrently. \( \{N\} \) 2 credits
Katherine Dorfman
Offered Fall 2005, Fall 2006

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 program 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 research and one elective course with laboratory, or (c) three elective courses with laboratory meets the requirements of the American Chemical Society for eligibility for professional standing.
Required courses: 111, 222, 223, 224, 226, 331, 332, 347, 363 and a further six 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. Students who take 118 are required to include 118, 222 and 223. 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
**1 Justina W. Gregory, Ph.D.
§1 Thalia A. Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)
Scott A. Bradbury, Ph.D., Chair

Associate Professor
Nancy J. Shumate, Ph.D

Lecturer
Maureen B. Ryan, Ph.D.
Nicholas C. Rynearson, B.A.

Majors are offered in Greek, Latin, classics and classical studies. Qualified students in these majors have the opportunity of a semester’s study at the Intercollegiate Center for Classical Studies in Rome.

Students planning to major in classics are advised to take relevant courses in other departments such as art, English, history, philosophy and modern foreign languages.

Students who receive scores of 4 and 5 on the Advanced Placement test in Virgil may not apply that credit toward the degree if they complete LAT 213 for credit.

Credit is not granted for the first semester only of an introductory language course.

Greek

GRK 100y Elementary Greek
A yearlong course that will include both the fundamentals of grammar and, in the second semester, selected readings. (F) 8 credits
Scott Bradbury
Full year course; offered each year

GRK 212 Attic Prose and Drama
Prerequisite: 100y. (L/F) 4 credits
Justina Gregory
Offered Fall 2005

GRK 213 Homer, Iliad or Odyssey
Prerequisite: 212 or permission of the instructor.

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
Nicholas C. Rynearson
Offered Spring 2006

Demeter and Dionysus in Greek Religion
A study of two important divinities and their place in Greek religion through readings of the Homeric Hymn to Demeter and Euripides’ Bacchae, the two principal literary sources for study of these gods. The Hymn is our major source for knowledge of Demeter and the Eleusinian Mysteries, the oldest mystery cult in the Greek world. Euripides’ play is a deep and far-ranging meditation on the nature of the most complex of all Greek gods. Our approach will be both literary and historical.
Scott Bradbury
Offered Fall 2005

Aeschylus and Herodotus: Athens, the Savior of Greece
A study of how two fifth-century authors, a tragedian and a historian, viewed the wars against Persia
Classical Languages and Literatures

that were to transform Athens into an imperial power.
Nicholas C. Rynearson
Offered Spring 2006

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

Graduate

GRK 580 Studies in Greek Literature
This will ordinarily be an enriched version of the 300-level course currently offered. 4 credits
Offered both semesters each year

Adviser for Graduate Study: Nancy Shumate.

Latin

LAT 100y Elementary Latin
Fundamentals of grammar, with selected readings from Latin authors in the second semester. {F}
8 credits
Nicholas C. Rynearson, Maureen Ryan
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 2005

LAT 213 Introduction to Virgil’s Aeneid
Prerequisite: 212 or permission of the instructor. {L/F} 4 credits
Nancy Shumate
Offered Spring 2006

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

Latin Satire
Features of satire as a uniquely Roman genre; readings from Horace and Juvenal. Prerequisite: 216b or permission of the instructor. {L/ F}
Nancy Shumate
Offered Fall 2005

Roman Letters
Selected readings from Roman epistolary literature, including works by Cicero, Pliny and Seneca. Attention to the development of epistolary theory and style; mechanics of exchange; private vs. public correspondence; and verse adaptations of the letter form. Prerequisite: 216 or permission of the instructor. {L/ F}
Maureen Ryan
Offered Spring 2006

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 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
Nicholas C. Rynearson, Fall 2006
Scott Bradbury, Spring 2006
Offered Fall 2005, Spring 2006

CLS 236 Cleopatra: Histories, Fictions, Fantasies
A study of the transformation of Cleopatra, a competent Hellenistic ruler, into a historical myth, a staple of literature and a cultural lens through which the political, aesthetic and moral sensibilities of different eras have been focused. Roman, Medieval, Renaissance, Orientalist, Postcolonial, Hollywood Cleopatras; reading from, among others, Plutarch, Virgil, Boccaccio, Shakespeare, Dryden, Gautier, Shaw, historical novelists; some attention to Cleopatra in the visual arts. {L/H} 4 credits
Nancy Shumate
Offered Spring 2006

The Major in Greek, Latin, or Classics

Advisers: Members of the department
Adviser for Study Abroad: Scott Bradbury
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.

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 (in-
termediate) 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: 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.

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.
Comparative Literature

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

Ann Rosalind Jones, Ph.D., Director

Professors
**1 Maria Banerjee, Ph.D. (Russian Language and Literature)
Elizabeth Harries, Ph.D. (English Language and Literature and Comparative Literature)
§1 Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)
§1 Janie Vanpee, Ph.D. (French Studies)
**1 Craig R. Davis, Ph.D. (English Language and Literature)
Jocelyne Kolb, Ph.D. (German Studies)

Associate Professors
11 Anna Bott, Ph.D. (Italian Language and Literature and Comparative Literature)
Reyes Lázaro, Ph.D. (Spanish and Portuguese)
12 Luc Gillemann, Ph.D. (English Language and Literature)
**1, §1 Sabina Knight, Ph.D. (East Asian Languages and Literatures)

Assistant Professors
Katwiwa Mule, Ph.D.
**2 Justin Cammy, Ph.D. (Jewish Studies)
Dawn Fulton, Ph.D. (French Studies)
Nicolas Russell, Ph.D. (French Studies)

Lecturer
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
Offered Fall 2005

GLT 292/ENG 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Offered Spring 2006

(See p. 203). An interdepartmental course, GLT 291/ENG 202 is a requirement for the CLT major. Students interested in comparative literature should take it as early as possible, if they are ready for a fast-paced, challenging course that includes a lot of reading and writing.

Some comparative literature courses are open to students at all levels. Many 200-level courses, unless otherwise described in this catalogue, are open to well qualified first-year students if they obtain the instructor's permission (even if the short course schedule labels them “Not open to first-years”). After their first year, all students are eligible to take 200-level CLT courses unless otherwise specified. Courses at the 300 level require at least one 200-level literature course or permission of the instructor.

In 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 Celtic Worlds
Craig R. Davis
Offered Fall 2005

GLT 291/ ENG 202 Western Classics in Translation, from Homer to Dante
Ann Jones, Nancy Shumate, Elizabeth Harries, Director
Offered Fall 2005
293 Writings and Rewritings
Topic: Antigones. 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. Oedipus’ daughter Antigone, executed for buying her brother against the decree of the tyrant Creon, has been read as a sister defending family bonds against state power, as a woman supporting private good over civic law and as a feminist resisting male domination. Why has she been interpreted in such different ways in different times and places? We’ll analyze her transformations from ancient Greece to the 21st century in drama and film from Sophocles to Anouilh, Brecht, the Congolese dramatist Sylvain Bemba and the modern American playwright Martha Boesing and in theorists from Hegel to Lévi-Strauss, Lacan, Derrida, Gayle Rubin, Seyla Benhabib and Judith Butler.
Ann Jones
Offered Spring 2006

Intermediate Courses

CLT 204/ ENG 204 Arthurian Legend
The legend of Arthurian Britain as it developed in Wales, France and England. Readings will include early Welsh poems and tales, Geoffrey of Monmouth, Chrétien de Troyes, Marie de France, La Queste del Saint Graal, the Gawain-poet and Malory. (L) 4 credits
Nancy Bradbury
Offered Fall 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. Open to students at all levels. (E) (L)
Katwiwa Mule
Offered Fall 2005

ENG 207 The Technology of Reading and Writing
An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; political implications of different kinds and levels of literacy. (L) 4 credits
Douglas Patey
Offered Fall 2005

218 Holocaust Literature
Creative responses to the destruction of European Jewry, differentiating between literature of the Holocaust (texts written in extremis in the ghettos, camps or in hiding) and post-war literature about the Holocaust. Does Holocaust literature build upon existing archetypes from Jewish literature of catastrophe, or establish itself as an entirely new literary tradition? In what ways do dynamics of artistic representation respond to shifts in language, cultural and ideological context, audience and the passage of time? Who is authorized to tell the story of the Holocaust? How to balance competing claims of individual and collective experience, the rights of the imagination and the pressures for historical accuracy? Considers texts from a variety of artistic genres (diary, memoir, reportage, poetry, novel, oral testimony, comic book, film, monument, museum and literary theory), balancing works by well-known European and American writers and the recovery of Hebrew and Yiddish voices, all in
translation. Open to students at all levels. Enrollment limited to 75. {H/ L} 4 credits
Justin Cammy
Offered Fall 2005

220 Colloquium
Topic: Imagining Language. We will think about the links between words and things as philosophers and artists have imagined them. Reading largely pre-20th-century theories of language by Plato, St. Augustine, Locke, Condillac, Freud and others, we will pair each of these thinkers with 20th-century artists (poets, book makers, prose writers) who meditate on their work on the same questions of language. Short exercises (anagrams, rebuses, alphabet poems, portmanteau words) will be an integral part of the course. {L} 4 credits
Margaret Bruzelius
Offered Fall 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 both semesters. {L/ A} 4 credits
Timothy Allison
Offered Fall 2005, Spring 2006

234 The Adventure Novel: No Place for a Woman?
This course explores the link between landscape, plot and gender: how is the adventure landscape organized? Who lives where within it? What boundaries mark safe and unsafe places? Beginning with essays on cartography by Denis Wood, we’ll read three classic 19th-century boys’ books (Scott, Stevenson, Verne), then adventure fictions with female protagonists by E.M. Forster, Ursula Le Guin, Peter Dickinson, Astrid Lundgren and others, to explore the ways in which this genre has embraced and resisted female heroes. {L} 4 credits
Margaret Bruzelius
Offered Spring 2006

235 Fairy Tales and Gender
A study of the literary fairy tale in Europe from the 1690s to the 1990s, with emphasis on the ways women have written, rewritten and transformed them. Some attention to oral storytelling and to related stories in other cultures. Writers will include Aulnoy, Perrault, le Prince de Beaumont, the Grimms, Andersen, Christina Rossetti, Angela Carter, Sexton, Bromius. Prerequisite: at least one college-level course in literature. Not open to first-year students. {L} 4 credits
Elizabeth Harries
Offered Spring 2006

CLS 236 Cleopatra: Histories, Fictions, Fantasies
A study of the transformation of Cleopatra, a competent Hellenistic ruler, into a historical myth, a staple of literature and a cultural lens through which the political, aesthetic and moral sensibilities of different eras have been focused. Roman, Medieval, Renaissance, Orientalist, Postcolonial, Hollywood Cleopatras; reading from, among others, Plutarch, Virgil, Boccaccio, Shakespeare, Dryden, Gautier, Shaw, historical novelists; some attention to Cleopatra in the visual arts. {L/ H} 4 credits
Nancy Shumate
Offered Spring 2006

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} 4 credits
Sabina Knight
Offered Fall 2005

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, focusing on loss of language,
Comparative Literature

exile 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-Jelloun's The Sand Child, Julia Alvarez's How the Garcia Girls Lost their Accents, Toni Morrison's The Bluest Eye. Open to students at all levels. {L} 4 credits

Katwiwa Mule
Offered Fall 2005

EAL 245 Writing, Japan and Otherness
A study of representations of "foreign" cultures in Japanese literary and cinematic production of Japan's modern period, from the mid-19th century until the present. How was (and is) Japan's identity as a modern nation configured through representations of "others"? How are categories of race, gender, nationality, class and sexuality used in the construction of "otherness"? We will consider the development of modern Japanese national and individual identities as well as explore issues of travel, colonialism, immigration and military occupation. Assigned texts include literary works by Natsume Sōseki, Tanizaki Jun'ichirō, Yosano Akiko and Hayashi Kyōto and Lee Yangji as well as critical articles by Edward Said, Mary Louise Pratt and Lisa Lowe. All readings are in English translation. {L} 4 credits

Kimberly Kono
Offered Fall 2005

JUD 258/ENG 230 The Jewish Writer in America
The Jewish writer's engagement with America, from the 1890s through the cultural upheavals of the 1960s from writing on the margins in Yiddish to the central role of Jews in shaping American literature after World War II. Narratives of immigration and acculturation; the myth of America and its discontents; negotiating anti-Semitism in the Anglo-American literary tradition; the rise of the New York Intellectuals; literary feminisms; Jewish comedy and satire; crises of the Left involving Communism, Black-Jewish relations and '60s radicalism; and the shadow of the Holocaust. Must Jewish writing in America remain on the margins, neither American enough ("too Jewish") for the mainstream nor ethnic enough for the new multicultural curriculum? Novels, short stories, poetry and essays by recipients of the Nobel and Pulitzer Prizes, the National Book Award and many others. {L/H} 4 credits

Justin D. Cammy
Offered Spring 2006

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. Open to students at all levels. {L} 4 credits

Sabina Knight
Offered Fall 2005

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). {E} 4 credits

Katwiwa Mule
Offered Spring 2006
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, subvert 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 Spring 2006

274 The Garden: Paradise and Battlefield
Ever since Genesis, the garden has been depicted not only as a paradise, a refuge and a women’s place, but also as a jungle that challenges definitions of the self and of that self’s place in the world. How have shared notions about the relation of gardens to their inhabitants changed from one culture and historical period to another? Some attention to the theory and history of landscape gardening. Texts by Mme. de Lafayette, Goethe, Austen, Balzac, Zola, Chekhov, Colette, D.H. Lawrence and Alice Walker. (L) 4 credits
Ann Leone
Offered Spring 2006

277 At Home with Kafka: Jewish Writing of the 20th Century
From the comedy and strangeness of the Kafkaesque to Bashevis Singer’s demons and dybbuks, from the chaos of war and revolution to utopian and dystopian landscapes, Jewish authors defined the modern predicament. Relationships between art and exile, language and identity, homeless imaginations and imagined homecomings, folklore and avant-garde culture, the particularity of Jewish experience and the universality of the Jew. Implications of the choice between writing as a Jew in a so-called minor language (Hebrew and Yiddish) and writing as a minority in a major European language. Readings from 20th-century masters of the novel, short story and literary theory with particular attention to the link between modernist experimentation and the crisis of modernity. Open to students at all levels. (L) 4 credits
Justin Cammy
Offered Fall 2006

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-Veyra. Open to students at all levels. (L) 4 credits
Dawn Fulton
Offered Spring 2006

POR 280 Portuguese and Brazilian Voices in Translation
Topic: Literature on the Margins of Modernity.
This course will introduce celebrated writers from the Portuguese-speaking world. While some of these writers have achieved international acclaim, the location of their writing at the edges of global modernity is vital to understand not only the aesthetic and thematic force of their works but also the frameworks for their reception in translation. In addition to close-readings of a limited selection of works, we will discuss the place of these writers in their respective national literatures, a transnational Portuguese-language literature and world literature today. Writers may include: José Saramago (Portugal); Machado de Assis, Clarice Lispector, Luis Fernando Verissimo (Brazil); Mia Couto (Mozambique). Course conducted in English. (A/L) 4 credits
Malcolm McNee
Offered Spring 2006

285 HSC 285 Mnemosyne: Goddess or Demon
For the ancient Greeks, Mnemosyne (the Greek word for memory) was a goddess who gave them
Comparative Literature

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 Kis, among others. 

4 credits
Nicolas Russell
Offered Fall 2005

Advanced Courses

305 Studies in the Novel
Topic: The Modern African Novel: Texts and Issues. A study of the controversies about the origins of the African novel and its thematic, ideological and aesthetic visions. Is there a demonstrable relationship between the modern African novel, a late 20th-century phenomenon and the oral epic traditions of the continent? Should we read the African novel as an experiment in form, driven by diverse African experience as writers attempt to grapple with local social, political and gender formations? We will attempt to respond to these questions through an in-depth study of texts such as Ngugi wa Thiong’o’s Devil on the Cross, Achebe’s A Man of the People, Ama Ata Aidoo’s Our Sister Killjoy, Nawal el Saadawi’s God Dies by the River Nile and Cheikh Hamidou Kane’s Ambiguous Adventure.

4 credits
Katwiwa Mule
Offered Spring 2006

SPN 356 Close Reading, Translation and Performance: Don Juan
Close reading in the original Spanish of three of the Don Juan plays read in English in CLT 364 (Tirso’s, Valade-Inclán’s and Azorín’s). This course provides opportunities to practice literary reading and communicative skills in Spanish and to perfect pronunciation and exposition through brief performances and translations as well as two film reviews in Spanish. Highly recommended in combination with SPN 364 for Spanish majors and CLT students concentrating in Spanish. Prerequisite: SPN 230 or above or permission of the instructor. 

1 credit
Reyes Lázaro
Offered Spring 2006

364 Tradition and Dissent: Don Juan, World’s Traveler
Don Juan has been called a scoundrel, a Romantic hero, a quintessential ‘macho,’ a homosexual, a rebel against stifling social and sexual mores, an emblem of Spain. Different attitudes towards Don Juan reveal how countries and ages interpret conquest, patriarchal power, religion, sex, gender, freedom and rebellion. This course traces the world travels and transformations of the character from sinner and philosopher in the 17th century (Tirso and Molière, respectively), to a symptom of the arrival of modern sensibility (Mozart-De Ponte) and a nationalistic symbol in 19th- and 20th-century Spain (Zorrilla, Valade-Inclán, Azorín). Films by Losey and Sellars (Don Giovanni). Frears (Dangerous Liaisons), Levin (Don Juan De Marco), Mediero (Don Juan, My Love). Taught in English, the Spanish texts are offered in the original in the one-credit course SPN 356.

4 credits
Reyes Lázaro
Offered Spring 2006

EAL 360 Seminar: Topics in East Asian Languages and Literatures
Topic: Images of Colonial Japan (new topic)
Kim Kono
Offered Spring 2006

368 The Play of Ideas
Close textual study of modern Continental plays that deal with violence as a destructive and transformative force in history. Manifestoes and theories about the subversiveness of art and its complicity with the status quo, writing as private and social act, purposes of drama as imaginative transgression and social responsibility. Topics include the French Revolution and the Holocaust; plays by Peter Weiss, Elfride Jelinek, Dario Fo and Vaclav Havel; essays by Sartre, Artaud, Bataille and Sue-Ellen Case.

4 credits
Luc Gilleman
Offered Fall 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
Ann Jones
Offered Fall 2005

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
Ann Jones
Offered Spring 2006

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

The Major

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 CHI 350, GER 221, GRK 212, ITL 231, JPN 350, LAT 212, POR 215, RUS 332, SPN 230 or SPN 244, 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 yearlong literary survey in a foreign language (e.g., FRN 253, 254), she may count either semester 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. (CLT 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 a 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: Luc Gillemann

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
Michael O. Albertson, Ph.D., (Mathematics)
Joseph O’Rourke, Ph.D., Chair
†2 Ileana Streinu, Ph.D.

Associate Professors
Merrie Bergmann, Ph.D.

†1 Dominique F. Thiébaut, Ph.D.
Judy Franklin, Ph.D.

Assistant Professors
Nicholas Howe, Ph.D.
*2 Judith Cardell, Ph.D. (Clare Booth Luce Assistant Professor of Computing Engineering)

Four computer science courses have no prerequisites. These are CSC 102 (How the Internet Works), CSC 103 (How Computers Work), 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; packet switching; how e-mail and Web browsers work, domain names, mail and file transfer protocols, encoding and compression, http and HTML, the design of Web pages, and the operation of search engines, beginning JavaScript; the DOM. Both history and societal implications are explored. Prerequisite: basic familiarity with word processing. Enrollment limited to 30. The course will meet for half of the semester only. (M) 2 credits
Joseph O’Rourke, Fall 2005, Spring 2006
Offered half of both semesters each year

103 How Computers Work
An introduction to how computers work. The goal of the course is to provide students with a broad understanding of computer hardware, software and operating systems. Topics include the history of computers; logic circuits; major hardware components and their design, including processors, memory, disks, and video monitors; programming languages and their role in developing applications; and operating system functions, including file system support and multitasking, multiprogramming and timesharing. Weekly labs give hands-on experience. Enrollment limited to 30. (M) 2 credits
Judith Cardell
Offered first half of the semester, Fall 2005

105 Interactive Web Documents
A half-semester introduction to the design and creation of interactive environments on the Web. Focus on three areas: 1) Web site design; 2) Javascript; 3) Embedded multimedia objects. Enrollment limited to 30. Prerequisites: CSC 102 or equivalent competency with HTML. (E) (M) 2 credits
Nicholas Howe
Offered second half of the semester, Spring 2006

111 Computer Science I
Introduction to a block-structured object-oriented high-level programming language. Will cover language syntax and use the language to teach program design, coding, debugging, testing and documentation. Procedural and data abstraction are introduced. Enrollment limited to 48; 24 per lab section. (M) 4 credits
Judy Franklin, Fall 2005, Spring 2006
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 Java. The programming goals of portability, efficiency and data abstraction are emphasized. Prerequisite: 111 or equivalent. Enrollment limited to 30. {M} 4 credits
Audrey Lee, Fall 2005
Nicholas Howe, Spring 2006
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
Joseph O’Rourke, Ileana Streinu
Offered Spring 2006

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, the implementation of high-level language constructs, integer and floating-point arithmetic, and how the processor deals with I/O devices and interrupts. Prerequisite: 112 or permission of the instructor. {M} 4 credits
Judy Franklin
Offered every Fall

240 Computer Graphics
Covers two-dimensional drawings and transformations, three-dimensional graphics, lighting and colors, game design, perspective, curves and surfaces, ray tracing. Employs Postscript, C++, GameMaker, and POV-Ray; radiosity. The course will accommodate both CS majors, for whom it will be programming intensive, and other students with less technical expertise, by having two tracks of assignments. Prerequisites for CSC major credit: 112, MTH 111 or permission of the instructor; otherwise, CSC 111 or permission of the instructor. {M} 4 credits
Joseph O’Rourke
Offered Fall 2005

249 Seminar in Computer Networks
(Pending CAP approval)
This course introduces fundamental concepts in the design and implementation of computer communication networks, their protocols and applications. Topics to be covered include layer 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. {M} 4 credits
Judith Cardell
Offered Spring 2006

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. Perl is used to illustrate regular language concepts. Prerequisites: 111 and MTH 153. {M} 4 credits
Merrie Bergmann
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
Ileana Streinu
Offered Spring 2006

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 pro-
cesses, deadlock, and access and protection issues. Programming projects will implement and explore algorithms related to several of these topics. Prerequisite: 231. {M} 4 credits
Nicholas Howe
Offered Spring 2007

270/ EGR 251 Digital Circuits and Computer Systems
This class introduces the operation of logic and sequential circuits. Students explore basic logic gates (and, or, nand, nor), counters, flip-flops, decoders, microprocessor systems. Students have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 12. {M} 4 credits
Nicholas Howe
Offered Spring 2007

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. {M} 4 credits
Judith Cardell
Offered Spring 2007

294 Introduction to Computational Linguistics
This course introduces the field of computational linguistics, which provides a framework for natural language understanding and generation, including syntax (grammar), semantics (meaning), and pragmatism. 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. {M} 4 credits
Merrie Bergmann
Offered Fall 2005

352 Seminar in Parallel Programming
The primary objective of this course is to examine the state of the art and practice in parallel and distributed computing, and to expose students to the challenges of developing distributed applications. This course deals with the fundamental principles in building distributed applications using C and C++, and parallel extensions to these languages. Topics will include process and synchronization, multithreading, Remote Method Invocation (RMI) and distributed objects. Prerequisites: 112 and 252. {M} 4 credits
Dominique Thiebaut
Offered Fall 2007

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 of programming existing and student-built robots using the programming language C. Prerequisites: CSC 112, 231, Calculus, Discrete Math or permission of the instructor. (E) {M} 4 credits
Ileana Streinu
Offered Spring 2006

354 Seminar in Digital Sound and Music Processing
Focuses on areas of sound/music manipulation that overlap significantly with computer science disciplines. Topics are digital manipulation of sound; formal models of machines and languages to analyze and generate sound and music; algorithms and techniques from artificial intelligence for music composition and music database retrieval; and hardware aspects such as time-dependence. This is a hands-on course in which music is actively generated via programming projects and includes a final installation or demonstration. Prerequisites are 111, 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. {M} 4 credits Dominique Thiébaut Offered Fall 2007

370 Computer Vision and Image Processing
This seminar will examine the state of the art in computer vision through readings of original papers and implementation of classic algorithms. Beginning with the basics of color theory and camera models, the course will look at processing steps in a typical image pipeline. After considering low-level feature extraction such as edge detection, optical flow and stereo correspondence, the course will take up higher-level issues such as object segmentation and tracking, structure from motion, and image comparison and retrieval. Prerequisites: CSC 112, MTH 153 (E) {N} 4 credits Nicholas Howe Offered Fall 2005

400 Special Studies
For majors, by arrangement with a computer science faculty member. Variable credit as assigned Offered both semesters each year

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.

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 364. Prerequisites: 211, 212, 253 or permission of the instructor. {M} 4 credits Michael Albertson Offered Fall 2005
The Minor

Students may minor in computer science by fulfilling the requirements for one of the following concentrations or by designing, with department approval, their own sequence of six courses, which must include 111 and 112, and one 300-level course.

1. Theory (six courses)
Advisers: Nick Howe, Judy Franklin, Joseph O'Rourke, Ileana Streinu

This minor is appropriate for a student with a strong interest in the theoretical aspects of computer science.

Required courses
111 Computer Science I
112 Computer Science II
Two distinct 200- or 300-level courses designated as Theory
One other 200- or 300-level course
One CSC 300-level course designated Theory (and not among those satisfying the previous requirements).

2. Programming (six courses)
Advisers: Judith Cardell, Judy Franklin, 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 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.

# Dept Number Title Credits Preq.
1 CSC 102 How the Internet Works 2 none
2 CSC 105 Interactive Web Documents 2 CSC 102
3 CSC 111 Computer Science I 4 None

On an ad hoc approval basis, substitution for one or more of the required courses would be permitted by various relevant Five College courses, including those in the partial list below.

School Number Title
Hampshire CS 0174 Computer Animation I
Hampshire CS 0334 Computer Animation II
UMass ART 397F Digital Imaging: Offset Litho
UMass ART 397F Digital Imaging: Photo Etching
UMass ART 397L Digital Imaging: Offset Litho
UMass ART 697F Digital Imaging: Photo Etching
UMass EDUC 591A 3D Animation and Digital Editing
UMass CMPSCI 397C Interactive Multimedia Production

7. Digital Music (six courses equally balanced between Computer Science and Music)

Adviser: Judy Franklin.

This minor is designed to accommodate students who desire both grounding in music theory and composition and the technical expertise to express their music through digital media that requires mastery of the underlying principles of computer science.

Three Computer Science courses are required. CSC 111 Computer Science I includes a systematic introduction to computer science, and the basics of programming concepts. CSC 112 Computer Science II includes study of data structures, algorithms and a study of recursion and the object-oriented programming paradigm. The programming goals
of portability, efficiency and data abstraction are emphasized. One of CSC 220 or CSC 250. CSC 220 Advanced Programming Techniques focuses on several advanced programming environments, and includes object-oriented programming, graphical user interfaces (GUIs), and principles of software engineering. CSC 250 Foundations of Computer Science concerns the mathematical theory of computing and examines automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; computability and Turing machines.

Three music courses are required. MUS 110 Analysis and Repertory is an introduction to formal analysis and tonal harmony, and a study of familiar pieces in the standard musical repertory. Regular written exercises in harmony and critical prose. MUS 111 may be substituted for students entering with the equivalent of 110. One of MUS 233 or MUS 212. MUS 233 Composition covers basic techniques of composition, including melody, simple two-part writing, and instrumentation. The course includes analysis of representative literature. MUS 212 20th-Century Analysis is the study of major developments in 20th-century music. Writing and analytic work including non-tonal harmonic practice, serial composition, and other musical techniques. (Prerequisite: MUS 111 or permission of the instructor). One of MUS 345 or CSC 354 (cross-listed in the music department). MUS 345 Electro-Acoustic Music is an introduction to musique concrete, analog synthesis, digital synthesis and sampling through practical work, assigned reading, and listening. CSC 354 Seminar on Sound and Music Processing includes areas of sound/music manipulation such as digital manipulation of sound, formal models of machines and languages used to analyze and generate sound and music, and algorithms and techniques from artificial intelligence for music composition.

These requirements are summarized in the following table:

<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>111</td>
<td>Computer Science I</td>
<td>4</td>
<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>3</td>
<td>CSC</td>
<td>220</td>
<td>Advanced Programming</td>
<td>4</td>
<td>CSC 112</td>
</tr>
<tr>
<td></td>
<td>CSC</td>
<td>250</td>
<td>Foundations of Computer Science</td>
<td>4</td>
<td>CSC 111</td>
</tr>
<tr>
<td>4</td>
<td>MUS</td>
<td>110</td>
<td>Analysis and Repertory</td>
<td>5</td>
<td>MTH 153</td>
</tr>
<tr>
<td>5</td>
<td>MUS</td>
<td>233</td>
<td>Composition</td>
<td>4</td>
<td>MUS 110</td>
</tr>
<tr>
<td></td>
<td>MUS</td>
<td>212</td>
<td>20th-Century Analysis</td>
<td>4</td>
<td>MUS 111</td>
</tr>
<tr>
<td>6</td>
<td>MUS</td>
<td>345</td>
<td>Electro-Acoustic Music</td>
<td>4</td>
<td>MUS 110</td>
</tr>
<tr>
<td></td>
<td>CSC</td>
<td>354</td>
<td>Seminar on Sound and Music</td>
<td>4</td>
<td>Permission</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Processing</td>
<td></td>
<td></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.

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

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.
Dance

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

Professor
Susan Kay Waltner, M.S., Chair

Associate Professor
Rodger Blum, M.F.A.

Visiting Assistant Professor
Robin Prichard, M.F.A.

Visiting Artist-in-Residence
Mark A. Davis

Lecturer in Dances of the African Diaspora
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)
Ranjana Devi (Lecturer, University of Massachusetts, Fine Arts Center)
Charles Flachs, M.A. (Associate Professor, Mount Holyoke College)
Rose Flachs (Associate Professor, Mount Holyoke College)

Terese Freedman, B.A. (Professor, Mount Holyoke College)
Constance Valis Hill, Ph.D. (Five College Associate Professor, Hampshire College)
Sam Kenney, M.F.A. (Guest Artist, University of Massachusetts)
Kenneth Lipitz (Lecturer, University of Massachusetts)
Daphne Lowell, M.F.A., Five College Dance Department, Chair; (Professor, Hampshire College)
Cathy Nicoli, M.F.A. (Visiting Assistant 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
Ariel Cohen
Kellie Lynch
Tara Madsen
Dustyn Martincich
Ching-Shan Parks
Amy Softic
Fania Tskalakos

The Five College Dance Department combines the programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts. The faculty operates as a consortium, coordinating curricula, performances and services. The Five College Dance Department supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques. Course offerings are coordinated among the campuses to facilitate registration, interchange and student travel; students may take a dance course on any of the five campuses and receive credit at the home institution.

Students should consult the Five College Course Schedule (specifying times, locations and new course updates) online at www.fivecolleges.edu/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 permission of the instructor is required. “L” indicates that enrollment is limited.
Dance Composition: Introductory through advanced study of elements of dance composition, including phrasing, space, energy, motion, rhythm, musical forms, character development and personal imagery. Course work emphasizes organizing and designing movement creatively and meaningfully in a variety of forms (solo, duet and group), and utilizing various devices and approaches, e.g. motif and development, theme and variation, text and spoken language, collage, structured improvisation, and others.

All Dance Theory Courses: L {A} 4 credits

151 Elementary Dance Composition
L {A} 4 credits
A. Composition
UM (Schwartz), AC (Woodson), Fall 2005
MH (Woodson), Spring 2006
Offered Fall 2005, Spring 2006

252 Intermediate Dance Composition
Prerequisite: 151. L {A} 4 credits
Robin Pritchard
Offered Fall 2005

B. Scripts and Scores
Not offered during 2005-06

353 Advanced Dance Composition
Prerequisite: 252 or permission of the instructor.
L {A} 4 credits
MH (Coleman), UM (Kenney)

A. Performance Studio
AC (Woodson)
Offered Fall 2005

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 8 students by permission.
Rodger Blum, AC (Woodson)
Offered Fall 2007

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
To be announced, Spring 2006
MH (Farlow), Fall 2005
Offered Fall 2005, Spring 2006

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
Susan Wältner
Offered Fall 2005

267 Dance in the Community
Community Crossover. This course is designed for students who are interested in merging social activism, art and teaching. It teaches students to
Dance

use movement and theater in settings such as senior centers, schools, prisons and youth recreation centers. In studio sessions, students will learn how to identify, approach and construct classes for community sites. Selected videos and readings will provide a context for discussion and assist in the development of individual student's research and teaching methods. The class will also include lab sessions at designated off-camps sites where students will lead and participate in teaching workshops. No previous experience in the arts or in teaching is necessary. Limited to 15 students. (E) {A} 4 credits

To be announced

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 2006

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 2005

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, Spring 2007
MHC (Jones), UM (Arslanian), Fall 2005
Offered Fall 2005, Spring 2007

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
Trisha Brown Repertory
Susan Wältner, Spring 2006

Ballet Repertory
MHC (To be announced)

Phrase Work
UM (Kenney)
Offered Fall 2005

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 2005
Jazz Tap Dancing America
Embellishing upon Ralph Ellison's astute remark that much in American life is "jazz shaped," this course presents a multidisciplinary introduction to the study of jazz and its inflection of American expressive culture, particularly jazz and tap dance forms. We will learn about how jazz, as an American vernacular musical form with a distinct African heritage, made its cross-disciplinary mark in the literary, visual and performing arts; and was (literally) instrumental in shaping a distinctly modern line and modernist aesthetic. We will specifically focus on the relationship between jazz music and dance, looking not only at corporeal embodiments of the blues, swing, bebop, and rhythm-and-blues, but also how jazz rhythm, improvisation, call-and-response patterning and elements of swing altered the line, attack, speed, weight and phrasing of 20th century American dance forms. We will investigate the lineage and styles of all jazz-related dance forms, from social dances and tap dance to musical theatre dance and hip hop. Enrollment limited to 20.

Constance Valis Hill
Offered Spring 2006

Performing Musical Theatre: African-American Influences on Broadway Song and Dance
A strong emphasis will be placed on both musical staging and theoretical exploration. The study of the relationship of the choreographer and dancer to theatrical movement will allow students to investigate performing in a musical theater context while exploring the rich tapestry of the African-American experience through song and dance. Several influential African American composers, writers, directors and choreographers will be studied as well as the emergence of folkloric, liturgical, tap dance, urban-popular and hip-hop. This class will examine how these styles of dance and music continue to inform the creativity of post-World War II theater artists. Students will have the opportunity to participate in the musical staging of sequences from selected productions. Prerequisite: DAN 171; intermediate level of ballet, modern dance and/or jazz dance. Enrollment limited to 20.

Mark Allan Davis
Offered Spring 2006

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 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, some of which include Diaghilev, waltzes, Tchelichew and surrealism, 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.

Not offered during 2005–06

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 (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 available text that describe African form and African dance content, and explore the way dance is viewed by African Americans and Africans throughout the diaspora. Enrollment limited to 20.

Na Love
Offered Fall 2005

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 choreogra-
phies. The prominence of the female ballerina, the emergence of the male dancer, and the impact 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. 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) Not offered during 2005–06

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 12, 2005, at 4:10 p.m. in the Green Room, Theatre Building. Attendance is mandatory. (A) 1 credit Mark Davis Offered Fall 2005

200 Dance Production
Same description as above. There will one general meeting on Monday, January 30, 2006 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 2006

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
Fania Tsakalakos
Offered Fall 2005

218 Floor Barre Movement Technique
This course combines classical and modern principles in a basic series performed on the floor. It is designed to help dance students achieve a more consistent technical ability through added strength, stretch and development of fluid transition. Prerequisite: two semesters of ballet or modern dance technique. Enrollment limited to 20. (A) 2 credits
Rodger Blum
Offered Spring 2007

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
To be announced
Offered Spring 2006

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
Ariel Cohen, Fall 2005
To be announced, Spring 2006
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
Tara Madsen, Fall 2005
To be announced, Spring 2006
Offered Fall 2005, Spring 2006

215 Modern Dance III
Prerequisite: 113 and a minimum of one year of modern dance study. L (A) 2 credits
Mark Davis, Fall 2005
MHC, HC (To be announced), UM (Brown)
Offered Fall 2005

216 Modern Dance IV
Prerequisite: 215. L (A) 2 credits
To be announced
Offered Spring 2006

317 Modern Dance V
By audition/permission only. Prerequisite: 216. L and P (A) 2 credits
Robin Prichard, Fall 2005
MHC (To be announced)
Offered Fall 2005

318 Modern Dance VI
Audition required. Prerequisite: 317. L and P (A) 2 credits
Robin Pritchard
Offered Spring 2006
Ballet: Introductory through advanced study of the principles and vocabularies of classical ballet. Class is comprised of three sections: Barre, Center and Allegro. Emphasis is placed on correct body alignment, development of whole body movement, musicality and embodiment of performance style. Pointe work is included in class and rehearsals at the instructor’s discretion.

120 Ballet I
L (A) 2 credits
Section 1: Fania Tsakalakos, Fall 2005
Section 2: Ching-Shan (Sandra) Parks, Fall 2005
To be announced, Spring 2006
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
Ariel Cohen, Fall 2005
To be announced, Spring 2006
Offered both semesters each year

122 Ballet III
Prerequisite: 121a or b or permission of the instructor. L (A) 2 credits
Amy Softic
MHC (To be announced)
UM (Lipitz)
Offered Fall 2005

123 Ballet IV
L (A) 2 credits
To be announced
MHC (To be announced)
UM (Lipitz)
Offered Spring 2006

124 Ballet V
By audition/permission only. L (A) 2 credits
Thomas Vacanti
UM (Lipitz)
Offered Fall 2005

125 Ballet VI
By audition/permission only. L (A) 2 credits
Maryanne Kozdis
MHC (To be announced)
Offered Spring 2006

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
Section 1: Kellie Lynch, Fall 2005
Section 2: Ching-Shan (Sandra) Parks, Fall 2005
To be announced, Spring 2006
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
Amy Softic, Fall 2005
To be announced, Spring 2006
Offered both semesters each year

232 Jazz III
Further examination of jazz dance principles. L (A) 2 credits
Mark Davis, Fall 2005
UM (Kenney)
Offered Fall 2005

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 2006

334 Jazz V
Advanced principles of jazz dancing. L. By audition/permission only. L (A) 2 credits
Mark Davis, Fall 2005
UM (Kenney)
Offered Fall 2005

335 Jazz VI
Advanced principles of jazz dancing. L. By audition/permission only. L (A) 2 credits
Mark Davis
UM (To be announced)
Offered Spring 2006
136 Tap I
Introduction to the basic tap dance steps with general concepts of dance technique. Performance of traditional tap step patterns and short combinations. Enrollment limited to 15. {A} 2 credits
MHC (Raff), Fall 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 formed in the cultural context of the identified dance form. These courses vary in levels of technique, beginning and intermediate (I), and intermediate and advanced (II) and focus accordingly on movement fundamentals; integration of song and movement; basic through complex rhythms, perfection of style, ensemble and solo performance when applicable. 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 2005, Spring 2006

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 (Mali, Senegal, the Gambia, Guinea) as well as Nigeria and Ghana. It will specifically examine the dance styles of the Serer, Lebou, Djolla, Bambara, Wolof, Sauce, Malinke, Manding, Yoruba and Twi peoples of these regions. Enrollment limited to 30. {A} 2 credits
Not offered during 2005-06

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 2006

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 next page).

History Dance in the 20th Century (DAN 171) and Dance and Culture (DAN 272) serve as the introduction to the major. At the advanced level there is the Anthropological Basis of Dance (DAN 375) and more specialized period courses or topics. These courses all examine the dance itself and its cultural context.

Creative and Aesthetic Studies (DAN 151, 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, biomechanics, and their relationships to various theories of technical study.

Language of Movement (DAN 285) Courses in this area train students to observe, experience and notate qualitative aspects of movement (Laban Movement Analysis) and to quantitatively perceive and record movement (Labanotation).

Music for Dancers (DAN 287) Sharpens understanding of music fundamentals and makes these applicable to dance.

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 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, 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. Pre-registration 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 schedule (specifying times, locations and new course updates) online at www.fivecolleges.edu/dance/schedule.html

Adviser: Susan Waltner

F. Graduate: M.F.A Program
Adviser: Robin Prichard

“P” indicates that permission of the instructor is required.

510 Theory and Practice of Dance IA
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
Robin Prichard
Offered both semesters each year

520 Theory and Practice of Dance IIA
Studio work in dance technique and weekly seminars. Prerequisite: 510. P. 5 credits
Robin Prichard
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
To be announced
Offered Fall 2006

553 Choreography by Design
(Pending approval of the Committee on Academic Priorities.)
This class will examine and engage the choreographic process through a study of the interaction of expressive movement with concrete and abstract design ideas. Music and sound, lighting, costuming, projected video and set/sculpture installations may all be analyzed as design elements to deepen the choreography of human movement. Choreographic ideas developed in this class will be based on the premise that design elements can be used as source material for choreographic intent. Choreography and theatrical design will be examined as art forms that merge to create a unified vision of texture, color, gesture, shape and movement. In addition to studies and projects, weekly writings will be assigned. Prerequisites: two semesters of choreography (or equivalent), familiarity with basic music theory, coursework in theatrical production (or equivalent) 5 credits
To be announced
Offered Fall 2006

560 Scientific Principles in the Teaching of Dance
This course is designed to assist graduate students as they teach dance technique. The principles of anatomy, injury prevention and rehabilitation, and nutrition are examined in relation to fundamentals of dance pedagogy; expressive dance aesthetics are examined formally within a context of current body science. Through analysis of body alignment, safe and efficient movement patterns and proper nutritional needs, students learn methods that increase efficiency, clarity, strength and coordination and that ultimately achieve desired aesthetic goals. Class work includes lectures, experiential application, and computer analyses to reinforce a rigorous understanding of the scientific principles and body mechanics that are observed within dance performance as well as in excellent teaching of dance. Prerequisite: DAN 241 or the equivalent. (A) 5 credits

Susan Waltner, Barbara Brehm-Curtis
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 Repertory (4 credits at AC, HC, MHC, and SC; 3 credits at UM)
UM DANCE 195R Classical Indian Dance I— UM (Devi)
UM DANCE 295R Classical Indian Dance II— UM (Devi)
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)
Visiting faculty and some lecturers are generally appointed for a limited term.

Professor
Thomas Rohlich, Ph.D., Chair

Associate Professors
Maki Hirano Hubbard, Ph.D.
Deirdre Sabina Knight, Ph.D.

Assistant Professors
Kimberly Kono, Ph.D.
Sujane Wu, Ph.D.

Visiting Assistant Professor
Yuri Kumagai, Ed.D.

Lecturers
Yoon-Suk Chung, Ph.D.
Weijia Li, Ph.D.
Suk Massey, M.A.
Atsuko Takahashi, M.A.
Grant Xiaoguang Li, Ph.D.
Ling Zhao, M.A.

Teaching Assistant
Mimi Domeki, B.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 in Kyoto (when it is offered) following completion of the FYS course. Enrollment limited to 15 first-year students. (H) W 4 credits
Thomas Rohlich
Offered Fall 2005

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 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 only. (E) 2 credits
Thomas Rohlich
Offered Interterm 2006
Three days at Smith and two weeks in Kyoto, Japan during January 2006
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-Confucian times through the Yuan dynasty. Through the careful reading of selected works including shaman’s hymns, protest poetry and excerpts from the great novels, students will inquire 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) {L} 4 credits
Sujane Wu
Offered Fall 2005

EAL 236 Modernity: East and West
What can the project of modernity, particularly the Enlightenment concern for human freedom, 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 and writers to consider theories of modernity, 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. Works by Kant, Marx, Soseki, Lu Xun, Zhang Yimou and others. {L} 4 credits
Sabina Knight
Offered Fall 2005

EAL 237 Chinese Poetry and the Other Arts
A study of traditional Chinese poetry from around 600 B.C. to A.D. 1300, including folk songs, old-style poems, rhapsodies, yuefu ballads, regulated verses, ci lyrics and vernacular songs. Through comparative study of the theoretical and practical interaction of Chinese poetry with music, painting, calligraphy and other visual and plastic arts, we will consider forms of art in a coherent intellectual framework. In addition to linguistic characteristics, formal and thematic aspects, we will explore issues of gender and the historical, social and cultural contexts. Students, if interested, will also learn to sing some traditional Chinese poems. All readings are in English translation. {L} 4 credits
Sujane Wu
Offered Spring 2006

EAL 240 Japanese Language and Culture
This course is designed to enhance students’ knowledge and understanding of the Japanese language by relating linguistic, social and historical aspects of Japanese culture as well as the Japanese perception of the dynamic of human interactions. Starting with a brief review of structural and cultural characteristics of the language, we will move on to examine predominant beliefs about the relationship between Japanese language and cultural or interpersonal perceptions, including politeness and gender. Basic knowledge of Japanese is desirable. All readings are in English translation. {S} 4 credits
Maki Hubbard
Offered Spring 2006

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. {L} 4 credits
Thomas Rohlich
Offered Fall 2005

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 discussions of these texts, we will also address theoretical questions about such concepts as identity, gender, race, sexuality, nation, class, colonialism, modernism and translation. All readings are in English translation. {L} 4 credits
Kimberly Kono
Offered Spring 2006
EAL 245 Writing, Japan and Otherness
We will examine representations of “otherness” in Japanese literature and film from the mid-19th century until the present. How was (and is) Japan’s identity as a modern nation configured through representations of “others?” How are categories of race, gender, nationality, class and sexuality used in the construction of “otherness?” We will discuss the development of national and individual identities as well as explore issues of travel, colonialism, immigration and military occupation. In conjunction with these investigations, we will also address the varied ways in which Japan was represented as “other” by writers from China, England, France, Korea and the United States. How do these images of and by Japan converse with each other? All readings are in English translation. (L) 4 credits
Kimberly Kono
Offered Fall 2005

EAL 261 Major Themes in Literature: East-West Perspectives
Topic: 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. Open to students at all levels. (L) 4 credits
Sabina Knight
Offered Fall 2005

EAL 360 Seminar: Topics in East Asian Languages and Literatures

Writing Empire: Images of Colonial and Postcolonial Japan
We will read and discuss literary texts produced in and about the Japanese empire during the first half of the 20th century. We will address the diverse reactions to Japan’s colonial project and explore the ways in which empire was manifest in a literary form. Looking at the different representations of empire, the course will examine concepts such as assimilation, mimicry, hybridity, travel and transculturation in the context of Japanese colonialism. By bringing together different voices from inside and outside of Japan’s empire, students will gain a deeper understanding of the complexities of colonial hegemony and identity. In particular, reading works by Japanese, Korean, Taiwanese and Chinese subjects will enable students to transcend simplistic binary notions of colonizer and colonized while also acknowledging the complex reality of colonial complicity. While the course will focus predominantly on literature related to Japanese colonialism, students will also be assigned several examples of colonial fiction from other literary traditions as well as some postcolonial theory. (L) 4 credits
Kimberly Kono
Offered Spring 2006

The Dream of the Red Chamber (also known as The Story of the Stone)
The Dream of the Red Chamber is the most studied of all the novels in Chinese literature, and scholarship on the novel now forms its own “Red School.” In modern times, the novel has also been frequently transformed into TV drama series, movies, plays, operas and dance performances. In this seminar, we will finish reading the novel’s 120 chapters (translated into English in five volumes) and study the novel’s representations of both popular and high culture, from traditional society, arts, and poetry to clothing, food and other everyday customs. Visual aides and Web sites will be provided whenever needed. (L) 4 credits
Sujane Wu
Offered Spring 2006

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

A language placement test is required prior to registration for students who have previously studied the language.

Chinese Language

CHI 111 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:
Grant Li; Weijia Li
Offered each Fall

CHI 221 Chinese II (Intensive)
A continuation of 110. Prerequisite: CHI 110 or permission of the instructor. {F} 5 credits
Ling Zhao
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, hira-
gana, katakana and about 300 Kanji. Designed for students with no background in Japanese. {F} 5 credits
Maki Hubbard, 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
Maki Hubbard, Atsuko Takahashi
Offered each Fall

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, Atsuko Takahashi
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
Kimberly Kono
Offered Fall 2005

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
Atsuko Takahashi
Offered Spring 2006

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, Japan and Otherness
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
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, Director
12 Peter N. Gregory, Professor of Religion and of East Asian Studies
**1** Dennis Yasutomo, Professor of Government
Suzanne Zhang-Gottschang, Assistant Professor of East Asian Studies and Anthropology

**Participating Faculty**
Marnie Anderson, Lecturer in History
**1** Steven M. Goldstein, Professor of Government
Jamie Hubbard, Professor of Religion and Yehan Numata Lecturer in Buddhist Studies
Maki Hirano Hubbard, Associate Professor of East Asian Languages and Literatures
**1** **1** Deirdre Sabina Knight, Assistant Professor of East Asian Languages and Literatures
Kimberly Kono, Assistant Professor of East Asian Languages and Literatures
Thomas Rohlich, Professor of East Asian Languages and Literatures
Sujane Wu, Assistant Professor of East Asian Languages and Literatures

**Research Associate**
Rieko Kage

---

**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.
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, etc.)

Electives must include courses in both the Humanities and Social Sciences.

Electives must include courses on more than one East Asian country.

One of the elective courses must be a Smith seminar.

At least half of course credits toward the major must be taken at Smith.

Smith courses not included on the approved list may count toward the major under the following conditions:

- The course has a substantial East Asian component suitable for a comparative study of East Asia.
- The student obtains the approval of the East Asian Studies Advisory Committee.
- No more than one such course shall be applied toward the major.

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.

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:

- The courses are reviewed and approved by the East Asian Studies Advisory Committee upon completion.
- 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 2007

EAS 270 Colloquium in East Asian Studies
Topic: Art of Korea. Architecture, sculpture, painting and ceramic art of Korea from Neolithic times to the 18th century. (A/ H) 4 credits
Marylin Rhie
Offered Fall 2005

EAS 279 Colloquium: The Art and Culture of Tibet
The architecture, painting, and sculpture of Tibet are presented within their cultural context from the period of the Yarlung dynasty (7th century) through the rule of the Dalai Lamas to the present. (A/ H) 4 credits
Marylin Rhie
Offered Fall 2006

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 2007

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 2006

ANT 252 The City and the Countryside in China
(S) 4 credits
Suzanne Zhang-Gottschang
Offered Fall 2006

ANT 253 Introduction to East Asian Societies and Cultures
(E) (S) 4 credits
Suzanne Zhang-Gottschang
Offered Fall 2005, Spring 2007

HST 211 (L) The Emergence of China
{H} 4 credits
Daniel Gardner
Offered Fall 2005, Fall 2006

HST 212 (L) China in Transformation, A.D. 750–1900
{H} 4 credits
Daniel Gardner
Offered Spring 2007

HST 221 (L) The Rise of Modern Japan
{H} 4 credits
Marnie Anderson
Offered Fall 2005

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 237 Chinese Poetry and the Other Arts
EAL 240 Japanese Language and Culture
EAL 241 Court Ladies, Wandering Monks, and Urban Rakes
EAL 242 Modern Japanese Literature
EAL 243 Japanese Poetry in Cultural Context
EAL 245 Writing, Japan and Otherness
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 263 Zen
REL 265 Colloquium in East Asian Religions
REL 266 Colloquium in Buddhist Studies
REL 270 Japanese Buddhism
REL 282 Violence and Non-Violence 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
GOV 344 Seminar on Foreign Policy of the Chinese People’s Republic
GOV 348 Seminar in International Politics: Conflict and Cooperation in Asia
HST 101 Geisha, Wise Mothers, and Working Women
HST 211 The Emergence of China
HST 212 China in Transformation
HST 214 Aspects of Chinese History: The World of Thought in Early China
HST 218 Thought and Art in China
HST 220 The Sources of Japanese Culture
HST 221 The Rise of Modern Japan
HST 222 Aspects of Japanese History: The Place of
Protest in Early Modern and Modern Japan
HST 223 Women in Japanese History: From Ancient
Times to the Nineteenth Century
HST 292 The 19th Century Crisis in East Asia

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
Economics

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

Professors
Frederick Leonard, Ph.D., Chair
Mark Aldrich, Ph.D.
Andrew Zimbalist, Ph.D.
Randall Bartlett, Ph.D.
Robert Buchele, Ph.D.
Roger T. Kaufman, Ph.D.
Karen Pfeifer, Ph.D.
Elizabeth Savoca, Ph.D.
Deborah Haas-Wilson, Ph.D.
Charles P. Staelin, Ph.D.
Nola Reinhardt, Ph.D.
Mahnaz Mahdavi, Ph.D.

Associate Professors
Thomas A. Riddell, Ph.D.
James Miller, Ph.D., J.D.

Assistant Professors
Roisin O’Sullivan, Ph.D.
Lewis Davis, Ph.D.
Ardith Spence, Ph.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 pressing issues in contemporary U.S. and world society, such as global economic integration; poverty and inequality; education; healthcare; housing; social security; agriculture and the food supply; the environment; unemployment; government macro policy; the budget, and the national debt. Economic concepts in lay English and a few simple 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 who have never taken an economics course. (S) 4 credits.
Karen Pfeifer, Robert Buchele
Offered Fall 2005, Spring 2006, Spring 2007

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 Spring 2006, Fall 2006, Spring 2007

190 Introduction to Statistics and Econometrics
Summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of statistical software and micro computers to analyze labor market and other economic data. Prerequisite: 150 and 153 recommended. \( \{S/ M\} \) 4 credits
Robert Buchele, Elizabeth Savoca
Offered both semesters each year

B. Economic Theory

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 2005, Spring 2007

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. Prerequisites: MTH 111, 112, 211, ECO 253, and 250 or permission of the instructor. \( \{S/ M\} \) 4 credits
Lewis Davis
Offered Spring 2006
Economics

333 Seminar: Free Market Economics
A research project involving a long paper and an oral presentation concerning an issue or an area of interest to a free market economy of your choosing. Prerequisite: 233 or either 250 or 253. {S} 4 credits
Frederick Leonard
Offered Spring 2006, Spring 2007

363 Seminar: Inequality
The causes and consequences of income and wealth inequality; Social class and social mobility in the U.S. International comparisons. The distributional impact of technical change and globalization. Is there a “trade-off” between equality and economic growth? The benefits of competition and cooperation. Experimental Economics: selfishness, altruism and reciprocity. Fairness and the dogma of economic rationality. Does having more stuff make us happier? 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 Fall 2005

C. The American Economy

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
To be announced
Offered Spring 2007

230 Urban Economics
Economic analysis of the spatial structure of cities—why they are where they are and look like they do. How changes in technology and policy reshape cities over time. Selected urban problems and policies to address them, including housing, transportation, concentrations of poverty, and financing local government. Prerequisite: 150. {S} 4 credits
Randall Bartlett
Offered Spring 2006, Spring 2007

231 The Sports Economy
The evolution and operation of the sports industry in the United States and internationally. The course will explore the special legal and economic circumstances of sports leagues, owner incentives, labor markets, governance, public subsidies, and other issues. Prerequisite: ECO 150; ECO 190 is recommended. {S} 4 credits
Andrew Zimbalist
Offered Spring 2006, Fall 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 Fall 2005, Fall 2006

260 Economics of the Public Sector
What is the role of government? This course examines theoretical arguments for government intervention in the market and analyzes government expenditure programs and tax policy. Topics to be discussed include welfare reform, education, health care, social security, and tax reform. Prerequisite: 250. {S} 4 credits
Ardith Spence
Offered 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 2005
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
James Miller
To be arranged

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 2007

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, Spring 2007

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, Fall 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 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. (S) 4 credits
Ardith Spence
Offered 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 globalization and global economic justice. Prerequisite: Either 150 or 153. (S) 4 credits
Karen Pfeifer
Offered Spring 2006

211 Economic Development
An overview of major economic issues in the developing countries of Asia, Latin America, Africa, and the Middle East. Examines theory, institutions, and development policy. Topics include trade policy (protectionism versus free trade), industrial and agricultural development strategies, multinational investment, employment, women in development, international financial issues (lending, balance of payments deficits, the debt and financial crises). Prerequisites: 150 and 153. (S) 4 credits
Nola Reinhardt
Offered Fall 2006

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 developing nations, technology transfer to developing countries, causes and consequences of multinational investment in Third World agriculture, and environmental considerations of modern agricultural technology. Prerequisite: 150. (S) 4 credits
Nola Reinhardt
Offered Fall 2005, Spring 2007

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. (S) 4 credits
Karen Pfeifer
Offered Fall 2005

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. (S) 4 credits
Lewis Davis
Offered 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 2006
310 Seminar: Comparative Labor Economics
Topic: Labor Economics and Compensation Systems. 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. § 4 credits
Roger Kaufman
To be arranged

318 Seminar: Latin American Economics
The Latin American economies have undergone a dramatic process of economic collapse and restructuring since 1980. We examine the background to the collapse and the economic reforms implemented in response. We consider the current status and future prospects of the region’s economies. Prerequisites: 211, and 250 or 253, or permission of the instructor. § 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 economic activity. Building on this theoretical background, the monetary policy frameworks and operating procedures of key central banks will then be examined. Much of the analysis will focus on the current practices of the U.S. Federal Reserve and the European Central Bank, with a view to identifying the relative strengths and weaknesses of the two institutions. Prerequisite: ECO 253. § 4 credits
Roisin O’Sullivan
To be arranged

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 webpage: 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. MTH 111 or its equivalent is a prerequisite for ECO 250 and ECO 253.

A student who passes the economics placement exam for ECO 150 or ECO 153, or who passes the AP examination in Microeconomics or Macroeconomics with a score of 4 or 5, 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 Eco-
nomic 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 Depart-
ment of Government and described under the gov-
ernment major.

The Minor

Advisers: Same as for the major.

Requirements: six courses in economics, consist-
ing 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: Robert Buchele

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

431 Thesis
8 credits
Offered Fall 2005, Fall 2006

Requirements: A thesis and eight semester cours-
es including 150, 153, 190, 250, 253, and three
other economics courses.
Students may elect either a yearlong thesis
course (430d) or a fall semester course (431).
The thesis for the year-long course must be submit-
ted 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.
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.

340 Historical and Philosophical Perspectives and the Educative Process
A colloquium integrating foundations, the learning process, and curriculum. Open only to senior majors. {S} 4 credits
Sue Freeman
Offered Fall 2005

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 commit-
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. There will be fieldwork opportunities available for students. (S) 4 credits
Lucy Mule
Offered Fall 2005

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 2005

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. Enrollment limited to 35. 

4 credits
Lucy Mule
Offered Spring 2006

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. 

4 credits
Janice Gatty
Offered Fall 2005, Spring 2006

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. 

4 credits
Alan Rudnitsky
Offered Spring 2006

249 Children Who Cannot Hear
Educational, social, scientific and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and temporary issues in the education of deaf children. 

4 credits
Alan Marvelli
Offered Spring 2006

350 Learning Disabilities
Critical study of various methods of assessment and treatment of learning disabilities. Opportunity to work with students with learning problems. 

4 credits
Sue Freeman
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 2006

Curriculum and Instruction

ESS 225 Education Through the Physical: Youth Sports
This course is designed to explore how youth sports impacts 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 Stieg
Offered Spring 2006

231 Foundations and Issues of Early Childhood Education
The purpose of this course is to explore and examine the basic principles and curricular and instructional practices in early childhood education. Students begin this examination by taking a close look at the young child through readings and
discussion, classroom observations and field-based experiences in an early childhood setting. The course also traces the historical and intellectual roots of early childhood education. This will lead students to consider, compare and contrast a variety of programs and models in early childhood education. (S) 4 credits

Susan Etheredge
Offered Fall 2005

325 The Teaching of Writing
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 is designed to help pre-service teachers develop an understanding of the writing process in order to become informed decision-makers in their classrooms. Special emphasis will be placed on learning current theory and practice related to writing processes, with emphasis on personal writing experiences, including topic selection, drafting, conferencing, revising, editing and publishing. Other topics include evaluation, writing in various genres and about various subjects, motivating students to write and management of writing workshops. Open only to juniors and seniors. Enrollment limited to 12. (S) 4 credits

Sam Intrator
Offered Spring 2006

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. (S) 4 credits

Alan Rudnitsky
Offered Fall 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. (S) 4 credits

Susan Etheredge
Offered Spring 2006

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. (S) 4 credits

Sue Freeman
Offered Spring 2006

305 The Teaching of Visual Art in the Classroom
We live in a visual culture and children are visual learners. The visual arts offer teachers a powerful means of making learning concrete, visible and exciting. In this class students explore multiple teaching/learning strategies as they experience and analyze methods and materials for teaching visual arts and art appreciation. The class is designed for education majors seeking experience in and understanding of the visual arts. Studio work is part of each class. Since a practicum involving classroom teaching is required, this class works well for students who will be student teaching. Students who are not student teaching can expect to spend an additional hour each week working in an art class. Admission by permission of the instructor. (S/ A) 4 credits

Cathy Topal
Offered Fall 2005

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. Pre-registration meeting scheduled in April. {S} 12 credits
Susan Etheredge (Fall), Alan Rudnitsky (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. {S} 8 credits
Offered Fall 2005

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
Offered Fall 2005

390 Colloquium: Teaching Science, Engineering and Technology
Breakthroughs in science, technology and engineering are occurring at an astounding rate. This course will focus on providing you with the skills and knowledge needed to bring this excitement into the classroom. We will explore theories on student learning and curriculum design, investigate teaching strategies through hands-on activities, and discuss current issues. Although the focus of the course is to prepare middle and secondary school teachers, other participants are welcome: the ideas we will examine will help develop communication and learning skills that can prepare you for a variety of careers. Not open to first-year students. Enrollment limited to 20. {S} 4 credits
Glenn Ellis
Offered Fall 2005

HST 390 Teaching History
A consideration of how the study of history, broadly conceived, gets translated into curriculum for middle and secondary schools. Addressing a range of topics in American history, students will develop lesson and unit plans using primary and secondary resources, films, videos and internet materials. Discussions will focus on both the historical content and on the pedagogy used to teach it. For upper-level undergraduate and graduate students who have an interest in teaching. Does not count for seminar credit in the history major. {F} 4 credits
Peter Gunn
Offered Fall 2005

ENG 399 Teaching Literature
Discussion of poetry, short stories, short novels, essays and drama with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. For upper-level undergraduate and graduate students who have an interest in teaching. {L} 4 credits
Samuel Scheer
Offered Fall 2005

FRN 480/SPN 481 The Teaching of French/Spanish
This course is designed for MAT students, majors and advanced students of French or Spanish, and focuses on the theoretical and practical aspects of teaching a foreign language. The course presents students with an overview of current theories of second language acquisition and learning, as well as with "contemporary" approaches to foreign language instruction. Students will: observe and teach different classes; create lesson plans and their own materials and evaluate others'; explore their beliefs about teaching and language learning. Other topics include the use of technology in the classroom (specially the use of CMC), foreign cultural literacy, the class as a learning-community and the National Standards. {F} 4 credits
Ana López-Sánchez
Offered Fall 2005

548 Student Diversity and Classroom Teaching
An examination of diversity in learning and background variables, and their consideration in pro-
moting educational equity. Also, special needs as
factors in classroom teaching and student learning.
Research and pre-practicum required. {S}
4 credits
Sue Freeman
Offered Fall 2005

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

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 Fall 2005

Speech Science and Audiology
565 Hearing, Speech and Deafness
4 credits
Hollis Altman
Offered Summer 2005

Part I. Nature of Sound
Anatomy and physiology of hearing. Processes
of auditory perception. Anatomy, physiology and
acoustics of speech. Types, causes and conse-
quences of hearing impairment. Characteristics of
the speech of deaf children.

Part II. Nature of Communication
Speech as a code for language. Speech perception
and the effects of sensorineural hearing loss. Audi-
tory training and lip-reading instruction. Use of
hearing in the development of speech-production
skills.

566 Audiometry, Hearing Aids and Auditory
Learning
Sound perception in hearing, hard of hearing and
deaf individuals. Methods and equipment for test-
ing and developing sound perception skills.
2 credits
Hollis Altman
Offered Fall 2005

573 Audiometry, Acoustics and the Role of
the Teacher
A.) Auditory feedback loop, from speech produc-
tion to perception. B.) Cochlear Implants: Intro-
duction— History of cochlear implant develop-
ment. Biological implications. Candidacy. Ethical
issues. Surgical preparation. Hardware, program-
mapping, troubleshooting. Habilitation and classroom
application— signal processing, speech percep-
tion, speech production, language, evaluation.
Audiograms, amplification, classroom acoustics,
IEPs— putting it all together. Prerequisites: EDC
565 and 566. Limited to candidates for the M.E.D.
degree. (E) 2 credits
Hollis Altman, Danial Salvucci
Offered Spring 2006

Language and Communication
561 Developing Auditory/ Oral
Communications in Deaf Children
A detailed analysis of speech production covering
phonetic transcription and developing and improving
speech readiness, voice quality, speech breath-
ing, articulation, rhythm, phrasing, accent and
fluency. Demonstration plus extensive speech lab
and classroom teaching experiences. 6 credits
Allison Holmberg
Full-Year Course, Offered Both Semesters

562 Developing Language Skills in Deaf Children
Principles and techniques used in development of language with deaf children. Study of linguistics and psycholinguistics. Consideration is given to traditional and modern approaches to language development. 4 credits
Joanne O'Connell and Joyce Fitzroy
Offered Fall 2005

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 Spring 2006

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 345d 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: Lucy Mule

Director of Teacher Education: Susan Etheredge
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
EDC 239 Counseling Theory and Education (e)
EDC 248 Individuals with Disabilities
EDC 249 Children Who Cannot Hear (e)
EDC 347 Individual Differences Among Learners (e)
EDC 350 Learning Disabilities (e)

b. Child Development/Early Childhood
Adviser: Susan Etheredge
EDC 231 Foundations and Issues of Early Childhood Education
EDC 341 The Child in Modern Society (e)
EDC 345d Elementary Curriculum and Methods (e)
EDC 347 Individual Differences Among Learners (e)

b. Learning and Instruction
Advisers: Susan Etheredge, Sam Intrator, Rosetta Cohen
EDC 232 The American Middle School and High School (e)
EDC 333 Information Technology and Learning (e)
EDC 338 Children Learning to Read (e)
EDC 343 Multicultural Education (e)
EDC 345d Elementary Curriculum and Methods (e)
EDC 356 Curriculum Principles and Design (e)
EDC 540 Critical Thinking and Research in Education (e)
EDC 554 Cognition and Instruction (e)

d. Middle School or High School
Advisers: Rosetta Cohen, Sam Intrator, Lucy Mule
EDC 232 The American Middle School and High School
EDC 342 Growing Up American
EDC 346 Clinical Internship in Teaching
EDC 347 Individual Differences Among Learners (e)
EDC 352 Methods of Instruction

One course from Historical and Philosophical Foundations or Sociological and Cultural Foundations

e. Education Studies
Advisers: Sam Intrator, Lucy Mule
This minor does not require EDC 235 and EDC 238.

Six courses from:
EDC 200 Education in the City
EDC 210 Literacy in Cross-Cultural Perspective (e)
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: 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
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
Visual Art 5–12
Post-Baccalaureate Teacher of the Deaf and Hard-of-Hearing Pre-K–8

All students seeking Educator Licensure must have a major in the liberal arts and sciences. Students must also meet specific requirements including subject matter appropriate for the teaching field and level, knowledge of teaching, pre-practicum fieldwork, and a practicum experience. All students seeking Educator Licensure must take and pass the Massachusetts Tests for Educator Licensure (MTEL). Smith College’s pass rate for 2004 was 90 percent.

Students interested in obtaining Educator Licensure and in preparing to teach should contact a member of the Department of Education and Child Study as early in their Smith career as possible. Students can obtain a copy of the program requirements for all fields and levels of licensure at the department office in Morgan Hall.
Engineering

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

Director, Picker Engineering Program
Linda E. Jones, Ph.D., Rosemary Bradford Hewlett
Professor of Engineering, Chair

Professors
Ruth Haas, Ph.D. (Mathematics and Engineering)

Associate Professor
Borjana Mikic, Ph.D.

Associate Professor in Residence
Glenn Ellis, Ph.D.

Assistant Professors
Susan Voss, Ph.D.
*1 Andrew Guswa, Ph.D.
**1 Donna Riley, Ph.D.
*2 Judith Cardell, Ph.D. (Clare Booth Luce
Assistant Professor of Computer Engineering)

Visiting Assistant Professors
Susannah Howe, Ph.D.
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.

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. The department covers the cost of this exam for all engineering students.

100 Engineering for Everyone
EGR 100 serves as an accessible course for all students, regardless of background or intent to major in engineering. Engineering majors are required to take EGR 100 for the major; however. Those students considering majoring in engineering are strongly encouraged to take EGR 100 in the fall semester. 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 and in-class discussions will challenge students to critically analyze contemporary issues related to the interaction of technology and society. {N} 4 credits
Borjana Mikic, Susan Voss, Fall 2005
Judith Cardell, Borjana Mikic, Spring 2006
Offered Fall 2005, Spring 2006

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 sci-
entific, social and symbolic perspectives. Examples include the Brooklyn Bridge, the Eiffel Tower and the Big Dig. (N) 4 credits
Andrew Guswa
Offered Fall 2005

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
Malgorzata Zielinska-Pfabé
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
Malgorzata Zielinska-Pfabé
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
Christophe Golé
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
Not offered during 2005–06

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 118 and PHY 210 (or equivalents) or permission of the instructor. (N) 4 credits
Judith Cardell
Offered Fall semester each year

MTH 241 Probability and Statistics for Engineers
This course gives students a working knowledge of basic probability and statistics and their application to engineering. Computer analysis of data and simulation are emphasized using Matlab, with a focus on applications. Topics include random variables, probability distributions, expectation, estimation, testing, experimental design, quality control, regression and decision theory. Students will not be given credit for both MTH 241 and MTH 245 or MTH 190. Prerequisites: PHY 210 or MTH 212 as well as CSC 111 (may be taken concurrently). For first- or second-year students in Engineering. Enrollment limited to 25. (E) (M) 4 credits
Nicholas Horton
Offered Spring 2006

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, the implementation of high-level language constructs, integer and floating-point arithmetic and how the processor deals with I/O devices and interrupts. Prerequisite: 112 or permission of the instructor. {M} 4 credits
Judy Franklin
Offered Fall semester each year

251/ CSC 270 Digital Circuits and Computer Systems
This class introduces the operation of logic and sequential circuits. Students explore basic logic gates (and, or, nand, nor), counters, flip-flops, decoders, microprocessor systems. Students have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 12. {M} 4 credits
Judith Cardell
Offered Spring 2007

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
Linda Jones
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
Paul Voss
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
Timothy Doughty
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.

274/ PHY 220 Classical Mechanics
Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115, 118, 210 or permission of the instructor. {N} 4 credits
Malgorzata Zielinska-Pfabé
Offered Fall semester each year
290 Engineering Thermodynamics
Modern civilization relies profoundly on efficient
production, management and consumption of en-
ergy. Thermodynamics is the science of energy trans-
formations involving work, heat and the properties
of matter. Engineers rely on thermodynamics to as-
sess the feasibility of their designs in a wide variety of
fields including chemical processing, pollution con-
trol and abatement, power generation, materials sci-
ence, engine design, construction, refrigeration and
microchip processing. Course topics include first
and second laws of thermodynamics, power cycles,
combustion and refrigeration, phase equilibria, ideal
and non-ideal mixtures, conductive, convective and
radiative heat transfer. Prerequisites (or co-requi-
sites): EGR 260 and PHY 210 (or the equivalents) or
permission of the instructor.  \( \text{N} \) 4 credits
Donna Riley
Offered Fall semester each year

311/ GEO 301 Aqueous Geochemistry
This project-based course examines the geochemi-
cal 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 analy-
ses, 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. \( \text{N} \) 4 credits
Amy Rhodes
Offered Fall 2006

312 Thermochemical 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 address-
ing 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
Paul Voss
Offered Fall 2006

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, evapotrans-
piration, streamflow, etc.) and their statistical and
mathematical representation. The latter portion of
the semester includes the study of specific environ-
ments of interest, such as cloud forests, semi-arid
grasslands and wetland ecosystems. Prerequisites:
MTH 112 or 114. 4 credits
Andrew Guswa
Not offered during 2005–06

319/ GEO 309 Groundwater Geology
A study of the occurrence, movement and ex-
ploration of water in geologic materials. Topics
include well hydraulics, groundwater chemistry,
the relationship of geology to groundwater occur-
rence, basin-wide groundwater development and
groundwater contamination. A class project will
involve studying a local groundwater problem.
Prerequisites: 111, 121 or FYS134 and MTH 111.
Enrollment limited to 14. \( \text{N} \) 4 credits
Robert Newton
Not offered during 2005–06

320 Signals and Systems
The concepts of linear system theory (e.g., Sig-
nals and Systems) are fundamental to all areas of
engineering, including the transmission of radio
signals, signal processing techniques (e.g., medical
imaging and speech recognition) and the design of
feedback systems (e.g., in automobiles and power
plants). This course will introduce the basic con-
cepts of linear system theory, including convolu-
tion, 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. Prereq-
usites: EGR 220 and PHY 210. \( \text{M} \) 4 credits
Susan Voss
Offered Spring semester each year
321 Digital Signal Processing
Digital signal processing (DSP) is the application of engineering tools and techniques to the analysis of signals so that relevant information can be extracted. DSP is important in a broad range of engineering arenas, including biomedical, chemical, electrical, environmental and mechanical engineering. This course covers the fundamental concepts of digital signal processing, including data acquisition, analog-to-digital and digital-to-analog conversion, digital filtering, discrete-time Fourier Transform, Discrete Fourier Transform, sampling, random signals, time averages, auto- and cross-correlation functions, windowing and linear prediction. Prerequisite: EGR 320. (M) 4 credits
Susan Voss
Not offered during 2005–06

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 2005–06

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 2005–06

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
Not 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
Not offered during 2005–06

337/CHM 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 2007

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 2006

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
Not offered in 2005–06
354/ CSC 364 Computer Architecture
Offers an introduction to the components present inside computers and is intended for students who wish to understand how the different components of a computer work and how they interconnect. The goal of the class is to present as completely as possible the nature and characteristics of modern-day computers. Topics covered include the interconnection structures inside a computer, internal and external memories, hardware supporting input and output operations, computer arithmetic and floating point operations, the design of and issues related to the instruction set, architecture of the processor, pipelining, microcoding and multiprocessors. Prerequisites: 270, or 231. \{M\} 4 credits
Dominique Thiébaut
Offered Fall 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, non-ideal reactors, steady-state and non steady-state systems. Prerequisite: EGR 260, or permission of the instructor. \{N/M\} 4 credits
Not offered in 2005–06

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 Fall 2005

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. \{N\} 4 credits
Borjana Mkic
Offered Fall 2005

373 Skeletal Biomechanics
Knowledge of the mechanical and material behavior of the skeletal system is important for understanding how the human body functions, and how the biomechanical integrity of the tissues comprising the skeletal system are established during development, maintained during adulthood and restored following injury. This course will provide a rigorous approach to examining the mechanical behavior of the skeletal tissues, including bone, tendon, ligament and cartilage. Engineering, basic science and clinical perspectives will be integrated to study applications in the field of Orthopaedic Biomechanics. Enrollment limited to 16. Prerequisites include EGR 272 and BIO 111, or permission of the instructor. \{N\} 4 credits
Borjana Mkic
Offered Spring 2006

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. Prerequisites: EGR 270, EGR 320 and MTH 204 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
Engineering

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-excitabale 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 118 and BIO 111 or 112 or permission of the instructor. \{N/ M \} 4 credits

Susan Voss
Offered Fall 2005

390 Topics in Engineering
4 credits

Topic: Materials
Materials science and engineering is at the forefront of technologies addressing elder care, manipulating weather, walking robots plastic bridges, the body as a network, photonics, biomimetics and fashion. At the heart of this conversation is the need to understand material’s structure (defect chemistry) and the manipulation of this structure. Topics include the influence of structure on electrical, optical, thermal, magnetic and thermomechanical behavior of solids. An emphasis will be placed on ceramics and glass. Students will address materials selection with respect to thermomechanical design. Prerequisites: EGR 272 or permission of the instructor.

Linda Jones
Offered Fall 2005

Topic: Techniques for Modeling Engineering Processes
The goal of this course is to introduce students to several approaches used to model, understand, simulate and forecast engineering processes. One approach to be covered is the use of artificial neural networks— a branch of artificial intelligence (AI) with connections to the brain. Other approaches to be covered are based upon probability and statistics and will include auto-regressive moving average (ARIMA) processes. Although students will learn about the theory behind these approaches, the emphasis of the course will be on their application to model processes throughout the field of engineering. Some examples include earthquake ground motion, financial markets, water treatment and electrical systems. Acknowledging the interdisciplinary nature of AI, students will also investigate the possibilities of machine consciousness. Prerequisite: MTH 204 or permission of the instructor.

Glenn Ellis
Offered Spring 2006

400 Special Studies
With permission of the department, sophomores may petition the Administrative Board for permission to enroll. 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 or permission of the instructor. 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 underpinnings 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, MTH 241
Physics: PHY 117, PHY 118 (or PHY 214), PHY 210
Chemistry: CHM 111 or higher
Computer Science: CSC 111
Engineering Core: 100, 220, 260, 270, 271, 272, 290, 320, 410 (8 credit Design Clinic)
Technical Electives: Three related engineering courses (two of which must be at the 300 level or higher) in one of the general concentration 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 non-majors may be included.

Honors
Director: Linda Jones

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

432d Thesis
12 credits
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.
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.

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.

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 non-native 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 2005

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
To be announced
To be arranged

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 2005

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
To be announced
To be arranged

Clearing Customs: Locations and Dislocations in Travel Literature
The readings for this course include a variety of texts by writers exploring and reacting to unfamiliar lands, cultures and customs. Students will respond to the challenges posed by these texts and analyze the ideas they contain. Four short essays, a research paper and an oral report are required. WI
Debra Carney
Offered Fall 2005

The Last Laugh: Writing About Humor
Reading and writing about humor and its significance in our lives. Several informal and formal analytical and argumentative essays will explore topics such as the definition of humor, the forms of humor and the cultural, political and social functions of humor. WI
Mary A. Koncel
Offered Fall 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 2005, Spring 2006

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

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. {L} WI
Robert Hosmer, Sara London, Francie Lin, Eric Reeves
Offered Fall 2005, Spring 2006
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
Offered Fall 2005

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
Ann Boutelle
Offered Fall 2005, Spring 2006

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 Fall 2005

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 Fall 2005, Spring 2006

Celtic Worlds
A reading in translation of the imaginative literature of medieval Wales and Ireland. We will explore conceptions of this and the Otherworld; 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. {L} WI 4 credits
Craig R. Davis
Offered Fall 2005

Coming of Age Narratives
A study of literature that tells stories of growing up and examines the construction of identity in terms of masculinity, femininity, sexuality, ethnicity and race. We will look at the narrative conventions of coming-of-age stories across different genres, while investigating the question of what constitutes a "self." Readings will include several fairy tales; poetry of Emily Dickinson and Louise Glück; novels by Edith Wharton, Edmund White, Gish Jen and Julia Alvarez; a memoir by Susanna Kaysen; stories by Ernest Hemingway, Ann Petry, Hisaye Yamamoto and Sherman Alexie. {L} WI
Michael Snediker
Offered Fall 2005

Modern Short Stories
A study of the short story sequence as a characteristic modern genre, focusing on such writers as Sherwood Anderson, Edna O’Brien, Eudora Welty, William Trevor and others. {L} WI
Dean Flower
Offered Fall 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 2005

Representing the Caribbean
Since the "discovery" of the New World, how have Europeans represented the Caribbean and for what purposes? More recently, how have writers from the Caribbean tried to represent their lands and peoples? Why does it matter who represents a history or a region and for whom? This course will engage with the history and politics of the representation and construction of the Caribbean in English literature. We will begin with The Tempest, work through 18th- and 19th-century texts such as Oroonoko and Equiano’s Travels and end with postcolonial writers like Rhys, Walcott, Naipaul and Kincaid. For additional contexts we will also look at some historical materials, art and films. {L}
Ambreen Hai
Offered Spring 2006
Growing Up Asian American
An exploration of Asian American coming-of-age narratives. How have writers imaginatively reflected on growing up on the United States of America with an Asian-identified face? We will read literature and view films about childhood and adolescence, relations with parents, transracial adoption, dating and travel to countries of heritage. {L} WI
Floyd Cheung
Offered Spring 2006

Ghost Stories
(Subject to the approval of the Committee on Academic Priorities.)
This course explores representation of what Toni Morrison in Beloved calls “the loving activity of the dead”; their ambitions, their desires, their effects. In a wide variety of narratives the dead return, often as figures of memory or history and raise troubling questions as to what it is they have to learn. Authors will include Shakespeare, Defoe, Dickens, James, Wharton, Kipling and Morrison, as well as spiritualist and scientific treatises.
Dean Rower
Offered Spring 2006

The Uses of Storytelling
Stories entertain us, but they also teach, convert, mislead, mystify and console us; they shape the way we think and maybe even keep us alive. Readings include a wide variety of narratives from different periods and settings, nonliterary as well as literary. {L} Nancy Bradbury
Offered Spring 2006

170 The English Language
An introductory exploration of the English language, its history, current areas of change and future. Related topics such as how dictionaries are made and the structure of the modern publishing industry. Students will learn about editing, proofreading and page layout; the course will also entail a comprehensive review of grammar and punctuation. {L} WI
Douglas Patey
Offered Spring 2006

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 2005

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 the workings of poetry, prose fiction and drama; 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
Michael Gorra, Ambreen Hai, Jefferson Hunter, Fall 2005 Nancy Bradbury, Michael Thurston, Elizabeth Harries, Patricia Skarda, Spring 2006
Offered both semesters each year

Level II

Courses numbered 200-249. Open to all sophomores, juniors and seniors and to qualified first-year students. These courses in particular are designed to interest non-majors 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. Recommended for sophomores. Open to first-year students 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 2005

201 The English Literary Tradition II
A study of the English literary tradition from the 19th century to modern times. {L} WI 4 credits
Nora F. Crow, Luc Gilleman
Offered Spring 2006
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
Ann Rosalind Jones (Comparative Literature)
Nancy J. Shumate (Classical Languages and Literatures)
Elizabeth Wanning Harries, Director (English Language and Literature)
Offered Fall 2005

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 de Clèves; Goethe’s Faust; Tolstoy’s War and Peace. Prerequisite: GLT 291. (L) WI 4 credits
Lecture and discussion
Robert Ellis Hosmer (English Language and Literature)
Offered Spring 2006

ENG 204/ CLT 204 Arthurian Legend
The legend of Arthurian Britain as it developed in Wales, France and England. Readings will include early Welsh poems and tales, Geoffrey of Monmouth, Chrétien de Troyes, Marie de France, La Queste del Saint Graal, the Gawain-poet and Malory. (L) 4 credits
Nancy Bradbury
Offered Fall 2005

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 Dr. Jekyll and Mr. Hyde and Mary Reilly; Jane Eyre and Wide Sargasso Sea; King Lear and A Thousand Acres; Tess of d’Urbervilles and The French Lieutenant’s Woman; Pride and Prejudice and Presumption: An Entertainment; Possession. Recommended for non-majors. (L) 4 credits
Patricia Skarda
Offered Spring 2006

207/ HSC 207 The Technology of Reading and Writing
An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; political implications of different kinds and levels of literacy. (L) 4 credits
Douglas Patey
Offered Fall 2005

208 Science Fiction? Speculative Fiction?
What sort of problems does science fiction address, what are its conventions and how is it related to other genres—utopia, fantasy, romance, imaginary voyage? Particular attention to the theme of the “other” (monsters, aliens, robots, living planets). Readings in Wells, Zamyatin, Stapleton, Lem, Hoban, Dick, Le Guin and others. Recommended for non-majors. (L) 4 credits
William Oram
Offered Spring 2006

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 2005–06, 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
Gillian Kendall
Offered Fall 2005

214 Medieval Welsh
An introduction to the language and literature of medieval Wales in a series of graded courses
lessons and readings from the first branch of the Mabinogi, Pwyll Prince of Dyfed (14th century), as well as from other tales of refracted Celtic mythology, the early Arthurian legend and poems of praise, love, loss and Otherworld adventure. {L} 4 credits
Craig R. Davis
Offered Fall 2005

227 Modern British Fiction
Lectures, with occasional discussion, on the English novel from Conrad to the present day. The historical contexts and the formal devices (management of narrative and plot, stylistic and structural innovations, characterization, literary allusiveness) of works by such writers as Joseph Conrad, E.M. Forster, E.M. Ford, D.H. Lawrence, Virginia Woolf, Elizabeth Bowen, Doris Lessing, Shirley Hazzard, V.S. Naipaul. {L} 4 credits
Michael Gorra
Offered Spring 2006

228 Children's Literature
This course progresses from the nature of the fairy tale as genre, to the unique form of the picture book, to a book written for adults that has metamorphosed into children's literature (Gulliver) and a book written for children that has become a book for adults (Alice). The syllabus covers coming-of-age stories, dark stories filled with imagery of mortality and stories that ridicule what has been considered the standard literature for children. The course also explores the nature and function of fantasy written for children and ends with a good crop of ghost stories. {L} 4 credits
Gillian Kendall
Offered Spring 2006

ENG 230/ JUD 258 The Jewish Writer in America
The Jewish writer’s engagement with America, from the 1890s through the cultural upheavals of the 1960s. From writing on the margins in Yiddish to the central role of Jews in shaping American literature after World War II. Narratives of immigration and acculturation; the myth of America and its discontents; negotiating anti-Semitism in the Anglo-American literary tradition; the rise of the New York Intellectuals; comedy and satire; crises of the Left involving Communism, Black-Jewish relations and ‘60s radicalism; and the shadow of the Holocaust. Must Jewish writing in America remain on the margins, “too Jewish” for the mainstream yet not ethnic enough for the new multicultural curriculum? Novels, short stories, poetry and essays by recipients of the Nobel and Pulitzer Prizes, the National Book Award and many others. {L/ H} 4 credits
Michael Thurston
Offered Fall 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. {L} 4 credits
Michael Gorra
Offered Spring 2006

233 American Literature from 1865 to 1914
A survey of American writing after the Civil War, emphasizing the rise of vernacular style, the emergence of “realism” and “naturalism,” and the transformation of Romantic mythology and convention. Emphasis on writers who criticize and stand apart from their societies. Fiction by Mark Twain, Henry James, Sarah Orne Jewett, Kate Chopin, Theodore Dreiser and Gertrude Stein; poetry by Walt Whitman, Emily Dickinson and E.A. Robinson. {L} 4 credits
Dean Flower
Offered Spring 2006

235 Modern American Writing
American writing in the first half of the 20th century, with emphasis on modernism. Fiction by Cather, Hemingway, Fitzgerald, Hurston, Faulkner; poetry by Frost, Stevens, Eliot, Pound and Bishop. {L} 4 credits
Dean Flower
Offered Fall 2005

CLT 235 Fairy Tales and Gender
A study of the literary fairy tale in Europe from the 1690s to the 1990s, with emphasis on the ways women have written, rewritten and transformed them. Some attention to oral storytelling and to related stories in other cultures. Writers will include Aulnoy, Perrault, le Prince de Beaumont,
205

English Language and Literature

the Grimms, Andersen, Christina Rossetti, Angela Carter, Sexton, Broumas. Prerequisite: at least one college-level course in literature. Not open to first-year students. {L} 4 credits
Elizabeth Harries
Offered Spring 2006

236/ AAS 237 20th-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. {L} 4 credits
To be announced
Offered Spring 2006

238 What Jane Austen Read: The 18th-Century Novel
A study of novels written in England from Aphra Behn to Jane Austen and Mary Shelley (1688-1818). Emphasis on the novelists' narrative models and choices, with special attention to novels by and about women. {L}
Elizabeth Harries
Offered Fall 2005

240 Modern British and American Drama
A study of recent developments in British and American drama, emphasizing interconnectedness and cross-fertilization: theatre of passion; absurdism; language-oriented realism; talk drama; and postmodern, performance-oriented plays. Works by Williams, Miller, Beckett, Osborne, Pinter, Albee, Shepard, Mamet, Rabe, Shaffer, Churchill, Hwang. Occasional screenings of plays. {L} 4 credits
Luc Gilleman
Offered Spring 2006

ENG 241/ FLS 241 Screen Comedy
Lectures, with occasional discussion, on film comedies from a variety of places and times: American screwball comedies and British Ealing comedies; battles of the sexes; the silent or non-verbal comedy of Chaplin, Keaton and Jacques Tati; parodies of other film genres; fast-talking comedy by the Marx Brothers, Monty Python, Woody Allen and Howard Hawks; midsummer night's dreams by Ingmar Bergman, Max Reinhardt and William Dieterle and others. Readings in film criticism, film history and the theory of comedy. Prerequisite: a college course in film or literature, or permission of the instructor. May be repeated under a different topic. {L/ A} 4 credits
Jefferson Hunter
Offered Spring 2006

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 literature. {L} 4 credits
Nancy Mason Bradbury
Offered Fall 2005

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
William Oram, Howard Nenner
Offered Fall 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. {L} 4 credits
Gillian Kendall
Offered Fall 2005
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. {L} 4 credits
William Oram, Gillian Kendall
Offered Spring 2006

259 Pope, Swift and Their Circle
Discussion of the major figures, Pope and Swift, together with their contemporaries Defoe, Prior, Addison and Gay. {L} 4 credits
Nora F. Crow
Offered Spring 2006

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. {L} 4 credits
Eric Reeves
Offered Spring 2006

263 Romantic Poetry and Prose
Concentration on selected poems of the major Romantics (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats), with prose writings by the poets themselves and by Austen and Mary Shelley. {L} 4 credits
Patricia Skarda
Offered Fall 2005

269 Modern British Poetry
Twentieth-century poetry in England and Ireland. Emphasis on W.B. Yeats, T.S. Eliot, W.H. Auden, Philip Larkin and Seamus Heaney, with some attention to such poets as Thomas Hardy, Ezra Pound, D.H. Lawrence, Elizabeth Jennings, Stevie Smith, Ted Hughes and Tony Harrison. Prerequisite: 200 or a college course in poetry or permission of the instructor. {L} 4 credits
Michael Thurston
Offered Spring 2006
Eric Reeves
Offered Fall 2005

279 American Women Poets
A selection of poets from the last 50 years, including Sylvia Plath, Diane Gilliam Fisher, Elizabeth Bishop, Adrienne Rich, Audre Lorde, Sharon Olds, Cathy Song, Louise Glück 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}
Susan Van Dyne
Offered Fall 2005

282/ AAS 245 Colloquium: The Harlem Renaissance
A study of one of the first cohesive cultural movement 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 2005

293/ ARH 292 The Art and History of the Book (C)
A survey of the book— as vehicle for the transmission of both text and image— from the manuscripts of the middle ages to contemporary artists’ books. The course will examine the principal techniques of book production— calligraphy, illustration, papermaking, typography, bookbinding— as well as various social and cultural aspects of book history, including questions of censorship, verbal and visual literacy, the role of the book trade and the book as an agent of change. In addition, there will be labs in printing on the handpress and bookbinding. Admission limited to 20 by permission of the instructor. {H/A} 4 credits
Martin Antonetti
Offered Fall 2005
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. \( \{L\} \) 4 credits
Robert Hosmer, Ann Boutelle, Sara London
Offered Fall 2005, Spring 2006

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 intertwining 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. \( \{L\} \) 4 credits
Ann Boutelle
Offered Spring 2006

295 Poetry Writing
Admission by permission of the instructor. \( \{L\} \) 4 credits
Daisy Fried
Offered Fall 2005, Spring 2006

296 Writing Short Stories
Admission by permission of the instructor. \( \{L\} \) 4 credits
lê thi diem thúy
Offered Fall 2005, Spring 2006

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 2006

Level IV

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.

None listed for 2005-06.

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 pre-registration period. The instructor will select the students admitted from these applicants.

333 Seminar: A Major British or American Writer
4 credits
Muriel Spark
Heir to Waugh and Greene, Spark stands today in the front rank of contemporary writers. A quick-witted, keen-eared, sharp-eyed satirist, Spark has— at the age of 78— just published her twentieth novel, Dreams and Reality. In addition, she has written short stories, stage plays, radio plays, essays, biographies, poems, books for children and two parts of an autobiography-in-process— all
animated by her very particular viewpoint, a fusion of her religious faith and transcultural experience. This seminar will explore issues of gender, religion and class in an effort to come to terms with the work of this contemporary woman writer to whom nothing seems impossible.

Robert Hosmer
Offered Spring 2006

George Eliot
Reading and discussion of the major novels, from Adam Bede through Daniel Deronda, along with some of Eliot's nonfictional prose.
Douglas Patey
Offered Spring 2006

T.S. Eliot
Reading and discussion of Eliot's major poetry and plays, with some consideration of his critical prose. We will explore such issues as Eliot's role in shaping 20th century Modernism, his interests in popular culture and in metaphysical verse, his religious and mythological thinking, his strangely mingled Americanness and Englishness and the controversies—both poetic and political—his work has aroused.
Jefferson Hunter
Offered Spring 2006

362 Satire: Execution by Words
A consideration of theoretical problems (definitions of satire, responses to satire, satiric strategies) followed by a study of the development of satire from Horace and Juvenal through Shakespeare, Swift, Pope, Austen and Byron to Waugh, West and Vonnegut. Some attention given to differences between male and female satirists.
Nora F. Crow
Offered Fall 2005

CLT 368 The Play of Ideas
Close textual study of modern Continental plays that deal with violence as a destructive and transformative force in history. Manifestoes and theories about the subversiveness of art and its complicity with the status quo, writing as private and social act, purposes of drama as imaginative transgression and social responsibility. Topics include the French Revolution and the Holocaust; plays by Peter Weiss, Elfride Jelinek, Dario Fo and Vaclav Havel; essays by Sartre, Artaud, Bataille and Sue-Ellen Case.
Luc Gilleman
Offered Fall 2005

385 Going to Hell in Modern Poetry
This course traces 20th-century English-language poets' use of the classical topoi of the descent into the underworld (katabasis) and encounter with the shades of the dead (nekuia). We will work to understand what poets are trying to accomplish by recourse to these ancient narratives. Readings by Ezra Pound, T.S. Eliot, Hart Crane, Seamus Heaney, Tony Harrison, James Merrill, Derek Walcott, Eavan Boland, H.D., Edna St. Vincent Millay, Charles Olson, Sterling Brown, Louis Zukofsky, Muriel Rukeyser and others, as well as some background reading in Homer, Virgil and Dante. Class presentation and long paper required.
Michael Thurston
Offered Fall 2005

391 Modern South Asian Writers
A study of selected texts in the checkered tradition of South Asian literature in English, from the early poetry of Sarojini Naidu to the recent surge of Indian and diasporic writers and filmmakers, such as Arundhati Roy and Hanif Kureishi. Topics include: the (post)colonial fashioning of identities; the interventions of women in nationalist discourse; the crafting of a new idiom in English; the choices of genre and form (fiction, poetry, memoir, film); the problems of memory, historiography, trauma; diaspora and the making of "home." Writers may include Anand, Narayan, Rao, Markandaya, Naipaul, Desai, Rushdie, Suleri, Ghosh, Kureishi, Mukherjee, Lahiri. Supplementary readings in postcolonial theory and criticism.
Ambreen Hai
Offered Spring 2006

399 Teaching Literature
Discussion of poetry, short stories, short novels, essays and drama with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. For upper-level undergraduates and graduate students who have an interest in teaching.
Cross-listed and Interdepartmental Courses

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 272 Women Writing: 20th-Century Fiction
CLT 300 Contemporary Literary Theory
CLT 368 The Play of Ideas
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

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 ENG 202, or 203, 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 (260);
4. A seminar;
5. Six additional courses.

The following courses fulfill requirement #2: 200, 202, 203, 204, 213, 214, 231, 238, 250, 253, 256, 257, 259, 260, 263, 274, 362 and CLT 235.

No course may be used to fulfill more than one requirement.

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, English 202, 203, or English 231, 233. 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, ENG 202, 203 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: William Allan Oram (2005–06)

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
L. David Smith, Associate Professor of Biological Sciences

Program Coordinator
Joanne McMullin Benkley

Advisers
*1 Elliot Fratkin, Associate Professor of Anthropology
C. John Burk, Professor of Biological Sciences
**1 Virginia Hayssen, Professor of Biological Sciences
Thomas S. Litwin, Adjunct Associate Professor of Biological Sciences and Director, Clark Science Center
**1, **2 Robert B. Merritt, Professor of Biological Sciences
Esteban Monserrate, Laboratory Instructor in Biological Sciences
**1 Paulette Peckol, Professor of Biological Sciences
**1 Stephen G. Tilley, Professor of Biological Sciences
12 Shizuka Hsieh, Assistant Professor of Chemistry
12 Robert G. Linck, Professor of Chemistry
Katherine L. Queeney, Assistant Professor of Chemistry
Mark Aldrich, Professor of Economics
Randall Bartlett, Professor of Economics
*1 Andrew J. Guswa, Assistant Professor of Engineering
12 Donna Riley, Assistant Professor of Engineering
John B. Brady, Professor of Geology
H. Robert Burger, Professor of Geology
H. Allen Curran, Professor of Geology
11 Robert M. Newton, Professor of Geology
12 Amy Larson Rhodes, Assistant Professor of Geology
12 Donald C. Baumer, Professor of Government
Gregory White, Associate Professor of Government
12 David Newbury, Professor of History and of African Studies
Jeffry Ramsey, Associate Professor of Philosophy
Leslie King, Assistant Professor of Sociology

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 not listed below. Five College courses, or courses taken at other institutions and through summer and/or semester-away programs may be counted toward the minor with pre-approval of the adviser. Students must satisfy the prerequisites for all courses included in their minor program. No more than three of the six courses may be taken at other institutions.

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 histori-
Environmental science and policy; the interplay of environmental science, education and policy; and efforts to build a sustainable society. 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
Not offered during 2005–06

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 2006

ECOLOGY
BIO 110 Introductory Colloquia: Life Sciences for the 21st Century: Conservation Biology
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 233 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
HST 299 Ecology and History in Africa
Environmental Science and Policy

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 College-Mystic Seaport 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
Elizabeth V. Spelman, Professor of Philosophy
Donald Joralemon, Professor of Anthropology
Albert Mosley, Professor of Philosophy, Director

This minor offers students the opportunity to draw together courses with a major focus on ethics and so to concentrate a part of their liberal arts education on those questions of right and wrong residing in nearly every field of inquiry. Background in the history and methods of ethical reasoning will be completed by the study of normative and applied ethics in selected areas of interest.

Requirements: PHI 222 and any four other courses offered in various departments and programs at Smith and the Five Colleges. The list tends to vary from year to year, so be sure to consult one of the advisers.

In recent years, courses at Smith, for example, have included

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 255</td>
<td>Dying and Death</td>
</tr>
<tr>
<td>PHI 221</td>
<td>Ethics and Society</td>
</tr>
<tr>
<td>PHI 235</td>
<td>Morality, Politics and the Law</td>
</tr>
<tr>
<td>PHI 238</td>
<td>Environmental Ethics</td>
</tr>
<tr>
<td>PHI 241</td>
<td>Ethical Issues in the Boardroom and the Classroom</td>
</tr>
<tr>
<td>PHI 242</td>
<td>Topics in Medical Ethics</td>
</tr>
<tr>
<td>PHI 304</td>
<td>Colloquium in Applied Ethics</td>
</tr>
<tr>
<td>PHI/PSY 275</td>
<td>Topics in Moral Psychology</td>
</tr>
<tr>
<td>SOC 203</td>
<td>Qualitative Methods</td>
</tr>
</tbody>
</table>

However, be sure to check the availability of courses each semester.
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
Christine M. Shelton, M.S.

Lecturers
Tim Bacon, M.A.
Kim Bierwert, B.S.
Jacqueline Blei, M.S.
Richard Cesario
Carla Coffey, M.A.
Craig Collins
Christine Davis, M.S.
Liz Feeley
Doreen Garde
Jennifer Good
Scott Johnson
Karen Klinger, M.S.
Phil Nielsen, M.A.
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
Marsa Daniel
Brooke Diamond
Mary Fagan
Jennifer Steele
Michelle Walsh
Erica Wheeler
Bethia Woolf
Elizabeth Yasser

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 2005

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 Fall 2005, Spring 2006

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 credit
Mary Fagan and Brooke Diamond, Fall 2005
Jacqueline Blei, Spring 2006
Offered Fall 2005, Spring 2006
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.
(WI) (N) 4 credits
Barbara Brehm-Curtis
Offered Fall 2005

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 2005

175j Applied Exercise Science
Same description as 175 above.
Mary Ragan
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. (H/S) 4 credits
Christine Shelton and Donald Siegel
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
Offered Spring 2006

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

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 2006

225 Education Through the Physical: Youth Sports
This course is designed to explore how youth sports impacts 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 2006

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. 4 credits
Jane Stangl
Offered Spring 2006

340 Women’s Health: Current Topics
A seminar focusing on current research papers in women’s health. 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. 4 credits
Barbara Brehm-Curtis
Offered Fall 2005

400 Special Studies
1 to 4 credits
Members of the department
Offered both semesters

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 non-swimmers. 1 credit
Brooke Diamond
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 12. 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 2005

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 Stillman
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
Brooke Diamond
Offered Spring 2006

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 have fun and educate, 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 (craw 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 2006

910 Badminton
The development of badminton skills, principles, evolution, strokes and strategy. Enrollment limited to 12. Course will meet first seven weeks of the semester. 1 credit
Phil Nelsen
Offered Spring 2006

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

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/metros. Applied rules of golf and etiquette will also be addressed. Pending weather, field trip experience may be scheduled at the end of the term. Equipment is provided. Class meets first seven weeks of the fall semester. In the spring semester, class meets last 6 weeks. Enrollment limited to 12 per section. 1 credit
Michelle Walsh, Liz Feeley, Fall 2005
Liz Feeley, Michelle Walsh, Spring 2006
Offered both semesters

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,
Exercise and Sport Studies

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. Equip-
ment is provided. Class is designed with the con-
tinuing 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. Stangl, Fall 2005
Lynn Oberbillig, Judith Strong, Spring 2006
Offered both semesters

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 fur-
ther skill development and enrich on-course man-
agement skills. Increasing mastery of golf history,
rules and etiquette, 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 eight per section.
1 credit
Jane M. Stangl
Offered Fall 2005

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. Prerequisite: Equitation I. 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. Prereq-
usite: 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 Wilderness Skills
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 cook-
ing, 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 2005
Mary Fagan, Spring 2006
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. Prereq-
usite: satisfactory swimming skills and a good state
of physical fitness. Enrollment limited to 10. 1 credit
Erica Wheeler
Offered Fall 2005
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 eight per section. 1 credit
Scott Johnson
Offered Spring 2006

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 2006

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
Jennifer Good
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 two to three 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
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, To be announced
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
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 14. 1 credit
Erica Wheeler, Marsa Daniel, Fall 2005
Erica Wheeler, Spring 2006
Offered both semesters
Pilates Mat Training
This class teaches 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 25. 1 credit
Rosalie Peri, To be announced
Offered both semesters

945j Physical Conditioning
A repetition of 945. 1 credit
Marsa Daniel
Offered during 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 6 weeks. Pre-requisite: satisfactory swimming skills. Enrollment limited to 10 per section. 1 credit
Marsa Daniel
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
Nansee Rothenberg
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
Nansee Rothenberg
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 limited to 10 per section. 1 credit
Donald Siegel, To be announced, Fall 2005
Jacqueline Blei, Spring 2006
Offered both semesters

Squash II
Development in accuracy and skill in executing shots, tactics, strategy, marking and refereeing, designed to allow the student to progress to a USSRA level 2.5 to 3.0 (Intermediate). Prerequisite: Beginning Squash or permission of the instructor. Enrollment limited to 10. 1 credit
Jacqueline Blei
Offered Spring 2006

965 Tai Chi
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 Spring 2006

970 Tennis
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
Elizabeth Yasser, Michelle Walsh, Christine Davis, Fall 2005
Michelle Walsh, Spring 2006
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
Jacqueline Blei, Fall 2005
Christine Davis, Christine Shelton, Spring 2006
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, Fall 2005
Elizabeth Yasser, Spring 2006
Offered both semesters

Tennis IV— Advanced
The development of advanced tennis skills, tactics and strategy designed to allow the player to progress to a USTA player rating level of 3.0 to 3.5. Prerequisite: Tennis III or permission of the instructor.
Enrollment limited to 16 per section. 1 credit
Elizabeth Yasser
Offered Spring 2006

975 Yoga
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, To be announced, Fall 2005
Lynne Paterson, Elizabeth Thompson, Spring 2006
Offered both semesters

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 2006

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.

501 Seminar in Administration of Athletic Teams
The administration of sport and athletic teams is the major focus of this course. The course focuses on planning, organization, directing and controlling various facets including scheduling, purchasing, budgeting and recruiting of a sports program. Limited to those enrolled in ESS 505 and 506. 2 credits
Lynn Oberbillig
Offered Fall 2005

502 Seminar in Philosophy & Ethics
Selected topics in the philosophy of sport as they relate to coaching and the broader conception of sport in a democratic and capitalist culture. Drawing on case studies and contemporary sources, the course will examine beliefs about the value of competitive sport, its relationship to higher education and its implication for coaches. 2 credits
Christine Shelton and Linda Carpenter
Offered Fall 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 athletics 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
Offered Spring 2006

510 Biomechanics of Sport
Emphasis on the concepts of biomechanics and applications in specific sports. Prerequisite: 210, undergraduate kinesiology, or biomechanics. 4 credits
James H. Johnson
Offered Spring 2006

540 Microcomputers in Exercise and Sport Studies
Examination of computer utilization in exercise and sport studies. Major course components include: (a) databases and spreadsheets, (b) Internet resources, (c) digitized video and (d) biochemical analysis. This class meets the first 7 weeks of the semester. 2 credits
Don Siegel
Offered Fall 2005

555 Sports Nutrition
The purpose of this course is to provide students with a basic understanding of the relationships among nutrition, health and athletic performance. Students in this course will apply basic nutrition science information to sports training and competition. This course will focus extensively on what coaches and athletes need to know about nutrition for optimal performance. 2 credits
Barbara Brehm-Curtis
Offered Spring 2006
560 Socio-cultural Analysis of Sport
Sport is one of the most pervasive social institutions within U.S. and North American society. Sociological and cultural studies concepts will be employed to investigate sport as a social institution in its own right, as well as its inter-relationship with other institutions. Herein, sport is examined as a key agent in contemporary culture and ideological development. Graduate status only. Enrollment limited to 20. 4 credits
Jane Stangl
Offered Fall 2005

570 Seminar in Sport Psychology
An examination of the theory and application of psychological skills training in sport from a cognitive-behavioral perspective. Included are strategies that affect behavior, motivation, perception and self-beliefs. Leadership and group dynamics will also be covered. Case studies will be used to facilitate operationalizing theory. 4 credits
Don Segel
Offered Spring 2006

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**
- **†1 Alexandra Keller, Ph.D.**
  Baba Hillman (Five College Assistant Professor of Film and Video)

**Lecturers**
- Lucretia Knapp
- Nancy Inouye
- Carla Marcantonio

**Advisors**
- **†1 Anna Botta, Associate Professor of Italian Language and Literature**
- **†1 Darcy Buerkle, Assistant Professor of History**
- **Dean Flower, Professor of English Language and Literature**
- **Dawn Fulton, Assistant Professor of French Studies**
- **Jefferson Hunter, Professor of English Language and Literature, Director**
- **Barbara Kellum, Professor of Art**
- **†1 Richard Millington, Professor of English Language and Literature**
- **‡2 Frazer Ward, Assistant Professor of Art**

---

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. Priority given to Smith College film studies minors and Five College film studies majors. (A) 4 credits
Nancy Inouye
Offered Fall 2005

241 Genre/ Period

**FLS 241/ ENG 241 Screen Comedy**
Lectures, with occasional discussion, on film comedies from a variety of places and times. American screwball comedies and British Ealing comedies; battles of the sexes; the silent or nonverbal comedy of Chaplin, Keaton and Jacques Tati; parodies of other film genres; fast-talking comedy by the Marx Brothers, Monty Python, Woody Allen and Howard Hawks; midsummer night's dreams by Ingmar Bergman, Max Reinhardt and William Dieterle and others. Readings in film criticism, film history and the theory of comedy. Prerequisite: a college course in film or literature, or permission of the instructor. May be repeated under a different topic. (L/ A) 4 credits
Jefferson Hunter
Offered Spring 2006

Melodrama and Nationalism
This course investigates melodrama as an aesthetic and narrative form that is largely employed and deployed in the service of disseminating the myths of the nation. The nation is not only a political concept, it is also, as Benedict Anderson has famously theorized, an imagined community. Nations are communities of affect, often figured through images of the familial and domestic space—the privileged stomping ground of melodrama. Melodrama, moreover, is often thought of as a reactionary genre, yet this course will aim to consider its multiple incarnations across the political spectrum. We will examine melodrama in its mode as foundational fiction, as colonial fantasy and as imperial narrative. But most importantly, the course builds its investigation of melodrama cross-nationally in order to ultimately wrestle with the following questions: What happens to film melodrama, to its conventions, its obsessive worlds, its emotional tones, its sexual triangulations, in the face of the supposed
dissolution of national boundaries in favor of a globalized world? What are the new configurations in which it expresses itself if it no longer does, or no longer can, participate in the ideologies that seek to forge national destiny? Examples of films include: The Birth of a Nation, Rome Open City, Matador, Indochine, Forrest Gump, The Crying Game, In the Mood For Love, Hero, Y Tu Mamá También. Papers and weekly screenings required. May be repeated under a different topic. {A} 4 credits

Carla Marcantonio
Offered Spring 2006

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 preproduction, production and postproduction 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. Priority given to Smith College film studies minors and Five College film studies majors. {A} 4 credits

Lucretia Knapp
Offered Fall 2005

282 Advanced Video Seminar

The Body and Space: Re-inventing the Narrative. This is an advanced video production/theory course for students interested in exploring a wide range of approaches to experimental narrative. We will investigate narrative structure through a study of films and videos that question and challenge constructions based on literary and painterly models. In particular, we will consider the determining role of the body and space within visual narrative structure. We will also explore the theories and practice of editing narrative through analysis of editing structures and through individual and collaborative editing exercises. Students will complete a series of narrative projects. The course will include workshops in lighting, sound and advanced editing techniques. Screenings will include works by Nagisa Oshima, Wong Kar Wai, Apichatpong Weerasethakul, Arturo Ripstein, Chantal Akerman and Catherine Breillat, among others. Readings by Giuliana Bruno, Hélène Cixous and Gilles Deleuze. Prerequisite: FLS 280 or permission of the instructor. Enrollment limited to 13. Priority given to Smith College film studies minors and Five College film studies majors. {A} 4 credits

Baba Hillman, Five College Assistant Professor of Film and Video
Offered Fall 2005

Topic: Dead Time in the Narrative Film
In this advanced video production class students will develop and produce an original narrative short, while considering ways in which time and memory have been fashioned within various cinematic narratives. To further the construction and development of narrative, two of the films will be read in relation to the novel from which they are adapted. Some of the films screened will include La Jeté, To Kill a Mockingbird, After Life, The Hours, Donnie Darko and The Virgin Suicides. Prerequisite: FLS 280. Enrollment limited to 13. Priority given to Smith College film studies minors and Five College film studies majors. {A} 4 credits

Lucretia Knapp
Offered Spring 2006

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 sociocultural 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. Fulfill film theory require-
ment for the minor. Priority given to seniors, then
juniors. Enrollment limited to 12. Prerequisite: 200
or the equivalent. Priority given to Smith College
film studies minors and Five College film studies
majors. (A) 4 credits
Carla Marcantonio
Offered Spring 2006

400 Special Studies
1-4 credits
Offered both semesters each year

Crosslisted Courses

AMS 221 Documenting Environmental History
in the Digital Age

FRN 244 French Cinema
Topic: Cities of Light: Urban Spaces in Francophone Film
Dawn Fulton
Offered Fall 2005

Topic: French Cinema: Paris on Screen
Martine Gantrel
Offered Spring 2006

FYS 127 Adaptation
Jefferson Hunter
Offered Fall 2005

The Minor

Advisers: Barbara Kellum, Dean Flower, Jefferson Hunter, Dawn Fulton

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 move-
ments 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
FYS 127 Adaptation
GER 230 German Cinema
ITL 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

Five College Film Studies Major

The Five College film studies major is in film stud-
ies as opposed to film production. While the film
faculty believes that all students should be familiar
with film and video production, the major is not
designed to train students to enter the film industry
without further training. As with all liberal arts
majors, film is studied in relation to all the arts,
humanities and social sciences and can lead to
careers in teaching, arts administration, Web de-
sign or freelance work in non-industry venues. The
major comprises 10 courses, one of which may
be a component course. (A core course is one in
which film is the primary object of study; a compo-
ponent course is one in which film is significant but
not the focus of the course.) Of these 10 courses, at least two (but no more than five) must be taken outside the home institution. In addition, each student must have an adviser on the home campus and the requirements for the major may vary slightly from campus to campus.

Program of Study:
1. Introduction to Film (must be taken on the home campus)
2. Film History (either a general, one-semester survey or a course covering approximately 50 years of international film history)
3. One course in film theory
4. One course in a film genre/authorship
5. One course in a national or transnational cinema (generally a single director or group of directors)
6. One special topics course (may be a component course)
7. One advanced seminar in a special topic
8. One film, video or digital production course, but no more than two courses may be used toward the major.
* Two electives from any category (may be a component course)
* A thesis is optional.

In the course of fulfilling the program of study, at least one course must focus on non-narrative film (documentary or experimental) and at least four courses should be at the advanced level. Courses can fit into more than one category, but a single course may not be used to satisfy two of the numbered requirements above.

Smith College Advisers
Barbara Kellum, Department of Art
Jefferson Hunter, Department of English Language and Literature
Dean Flower, Department of English Language and Literature
Dawn Fulton, Department of French Studies
First-Year Seminars

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

FYS 114 Turning Points
How have women (and some men) in the Americas understood defining moments in life? We will read fictional and autobiographical narratives and view films and documentaries that seek to understand different kinds of turning points: coming of age, coming out, coming to freedom, coming to consciousness. We will consider turning points in history (migrations, internment, war) as well as personal turning points (falling in love, leaving home, resisting oppression) and ask how history and memory, the political and the personal define each other. We will ask how these stories can help us understand and tell stories about turning points in our times and lives. Enrollment limited to 16 first-year students. Counts toward the women's studies major. {L} WI 4 credits
Patricia Skarda (English)
Offered Fall 2005

FYS 115 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 in Kyoto (when it is offered) following completion of the FYS course. Enrollment limited to 15 first-year students. {H} WI 4 credits
Thomas H. Rohlich (East Asian Languages and Literatures)
Offered Fall 2005

FYS 118 The Groves of Academe
A study of short stories, novels, memoirs and films that describe and interpret the postsecondary academic experience of the 20th century. Many of the selections are set at Smith. By reading about the real and fictional experiences of others, students may come to understand their own. In addition to some serious analytical essays, students will make presentations (alone and with others) on the works material in the Smith archives and the issues under consideration. Enrollment limited to 16 first-year students. {L} WI 4 credits
Patricia Skarda (English)
Offered Fall 2005

FYS 121 The Evolution and Transformation of the Northampton State Hospital
This seminar explores the history of the Northampton State Hospital, its impact on the city of Northampton and the current planning process around the redevelopment of the site. The 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. As a case study of socioeconomic 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 2005
FYS 124 African-American Folk Culture
"Who are the folk?" and "What is culture?" This course will provide students with an opportunity to discover the multiple answers to these questions in the process of exploring African-American non-elite cultural expressions; through an investigation of folk art, music, dance, theatre, literature, humor, material culture and religious belief systems, for example. Particular attention will be given to the role of folklore in the perception and transmission of shared values, beliefs and attitudes among Americans of African descent. Students will be introduced to the role of ethnographic fieldwork and the collection of folklore through an analysis of selected publications of anthropologist and literary figure Zora Neale Hurston. Through in-depth discussion and analysis of assigned readings and the development of individual and/or group research projects, students will gain a greater understanding of anthropological fieldwork and ethnographic writing, the dynamics of culture(s) in general and of African-American non-elite cultures in particular. (E) WI 4 credits
Adrianne Andrews
Offered Fall 2005

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 U.S. 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} WI 4 credits
Erika Laquer (History)
Offered Fall 2005

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 2005

FYS 127 Adaptation
How is something written turned into something filmed? What are the inevitable losses and possible gains in the process of screen adaptation? How is adaptation a form of interpretation? What are some differences between adapting for the cinema and adapting for television? What are, finally, some essential differences between texts and films, reading and viewing? We'll examine these questions and others by reading Hemingway short stories, Henry James's The Turn of the Screw, Dickens's Bleak House, Kazuo Ishiguro's The Remains of the Day and Susan Orlean's The Orchid Thief; and by viewing films by Robert Siodmak, Jack Clayton, James Ivory and Ismail Merchant and Spike Jonze and a British television miniseries by Ross Devenish. Practice in class discussion, in doing online and in-print research and in giving short oral reports; frequent short papers in analysis and criticism, one of which will include embedded film clips; and a final creative project— a detailed proposal for adapting a written work chosen by the student. Enrollment limited to 16 first-year students. WI {L/A} 4 credits
Jefferson Hunter (English)
Offered Fall 2005

FYS 129 Rites of Passage
How does Western literature represent the passage to adulthood of young women and young men? What are the myths, rituals, images and metaphors
associated with this passage and how do historical representations intersect with modern lived experience? We will read narratives of transition from archaic and classical Greece and 20th-century Europe and North America, including Homer’s Odyssey, the Homeric Hymn to Demeter, the poems of Sappho and novels by Alain-Fournier, Thomas Mann and Willa Cather. Enrollment limited to 16 first-year students. \(q\) WI 4 credits
Justina Gregory
Offered 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 2005

FYS 135 Women of Discovery
The story of women’s exploration is largely unknown. But women have set forth on journeys of exploration across the centuries, stepping into the unknown, challenging tradition, expanding the world. Who were these women? What does it feel like to go into the unknown? How did they plan their trips, find their way? What dangers did they encounter? In this seminar we will survey several famous explorations and some not so famous ones. Students will work with historical documents, study navigation (including celestial) and develop their ability to make oral and written presentations. Enrollment limited to 16 first-year students. WI Quantitative Skills. 4 credits
James Johnson (Exercise and Sport Studies)
Offered Fall 2005

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
Betcher Blanchard (Psychology)
Offered Fall 2005

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. \(E\) \(q\) WI 4 credits
Ann Leone (French Studies)
Offered Fall 2005

FYS 142 Reenacting the Past: History as 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 engrossing. 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 403 B.C.”; “Confucianism and the Succession Crisis of the Wanli Emperor”; “The Trial of Anne Hutchinson”; “Henry VIII and the Reformation Parliament” (a new game just developed); “Rousseau, Burke and the Revolution in France, 1791” and “Defining a Nation: Gandhi and the Indian Subcontinent on the Eve of Independence, 1945.” 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 and the resumption of an imperial foreign policy; the fate of Socrates. 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-level students may also enroll under the label IDP 110. {H} WI 4 credits

Sections:
Section 1: David Cohen (Mathematics)
Section 2: William Oram (English)
Offered Fall 2005

FYS 150 Sherlock Holmes and the Scientific Method
If it were not for 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. Enrollment limited to 14 first-year students. {L/N} WI 4 credits
Peter Bloom (Music)
Offered Fall 2006

FYS 151 Making Sense of the Pre-Columbian The Aztec, Inka and Maya. Today these are the most famous pre-Columbian cultures. How did these ancient people become so famous? Is their “fame” well-deserved? What is the pre-Columbian past and how has it been constructed, reconstructed and represented—both in antiquity and in the present? Focusing on ancient Latin American art, architecture and archaeology, this seminar will consider what is under excavation today and how archaeological practice produces knowledge of the past; how museums shape current thinking about pre-Columbian cultures; the ethics and economics of collecting pre-Columbian antiquities and connections between tourism and pre-Columbian archaeology. Ancient looters and colonial cabinets of curiosity, contemporary film and computer imaging software will also play a role in our investigation of pre-Columbian histories. WI 4 credits
Dana Leibsohn (Art)
Offered Fall 2005

FYS 152 The Voice of the Courtesan and Lover
This is a seminar about opera and writing about opera. We will hear and see some celebrated operatic masterpieces and read the stories that inspired them. We will discuss the issues that arise when words are adapted to notes and discover what others have said about that process. Using Jacques Barzun’s handbook Simple & Direct as a guide to good writing, you will compose and revise a series of short papers dealing with your own reactions to our listening, reading and discussion. The musical fare will include Verdi’s La Traviata, Bizet’s Carmen and other works by Berlioz, Wagner and Massenet. Texts will include a play by Shakespeare (Romeo and Juliet), a novel by Goethe (The Sorrows of Young Werther) and a short story by Thomas Mann (The Blood of the Walsungs). Enrollment limited to 16 first-year students. {A} WI 4 credits
Larry Meinert
Offered Fall 2005
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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLS 190</td>
<td>The Trojan War</td>
</tr>
<tr>
<td>CLS 227</td>
<td>Classical Mythology</td>
</tr>
<tr>
<td>CLS 232</td>
<td>Paganism in the Greco-Roman World</td>
</tr>
<tr>
<td>CLS 233</td>
<td>Gender and Sexuality in Greco-Roman Culture</td>
</tr>
<tr>
<td>CLS 234</td>
<td>Rites of Passage</td>
</tr>
<tr>
<td>CLS 235</td>
<td>Life and Literature in Ancient Rome</td>
</tr>
<tr>
<td>CLS 236</td>
<td>Cleopatra: Histories, Fictions, Fantasies</td>
</tr>
<tr>
<td>CLT 275</td>
<td>Literatures of Zionism</td>
</tr>
<tr>
<td>EAL 231</td>
<td>The Culture of the Lyric in Traditional China</td>
</tr>
<tr>
<td>EAL 232</td>
<td>Modern Chinese Literature</td>
</tr>
<tr>
<td>EAL 236</td>
<td>Modernity: East and West</td>
</tr>
<tr>
<td>EAL 240</td>
<td>Japanese Language and Culture</td>
</tr>
<tr>
<td>EAL 241</td>
<td>Traditional Japanese Literature</td>
</tr>
<tr>
<td>EAL 242</td>
<td>Modern Japanese Literature</td>
</tr>
<tr>
<td>EAL 243</td>
<td>Japanese Poetry in Cultural Context</td>
</tr>
<tr>
<td>EAL 244</td>
<td>Construction of Gender in Modern Japanese</td>
</tr>
<tr>
<td>EAL 245</td>
<td>Writing the “Other” in Modern Japanese Literature</td>
</tr>
<tr>
<td>EAL 261</td>
<td>Major Themes in Literature: East-West Perspectives</td>
</tr>
<tr>
<td>EAL 360</td>
<td>Seminar: Topics on East Asian Languages and Literatures</td>
</tr>
<tr>
<td>FRN 280</td>
<td>Renaissance Comedy and Satire</td>
</tr>
<tr>
<td>GER 227</td>
<td>Topics in German Studies</td>
</tr>
<tr>
<td>GER 230</td>
<td>Topics in German Cinema</td>
</tr>
<tr>
<td>ITL 252</td>
<td>Italy &quot;La Dolce Vita&quot;</td>
</tr>
<tr>
<td>RUS 126</td>
<td>Readings in 19th-Century Russian Literature</td>
</tr>
<tr>
<td>RUS 127</td>
<td>Readings in 20th-Century Russian Literature</td>
</tr>
<tr>
<td>RUS 238</td>
<td>Russian Cinema</td>
</tr>
<tr>
<td>RUS 239</td>
<td>Major Russian Writers</td>
</tr>
</tbody>
</table>
Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
*2 Mary Ellen Birkett, Ph.D.
12 Ann Leone, Ph.D.
*1 Janie Vanpée, Ph.D.
11 Eglal Doss-Quinby, Ph.D.
Martine Gantrel, Agrégée de l’Université, Docteur en Littérature Française, Chair
Denise Rochat, Ph.D.

Assistant Professors
Dawn Fulton, Ph.D.
Nicolas Russell, Ph.D.

Visiting Assistant Professor
Cheryl Demharter, Ph.D.

Lecturers
Christiane Métral, Lic. ès. L.
Fabienne Bullot, D.E.A. Arts du spectacle

Visiting Lecturer from the École Normale Supérieure in Paris
Mélanie Bost-Fievet, M.A.

Associate Professors
Jonathan Gosnell, Ph.D.
Hélène Visentin, M.A., D.E.A, Docteur de l’Université

Assistant Professors
Dawn Fulton, Ph.D.
Nicolas Russell, Ph.D.

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 20 per section. Priority will be given to first-year students. 5 credits

Cheryl Demharter, Ann Leone, Christiane Métral
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 20 per section. Priority will be given to first-year students. 5 credits

Cheryl Demharter, Ann Leone, Christiane Métral
Offered each Fall

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.
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: 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. (F) 4 credits
Melanie Bost-Hevet, Cheryl Demharter
Offered each Fall

221 Conversation
Discussion of contemporary French and francophone issues, with emphasis on conversational strategies and speech acts of everyday life. 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. (F) 1 credit
Amel Toumi, Fall 2005
Xenia Melo, Spring 2006
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 exposés, 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. (F) 4 credits
Fabienne Bullot
Offered Interterm 2006

300 Advanced Grammar and Composition.
Emphasis on some of the more difficult points of grammar. Weekly compositions; some work in phonetics. Discussions and reports based on short texts and films. Prerequisite: normally, one course in French at the 250 level or permission of the instructor. (F) 4 credits
Denise Rochat
Offered Fall 2005

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 Diplôme de Français des Affaires, 1er degré (DFA1) granted by the Paris Chamber of Commerce and Industry and administered at Smith College. 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 2006
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: FRN 220, or permission of the instructor. \(\text{(L/F)}\) 4 credits
Offered each Fall and Spring
Sections as follows:

- **Fantasy and Madness**
  A study of madness and its role in the literary tradition. Such authors as Maupassant, Flaubert, Myriam Warner-Vieyra, J.-P. Sartre, Marguerite Duras. the imagination, its powers and limits in the individual and society. \(\text{(L/F)}\) 4 credits
  Mélanie Bost-Hevet
  Offered Fall 2005

- **A Reader’s Romance with Paris**
  Visions of Paris, both mythical and real, through novels, poetry, short stories, and popular songs from the seventeenth to twentieth centuries. The history, culture, and quartiers of Paris as portrayed by authors such as Hugo, Zola, Baudelaire, Modiano, Corneille. (E) \(\text{(L/F)}\) 4 credits
  Mélanie Bost-Hevet
  Offered Fall 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 suspense, bring order out of disorder, and treat questions of justice and morality. Prerequisite: FRN 220 or permission of the instructor. \(\text{(L/F)}\) 4 credits
  Mary Ellen Birkett
  Offered Fall 2005 and Spring 2006

- **Childhood and Self-Discovery**
  An examination of the representation of childhood and its relationship to family, society, memory, creativity and self-discovery. Readings from 19th- and 20th-century French and francophone authors such as Colette, Maupassant, Alain-Fournier, Cocteau. Films by directors such as Truffaut, Malle, and others. \(\text{(L/F)}\) 4 credits
  Mélanie Bost-Hevet
  Offered Spring 2006

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. \(\text{(L/F)}\) 4 credits
Dawn Fulton
Offered Spring 2006

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 Sembène Ousmane, Denys Arcand, Mweze Njangura and Euzhan Palcy. Offered in French. Prerequisite: FRN 230, or permission of the instructor. Weekly required screenings. \(\text{(L/A/F)}\) 4 credits
Dawn Fulton
Offered Fall 2005

**Topic: French Cinema: Paris on Screen**
Few cities have inspired artists more than Paris. In this course, we will see how the most significant French film directors of the last fifty years have represented the City of Light and its changes. Films by Godard, Chabrol, Varda, Sautet, Rohmer, Denis and Jeunet. Readings by Truffaut, Chabrol, Varda and
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 video-conferencing technology, students will discuss "Frenchness" and "American-ness" with an advanced English class in France. 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. {F} 4 credits
To be announced
Offered Spring 2006

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. {S/ F} 4 credits
Jonathan Gosnell, Fall 2005
Mélanie Bost-Fievet, Spring 2006
Offered Fall 2005, Spring 2006

253 Medieval and Renaissance France
An introduction to the main historical, sociopolitical, 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/ S/ F} 4 credits
Nicolas Russell
Offered Spring 2006

254 France Before the Revolution
Topic: Power and Resistance in the Ancien Régime
The 17th and 18th centuries gave rise to new social dynamics in France. The "honnête homme," the “précieuse,” the “courtisan” and the “philosophe” coexist with— and often contest— the established social order. We will examine the tension between these new social categories and official power, expressed through satire, literary and intellectual battles, and other literary genres. Basis for the major. Prerequisite: a course above 220 or permission of the instructor. {L/ S/ F} 4 credits
Hélène Visentin
Offered Fall 2005

Topic: Orienting French Identity
Over the course of the 17th and 18th centuries France forged itself the cultural and political identity that still underlies French identity today. We will study how this identity was fashioned and represented in literary works that focus on the confrontation of the French with the Other—foreign political and cultural powers such as the Ottoman empire, Hapsburg Spain, ancient Greece, and the civilizations discovered in the Americas and beyond. Readings from a variety of literary genres from authors such as Molière, Racine, Corneille, Voltaire, Françoise de Graffigny and Diderot. Some film screenings. Basis of the major. Prerequisite: a course of higher level then FRN 220 or permission of the instructor. {L/ S/ F} 4 credits
Janie Vanpée
Offered Spring 2006
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 Fall 2005

260 Literary Visions

Topic: Analysis and Performance of Contemporary Dramatic Texts
Since waiting for Godot, 20th-century theater has become a source of new modes of expression and provocative visions of the world. Having abolished the traditional rules associated with drama, contemporary authors have imagined completely novel ways of representing reality and have thus thoroughly renewed this literary genre. In this course, we will read, analyze and stage scenes from four plays by Jean-Claude Grumberg, Bernard-Marie Koltès, Jean-Luc Lagarce and Noëlle Renaude. The course will alternate between discussion of the texts and rehearsal of the scenes. The course will culminate in a public performance. {A/F/L} 4 credits
Fabienne Bullot
Offered Fall 2005

Advanced Literature and Culture

Prerequisite: two courses in literature or culture at the 200 level or permission of the instructor.

340 Topics in 17th/-18th-Century Literature
Topic: “Family Values” in the Enlightenment
Premarital sex, adultery, divorce, birth control, women’s education, women’s right to political representation, these controversial issues were at the core of debates over woman’s changing legal, social and cultural status and of her role in the family in 18th-century France. We will examine woman’s changing role as represented in the fiction and philosophical texts of the French Enlightenment. Readings from l’Abbé Prévost, Françoise de Graffigny, Diderot, Rousseau, Isabelle de Charrière, Laclos, Olympe de Gouges, the Encyclopédie and some legal documents and treatises. {F/L} 4 credits
Janie Vanpée
Offered Spring 2006

360 Topics in 19th/-20th-Century Literature
Images of the “Other”: Female Domestic Servants in French Fiction.
In this course, we will read works by major French authors of the 19th and 20th centuries, in which a female domestic servant is the main character. What happens to a novel or a play when the domestic servant is given first place? Which concerns or anxieties does the servant character embody or convey to the reader? To what extent have such works changed the way women are represented in literature and redefined the relationship of literature to politics, society and the self? Authors such as Lamartine, George Sand, the Concourts, Haubert, Zola and Genet. {L/F} 4 credits
Martine Gantrel
Offered Fall 2005

365 Francophone Literature and Culture
(Pending approval of the Committee on Academic Priorities.)
Topic: Literature of the Caribbean
An exploration of the poetics, theory and politics of Caribbean writing from the Négritude movement through the elaboration of the notions of Antilla-
nité and Créolité. Works by such authors as Aimé Césaire, Edouard Gissant, Maryse Condé, Joseph Zobel, Patrick Chamoiseau, Gisèle Pineau. {L/F} 4 credits
Dawn Fulton
Offered Fall 2005

370 Genre Studies
Topic: Representation of Self and Society, 1750–1850
During the period of turbulent politics, unstable economics and dramatic social upheaval that reigned in France from the mid-eighteenth to the mid-nineteenth centuries, individualism as we understand it today came into being. Literature and visual culture played sometimes complementary, sometimes oppositional roles in this redefinition of selfhood as a unique, emotional presence rather than as a social persona. This course will investigate intersections and interferences of social image and personal identity across categories of power, style, class-consciousness, gender roles, social aspirations and morality. Using the resources of the Smith College Museum of Art and works by such authors as Restif de la Bretonne, Madame de Gaffigny, Rousseau, Chateaubriand, Madame de Duras, George Sand, Balzac, Stendhal, we will compare how images and texts situate the individual in society. {L/F} 4 credits
Mary Ellen Birkett
Offered Fall 2005

380 Topics in French Cultural Studies
Topic: “La France des 5 continents”: Colonial or Postcolonial 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 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 2006

Seminars

Prerequisite: one course at the 300 level.

392 Topics in Culture
French Intellectuals: Observing and Contesting Social-Order
We will study the figure of the intellectual from the 17th to the 20th centuries as well as some of the debates, polemics, intellectual activism in each period concerning subjects such as political power, intolerance, racism, fanaticism, feminism and the death penalty. We will discuss how these debates have transformed French society, intellectual life and political thought; and we will examine the emergence of the public intellectual (”l’intellectuel engage”) and the antecedents of this recent concept by reading relevant scholarship and analyzing controversial ideas expressed through satire, philosophical texts and intellectual battles by authors such as La Bruyère, Molière, Voltaire, Hugo, Zola, Sartre, Beauvoir, Bourdieu and Halimi. {L/F} 4 credits
Hélène Visentin
Offered Spring 2006

404 Special Studies
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

FRN 480/SPN 481 The Teaching of French/Spanish
This course is designed for MAT students, majors and advanced students of French or Spanish, and focuses on the theoretical and practical aspects of teaching a foreign language. The course presents students with an overview of current theories of second language acquisition and learning, as well as with ‘contemporary’ approaches to foreign language instruction. Students will observe and teach different classes; create lesson plans and their own materials and evaluate others’; explore their beliefs about teaching and language learning. Other topics include the use of technology in the classroom (specially the use of CMC), foreign cultural literacy.
the class as a learning-community and the National Standards. 4 credits
Ana López-Sánchez Offered Fall 2005

Courses Cross-Listed with Other Departments and Programs

CLT 272 Women Writing: 20th-Century Fiction
Marilyn Schuster, Spring 2006

CLT 274 The Garden: Paradise and Battlefield
Ann Leone, Spring 2006

CLT 278 Gender and Madness in African and Caribbean Prose
Dawn Fulton, Spring 2006

FYS 141 Reading Writing and Placemaking: Landscape Studies
Ann Leone

Study Abroad in Paris or Geneva

Advisers: Paris: Hélène Visentin
Geneva: Jonathan Gosnell

Majors in French studies who spend the year in Paris or Geneva will normally meet certain 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

Advisers: Mary Ellen Birkett, Dawn Fulton, Martine Gantrel, Jonathan Gosnell, Ann Leone, Nicolas Russell, Hélène Visentin

Requirements

Ten four-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. In consultation with the major adviser, a student may take up to two, four-credit courses from appropriate offerings in other departments; the focus of approximately two-thirds of each course should be on France and/or the francophone world for the course to count toward the French major. Only one course counting toward the major maybe 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. FRN 430d or 431 may substitute for one 300-level French course. 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
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, tsunami, 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 2005, Fall 2006

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
Offered Spring 2006, Spring 2007

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. Lab sections meet Monday, Tuesday and Thursday; only the Thursday lab section is designated writing intensive. (N) WI 4 credits
Steven Gaurin
Offered Spring 2006, Spring 2007

109 The Environment
An investigation of the earth’s environment and its interrelationship with people, to evaluate how human 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, nonrenewable and renewable energy, air pollution and global climate change. {N} 4 credits
Amy Rhodes
Offered Spring 2006, Spring 2007

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
Mark Brandriss, Fall 2005
Amy Rhodes, Fall 2006
Offered Fall 2005, Fall 2006

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 2005, Fall 2006

150 Modeling Our World: An Introduction to Geographic Information Systems
A geographic information system (GIS) manages location-based (spatial) information and provides the tools to display and analyze it. GIS provides the capabilities to link databases and maps and to overlay, query and visualize those databases in order to analyze and solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and connects course activities to GIS applications in landscape architecture, urban and regional planning, archeology, flood management, sociology, coastal studies, environmental health, oceanography, economics, disaster management, cultural anthropology and art history. Enrollment limited to 20. {N} 4 credits
Robert Burger
Offered Spring 2006, Spring 2007

FYS 150 Sherlock Holmes and the Scientific Method
If it were not for 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 2005

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
Mark Brandriss, Fall 2005
John Brady, Fall 2006
Offered Fall 2005, Fall 2006

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. Prereq-
231 Invertebrate Paleontology and Paleoecology
A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology, and their importance for geologic-biostratigraphic 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 2005, Fall 2006

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 Spring 2006, Spring 2007

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 2006, Spring 2007

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 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 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 2005
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 2006

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 2006

AST 330 FC30a Seminar: Topics in Astrophysics—Asteroids

334 Carbonate Sedimentology
A detailed study of the formation, deposition, lithification and diagenesis of carbonate sediments. Topics include modern carbonate-producing environments and the history of carbonate rocks from the Precambrian to the present. Class meetings will include faculty and student presentations and practical work with thin sections and hand samples. One weekend field trip to classic carbonate localities in New York State. Prerequisite: 232. Enrollment limited to 14. \{N\} 4 credits
Bosiljka Glumac
Offered Spring 2007

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 Brandris
Offered Spring 2006, Spring 2007

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 advance-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
Not offered during 2005–06

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 2007
For additional offerings, see Five College Course Offerings by Five College Faculty.

The Major

Advisers: for the class of 2006, John Brady; for the class of 2007, Robert Burger; for the class of 2008, Bosiljka Glumac; for the class of 2009, Amy Rhodes.


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.
German Studies

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

Professors
Jocelyne Kolb, Ph.D., Chair
Gertraud Gutzmann, Ph.D.
Joseph George McVeigh, Ph.D.

Assistant Professor
Joel Westerdale, Ph.D.

Lecturer
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, 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 or 222 should consider taking the Zertifikat Deutsch examination administered by the Goethe Institute 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 yearlong 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. Students who successfully complete this yearlong course and take GER 200 and GER 220 will be eligible for the Junior Year Abroad in Hamburg. {F} 8 credits
Section 1: Jocelyne Kolb, Fall 2005
Section 2: Joel Westerdale, Fall 2005
Gertraud Gutzmann, Spring 2006
Full-year course; Offered each year

101y Elementary German for Engineering and the Sciences
An introduction to spoken and written German that incorporates technical vocabulary and expressions in conversational practice and grammar instruction. Through simple written exercises, as well as practice in listening and reading comprehension, students in engineering and the sciences will develop basic writing and conversational skills with practical, social and technical applications. The course offers an introduction to the culture of German-speaking people and countries. Students who successfully complete this yearlong course and take GER 200 and GER 220 will be eligible for the Junior Year Abroad in Hamburg. {F} 8 credits
Judith Keyler-Mayer
Offered Fall 2005

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, Joel Westerdale
Offered Fall 2005

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} 4 credits
Judith Keyler-Mayer
Offered Fall 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: 220, permission of the instructor, or by placement. {F} 4 credits
Joel Westerdale, Gertraud Gutzmann
Offered Fall 2005, Spring 2006

340 Advanced Composition, Conversation, and Style
A course intended to hone writing skills and perfect spoken German. Practice in different types of writing (descriptions, narration, formal letters, research papers) and sophisticated grammatical structures. Exercises include translations, discussions, and reports based on literary and journalistic texts, video and film. {F} 4 credits.
Judith Keyler-Mayer
Offered Fall 2005

B. German Literature and Culture (Taught in German)

222 Topics in German Culture and Civilization {F/L} 4 credits

German Culture and Civilization
This course surveys major historical events and movements that have shaped German cultural and political identity from medieval times to the early 19th century. Students are expected to submit three papers and give several oral presentations. Readings include a variety of texts, films and Internet materials. 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.
Gertraud Gutzmann
Offered Spring 2006

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

The Enlightenment
A study of the aesthetic and social tensions and inventions characteristic of the Enlightenment, with an emphasis on literary innovations such as the bürgerliches Trauerspiel; on the role of journals and correspondence; on the emerging cult of genius; on the emancipation of women and Jews; and with a consideration of Germany's position in European Enlightenment. Works by, for example, Lessing, Wieland, Moses Mendelssohn, the Gottscheds, Therese Huber and Mozart.
Jocelyne Kolb
Offered Fall 2005

German Art and Literature 1900 to 1945
The course explores the emergence of Modernism in German-speaking countries. It looks at Vienna (Schnitzler, Freud), Prague (Kafka, Rilke), Munich (Der blaue Reiter), Dresden (Die Brücke) and Berlin as centers for the rise of modernist movements in literature and art—impressionism, ex-
pressionism, Dadaism and for the development of modern media and mass culture. The politicization of modernist art with the rise of Nazism as well as leftist counter movements in the late twenties and early thirties in Germany will receive special attention, as will the efforts of artists after 1933 in their overseas exiles. Literary readings by Kafka, Schnitzler, Thomas Mann, Brecht, Irmgard Keun and Anna Seghers will be complemented throughout the semester by films (Mädchen in Uniform, Der blaue Engel, Die Dreigroschenoper) and other artistic works.

Gertraud Gutzmann
Offered Spring 2006

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

227 Topics in German Studies
{L/H} 4 credits
('Topic pending approval by the Committee on Academic Priorities.)
Topic: All About Evil. An exploration of the central role that evil has played in German culture since the 18th century. This course examines portrayals of evil in literature, theory and film, looking at the relationship between evil and the development of the modern autonomous individual, the intersection of morality, freedom and identity, and the confrontation of literary and historical evil in the 20th century. Literary works by Goethe, Kleist, E.T.A. Hoffman, Kafka, Thomas Mann; theoretical texts from Nietzsche, Freud, Arendt; films from Marnau, Wiene. Conducted in English. {L/H} 4 credits
Joel Westerdale
Offered Spring 2006

230 Topics in German Cinema
Topic: Nazi Cinema. A study of German cinema during the Third Reich: the legacy of Weimar cinema; popular and high culture in Nazi ideology; the political function of entertainment; the question of fascist esthetics; constructions of masculinity and femininity; imaginations of the Other. With special focus on the films of Leni Riefenstahl. For comparison we will draw on some American examples (F. Capra, C. Chaplin, F. Zinnemann). Films to be studied: Hitler Youth Quex; Triumph of the Will; Olympia; Jew Suess, Muenchhausen and others. Conducted in English. {L/H/A}
Jocelyne Kolb
Offered Fall 2005

250 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} 4 credits
Jocelyne Kolb
Offered Spring 2006

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
Manfred Bonus, Rainer Nicolaysen and staff
Offered Fall 2005 for five 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 2005 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 2005 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 compose a term paper (Hausarbeit) in the German fashion. In addition, there will be an optional weekly phonetics tutorial. 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 compose 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 2005 and Spring 2006 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 compose 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 2006 on the Junior Year in Hamburg

320 Germany 1945–90: Politics, Society, and Culture in the Two German States
This course, which provides a continuation of 270, will cover the post-war period of occupation; the founding of two German states; German-German relations during the Cold War; and the reunification of Germany. Historical analysis; reading of selected literary works; screening of films. Prerequisite: 270, or permission of the instructor. Limited to students enrolled in the JYA program. (L/ H/ F) 4 credits
Rainer Nicolaysen
Offered Spring 2006 on the Junior Year in Hamburg

The Major
Advisers: for the class of 2006, Gertraud Gutzmann; for the class of 2007, Joseph McVeigh; for the class of 2008, Jocelyne Kolb; for the class of 2009, Judith Keyler-Mayer
Adviser for Study Abroad: Jocelyne Kolb (Fall 2005); Gertraud Gutzmann (Spring 2006)

Basis: GER 200

Requirements: Nine courses above the basis, of which at least six (6) must be selected from the following: 220; 221 or 290; 222 (may be repeated with a different topic); 270; 280; 310; 320; 351 (may be repeated with a different topic).

Up to three (3) English-language courses may be taken from among the following: 227 (may
be repeated with a different topic); 230 (may be repeated with a different topic); 240; and any CLT courses taught by faculty of the German studies department.

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

Advisers: for the class of 2006, Gertraud Gutzmann; for the class of 2007, Jocelyne Kolb (fall); Gertraud Gutzmann (spring); for the class of 2008, Jocelyne Kolb; for the class of 2009, Judith Keyler-Mayer

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: Jocelyne Kolb

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

Professors
Susan C. Bourque, Ph.D.
**1 Steven Martin Goldstein, Ph.D.
12 Donna Robinson Divine, Ph.D.
Martha A. Ackelsberg, Ph.D. (Government and Women’s Studies)
12 Donald C. Baumer, Ph.D., Chair
11 Dennis Yasutomo, Ph.D.
11 Patrick Coby, Ph.D.
**1, **2 Catharine Newbury, Ph.D.

Associate Professors
Howard Gold, Ph.D.
Velma E. Garcia, Ph.D.
Gregory White, Ph.D.
Alice L. Hearst, J.D., Ph.D.
12 Gary Lehring, Ph.D.
Mlada Bukovansky, Ph.D.
Marc Lendler, Ph.D.

Adjunct Associate Professor
Robert Hauck, Ph.D.

Assistant Professor
**2 Jacques Hymans, Ph.D.

Lecturer
Jon Western

Washington Scholar in Residence
Sally Katzen Dyk, J.D.

Associated Faculty
Gwendolyn Mink, Ph.D. (Women’s Studies)

Mellon Post-Doctoral Fellow
Fabry Mikulas

Research Associate
Michael Clancy

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
Martha Ackelsberg and Members of the Department, Fall 2005, Offered Fall 2005, Fall 2007

102 Reenacting the Past
A departmental version of the historical role-playing First-Year Seminar by the same name, featuring games high in political content and a little more advanced—initially “Rousseau, Burke and Revolution in France, 1791” and “Henry VIII and the Reformation Parliament.” An elective, earning students credit toward their government major, but satisfying none of the department’s distribution requirements. Open to all classes of students, with an enrollment limit of 21. (S/ H) 4 credits
Patrick Coby
Offered Spring 2007

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
Government

be paid to survey data and to data analysis using computer software. (S/ M) 4 credits
Howard Gold
Offered Fall 2005, Spring 2007

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, Spring 2006
Marc Lendler, Spring 2007
Offered Spring 2006, Spring 2007

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, Fall 2006

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
Alice Hearst
Offered Spring 2006, Spring 2007

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 GOV 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 Lendler
Offered Spring 2006, Fall 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
Howard Gold
Offered Fall 2006

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 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 Spring 2006

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 2006

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 2006

217 Colloquium: The Politics of Wealth and Poverty in the U.S.
This course examines changing patterns of wealth and income inequality in the U.S. 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 2007

304 Seminar in American Government
Pathologies of Power
A comparative examination of McCarthyism, Watergate and Iran-Contra. A look at how our political institutions function under stress. Prerequisite: a 200-level course in American government. (S) 4 credits
Marc Lendler
Offered Spring 2007

306 Seminar in American Government
Politics and the Environment
An examination of environmental policy making within the federal government, with special emphasis on how Congress deals with environmental policy issues. A variety of substantive policy areas from clean air to toxic waste will be covered. Su-
Government

Students will complete research papers on an environmental policy topic of their choice. Prerequisite: a 200-level course in American government.

Donald Baumer
Offered Spring 2006

307 Seminar in American Government
Topic: Latinos and Politics in the U.S. An examination of the role of Latinos in society and politics in the U.S. Issues to be analyzed include immigration, education, electoral politics and gender. (S) 4 credits
Velma Garcia
Offered Fall 2006

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. (S) 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. (S) 4 credits
Howard Gold
Offered 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 2005, Fall 2006

412 Semester-in-Washington Research Project
Open only to members of the Semester-in-Washington Program. 8 credits
Donald Baumer
Offered Fall 2005, Fall 2006

413 Washington Seminar: The Art and Craft of Political Science Research
This seminar is designed to provide students participating in the Washington Internship Program with an overview of the various approaches to conducting research in the discipline of political science. Students will be introduced to methods of quantitative and qualitative research, data acquisition and hypothesis testing. The seminar’s more specific goal is to help students understand the process of planning, organizing and writing an analytical political science research paper. Enrollment limited to juniors and seniors in the Washington Internship Program. (S) 2 credits
Robert J.P. Hauck
Offered Fall 2005, Fall 2006

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. (S) 4 credits
Steven Goldstein
Offered Spring 2007

221 European Politics
This course focuses on the development of European democratic institutions in the context of military and economic conflict and cooperation. Includes an introduction to the process of European integration. (S) 4 credits
Mlada Bukovansky
Offered Fall 2005

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 2006, Spring 2007
227 Contemporary African Politics
This survey course examines the ever-changing political and economic landscape of the African continent. The course aims to provide students with an understanding of the unique historical, economic and social variables that shape modern African politics and will introduce students to various theoretical and analytical approaches to the study of Africa's political development. Central themes will include the ongoing processes of nation-building and democratization, the constitutional question, the international relations of Africa, issues of peace and security and Africa's political economy. (S) 4 credits
Catharine Newbury
Offered Spring 2007

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 2006

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 2005, Fall 2006

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 politics. 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

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 U.S. and Mexico has traditionally been relatively porous, allowing people, capital, goods and ideas to flow back and forth. The course will focus on the border as a region historically marked both by conflict and interdependence. Open to majors in government and/or Latin American studies; others by permission of the instructor. Enrollment limited to 20. (S) 4 credits
Velma Garcia
Offered Spring 2006, Spring 2007

322 Seminar in Comparative Government
Topic: Mexican Politics from 1910–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

323 Seminar in Comparative Government and Political Theory
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 which 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 Fall 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
Mada Bukovansky, Fall 2005
Jacques Hymans, Spring 2006
Gregory White, Fall 2006
Mada Bukovansky, Spring 2007
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, structuralist and feminist perspectives. The course analyzes critical debates in the post-World War II period, including the role of the Bretton Woods institutions (World Bank group and IMF), international trade and development, the debt question, poverty and global inequality and the broad question of “globalization.” Prerequisite: 241 or permission of the instructor. (S) 4 credits
Gregory White
Offered 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 2006

251 Foreign Policy of Japan
The sociocultural, 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 2007
252 International Organizations
What role do international organizations play in world politics and what role should they play? Do international organizations represent humanity’s higher aspirations or are they simply tools of the wealthy and powerful? This course explores the problems and processes of international organizations by drawing on theoretical, historical and contemporary sources and perspectives. We focus on three contemporary organizations: the United Nations, the World Trade Organization and the European Union.
Prerequisite: 241 or permission of the instructor. {S} 4 credits
Mlada Bukovansky
Offered Spring 2006

254 Colloquium: Politics of the Global Environment
An introductory survey of the environmental implications of the international political economy. The focus is on the changing role of the state and the politics of industrial development. Special emphasis is devoted to the controversies and issues that have emerged since the 1950s, including the tragedy of the commons, sustainable development, global warming and environmental security. Special attention is also accorded to North-South relations and the politics of indigenous peoples. Prerequisite: 241 or permission of the instructor. Enrollment limited to 20. {S} 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 2006, Spring 2007

341 Seminar in International Politics
Topic: International Perspectives on Contemporary Security Issues. This seminar explores the similarities and differences between American and foreign understandings of some of the central security challenges facing the world today. How do American policymakers conceive of and try to deal with, security threats such as weapons of mass destruction and terrorism? How do other policymakers around the world—from Western Europe to the South Pacific—approach these threats? Is it possible to bridge the gaps between these approaches? Prerequisite: GOV 241 or permission of the instructor. {S} 4 credits
Jacques Hymans
Offered Fall 2005

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 2007

345 Seminar in International Politics
Topic: American Hegemony and Global Politics in the 21st Century. This course explores how decisions and strategic positioning by the United States will influence the global security and political climate in the coming decades. It begins with a broad overview of the global political and security environment and the nature and sources of American power. We will explore multiple conceptions of American power and examine the role of American exceptionalism and liberal ideals as a basis of American hegemony. The course will then critically examine the effects of American power as it relates to likely trends in great power politics, WMD proliferation, terrorism, religious fundamentalism, economic development, environmental degradation, resource scarcity, demographic stress and global public health. Previous course work in world politics is required. {S} 4 credits
Jon Western
Offered Fall 2005
347 Seminar in International Politics and Comparative Politics
Topic: North Africa in the International System. This seminar examines the history and political economy of Morocco, Tunisia and Algeria—the Maghreb—focusing on the post-independence era. Where relevant, Mauritania and Libya will be treated. The seminar sets Maghrebi politics in the broader context of its regional situation within the Mediterranean (Europe and the Middle East), as well as its relationship to sub-Saharan Africa and North America. Study is devoted to: 1) the independence struggle; 2) the colonial legacy; 3) contemporary political economy; and 4) post-colonial politics and society. Special attention will be devoted to the politics of Islam, the “status” of women and democratization. {S} 4 credits
Gregory White
Offered Fall 2005, Spring 2007

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 2006

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 2007

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 2006

EAS 375 Seminar: Japan–United States Relations
{S} 4 credits
Dennis Yasutomo
Offered Spring 2007

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 2006

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 2007
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 N-
etzsche. Not open to first-year students. {S} 4 credits
Gary Lehring
Offered Spring 2006

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, multicultural-
ist and feminist political thought. Not open to first-
year students. {S} 4 credits
Martha Ackelsberg
Offered Fall 2006

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 sexu-
ality still resonate with us in the modern world,
helping to shape legislation and public opinion,
creating substantial barriers to cultural and politi-
cal change. {S} 4 credits
Gary Lehring
Offered Fall 2005

362 Seminar in Political Theory
Topic: Revolution to Consolidation.
A look at
how American political thinkers and activists justi-
fi ed a war for independence, puzzled through the
construction of a new political order, thought about
creating a democratic nation state and argued over
issues such as individual rights, the role of political
parties and the capabilities of citizens for self-gov-
ernment. We will look at specific debates between
1776 and 1800 and also an overview of the most
important contributors: Jefferson, Madison, Ham-
ilton and John Adams. Prerequisite: Some previous
course on American government or permission of
the instructor. {S} 4 credits
Marc Lendler
Offered Spring 2006

364 Seminar in Political Theory
Topic: Feminist Theory. An examination of femi-
nist perspectives on political participation and citi-
zenship. Prerequisite: one course in political theory
or permission of the instructor. {S} 4 credits
Martha Ackelsberg
Offered Spring 2007

368 Seminar in Political Theory
Topic: Theorizing Multiculturalism. The last two
decades have seen the rise of distinct “identity poli-
tics” movements, centered on the efforts of histori-
cally marginalized groups to secure recognition
and protection of their legal and cultural identity.
These demands at both a national and international
level 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 2006

Cross-listed Courses
WST 225 Women and the Law
{S} 4 credits
Gwendolyn Mink
Offered Spring 2006

WST 245 Poverty Law and Social Policy in the
U.S. {H/S} 4 credits
Gwendolyn Mink
Offered Fall 2005

WST 311 Seminar: Mothers in Law and Policy
{S} 4 credits
Gwendolyn Mink
Offered Fall 2005

WST 317 Seminar: Feminist Legal and Policy
Theory
{H/S} 4 credits
Gwendolyn Mink
Offered Fall 2006

WST 318 Seminar: Feminism and Crime
{S/H} 4 credits
Gwendolyn Mink
Offered Spring 2007
Government

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

Prelaw Adviser: Alice Hearst

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: Gary Lehring.

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.
431 Thesis
8 credits
Offered Fall 2005, Fall 2006

Requirements:

Requirements for honors for students in 431 will be the same as for those taking 430d, except that the final thesis will be due on the first day of classes of the second semester. Students must apply for admission to 431 in the preceding spring semester.

Jean Picker Semester-in-Washington Program

The Jean Picker Semester-in-Washington Program is a first-semester program open to Smith junior and senior government majors and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level. Students are normally resident in Washington from the June preceding the semester through December.

Applications for enrollment should be made through the director of the Semester-in-Washington Program no later than November 1 of the preceding year. Enrollment is limited to 12 students and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: 200, 201, 202, 206, 207, 208, 209, 210 and 211. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of two credits on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 14 credits are granted: four credits for a seminar in policymaking (411); 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
**1 Howard Nenner, LL.B., Ph.D.
**1 Neal Salisbury, Ph.D.
*1, *2 Joachim W. Steber, Ph.D.
Daniel K. Gardner, Ph.D., Chair
12 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
†1 Robert A. Eskildsen, Ph.D.
†1 Darcy Buerkle, Ph.D.
†2 Jennifer Guglielmo, Ph.D.

Five College Assistant Professor of Russian History
Sergey Glebov, Ph.D.

Associated Faculty
Daniel Horowitz, Ph.D. (American Studies and History)
Helen Lefkowitz Horowitz, Ph.D. (American Studies and History)

Lecturers
Marnie S. Anderson
Daniel Brown, Ph.D.
Debbie Cottrell, Ph.D.
Sean Gilchrist, Ph.D.
Peter Gunn, M.Ed.
Jennifer Hall-Witt, Ph.D.
W. Lane Hall-Witt

Research Associates
Alan Cottrell, Ph.D.
Debbie Cottrell, Ph.D.
Erika Laquer, Ph.D.
Marylynn Salmon, Ph.D.
Revan Schendler, Ph.D.
Robert E. Weir, 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.

101 Introduction to Historical Inquiry
Colloquia with a limited enrollment of 20 and surveys with open enrollment, both designed to be introductions to the study of history for students at the beginning level. Emphasis on the sources and methods of historical analysis. Recommended for all students with an interest in history and those considering a history major or minor. {H} 4 credits

Topic: Greek Sports and Roman Games
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. Enrollment limited to 20. {H} 4 credits

Richard Lim
Offered Fall 2005, Fall 2006
History

Topic: Geisha, Wise Mothers and Working Women
Images of Japanese women that are prevalent in the West and to some extent Japan. Focus will be on three key figures considered to be definitive representations of Japanese women: the geisha, the good wife/wise mother and the working woman. Popular treatments including novels such as Arthur Golden’s *Memoirs of a Geisha*, primary sources including an autobiography written by a geisha and scholarly articles. Sorting through these images, distinguishing prescription versus reality. Enrollment limited to first-year students and sophomores. {H} 4 credits
Richard Lim
Offered Spring 2007

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 Fall 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 multi-ethnic 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 2006

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 2007
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 2007

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 and ethnicity. {H/ S} 4 credits
Richard Lim
Offered Spring 2006

East Asia

211 (L) The Emergence of China
Chinese society and civilization from c. 1000 B.C. to A.D. 750. Topics include neolithic cultures of China, Bronze Age, formation of a Chinese state, Golden Age of Chinese philosophy, creation of a centralized empire, relations with non-Chinese, family structure, roles of women and introduction of Buddhism. Open to first-year students. {H} 4 credits
Daniel Gardner
Offered Fall 2005, Fall 2006

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 the World War I. {H/ L} 4 credits
Daniel Brown
Offered Spring 2006

209/ REL 250 (C) Aspects of Middle Eastern History
Topic: The Crusades and the Clash of Civilizations. In 1099 a European army entered Jerusalem, inaugurating the Crusader era in the Middle East. Almost a millennium later, the Crusades remain one of the most potent symbols of the so-called “clash” between Islamic civilization and the West. Changing perceptions of the Crusades, beginning with primary documentary records and with special attention to Middle Eastern sources. Early Muslim responses to the crusaders, the emergence of heroic figures, cultural and social interactions enabled by the Crusades and the construction of a modern image of crusaders as monsters. {H} 4 credits
Daniel Brown
Offered Spring 2007

214 (C) Aspects of Chinese History
Topic: The World of Thought in Early China. Readings from the major schools of Chinese thought, such as Confucianism, Mohism, Daoism, Legalism and Buddhism. Open to first-year students. {H/ L} 4 credits
Daniel Gardner
Offered Spring 2006

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 2007

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, Japa-
nese imperialism and war, cultural transformation and conflict within Japanese society. {H}
4 credits
Marnie Anderson
Offered Fall 2005

222 (C) Aspects of Japanese History
Topic: The Place of Protest in Early Modern and Modern Japan. Histories of social conflict, protest and revolution in early modern and modern Japan. In the early modern period (1600–1867), peasant resistance and protest, urban uprisings, popular culture, “world-renewal” movements and the restorationist activism of the Tokugawa period. In the modern period, the incipient democratic movements and the new millenarian religions of the Meiji era (1868–1912), radical leftist activism, mass protest and an emerging labor movement in the Taisho era (1912–1926), anti-imperialist movements in China during the prewar years and finally, a range of citizens’ movements in the post-war decades. {H/ S} 4 credits
Marnie Anderson
Offered Fall 2005

223 (L) Women in Japanese History: From Ancient Times to the 19th Century
The dramatic transformation in gender relations is a key feature of Japan’s premodern history. How Japanese women and men have constructed norms of behavior in different historical periods, how gender differences were institutionalized in social structures and practices and how these norms and institutions changed over time. The gendered experiences of women and men from different classes from approximately the seventh through the nineteenth centuries. Consonant with current developments in gender history, exploration of variables such as class, religion and political context which have affected women’s and men’s lives. (E) {H/ S} 4 credits
Marnie Anderson
Offered Spring 2006

Europe

224 (L) The Early Medieval World, 300–1050
From the rise of Christianity and the fall of Rome to the age of conversion. The monastic ideal and the cult of saints, the emergence of the papacy, the changing roles of ritual and authority, kinship and kingship. The course ends with Charlemagne, the Carolingian renaissance, literacy and learning and the decline of the Carolingian empire and the Viking invasions. {H} 4 credits
Sean Gilsdorf
Offered Spring 2006

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 Spring 2006

227 (C) Colloquium: Aspects of Medieval European History
Topic: Heresy and Heterodoxy in the Middle Ages. Examination of the process by which “orthodox” Christianity was defined through its opposition to a variety of religious doctrines and practices, from the early days of official Christianity to the years preceding the Protestant Reformation (c. 300–1500). Topics include debates on the nature of Christ and free will; the role of “heresy” within movements for church reform; dualism (in particular Catharism); and lay spirituality (including the doctrines of Wyclif and Hus). {H} 4 credits
Sean Gilsdorf
Offered Spring 2006

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 2007
231 (L) Early Modern Europe in the Age of Reformation, 1460–1660
European society on the eve of the Reformation; the humanist movement north of the Alps; religion and politics in the Protestant Reformation; Roman Catholic reform and the Counter-Reformation.
Open to first-year students. (H) 4 credits
Joachim Stieber
Offered Spring 2006

232 (C) Aspects of Late Medieval and Early Modern Europe
Topic: Lordship and Community in Europe in the Later Middle Ages (1300–1500) and the Origins of Constitutional Government in Early Modern Times in Europe (1300–1700) and in the British Colonies in North America (1620–1800). 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
Howard Nenner, William Oram (English Language and Literature)
Offered Fall 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

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
Darcy Buerkle
Offered Fall 2006

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 that 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 how the multinational Russian Empire dealt with pressures of modernization (nationalist challenges in particular), internal instability and external threats. (H) 4 credits
Sergey Glebov
Offered Fall 2005, Fall 2006

245 (C) The Middle Ages and the Renaissance in European Thought, 1750–1870
The images of the Middle Ages and of the Renaissance in England, Germany and France, both before and after the French Revolution. The Gothic Revival as a reaction against classicism in arts and letters, against the political and social values of the French Revolution as well as against industrial modernization and economic liberalism. An epilogue will survey the Gothic Revival in the United States (c. 1830–1930). (L/H) 4 credits
Joachim Stieber
Offered Spring 2006

246 (C) Representing the Past
Topic: Memory and History. Contemporary debates among European historians, artists and citizens over the place of memory in political and social history. The effectiveness of a range of representational practices from the historical monograph to visual culture, as markers of history and as creators of meaning. Can it be more dangerous to remember history than to forget it? (H) 4 credits
Darcy Buerkle
Offered Fall 2006
247 (C) Aspects of Russian History
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
Sergey Glebov
Offered Spring 2006, Spring 2007

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 1787–1795. {L/H} 4 credits
Ernest Benz
Offered Spring 2006

249 (L) Early Modern Europe 1618–1815 A survey of the ancient régime. On behalf of the central State, war-making absolutists, Enlightened philosophies and patriotic republicans assailed privileges. The era culminated in the leveling of European societies through the French Revolution and the industrial revolution. Open to first-year students. {H} 4 credits
Ernest Benz
Offered Fall 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. Open to first-year students. {H} 4 credits
Ernest Benz
Offered Fall 2005, Spring 2007

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. Open to first-year students. {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 and the body, as well as shifting conceptions of femininity and masculinity, as revealed in treatises, letters, paintings, plays and various secondary sources. {H} 4 credits
Jennifer Hall-Witt, Fall 2005
Darcy Buerkle, Fall 2006
Offered Fall 2005, Fall 2006

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
Darcy Buerkle
Offered Spring 2007

254 (C) 19th-Century European Thought Rethinking individual and community in the wake of the French and industrial revolutions. Readings from de Maistre, Saint-Simon, Comte, Durkheim, Fourier, Schopenhauer, Burckhardt, Nietzsche, Marx and Mill. Also considered are their views on art, religion, science and women. {H/ S} 4 credits
Ernest Benz
Offered Fall 2006

255 (C) 20th-Century European Thought The cultural context of fascism. Readings from Nietzsche, Sorel, Wilde, Pareto, Marinetti, Mussolini 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/ A} 4 credits
Ernest Benz
Offered Fall 2005

Africans, Europeans and Native Americans to the new multi-ethnic societies that emerged during the three centuries of colonization and resistance. The study of sexuality, gender ideologies and the experiences of women are integral to the course and essential for understanding political power and cultural change in colonial Latin America. Open to first-year students. {H} 4 credits
Ann Zulawski
Offered Fall 2005, Fall 2006

263 (C) Continuity and Change in Spanish America and Brazil
Topic: Latin America and the United States.
This class offers an overview of U.S. policy in Latin America from the 19th century to the present. However its main focus is on Latin America; it is intended to be a view from the south. From the Monroe Doctrine and Manifest Destiny to the Cold War, the drug war and war against terrorism this class will examine how Latin American governments and citizens have collaborated with, challenged and resisted U.S. hegemony in the hemisphere. {H/ S} 4 credits
Ann Zulawski
Offered Spring 2006, Spring 2007

AAS 218 History of Southern Africa

Latin America

HST 260/ LAS 260 (L) Colonial Latin America, 1492–1825
The development of Latin American society during the period of Spanish and Portuguese rule. Social and cultural change in Native American societies as a result of colonialism. The contributions of
267 (L) The United States since 1865
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
W. Lane Hall-Witt
Offered Spring 2006

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 2005, Fall 2006

270 (C) Aspects of American History
Topic: The American Southwest. This course will examine 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. An integral part of the course will be studying the Southwest as a distinctive area, as well as in comparison to other regions. {H} 4 credits
Debbie Cottrell
Offered Spring 2006

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 and the reorientation of American politics at the end of the 20th century. {H} 4 credits
Daniel Horowitz
Offered in 2006–07

278 (L) Women in the United States, 1865 to Present
Explores how women have created culture, community and consciousness in the United States since 1865. Focus on social and cultural history to understand how women have both experienced and shaped 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. Students who have taken HST 178 cannot take this class for credit. {L/H} 4 credits
Jennifer Guglielmo
Offered Spring 2006

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, Fall 2006

280 (C) Problems of Inquiry
Topic: 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 Spring 2006

AAS 278 The ‘60s: A History of Afro-Americans in the United States from 1954 to 1970

289 (C) Aspects of Women’s History
Topic: The History of Sexuality from the Victorians to the Kinsey Report. This course traces the history of sexuality in the West from the early 1800s to the 1950s. By investigating a variety of primary sources, including the writings of evangelicals, freethinkers, doctors, social purity reformers, sexologists, literary figures, eugenicists and pro-natalists, it examines how sexuality came to be seen as a central component of both individual identity and national strength during this period. By examining sources that focus on how the average person thought about sex, it also goes beyond public discourse to the realm of lived experience, at least as related in diaries, letters and surveys. {H} 4 credits
Jennifer Hall-Witt
Offered Spring 2006

Colloquia in Comparative History

Seminars

335 Topics in British History
Topic: English Constitutional Revolutions of the 17th Century. An examination of two constitutional watersheds, the trial and execution of Charles I in 1649 and the settlement following the “Glorious Revolution” of 1688-89. Among the issues to be investigated will be divine right, the right of resistance, the rule of law, republicanism, popular sovereignty and succession to the crown. {H/ S} 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.

355 Topics in Social History
Topic: History of Fertility Control. From hunting-gathering to population explosions worldwide. Europe as the homeland of late marriage, widespread contraception and feminism. Special attention to the British case from 1540 to the present. {H/ S} 4 credits
Ernest Benz
Offered Spring 2007

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 2006

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 Age of 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 2005, Fall 2006

372 Problems in American History
4 credits
Topic: Globalization, Im/migrant Cultures and Transnational Politics in United States History
Historicizing the phenomenon of globalization by investigating the significance of immigrant
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 “post-colonial” movements in music, art and literature, emerge out of a long history of transnational activism?  

Jennifer Guglielmo  
Offered Fall 2005

Daniel Horowitz  
Offered Fall 2005

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, Spring 2007

390 Teaching History  
A consideration of how the study of history, broadly conceived, gets translated into curriculum for middle and secondary schools. Addressing a range of topics in American history, students will develop lesson and unit plans using primary and secondary resources, films, videos and Internet materials. Discussions will focus on both the historical content and on the pedagogy used to teach it. Open to upper-level undergraduates and graduate students. Does not count for seminar credit in the history major.  
{H} 4 credits  
Peter Gunn  
Offered Fall 2005

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: Joachim Sieber.

The Minor

Advisers: same as those listed for the major.

The minor comprises five semester courses. At least three of these courses must be related chronologically, geographically, methodologically or thematically. At least three of the courses will normally be taken at Smith. Students should consult their advisers.

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

Honors

Director: Ann Zulawski

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.

Advisors
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
Laura Katz, Associate Professor of Biological Sciences
Albert Mosley, Professor of Philosophy
Jeffry Ramsey, Associate Professor of Philosophy, Director
Douglas Lane Patey, Professor of English Language and Literature
Kelley Young, Instructor; Science Center Machine Shop
Kennedy Professor in Renaissance Studies
Andreas Kleinert (2006)

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. {4/ N} 4 credits
Jeffry Ramsey
Offered Fall 2005

207/ ENG 207 The Technology of Reading and Writing
(Pending CAP approval.)
An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; political implications of different kinds and levels of literacy. {3e} {L} 4 credits
Douglas Patey
Offered Fall 2005

211 Perspectives in the History of Science
Topic: Renaissance and Revolution in Science, 1350 to 1700
Discussion of the interactions between economic, technological and cultural phenomena such as
Humanism and Renaissance, the new art of printing, the Lutheran Reformation and the Enlightenment etc. and outstanding achievements in early modern science (e.g. the work of Copernicus, Vesalius, Galileo, Kepler and Newton). The impact of instruments on culture and science will also be addressed. {H/ N} 4 credits
Andreas Kleinert
Offered Fall 2006

285/ CLT 285 Mnemosyne: Goddess or Demon
For the ancient Greeks, Mnemosyne (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. However, whether in fear or in awe, the West has always described memory as central to the human experience. This course will explore literary and scientific descriptions of memory in several periods from antiquity to the present. Texts by Hecdot, Pindar, Plato, Augustine, Aquinas, Petrarch, Marguerite de Navarre, Freud, Proust, Borges and Kis, among others. {L} 4 credits
Nicolas Russell
Offered Fall 2005

404 Special Studies
4 credits
Offered both semesters each year

Cross-Listed Courses

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 Fall 2005

ARC 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 2005

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
Suzan Edwards, Meg Thacher
Offered both semesters each year

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 2005

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 2007

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 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

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 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

**1 Steven Martin Goldstein, Professor of Government
Elizabeth Erickson Hopkins, Professor of Anthropology
**1 Elliot Fratkin, Professor of Anthropology
Gregory White, Associate Professor of Government

†2 Mahnaz Mahdavi, Professor of Economics
Mlada Bukovansky, Associate Professor of Government, Director
Robert A. Eskildsen, Assistant Professor of History
**2 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 Indigenous Traditions and Ecology
   ANT 340 Seminar: Postcolonial Politics: Identity, Power and Conflict in the Developing World
   ANT 341 Seminar: End Time: Sacred Power in Global Politics

   ECO 211 Economic Development
   ECO 213 The World Food System
   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: International Perspectives on Contemporary Security Issues

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 239 Russia and Its Cultural Frontiers
   HST 245 The Middle Ages and the Renaissance in European Thought, 1750-1870
International Relations

HST 247  Aspects of Russian History
HST 250  Europe in the 19th Century
HST 251  Europe in the 20th Century

5. One course on the economy, politics, or society of a region other than the United States and Europe:

Africa

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

Asia

GOV 228  Government and Politics of Japan
GOV 230  Government and Politics of China
GOV 344  Seminar on Foreign Policy of the Chinese People’s Republic: The Cross-Straits Controversy: Taiwan, the United States and the People’s Republic of China
GOV 348  Seminar in International Politics: Conflict and Cooperation in Asia
GOV 349  Seminar in International Relations and Comparative Politics: The Political Economy of the Newly Industrializing Countries of Asia
HST 212  China in Transformation A.D. 700-1900
HST 218  Thought and Art in China: Confucian and Taoist Thought and Art
HST 221  The Rise of Modern Japan
HST 222  Aspects of Japanese History
REL 260  Buddhist Thought

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
REL 245  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- 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

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

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)
GRK 101j Readings in the Greek New Testament (1 credit)
IDP 100j Critical Reading and Discussion: ‘Booktitle’ (1 credit)
Sectioned course
Tom Riddell, Course Director
IDP 108j Intellectual Inquiry (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.
Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Alfonso Procaccini, Ph.D.
Giovanna Bellesia, Ph.D., Chair

Associate Professor
†1 Anna Botta, Ph.D. (Italian and Comparative Literature)

Assistant Professor
Federica Anichini, Ph.D.

Senior Lecturer
Vittoria Offredi Poletto, M.A.

Lecturers
Serena Grattarola, M.A.
Rosetta Caponetto, M.A.
Maria Succi-Hempstead

Assistant
Marino Forlino, Laurea

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. 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. No satisfactory/unsatisfactory grades allowed in Italian language courses.

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. (F) 10 credits
Giovanna Bellesia, Director; Fall 2005
Serena Grattarola, Director; Spring 2006

Members of the department
Full year course; 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. 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
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 or permission of the department. {F} 4 credits
Giovanna Bellesia, Vittoria Poletto
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
Rosetta Caponetto, Serena Grattarola
Offered each Fall

231 Advanced Italian
A continuation of 220 or 230, with emphasis on refining linguistic expression. Speaking and writing are strongly emphasized. This course has a section that critically examines, through a study of a few recent Italian films, political and social tensions that are shaping contemporary Italy. Highly recommended for those 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
Rosetta Caponetto
Offered Spring 2006

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, Federica Anichini, To be announced
Offered each Fall

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 why 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 Boccaccio’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 their passion and specialized 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 each Fall
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 2005
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 2006
Offered each year

335 Senior Seminar: Mystical Choices: The Power of Marginality
A close comparative study of the religious outlook of women in medieval culture and 20th-century poetry. The course will focus on the role of the medieval mystical literature (Chiara d’Assisi, Agnese de Boemia, Angela da Foligno, among others) in society, culture and literature through a close reading of primary texts and a thorough introduction to the field of religious experience in the Middle Ages. We will explore how, by means of radical choices, such as voluntary poverty and the mortification of their bodies, the mistiche are located on the margins of society yet are able to threaten the central authority of 13th-century culture. We will also investigate the influence of the mistiche on culture in the 20th century (readings will include Alda Merini and Cristina Campo). Conducted in Italian. Nonmajors may do written work in English. \( \{F/L\} \) 4 credits
Federica Anichini
Offered Fall 2005

344 Italian Women Writers
Topic: Women in Italian Society: Yesterday, Today and Tomorrow. This course provides an in-depth look at the changing role of women in Italian society. Authors studied include Sibilla Aleramo, Elsa Morante, Natalia Ginzburg and Dacia Maraini. A portion of the course is dedicated to the new multicultural and multi-ethnic Italian reality. The selection of texts written during the last ten to fifteen years by contemporary women immigrants in Italy include works by Igiaba Scego and Christiana de Caldas Brito. Limited enrollment, permission of the instructor required. Conducted in Italian. \( \{L\} \)
4 credits
Giovanna Bellesia
Offered Spring 2006

Cross-listed Courses
No cross-listed courses will be offered in 2005-06.

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, Alfonso Procaccini

Advisers for Study Abroad: Federica Anichini, Giovanna Bellesia, Anna Botta, Alfonso Procaccini

Basis: ITL 110y or ITL 111, 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 (2 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.

Majors in Italian language and literature are required to take ITL 332 and 333 (2 semesters) and at least one advanced literary seminar in Italian during their senior year.

Students considering graduate school in Italian language and literature are encouraged to take CLT 300.

The Major in Italian Studies

Advisers: Federica Anichini, Giovanna Bellesia, Anna Botta, Alfonso Procaccini

Basis: ITL 110y or ITL 111, ITL 220 or ITL 230.

Italian studies majors are expected to achieve competence in both written and spoken Italian. Participation in the 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)
ITL 250

Three (nonlanguage) 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 (ITL 332) unless there is a scheduling conflict.

The Minor

Advisers: Federica Anichini, Giovanna Bellesia, Anna Botta, 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.
Requirements: 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

Director: 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
Jewish Studies

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

**2 Justin Cammy, Ph.D., Assistant Professor of Jewish Studies
Yehudit Heller, M.Ed., Lecturer in Jewish Studies

Jewish Studies Advisory Committee
Ernest Benz, Associate Professor of History
Silvia Berger, Lecturer in Spanish and Portuguese
†1 Darcy Buerkle, Assistant Professor of History

**2 Justin Cammy, Assistant Professor of Jewish Studies, Director
†1 Lois Dubin, Associate Professor of Religion
Myron Peretz Glazer, Professor of Sociology
*2 Joel Kaminsky, Associate Professor of Religion
Ellen W. Kaplan, Associate Professor of Theatre
Jocelyne Kolb, Professor of German Studies

The Jewish Studies Program fosters the interdisciplinary study of Jewish civilization from ancient times until today. Students take courses in the program, as well as offerings from other departments in Jewish literature, history, politics, religion and culture.

The program highly recommends the study of Hebrew. Students who wish to pursue advanced work in Jewish studies should begin Hebrew as soon as possible. JUD 100y or equivalent is required before beginning a junior year of study in Israel.

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 cultural exploration of Israeli poetry, film and music from the Top 40. Enrollment limited to 20. {F} 8 credits
Yehudit Heller
Full-year course; Offered 2005-06, 2006-07

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 (bible, talmud, midrash, mystical works, folklore, Hasidic stories), historical documents, memoirs and more recent examples of modern Jewish literature and contemporary thought. How interactions with the pagan world, then with varieties of Christianity and Islam, influenced shifts in Jewish religious, national and cultural identities. The relationship between Jews as “People of the Book” and everyday experience, the pull of assimilation and the push of anti-Semitism, Israel and diaspora. Journeys to great centers of Jewish life thorough the ages (ancient Israel, medieval Babylon, the Sephardic Golden Age in Spain, Europe between enlightenment and tradition, America and Israel today). An interdisciplinary approach to major issues in Jewish religion, history and cultural studies over time. {H/ L} 4 credits
Justin Cammy, Spring 2006
To be announced, Spring 2007
Offered Spring 2006, Spring 2007

200 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. Explorations of Hebrew popular culture through newspapers, film, music, and readings from Israeli short stories and poetry. Prerequisite: at least one year of college Hebrew or equivalent, or permission of the instructor. {F} 4 credits
Yehudit Heller
Offered Fall 2005
CLT 218 Holocaust Literature
Creative responses to the destruction of European Jewry, differentiating between literature of the Holocaust (texts written in extremis in the ghettos, camps or in hiding) and post-war literature about the Holocaust. Does Holocaust literature build upon existing archetypes from Jewish literature of catastrophe or establish itself as an entirely new literary tradition? In what ways do dynamics of artistic representation respond to shifts in language, cultural and ideological context, audience and the passage of time? Who is authorized to tell the story of the Holocaust? How to balance competing claims of individual and collective experience, the rights of the imagination and the pressures for historical accuracy? Considers texts from a variety of artistic genres (diary, memoir, reportage, poetry, novel, oral testimony, comic book, film, monument, museum and literary theory), balancing works by well-known European and American writers, and the recovery of Hebrew and Yiddish voices, all in translation. Open to students at all levels. (H/ L) 4 credits
Justin Cammy
Offered Fall 2005

JUD 258/ ENG 230 The Jewish Writer in America
The Jewish writer’s engagement with America, from the 1890s through the cultural upheavals of the 1960s. From writing on the margins in Yiddish to the central role of Jews in shaping American literature after World War II. Narratives of immigration and acculturation; the myth of America and its discontents; negotiating anti-Semitism in the Anglo-American literary tradition; the rise of the New York Intellectuals; comedy and satire; crises of the Left involving Communism, Black-Jewish relations, and 60s radicalism; and the shadow of the Holocaust. Must Jewish writing in America remain on the margins, “too Jewish” for the mainstream yet not ethnic enough for the new multicultural curriculum? Novels, short stories, poetry, and essays by recipients of the Nobel and Pulitzer Prizes, the National Book Award, and many others. {L/ H} 4 credits
Justin D. Cammy
Offered Spring 2006

CLT 277 At Home with Kafka: Jewish Writing of the 20th Century
From the comedy and strangeness of the Kafkaesque to Bashevis Singer’s demons and dybbuks, from the chaos of war and revolution to utopian and dystopian landscapes, Jewish authors defined the modern predicament. Relationships between art and exile, language and identity, homeless imaginations and imagined homecomings, folklore and avant-garde culture, the particularity of Jewish experience and the universality of the Jew. Implications of the choice between writing as a Jew in a so-called minor language (Hebrew and Yiddish) and writing as a minority in a major European language. Readings from 20th-century masters of the novel, short story and literary theory with particular attention to the link between modernist experimentation and the crisis of modernity. Open to students at all levels. (L) 4 credits
Justin Cammy
Offered Fall 2006

284 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; pogroms; war; Revolution and Sovietization; Polish nationalism) and Jewish self-assertion and modernization (religious revitalization under Hasidism and its opponents; domestic forces of Enlightenment; the new Jewish woman; language wars between Yiddish and Hebrew; the birth of modern Jewish literature; the role of folklore in consolidation of national identity; varieties of Jewish political expression in Zionism and socialism; the shtetl and ‘Yiddishland’ as virtual homeland; the Jew and the multicultural city). Provides perspective on minority and marginality, nationalism and transnationalism, collective memory and self-fashioning, and the Jewish question in European historical consciousness. Open to students at all levels. (H) 4 credits
Justin Cammy
Offered Fall 2006

400 Special Studies
1 to 4 credits
Offered both semesters each year
The Minor

Advisers: Ernest Benz, Silvia Berger, Justin Cammy, Lois Dubin, Joel Kaminsky, Ellen W. Kaplan, Jocelyne Kolb

Students contemplating a minor in Jewish Studies should see an adviser as early as possible to develop a minor course program.

Any student who entered Smith before September 2005, even those who are not yet declared minors in Jewish studies, will be permitted to complete a minor in Jewish studies if she meets the requirements as articulated in the 2004–2005 catalogue.

Requirements for students entering Fall 2005 or later
A total of six courses:
1. JUD 187 the basis of the minor;
2. Five additional courses to be chosen from the list below, and distributed over at least 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, a Jewish studies minor shall take four of her courses toward the minor at Smith. The year-long JUD 100y counts as one course toward the minor. The Program in Jewish studies highly encourages the study of Hebrew.

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 310Sibling Rivalries: Israel and the Other in the Hebrew Bible
REL 315 The Search for the Historical Jesus

II. Language
JUD 100y Elementary Modern Hebrew
JUD 200 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 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–20th centuries
REL 320 Tying and Untying the Knot: Women, Marriage and Divorce in Judaism

IV. Thought
JUD 284 The Jews of Eastern Europe
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–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 At Home With Kafka: Jewish Writing of the 20th Century
GER 250 Jews in German Culture
JUD 258/ENG 230 The Jewish Writer in America
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
VI. Contemporary Issues

CLT 218 Holocaust Literature
CLT 275 Literatures of Zionism
CLT 277 At Home With Kafka: Jewish Writing of the 20th Century
GOV 229 Government and Politics of Israel
GOV 248 The Arab-Israeli Dispute
GOV 323 Warring for Heaven and Earth: Jewish and Muslim Political Activism in the Middle East
JUD 258/ENG 230 The Jewish Writer in America
JUD 362 Post-War American Fiction
REL 227 Judaism/Feminism/Women’s Spirituality

Study Away

Students interested in studying away from Smith, including summer study in Hebrew or Yiddish, should consult the adviser for study away, Justin Cammy.
Landscape Studies

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

12 Ann Leone, Professor of French Studies, Director
Nina Antonetti, Lecturer in Landscape Studies
Jeffrey Blankenship, Lecturer in Landscape Studies

Associated Faculty
Carl John Burk, Professor of Biological Sciences
Dean Hower, Professor of English Language and Literature
*1 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) {H/ S / A} 2 credits
Ann Leone, Director; Nina Antonetti, Co-Director
Offered Spring 2006

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, post-industrial, 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 Antonetti
Offered Fall 2005

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 that landscape can improve 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. Prerequisite: LSS 105 or permission of the instructor. Enrollment limited to 20. (E) {H/ S / A} 4 credits
Nina Antonetti
Offered Spring 2006

LSS 210 Suburbia: The Middle Landscape
Rural and urban landscapes are ancient, but sub-
urban ones are modern. This course will explore
suburbia as its own landscape and as a borderland between countryside and city. From the 19th-century town-planning initiatives in England to today's sprawl in America, we will consider such communities as Port Sunlight near Liverpool, England; Shaker Heights, Ohio; Levittown, New York; Columbia, Maryland; and Celebration, Florida. Readings on culture, politics, economics and regional planning will highlight some of the contradictions that plague the conception, development and future of suburbia, most notably transportation/isolation, homogeneity/inclusion, safety/security, historicism/utopianism, biophilia/biophobia, conformity/comfort, and capitalism/pastoral aesthetic. This discussion-based course will have a practical, i.e. studio, component, but no prior experience is necessary. Prerequisite: LSS 105 or permission of the instructor. Enrollment limited to 20. (E) 4 credits
Nina Antonetti
Offered Fall 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 seniors, then juniors. Enrollment limited to 12. Prerequisite: two of the following: LSS 100, LSS 105, LSS 200, LSS 210 or permission of the instructor. (H/ S/ A) 4 credits
Nina Antonetti
Offered Spring 2006

LSS 350 Landscape Studies Studio—Theory and Application
(Pending approval of the Committee on Academic Priorities.)
This studio will build on the theories and concepts introduced in other landscape studies and related courses by considering how landscape architects, horticulturalists, engineers, and urban, regional, and environmental planners reshaped the spaces in which we live. Students will gain experience with the design and planning processes employed by professionals, while maintaining a line with current theories guiding this interdisciplinary discourse. Projects will explore the range of visual media used to communicate to 12 students. Prerequisites: LSS 100 and 105. Admission by permission of the instructor. Priority will be given to LSS minors (starting with seniors). (E) (A/ S) 4 credits
Jeffrey Blankenship
Offered Spring 2006

Cross Listed Courses

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 Ab-
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 non-majors. 

(E) (L) 4 credits
Dean Flower
Not offered in 2005–06

FRN 230 Readings in Modern Literature
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
Not offered in 2005–06

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 Arim 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
Not offered 2005–06

FYS 141 Reading, Writing, and Placemaking
Ann Leone
Offered Fall 2005

CLT 274 The Garden: Paradise and Battlefield
Ann Leone
Offered Spring 2006

EGR 101 Structure and the Built Environment
Andrew Guswa
Offered Fall 2005

The Minor in Landscape Studies

The minor consists of six courses, to be chosen in consultation with a LSS adviser. One course should normally be at the 300 level. LSS 300 is strongly recommended.

Requirements for all minors include:
1. A one-semester introductory course: LSS 105
2. One other LSS course: LSS 200, 210 (colloquia), or LSS 100 taken twice
3. Biology 202 and 203 (Landscape Plants and Issues, plus lab)

We do not require a studio course in LSS or ARS, although we strongly recommend at least two studios for any student considering graduate studies in landscape related fields.

Students will select three other courses from the list of related courses below. We encourage you to concentrate these three courses in one of the following areas, in consultation with your minor adviser:
- Landscape design, history, and theory (examples: LSS 250 and LSS 300, related courses in art history and literature)
- Land use and development (examples: environmental science and policy, engineering, urban studies, sociology, studio courses)
- Horticulture and plant biology

For courses across 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.Pmith.edu/landscapestudies.
Visiting faculty and some lecturers are generally appointed for a limited term.

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, Director (Spring)
†1 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
Marina Kaplan, Associate Professor of Spanish and Portuguese and of Latin American and Latino/a Studies
**1, †2 Dana Leibsohn, Associate Professor of Art, Director (Fall)
Nola Reinhardt, Professor of Economics
**2 Nancy Saporta Sternbach, Professor of Spanish and Portuguese
Ann Zulawski, Associate Professor of History and of Latin American and Latino/a Studies

FYS 151 Making Sense of the Pre-Columbian
The Aztec, Inka and Maya. Today these are the most famous pre-Columbian cultures. How did these ancient people become so famous? Is their “fame” well-deserved? What is the pre-Columbian past, and how has it been constructed, reconstructed and represented—both in antiquity and in the present? Focusing on ancient Latin American art, architecture and archaeology, this seminar will consider what is under excavation today and how archaeological practice produces knowledge of the past; how museums shape current thinking about pre-Columbian cultures; the ethics and economics of collecting pre-Columbian antiquities, and connections between tourism and pre-Columbian archaeology. Ancient looters and colonial cabinets of curiosity, contemporary film and computer imaging software will also play a role in our investigation of pre-Columbian histories. (WI) 4 credits Dana Leibsohn (Art) Offered Fall 2005

LAS 244/ SOC 244 Feminisms and Women’s Movements: Latin American Women’s and Latinas’ Pursuit of Social Justice
This course is designed to familiarize students with the history of Latin American and Latina (primarily Chicana) feminist thought and activism. A central goal of the course is to provide an understanding of the relationship between feminist thought, women’s movements and local/national contexts and conditions. The writings of Latin American and Latina feminists will comprise the majority of the texts; thus we are limited to the work of those who write and/or publish in English. (Students who are proficient in Spanish or Portuguese will have an opportunity to read feminist materials in those languages for their written projects.) Prerequisites: SOC 101, LAS 100 or WST 150. {H/S} 4 credits Ginetta Candelario Offered Fall 2005

LAS 260/ HST 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 colonization. The contributions of Africans, Europeans and Native Americans to the new multi-ethnic societies that emerged during the three centuries of colonization and resistance. The study of sexuality,
gender ideologies and the experiences of women are integral to the course and essential for understanding political power and cultural change in colonial Latin America. Basis for LALS major. {H} 4 credits
Ann Zulawski
Offered Fall 2005, Fall 2006

LAS 261/HST 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. Basis for the LALS major. {H} 4 credits
Ann Zulawski
Offered Spring 2006, Spring 2007

301 Seminar: Topics in Latin American and Latino/a Studies
Culture and Society in the Andes
This seminar examines the history and culture of the core area of Andean civilization (Ecuador, Peru, and Bolivia) from the pre-Columbian period to the present. We will study Andean cosmology and the area’s unique social and economic organization before the arrival of the Spanish; changes in social structure and gender ideologies under colonialism; capitalist expansion, liberalism and native protest; indigenismo, labor organization and the Left; gender and Aymara and Quechua culture today; the struggle against neoliberalism. {H/S} 4 credits
Ann Zulawski
Offered Spring 2006

Latin American Subaltern Studies and Interdisciplinarity
What is left of Third World studies after globalization? Or what is left of resistance today? As a possible response to such questions, we will read some theoretical approaches to subaltern studies, as well as documents of the Zapatista revolution in Chiapas. Subcomandante Marcos’s Zapatista chronicles are political, but also literary, denunciatory and humorous, with echoes of the Popol Vuh and of Cortázar. We will strengthen this hybrity, as well as the interdisciplinary focus of LALS, by reading other texts from other disciplines (such as a Puerto Rican novel, or a sociological account of women and protest in Argentina). Our goal will be to test the explanatory power of theory against practice—and the other way around. The theory includes representative readings of Ranajit Guha and Dipesh Chakrabarty, from India, the Latin Americanists John Beverly, Joanne Rappaport, Walter Mignolo, and other primary texts by José Martí and Fernando Ortiz. {L} 4 credits
Marina Kaplan
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, a program of studies is developed that includes courses related to Spanish America and/or Brazil from the disciplines of anthropology, art, dance, economics, government, history, literature, sociology and theatre.

The S/U grading option is not allowed for courses counting towards the major.
Students choosing to spend the junior year studying in a Latin American country should consult with the appropriate advisers:

Adviser for Study Abroad in Spanish America: Majors should see their academic advisers.
Adviser for Study Abroad in Brazil: Marguerite Harrison, Department of Spanish and Portuguese

Five-Year option with Georgetown University: students interested in pursuing graduate studies in LAS have the option of completing an M.A. in Latin American studies at Georgetown University in only one extra year and a summer. Those interested must consult with an LALS adviser during their sophomore year or early in their junior year.
Students primarily interested in Latin American literature may wish to consult the major programs available in the Department of Spanish and Portuguese.

Basis: LAS 260/HST 260 and LAS 261/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 2005-06:

Anthropology

237 Native South Americans
   Offered Fall 2005

Art

130 Introduction to Art History: Africa, Oceania, and the Indigenous Americas
   Offered Spring 2006
204 Ancient America: Art, Architecture, and Archaeology
   Offered Spring 2006
260 Current Issues in Latin American Art
   Offered Fall 2005

Economics

213 World Food Systems
   Offered Fall 2005

318 Seminar: Latin American Economists
   Offered Fall 2005

Government

216 Minority Politics
   Offered Fall 2006
226 Latin American Political Systems
   Offered Spring 2006, Spring 2007
237 Colloquium: Politics of the U.S./Mexico Border
   Offered Spring 2006, Spring 2007
307 Seminar in American Government
   Topic: Latinos and Politics in the United States
   Offered Fall 2006
322 Seminar in Comparative Government
   Topic: Mexican Politics from 1910–Present
   Offered Fall 2005

History

260 Colonial Latin America, 1492–1825
   Offered Fall 2005, Fall 2006
261 National Latin America, 1821 to the Present
   Offered Spring 2006, Spring 2007
263 Continuity and Change in Spanish America and Brazil
   Topic: Latin America and the United States
   Offered Fall 2005
361 Problems in the History of Spanish America and Brazil
   Topic: Public Health and Social Change in Latin America, 1850–Present
   Offered Fall 2006

Sociology

213 Ethnic Minorities in the U.S.
   Offered Spring 2006
214 Sociology of Hispanic Caribbean Communities in the United States
   Offered Fall 2005
222 Blackness in the Americas
   Offered Spring 2006
244 Latina and Latin American Feminisms
   Offered Spring 2006
314 Seminar in Latina/o Identity: Latina/o Racial Identities in the United States
   Offered Fall 2007
Spanish and Portuguese

POR 220  Topics in Portuguese and Brazilian Literature and Culture  
Topic: Contemporary Cityscapes: Mapping Brazilian Culture Onto an Urban Grid  
Offered Fall 2005

POR 221  Topics in Portuguese and Brazilian Literature and Culture  
Topic: Brazil x Five: A Journey Through Its Multicultural Regions  
Offered Spring 2006

POR 280  Portuguese and Brazilian Voices in Translation  
Topic: Literature on the Margins of Modernity  
Offered Spring 2006

POR 381  Seminar in Portuguese and Brazilian Studies  
Topic: Brasil Profundo: Writing the Brazilian Countryside  
Offered Fall 2005

SPN 230  Topics in Latin American and Peninsular Literature  
Topic: Representations of Violence in Latin American Literature  
Offered Fall 2005

SPN 246  Topics in Latin American Literature  
Topic: Reinterpreting Magical Realism in Literature and Film  
Offered Spring 2006  
Topic: Negotiating the Borderlands: Text, Film, Music  
Offered Spring 2006

SPN 260  Survey of Latin American Literature I  
Offered Fall 2005, Fall 2006

SPN 261  Survey of Latin American Literature II  
Offered Spring 2006

SPN 371  Latin American Literature in a Regional Context  
Topic: The Southern Cone  
Offered Fall 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 LAS 260/HST 260, LAS 261/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: LAS 260/HST 260 or LAS 261/HST 261, SPN 260 or SPN 261, one other class on Latin America to be chosen from anthropology, art, economics, government, history, or literature; and three classes in Latino/a studies to be chosen from CIT 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: Michelle Joffroy

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 416.
Logic

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

Advisers
**1 James Henle, Professor of Mathematics
**1, 2* 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} W 4 credits
James Henle (Mathematics), Jay Garfield (Philosophy)
Offered Fall 2005

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 2007

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 2007

PHI 220 Incompleteness and Inconsistency: Topics in the Philosophy of Logic
Among the most important and philosophically intriguing results in 20th-century logic are the limitative theorems such as Gödel’s incompleteness theorem and Tarski’s demonstration of the indefinability of truth in certain languages. A wide variety of approaches to resolving fundamental mathematical and semantical paradoxes have emerged in the wake of these results, as well as a variety of alternative logics including paraconsistent logics in which contradictions are tolerated. This course examines logical and semantic paradoxes and their philosophical significance, as well as the choice between accepting incompleteness and inconsistency in logic and knowledge. Prerequisite: one course in logic. {M} 4 credits
Albert Mosley
Offered Spring 2006

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
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.
Marine Science and Policy

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 and policy minor permits students to pursue interests in coastal and oceanic systems through an integrated sequence of courses in the natural and social sciences.

An introduction to marine 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 Algae and Fungi
356/357 Plant Ecology and required Concurrent Laboratory
364 Topics in Environmental Biology
400 Special Studies

Geology
231 Invertebrate Paleontology and Paleooecology
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-cam-
pus program. In recent years Smith students have been enrolled in the following programs:

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

Professors
Marjorie Lee Senechal, Ph.D.
†1 James Joseph Callahan, Ph.D.
Michael O. Albertson, Ph.D.
David Warren Cohen, Ph.D.
"1 James M. Henle, Ph.D.
"1 Katherine Taylor Halvorsen, D.Sc.
Ruth Haas, Ph.D., Chair

Associate Professors
†2 Patricia L. Sipe, Ph.D.
Pau Atela, Ph.D.
"2 Christophe Golé, Ph.D.

Assistant Professors
Leanne Robertson, Ph.D.

Yoonjin Lee, Ph.D.
Nicholas Horton, D.Sc.

Visiting Assistant Professors
Catherine McCune, Ph.D.
Sarah Reznikoff, Ph.D.

Visiting Instructor
Christopher Hardin, M.S.

Senior Lecturer
Mary Murphy, M.A.T.

Lecturer
Linda Cavanaugh, M.S.

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 AB 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 111, 112, or 114 for credit. She can receive credit for at most one of these examinations. A student who has a score of 4 on the BC Examination may receive 4 credits, providing she does not take 107, 190, or 245 for credit.

Students who are considering a major or minor in mathematics should talk with members of the department.


101 / OSK 101 Algebra
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, precalculus 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. This course does not count towards the major.

Tom Schicker
Offered Spring 2006

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. \(\{M\} 4\) credits

Mary Murphy
Offered Fall 2005

105 Discovering Mathematics
Topic: What is mathematics? A survey of important ideas from the major areas of mathematics. Topics selected on the basis of esthetics and lasting impact. Laboratories explore the role of experimentation in mathematics. \(WI\) \(\{M\} 4\) credits

Michael Albertson
Offered Spring 2006

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. \(\{M\} 4\) credits

To be announced
Offered Fall 2005

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. \(\{M\} 4\) 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. \(\{M\} 4\) 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. \(\{M\} 4\) 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. \(\{M\} 4\) 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 Fall 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. \(4\) credits
Christophe Golé
Offered Spring 2006

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. \(4\) 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. \(4\) credits
James Henle, Fall 2005
Christophe Golé, Spring 2006
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. \(4\) credits
Offered during 2006–07

222 Differential Equations
Theory and applications of ordinary differential equations. Prerequisites: MTH 211, and MTH 212; MTH 212 may be taken concurrently. \(4\) credits
Patricia Sipe
Offered Fall 2005

224 Topics in Geometry
Prerequisite: MTH 211 or permission of the instructor. \(4\) credits
Christophe Golé
Offered Fall 2005

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. \(4\) credits
Catherine McCune
Offered Spring 2006

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 physically construct them. The course has 3 main components: 1) Elements of computer 3D Visualization, 2) Mathematical study of the objects, 3) Construction. Prerequisites: MTH 112, MTH 114, or permission of the instructor. \(4\) credits
Pau Atela
Offered Spring 2006

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. \(4\) credits
Ruth Haas
Offered Fall 2005
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
Leanne Robertson
Offered Spring 2006

241/ MTH 241 Probability and Statistics for Engineers
This course gives students a working knowledge of basic probability and statistics and their application to engineering. Computer analysis of data and simulation are emphasized using Matlab, with a focus on applications. Topics include random variables, probability distributions, expectation, estimation, testing, experimental design, quality control, regression and decision theory. Limited to 25 students. Students will not be given credit for both MTH 241 and MTH 245 or MTH 190. Prerequisites: PHY 210 or MTH 212 as well as CSC 111 (may be taken concurrently). For first- or second-year students in engineering. Enrollment limited to 25. (E) (M) 4 credits
Nicholas Horton
Offered Spring 2006

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 2005

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 and 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 2005

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
Offered during 2006–07

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
Nicholas Horton
Offered Fall 2005

254 Combinatorics
Enumeration, including recurrence relations and generating functions. Special attention paid to binomial coefficients, Fibonacci numbers, Catalan numbers and Stirling numbers. Combinatorial
Mathematics

305 Mathematics
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 Offered during 2006–07

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 Michael Albertson Offered Spring 2006

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 Patricia Sipe Offered Spring 2006

333 Topics in Abstract Algebra
Topic: Galois Theory. The formula for the solution to a quadratic equation is well known. There are similar formulae for cubic and quartic equations, but no formula is possible for quintics. The course explains why this happens. Topics include: Irreducible polynomials and factoring polynomials. Rings, Fields, field extensions, splitting fields, normal and separable extensions. Groups of automorphisms, fixed fields. The fundamental theorem of Galois theory. The solubility of polynomials of degree at most 4. The insolubility of quintic equations. (M) 4 credits Ruth Haas Offered Spring 2006

346 Seminar: Mathematical Statistics
An introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include random variables, special distributions, introduction to the estimation of parameters and hypothesis testing. Prerequisites: MTH 212 and MTH 246. (M) 4 credits Offered during 2006–07

353 Advanced Topics in Discrete Applied Mathematics
Topic: Computational Complexity. Good versus bad algorithms, easy versus intractable problems. The complexity classes P, NP and an through investigation of NP-Completeness. Connections with Graph Theory, Number Theory, Logic and Computer Science. Prerequisites: MTH 254, MTH 255, or CSC 252 or permission of the instructor. (M) 4 credits Michael Albertson Offered Fall 2005

364 Advanced Topics in Continuous Applied Mathematics
Topic: An Introduction to Dynamical Systems and Phyllotaxis. Pine cones, artichokes, cauliflowers, pineapples, asparagus, sunflowers—a great number of plants exhibit spirals. Most often, when counting the number of spirals, we get the Fibonacci numbers 1, 2, 3, 5, 8, 13, 21, 34... (each one is the sum of the previous two). This course will be an introduction to the theory of discrete dynamical systems and its application to phyllotaxis, the study of spirals in plants (see www.math.smith.edu/phylo). Prerequisites: MTH 211 and MTH 212 or permission of the instructor. (M) 4 credits Pau Atela Offered Fall 2005

399 Mathematical Intelligencer Workshop
Topic: Mathematical Communities. The students will read and discuss articles that have appeared in The Mathematical Intelligencer’s “Mathematical Communities” column over the past eight years and help select 20–25 to be published in book form. Prerequisite: any mathematics course numbered 310 or higher (maybe taken concurrently). (E) (M) 2 credits Marjorie Senechal Offered Spring 2006
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

CSC 252 and CSC 274 count as 2 math major credits each if the student majors or minors in computer science.

ECO 227 counts as 2 credits toward the math major.

LOG 100 counts as 2 math major credits if the student does not take PHI 202. These credits are not counted against the 8-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, Nicholas Horton, Leanne Robertson, Patricia Spe.

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 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 the fall of 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.

With the approval of the department, the requirements may be satisfied by a course outside the department. A total of 40 credits is required for the major. At most eight of these credits can be at the 100 level. At most four credits can be counted from MTH 200 and MTH 300. 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.

The Minor

The minor in mathematics consists of 211 plus 16 other credits selected from any one of the groups below. In the applied mathematics minor, four of the credits may be replaced by eight credits from the list in the description of major requirements found above or by other courses approved by the department.

Applied Mathematics Minor

Discrete Mathematics Minor
Algebra-Analysis-Geometry Minor
153, 212, 217, PHI 220, 224, 233, 238, 243, 325, 333, 342, 343

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: 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 5 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.

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

Advisers and Members of the Medieval Studies Council

†2 John Connolly, Professor of Philosophy
**1 Craig R. Davis, Professor of English Language and Literature
†1 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
Vera Shevzov, Associate Professor of Religion, Director
Federica Anichini, Assistant Professor of Italian Language and Literature
Sean Gilsdorf, Lecturer in History

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

The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals, Latin and vernacular literature, and music and the visual arts.

The medieval studies major and minor provide students with an opportunity to recreate for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

The Major

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 8 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 2005-06 are as follows:

Art
220 Community and Contemplation: The Architecture of Monasticism
228 Islamic Art and Architecture
234 The Age of Cathedrals

English
120 Scandinavian Mythology
120 Celtic Worlds
210 Old English
211 Beowulf
214 Medieval Welsh
250 Chaucer

French
253 Medieval and Renaissance France

German
None listed for 2005-06

History
224 The Early Medieval World 300-1050
225 The Making of the Medieval World, 800-1350
227 Aspects of Medieval History
Topic: Heresy and Heterdoxy in the Middle Ages
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
245 The Middle Ages and the Renaissance in European Thought, 1750-1870

Italian
332 Dante's Divina Commedia—Inferno
335 Mystical Choices: The Power of Marginality

Latin
213 Virgil, Aeneid

Philosophy
124 History of Ancient and Medieval Philosophy
334 Mind: Philosophy of Human Action
Religion

231 The Making of 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. (S)
- Donald Franklin Wheelock, M.Mus. (S)
- Richard Jonathan Sherr, Ph.D. (S)
- Monica Jakuc, M.S. (S)
- Ruth Ames Solie, Ph.D., Chair (S)
- Karen Smith Emerson, M.M. (S)
- Jane Bryden, M.M. (S)

Associate Professors
- Raphael Atlas, Ph.D. (S)
- Margaret Sarkissian, Ph.D. (S)
- Joel Pitchon, M.M. (S)

Assistant Professors
- Steve Waksman, Ph.D.

Visiting Assistant Professor
- Michael Cuthbert

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
- Jeffrey Zeigler, M.Mus.

Teaching Fellow
- Katie Kroll

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)
Raphael Atlas, Fall 2005
Ruth Solie, Spring 2006
Offered both semesters each year

The Art of Listening
An introduction to music for audience members, dealing primarily with the standard classical repertoire. How basic knowledge of composers, genres and style periods—and the information conveyed on concert programs—can focus musical expectations and heighten understanding and enjoyment. Attendance at concerts will be stressed. (A)
Ruth Solie
Offered Fall 2005

Music and Gender in the World
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 Fall 2006

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 2006

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 2005, Spring 2006

105 Roll Over Beethoven: A History of Rock
This course will provide a critical survey of rock music, tracing the music’s development from blues and blackface minstrelsy to heavy metal, grunge and techno. Emphasis throughout will be placed upon understanding musical developments in the context of American race and gender relations and the politics of youth cultures in the U.S. Topics to be covered include: Elvis Presley as minstrel; Jimi Hendrix and the blues; women performers in rock; heavy metal and masculinity; and the (supposed) death of rock ‘n’ roll. Enrollment limited to 100. \(H/ A\) 4 credits
Steve Waksman
Offered Fall 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
Ruth Solie, Donald Wheelock
Offered Fall 2005

111 Analysis and Repertory
A continuation of 110. Prerequisite: 110 or permission of the instructor. \(A\) 4 credits
Ruth Solie
Offered Spring 2006

**Intermediate and Advanced Courses**

200 Topics in the History of Music
Detailed consideration of important periods, genres and composers in the history of Western music.
Topic: Music in the Age of Process. A consideration of the music of the last one hundred years or so with particular attention to musical devices or techniques that allow a small quantity of material to generate some or all aspects of a larger work. The course will deal with serialism, minimalism and music by, among others, Igor Stravinsky, Arnold Schoenberg and John Cage. Open to all students (including first-years) who have previous musical experience or who have obtained permission of the instructor. \(A/ H\) 4 credits
Michael Cuthbert
Offered Fall 2005

201 Music from the Pre-Classic to the Post-Modern
A historical survey of the principal styles and monuments of Western music from the time of Haydn and Mozart to the time of Stravinsky and beyond. Open to all students (including first-years) who have had previous musical experience or who have obtained permission of the instructor. \(H/ A\) 4 credits
Michael Cuthbert
Offered Spring 2006

205 Topics in Popular Music
Topic: Improvising History: The Development of Jazz. The course will combine exploration of jazz music with examination of topics in the social and
cultural history of jazz. Musically, the development of jazz will be traced from the early styles that took root in New Orleans and Chicago to the challenging “free jazz” sounds of the 1960s and the 1970s, and into the current “postmodern” moment of jazz history. Historically, the course will consider such issues as the key importance of race to the social development of jazz, the shifting status of jazz as “popular” or “art” music, and the nature and significance of improvisation as a medium of creative expression in 20th-century American culture. Some previous knowledge of African American music and history or permission of the instructor required. Enrollment limited to 20. {H/A} 4 credits

Steve Waksman
Offered Spring 2006

210 Advanced Tonal Analysis
Advanced study of tonal music through analysis and composition. Prerequisite: 111 or permission of the instructor. Offered in alternate years. {A} 4 credits

Raphael Atlas
Offered Spring 2006

212 Analysis and Repertory: 20th Century
Study of major developments in 20th-century music. Writing and analytic work including non-tonal harmonic practice, serial composition and other musical techniques. Prerequisite: 111 or permission of the instructor. {A} 4 credits

Raphael Atlas
Offered Fall 2005

220 Topics in World Music
Topic: 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 sociocultural 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 2005

241 English and Italian Diction for Singers
Prerequisite: voice or permission of the instructor. {A} 1 credit

Karen Smith Emerson
Offered Fall 2005

242 German and French Diction for Singers
Prerequisite: voice or permission of the instructor. {A} 1 credit

Karen Smith Emerson
Offered Spring 2006

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 Spring 2007

305 Music of the High Baroque
The music of Bach and Handel, concentrating on their vocal works. Prerequisite: 110 or permission of the instructor. {A} 4 credits

Richard Sherr
Offered Fall 2006

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 Fall 2007

331 Topics in Theory
Topic: Analytical conversations. Study of selected well-known works in various genres by Mozart,
Beethoven, Brahms, Stravinsky, and others, and including comparisons of classical and romantic compositions to those of the present day. (A) 4 credits
Raphael Atlas, Donald Wheelock
Offered Spring 2006

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 2006

345 Electro-Acoustic Music
Introduction to musique concrete, 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 2005

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

Graduate Courses

The department offers no graduate program but will in exceptional circumstances consider admitting an advanced student whose independent studies leading to the M.A. degree would be overseen by the appropriate members of the faculty.

Performance

Admission to performance courses is determined by audition. 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.

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 concurrently 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.
940y (A) Intensive preparation for a senior recital for those admitted to the Concentration in Performance. Two hour lessons per week. May be substituted for one or two elective classroom courses above the one hundred level in the major. Prerequisites: four semesters of performance for credit or the equivalent; audition and permission of the department. 8 credits.

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 Trombone
T Guitar
U Lute
V Harp
W Other Instruments
X Jazz Piano
Y Jazz Voice
Z Other Jazz Instruments

Piano. Monica Jakuc, Deborah Gilwood
Organ. Prerequisite: piano 914y or the equivalent. Grant Moss
Harpsichord. Prerequisite: piano 914y or permission of the instructor. Grant Moss.
Voice. Karen Smith Emerson, Jane Bryden
Violin. Joel Pitchon
Viola. Ron Gorevic
Violoncello. Jeffrey Zeigler
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
Jazz Voice. Justina Golden
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 2006

905j Five College Opera Production
Topic for 2006: La Liberazione di Ruggiero (Francesca Caccini); L'enfant et les sortileges (Maurice Ravel).

The music departments of the Five Colleges will sponsor an intensive workshop during the month of January to mount a full operatic production of two one-act operas: La liberazione di Ruggiero d'all Isola d' Aleina (Francesca Caccini) and L'enfant et les sortileges (Maurice Ravel). Works will be sung in English with performances on February 3-5, 2006, in Theatre 14, Performing Arts Center, Smith College, in cooperation with the Smith College Theatre Department. Rehearsals will be daily during the January interterm period and evenings during production week (the first week of second semester classes). Students will be cast in solo and chorus roles, and as members of the orchestra. All music must be prepared in advance of the first rehearsal. Singers will begin rehearsals on January 11, 2006; instrumentalists will begin rehearsals on January 18, 2006.

Classes for singers will consist of coaching (musical and dramatic) and staging. Students will gain experience in stage movement, role characterization and vocal performance. Instrumentalists will work with staff conductor on matters of style, ensemble and individual performance issues.

Admission to this course is by audition only. Special consideration will be given to those currently enrolled in vocal and instrumental performance courses. S/U only. (E) 1 credit
Karen Smith Emerson (Smith College), Robert Eisenstein (Mount Holyoke College), Drew Minter (Vassar College), Lanfranco Marcelletti (University of Massachusetts)

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 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: Raphael Atlas

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).

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.

Music Major with Concentration in Performance

Majors who have demonstrated an extraordinary level of achievement in performance may, before March of the junior year, seek via audition before a representative committee of the department, to substitute 940y (for 8 credits) in their senior year for one or two of the courses designated as "two further classroom courses above the one hundred level" in the requirements of the major.

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: Donald Wheelock

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. 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 Committee
Margaret E. Anderson, Professor of Biological Sciences, Director
Mary Harrington, Professor of Psychology
Virginia Hayssen, Professor of Biological Sciences
Richard Olive, Professor of Biological Sciences
Stylianos Scordilis, Professor of Biological Sciences
David Bickar, Associate Professor of Chemistry

Stefan Bodnarenko, Associate Professor of Psychology
Michael Barresi, Assistant Professor of Biological Sciences
Adam C. Hall, Assistant Professor of Biological Sciences
Susan Voss, Assistant Professor of Engineering
Maryjane Wraga, Assistant Professor of Psychology
Beth Powell, Lecturer in Psychology

230 Experimental Methods in Neuroscience
A laboratory course exploring anatomical research methods, neurochemical techniques, behavioral testing, design of experiments and data analysis. Prerequisites: PSY 210 and CHM 111 or 118 or permission of the instructor. Enrollment limited to 14. (N) 4 credits
Beth Powell
Offered both semesters each year

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: 210 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 2005

312 Seminar in Neuroscience
General Anesthesia. This seminar will explore the history of general anesthesia, current anesthetic practices and the molecular mechanisms of anesthetic actions in the brain. Prerequisite: either BIO 230, 256, 325 or 330. Enrollment limited to 12. (N) 4 credits
Adam C. Hall
Offered Fall 2005

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 or 118, 222, 223, PSY 210, 221, either BIO 230/231 or BIO 256/257, NSC 230 and two of the following: BIO 325/326, BIO 330/331, NSC 311

Two electives:
Select one from BIO 230, 234, 256, 352, 353, 346/347, EGR 380, PSY 218, 219, 222
Select one from NSC 312, 400 (special studies, 4 or 5 credits), 430d/432d (Thesis), PSY 326.

A total of 53 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.

BIO 111 Molecules, Cells and Systems
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 neurophysiology. Investigative laboratory exercises explore basic concepts through observation, self-designed experiments, and data collection and analysis. (N) 4 credits
Richard Briggs (Director)
Offered Fall 2005, Spring 2006

BIO 230 Cell Biology
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, biopotentials, communication and cellular energetics. Students may not elect to take both BIO 230 and 236. This course is a prerequisite for Biochemistry 1. Prerequisites: BIO 111, CHM 222. Laboratory (231) is optional. (N) 4 credits
Stylianos Scordilis
Offered Fall 2005

BIO 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. (N) 1 credit
Graham Kent
Offered Fall 2005

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 2006

BIO 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 2005

BIO 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 2005

BIO 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 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 2006
BIO 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) {N} 1 credit
Adam C. Hall
Offered Spring 2006

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 2006

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 2006

BIO 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. In addition to textbook reading assignments, students will learn to read and present primary literature and compose an abbreviated grant proposal. Prerequisite: a course in molecular genetics (BIO 232 or BIO 234), and cell biology (BIO 236 or BIO 230). Laboratory (347) is optional, but recommended. {N} 4 credits
Michael Barresi
Offered Fall 2005

BIO 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 focused on neural development using zebrafish as a model system. Lecture 346 must be taken concurrently. Enrollment limited to 12. {N} 1 credit
Michael Barresi
Offered Fall 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. {N} 3 credits
Virginia Hayssen
Offered Fall 2006

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. Enrollment limited to 15 students. {N} 2 credits
Virginia Hayssen
Offered Fall 2005

EGR 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/ M} 4 credits
Susan Voss
Offered Fall semester in alternating years; Offered Fall 2005

PSY 210 Introduction to Neuroscience
(Pending approval of the Committee on Academic Priorities.)
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
Sheri Treshner
Offered Spring 2006, Spring 2007

PSY 221 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. Open to entering students. (N) 4 credits
Beth Powell
Offered Fall 2006

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, Jill de Villiers
Offered Spring 2006, Spring 2007

PSY 219 Cognitive Neuroscience
Cognitive neuroscience uses neuroimaging techniques such as PET and fMRI to examine issues related to the mind/brain. This course covers such topics as perception and encoding, cerebral lateralization and specialization, the control of action, executive function, and the problem of consciousness. Prerequisite: PSY 210 or permission of the instructor. {N} 4 credits
MaryJane Wraga, Spring 2006
Mary Harrington, Spring 2007
Offered Spring 2006, Spring 2007

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: 210 or 221 or permission of the instructor. {N} 4 credits
Beth Powell
Offered Spring 2006

PSY 326 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 change throughout its lifetime. Discussions will include the moral, ethical and public policy implications of these discoveries. Prerequisites include PSY 210, 221 and permission of the instructor. Enrollment limited to 12. {N} 4 credits
Stefan Bodnarenko
Offered Spring 2006

Adviser for Study Abroad: Virginia Hayssen, Fall; Richard Olivo, Spring

Adviser for Transfer Students: Margaret Anderson
The Minor

Required core courses: PSY 210, 221, and a 300-level course selected in consultation with the adviser.

Choose three electives from: Either BIO 230 or 256, BIO 325/326, 330/331, 352/353, NSC 311, 312, PSY 222, 326.

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
Jill G. de Villiers, Ph.D. (Psychology and Philosophy)
John M. Connolly, Ph.D., Chair
Elizabeth V. Spelman, Ph.D. (Philosophy and Women's Studies)
Jay L. Garfield, Ph.D.
Albert Mosley, Ph.D.

Associate Professors
Nalini Bhushan, Ph.D.
Susan Levin, Ph.D.
Jeffry Ramsey, Ph.D.

Lecturer
Ernest Alleva, Ph.D.

Visiting Lecturer
Angeliek von Hout

Research Associates
Janice Moulton, Ph.D.
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 2005

108/ REL 108 The Meaning of Life
This course asks the big question, “What is the meaning of life?” and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We will explore a variety of forms of philosophical and religious thinking and the ways in which philosophical and religious thinking can be directly relevant to our own lives. We will take these texts and ideas seriously; we will approach them critically; and we will learn from them. {H/ L} 4 credits
Jay Garfield (Philosophy), Andrew Rotman (Religion)
Offered Fall 2005

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 2005

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 2006
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. Prerequisite: Two college courses in philosophy, one of which may be taken concurrently, or permission of the instructor. WI 4 credits
John Connolly and members of the department
Offered Spring 2006

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. Enrollment limited to 20. {H/ M} 4 credits
John Connolly
Offered Spring 2006

220 Incompleteness and Inconsistency:
Topics in the Philosophy of Logic
Among the most important and philosophically intriguing results in 20th-century logic are the limitative theorems such as Gödel’s incompleteness theorem and Tarski’s demonstration of the indefinability of truth in certain languages. A wide variety of approaches to resolving fundamental mathematical and semantical paradoxes have emerged in the wake of these results, as well as a variety of alternative logics including paraconsistent logics in which contradictions are tolerated. This course examines logical and semantic paradoxes and their philosophical significance, as well as the choice between accepting incompleteness and inconsistency in logic and knowledge. Prerequisite: one course in logic. {M} 4 credits
Albert Mosley
Offered Spring 2006

221 Ethics and Society
This course will survey current topics in applied ethics. It will introduce the major sources of moral theory from religious and secular sources and show how these theories are applied. Topics will include biomedical ethics (abortion, euthanasia, reproductive technologies, rationing), business ethics (advertising, accounting, whistle-blowing, globalization), sexual ethics (harassment, coercion, homosexuality), animal rights (vegetarianism, vivisection, experimentation), social justice (war, affirmative action, poverty, criminal justice), environmental ethics (preserving species and places, genetically modified foods, global warming) and other topics. {H/ S} 4 credits
Albert Mosley
Offered Fall 2005

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 2005

230 American Philosophy
Topic: Pragmatism and Neo-Pragmatism. This course will survey the unique contributions of American philosophers to the development of the Western philosophical tradition. Pragmatism rejected a number of the basic assumptions of ancient, medieval and modern philosophy and has played a leading role in reconfiguring our conceptions of knowledge, truth, beauty and morality. We will read selections from the founders of pragmatism (Ralph Waldo Emerson, Charles Peirce, William James, John Dewey, George Herbert Mead, Alaine Locke) and from neo-pragmatists (W.V. Quine, Hilary Putnam, Richard Rorty, Stanley Cavell, Richard Shusterman) in order to show the relevance of pragmatism to contemporary debates concerning the nature of science, technology, aesthetics, politics and the law. {H} 4 credits
Albert Mosley
Offered Spring 2006

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. \{N/ M\} 4 credits
Jill de Villiers
Offered Spring 2006

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. \{S/ H\} 4 credits
Jeffry L. Ramsey
Offered Fall 2005

241 Ethical Issues in the Boardroom and the Classroom
An investigation of ethical questions that arise in the world of business, including the business of the academy and scrutiny of the moral principles that may enable us to cope successfully with these questions. Issues to be discussed include the responsibilities of businesses and the academy toward their various clients, to society at large and to the environment; the ethics of investment, including endowments; product liability; advertisement and the principle of caveat emptor; sexual harassment; employee rights; and special privileges of the academy (academic freedom, tenure, etc.); cheating. The case-study method will be used. Not open to first-year students. Enrollment limited to 40. \{S\} 4 credits
John M. Connolly
Offered Fall 2005

242 Topics in Medical Ethics
An exploration of key issues in the area of medical ethics. Following the consideration of relevant philosophical background, topics to be addressed include patient autonomy and medical paternalism; informed consent; resource allocation and social justice; reproductive technologies and genetic screening; euthanasia and the withdrawal of lifesustaining treatment; and the experimental use of human subjects. Recommended background: one course in philosophy or health studies. \{S\} 4 credits
Susan Levin
Offered Spring 2006

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. \{S/ H/ S\} 3 credits
Jay Garfield
Offered January 2006

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, Sodaips, Eze), African-Americans (Blyden, Dubois, Mosley, Gates, Gilroy), Europeans (Lewy-Brühl, Tempels, Horton) and European-Americans (Crawford, Bernasconi, Janz). \{E\} \{L/ H/ S\} 4 credits
Albert Mosley
Offered Fall 2005
Of late there has been talk of philosophy's being at an end or at least in need of transformation. In order to provide a measure of renewal, people are considering whether approaches taken and insights expressed in literature might enrich the study of philosophy. We will explore this issue through an examination of philosophical and literary treatments of friendship from different periods in the Western tradition and of literary and philosophical reflections on human flourishing in the 20th century. We will also consider work by contemporary philosophers on the topic of what literature might have to contribute to the philosophical enterprise. Prerequisite: one course in philosophy or permission of the instructor. {H} 4 credits

Susan Levin
Offered Fall 2005

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 2006

A study of the basic concepts involved in language such as meaning, reference, truth, interpretation and conceptual systems. Does each language bring with it a distinct conceptual system? Could there be conceptual systems radically different from ours? Recommended: two intermediate philosophy courses. (M) 4 credits

Jill de Villiers
Offered Fall 2005

The seminar looks at different conceptions of time and the ways we express reference to time in language, how we order states and events on the timeline. How do different grammars mark progression of time and how do they represent simultaneity? We will compare English with other languages to obtain an idea of crosslinguistic variation in this domain. We will also examine the question from the perspective of the language learner and see how children develop their abilities to produce narratives in which time flows (or doesn’t). Understanding the order of events is crucial in understanding texts and a better insight into how
language accomplishes this and the complexities of the learning task will be an important goal of the course. Prerequisites: some coursework in Linguistics or philosophy of mind, such as PHI/PSY 213, PHI 236, PHI 262, or permission of the instructor. \{M\} 4 credits
Angeliek van Hout
Offered Spring 2006

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 art; and the use of visual metaphors in scientific thinking. \{H/N\} 4 credits
Jeff Ramsey
Offered Fall 2005

MTH 217 Mathematical Structures

209/PSY Philosophy and History of Psychology
An examination of the philosophical issues that 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
Offered Fall 2005

209/PSY 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 2005

REL 235 The Catholic Philosophical Tradition

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, fall 2005, John Connolly, Spring 2006

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, 241, 242, 245, 246, 255); Continental Philosophy and Cultural Critique (211-Wittgenstein, 225, 237-Nietzsche, 260); Metaphysics and Epistemology (210, 226, 230, 234, 246, 250, 252); Language, Logic and Science (202, 203, 220, PHI/PSY 209, PHI/PSY 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 ap-
proval 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 PHI/PSY 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, 241, 242, 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: Jeffry Ramsey

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
Physics

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

Professors
- **2 Malgorzata Zielinska-Pfabé, Ph.D.
- Piotr Decowski, Ph.D.
- Nalini Easwar, Ph.D., Chair

Associate Professors
- **2 Doreen A. Weinberger, Ph.D.
- †1 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.

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 nonscience majors. It does not involve mathematical tools. {N} 4 credits
Piotr Decowski
Offered Spring 2006, Spring 2008

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, Fall 2007

108 Optics is Light Work
This course for nonscience 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. Offered in alternate years. {N} 4 Credits
Doreen Weinberger
Not offered 2005–06 and 2006–07

PHY 109/AST 109 The Big Bang and Beyond
According to modern science the universe as we know it began expanding about 14 billion years ago from an unimaginably hot, dense fireball. Why was the universe in that particular state? How did the universe get from that state to the way it is today, full of galaxies, stars and planets? What evi-
Evidence supports this "big bang model"? Throughout this course we will focus not simply on what we know about these questions, but also on how we know it and on the limitations of our knowledge. Designed for nonscience majors. Enrollment limited to 25. (E) {N} 4 credits
Gary Felder
Offered Spring 2007

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
Doreen Weinberger, Fall 2005, Spring 2006, Spring 2007
Nathaniel Fortune, Fall 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} 4 credits
Gary Felder
Offered both semesters each year

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
Nalini Easwar, Fall 2005, Spring 2006
Janet Van Blerkom, Fall 2006
Nathanael Fortune, Spring 2007
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 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
Małgorzata Zielinska-Pfabé
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/ M} 4 credits
Małgorzata Zielinska-Pfabé
Offered Spring 2006, 2008

214 Electricity and Magnetism
Electrostatic fields, polarization, magnetostatic fields, magnetization, non-relativistic electrodynamics and electromagnetic waves. Prerequisite: 115 and 118 or the equivalent, 210 or permission of the instructor. {N} 4 credits
Piotr Decowski
Offered every Spring

220/ EGR 274 Classical Mechanics
Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115/117, 118, 210 or permission of the instructor. {N} 4 credits
Małgorzata Zielinska-Pfabé, Fall 2005
Nalini Easwar, Fall 2006
Offered every Fall

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: 115/117 and 118 or permission of the instructor. {N} 4 credits
Piotr Decowski
Offered every Fall

224 Electronics
A semester of experiments in electronics, with emphasis on designing, building and trouble shooting circuits. Discrete electronic components: diodes, transistors and their applications. Analog and digital IC circuits: logic gates, operational amplifiers, timers, counters and displays. Final individual
design project. Prerequisite: 115/117 and 118 or permission of the instructor. {N} 4 credits
Nalini Easwar
Offered every Spring

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. Prerequisite: PHT 222. Restricted to juniors and seniors. {N} 1 credit
Gary Felder
Offered Spring 2006, Fall 2006

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 2007

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 214 or permission of the instructor. {N} 2 credits
Piotr Decowski
Offered Spring 2006

322 Nuclear and Particle Physics
Piotr Decowski
Offered Spring 2007

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: PHY 210, PHY 214, PHY 222, PHY 340. {N} 4 credits
Nalini Easwar
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 every Spring

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 or 4 credits
Doreen Weinberger
Offered Fall 2005

348 Thermal Physics
Statistical mechanics, kinetic theory of gases, introduction to thermodynamics. Prerequisites: 210, 220, 222. {N} 4 credits
Gary Felder
Offered every Fall

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
Advisers: Piotr Decowski, Nalini Easwar, Nathanael A. Fortune, Gary Felder, Malgorzata Zielinska-Pfabe, Doreen Weinberger
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 335, 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 Century
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 and Comparative 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
Jill G. de Villiers, Ph.D. (Psychology and Philosophy)
Peter A. de Villiers, Ph.D.
Randy O. Frost, Ph.D.
Fletcher A. Blanchard, Ph.D.
Mary Harrington, Ph.D.

Adjunct Professor
Maureen A. Mahoney, Ph.D.

Associate Professors
Philip K. Peake, Ph.D., Chair
Stefan R. Bodnarenko, Ph.D.
Patricia M. DiBartolo, Ph.D.
Bill E. Peterson, Ph.D.
Lauren E. Duncan, Ph.D.

Adjunct Associate Professor
Barbara B. Reinhold, Ed.D.

Assistant Professors
Mary Harrington, Ph.D.
Byron L. Zamboanga, Ph.D.
Benita Jackson, Ph.D.

Lecturers
Beth Powell, Ph.D.
David Palmer, Ph.D.
Marlo Henderson
Christopher Overtree
Sheralee Treshner
Michele Wick, Ph.D.

Assistant in Statistics
David Palmer, Ph.D.

Research Associates
Robert Teghtsoonian, Ph.D.
Martha Teghtsoonian, Ph.D.
George Robinson, Ph.D.
Eric Hurley, 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 22. 4 credits
Peter de Villiers, Director
Peter de Villiers, Maryjane Wraga, Byron L. Zamboanga, Michele T. Wick
Offered Fall 2005

112 Introduction to Research Methods
Introduces students to a variety of methods used in psychological research. May focus on experimental, survey and observational methods, among others. 4 credits
Benita Jackson, Marlo C. Henderson, Fall 2005
Jill de Villiers, Lauren Duncan, Bill Peterson, Spring 2006
Offered both semesters each year

113 Statistical Methods in Psychology
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. Enrollment limited to 40. Lab size limited to 15 students. (M) 4 credits
Philip Peake, David Palmer
Offered Spring 2006

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
Stefan Bodnarenko
Offered Spring 2006, Spring 2007

213/ PHI 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 2005

215 Brain States
An exploration of how states of consciousness arise from differential brain activity. Analysis of neurological case studies, emotions, stress, genes and behavior. Associated writing assignments. Colloquium intended for sophomore and junior students. Enrollment limited to 20. (N) 4 credits
Mary Harrington
Offered Fall 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
Jill de Villiers
Offered Fall 2006

219 Cognitive Neuroscience
Cognitive neuroscience uses neuroimaging techniques such as PET and fMRI to examine issues related to the mind/brain. This course covers such topics as perception and encoding, cerebral lateralization and specialization, the control of action, executive function and the problem of conscious-
ness. Prerequisite: PSY 111 or PSY 210 or permission of the instructor. (N) 4 credits
Maryjane Wraga, Spring 2006
Mary Harrington, Spring 2007
Offered Spring 2006, Spring 2007

NSC 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: 210 or 221, 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 2005

NSC 312 Seminar in Neuroscience
General Anesthesia. This seminar will explore the history of general anesthesia, current anesthetic practices and the molecular mechanisms of anesthetic actions in the brain. Prerequisite: either BIO 230, 256, 325 or 330. Enrollment limited to 12. (N) 4 credits
Adam C. Hall
Offered Fall 2005

313 Seminar in Psycholinguistics
Topic: Language Diversity and 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 for children who speak African American English, and from a new test for bilingual Spanish speakers, will be central topics of the seminar. Prerequisites: One of: PSY/PHI 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
Topic: Adventures in Space Perception. This course takes an in-depth look at how human beings perceive the layout of their environment, and how the brain stores that information. We will read and discuss primary sources from both cognitive psychology and cognitive neuroscience. Topics include distance and size perception, mental imagery and hemispatial neglect. Prerequisite: PSY 111 or permission of the instructor. (N) 4 credits
Maryjane Wraga
Offered Spring 2006

B. Health and Physiology of Behavior

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 2006

221 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. Open to entering students. (N) 4 credits
Beth Powell
Offered Fall 2006

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: 210 or 221 or permission of the instructor. (N) 4 credits
Beth Powell
Offered Spring 2006, Spring 2007
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 2005, Fall 2006

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 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. {N} 4 credits
Benita Jackson
Offered Spring 2006, Spring 2007

226 Society, Psychology, and Health
In the United States and worldwide, there are growing disparities in major chronic physical health outcomes as a function of race/ethnicity, socioeconomic status, gender and other social categories. The field of health psychology contributes to how we understand and address these issues. In this course, we will focus on how environments—social, cultural and physical—shape psychological factors which in turn influence physical health. Emphasis will be placed on critically evaluating primary sources, drawing from empirical studies in behavioral medicine, public health and nursing, as well as psychology. Prerequisite: PSY 225. {S} 4 credits
Benita Jackson
Offered Fall 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 allopathic and complementary/alternative medicine perspectives. Emphasis will be placed on critically evaluating current research and designing appropriate future studies. Recurrent psychological 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 Fall 2005

326 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 change throughout its lifetime. Discussions will include the moral, ethical and public policy implications of these discoveries. Prerequisites include PSY 210, 221 and permission of the instructor. Enrollment limited to 12. {N} 4 credits
Stefan Bodnarenko
Offered Spring 2006, Spring 2007

C. Culture and Development

Director of the Child Study Committee: Patricia DiBartolo

233 Child Development
A review of theory and research on specific developmental topics: children’s understanding of their physical and social world, pretense and theory of mind, language and reasoning. Viewed from biological, cognitive and cultural perspectives. Two observation periods to be arranged. {S/ N} 4 credits
Peter de Villiers
Offered Spring 2006, Spring 2007
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 2006

241 Psychology of Adolescence and Emerging Adulthood
Exploring adolescents’ developing identity, psychosocial and cultural adjustment and their needs for acceptance, autonomy and intimacy in light of the major physical, cognitive, and cultural changes of this phase. Emphasis will be given to cultural diversity issues and multicultural concepts in adolescent psychology and development. (S/ N) 4 credits
Byron L. Zamboanga
Offered Spring 2006

243 Adult Development
The study of adult lives from a life-span perspective. In addition to the psychology of aging we will investigate societal influences on aging. Topics include theories of the life-cycle, identity formation, 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 2005, Fall 2006

247 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 2007

333 Seminar in Developmental Psychology
Topic: 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 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. (N) 4 credits
Bill Peterson
Offered Fall 2005

335 The Empirical Study of Youth and Emerging Adults
An introduction to research techniques through the discussion of current research, design and execution of original research in selected areas such as acculturation and ethnocultural identity, health and well-being, and alcohol-related cognitions and behaviors in youth and emerging adults. Prerequisites: 112, 113, or 140, and permission of the instructor. (N) 4 credits
Byron L. Zamboanga
Offered Spring 2006

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 2006

D. 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 2005-06

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
Chris Overtree, Fall 2005
Randy Frost, Fall 2006
Offered Fall 2005, Fall 2006

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 2007

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
Michele Wick, Spring 2006
Patricia DiBartolo, Fall 2006
Offered Spring 2006, Fall 2006

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 Fall 2005, Spring 2007

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 Spring 2006, Spring 2007

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
Patricia DiBartolo
Offered Fall 2005, Fall 2006

E. Social and Personality Psychology

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 2006

269 Colloquium: Categorization and Intergroup Behavior
A broad consideration of the nature of prejudice, stereotypes and intergroup relations from the perspective of social cognition with emphasis on issues of race and ethnicity. We will encounter theories and research 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
Hetcher Blanchard
Offered Spring 2006, Spring 2007

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
Hetcher Blanchard
Offered Fall 2005, Fall 2006

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 Spring 2006, Spring 2007

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 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 2006

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
To be announced
Offered Spring 2007

366 Seminar: Topics in the Psychology of Women
Topic: Issues in Adolescent Gender Role Develop-
ment. 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 co-requisite: PSI 266 or WST 150, and permission of the instructor. {S/ N} 4 credits
Lauren Duncan
Offered Fall 2006

370 Seminar in Social Psychology
Topic: Social Psychology of Leadership. A survey of contemporary theory and research regarding leadership and the exercise of power in social settings with special attention to approaches that emphasize the interaction of situational and dispositional concerns. Field observations. Prerequisite: 270, 271 or 278; 112 and 113 are strongly recommended. {S/ N} 4 credits
Hetcher Blanchard
Offered Spring 2006

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 Fall 2005

374 Psychology of Political Activism
Political psychology is concerned with the psychological processes underlaying 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 U.S. (e.g., Civil Rights Movement, Women’s Movement, White Supremacy Movements.) {S/ N} 4 credits
Lauren Duncan
Offered Spring 2006, Spring 2007
F. Advanced Courses
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 2005, Fall 2006

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 track. Normally, breadth is achieved by selecting at least one course from four of the five curricular tracks, A-E. Depth is achieved by selecting at least three courses in a substantive track (A-E) or by a constellation of courses from more than one area that represents a focus important to the student and recognized by the department. Students are strongly advised to work with their major adviser to define their program of study for the major. One course in the track of depth must be a laboratory course or a seminar.

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 five tracks A-E 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 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 Spring 2006

220 Public Policy Analysis
Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose purpose is to “improve” policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper
uses of these analytic tools. {S} 4 credits
Randall Bartlett (Economics)
Offered Fall 2006

222 Colloquium: U.S. Environmental History and Policy
Students will explore the human-environment relationship and its role in shaping U.S. history as well as informing current environmental regulation and policy. There are no prerequisites. There will be a mid-term report on history as well as an end of the semester project in which the students will work in teams to develop and present an environmental policy. There will be some quizzes, but no final exam. Extensive reading and class participation will be required. Enrollment limited to 20 students.
{H/S} 4 credits
Paul Newlin
Offered Spring 2006

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. {S} 4 credits
To be announced
Offered Spring 2007

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 2007

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 Mink
Offered Fall 2005

250 Race and Public Policy in the United States
Explanation of current policy issues regarding race. Topics include voting rights, compensation, public and private education, bilingual education, and affirmative action in employment. Recommended background: PPL 220a or a course in American government. {S} 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. {S} 4 credits
Donald Baumer
Offered Spring 2006

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 2007
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 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. (S) 4 credits
Ardith Spence
Offered 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 2006

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 following courses engage students in quantitative analysis. These courses do not have prerequisites.

AST 100 A Survey of the Universe
Discover how the forces of nature shape our understanding of the cosmos. Explore the origin, structure and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies, and the universe as a whole. Designed for non-science majors. {N} 4 credits
Suzan Edwards
Offered Fall 2005

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. Designed for non-science majors. Enrollment limited to 25 per section. {N} 3 credits
Suzan Edwards, Meg Thacher
Offered both semesters each year

AST 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 2005

Muscle is a very plastic tissue and responds to environmental changes and stresses in ways we don’t even notice. It atrophies from disuse, hypertrophies from weight lifting and is constantly changing in response to daily exercise. In this course we will explore the effects of exercise on ourselves. With the aid of various microscopies, we will examine different muscle cell types. We will carry out biochemical analyses of metabolites such as glucose and lactate, and enzymes such as creatine kinase and lactate dehydrogenase, to elucidate changes due to exercise. We will also explore some physiological and molecular alterations that help our bodies compensate for new exercise patterns. Enrollment limited to 15.
Stylianos Scordilis
Offered Fall 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. Enrollment limited to 60 per lecture section, 16 per lab section. {N} 5 credits
Kate Queeney, Kevin Shea, Shizuka Hsieh, David Bickar, Virginia White
Fall 2005
To be announced, Fall 2006
Offered Fall 2005, Fall 2006

CHM 118 Advanced General Chemistry
This course is designed for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions will be
quickly reviewed. The major portions of the course will involve a detailed analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. The laboratory deals with synthesis, physical properties and kinetics. The course is designed to prepare students for CHM 222/223 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.

Robert Linck, Maria Bickar, Fall 2005
Elizabeth Jamieson, Maria Bickar, Fall 2006
Offered Fall 2005, Fall 2006

CSC 102 How the Internet Works
An introduction to the structure, design and operation of the Internet, including the electronic and physical structure of networks; packet switching; how e-mail and Web browsers work, domain names, mail and file transfer protocols, encoding and compression, http and HTML, the design of Web pages, and the operation of search engines, beginning JavaScript; the DOM. Both history and societal implications are explored. Prerequisite: basic familiarity with word processing. Enrollment limited to 30. The course will meet for half of the semester only. {N} 5 credits
Joseph O' Rourke, Fall 2005, Spring 2006
Offered half of both semesters each year

CSC 103 How Computers Work
An introduction to how computers work. The goal of the course is to provide students with a broad understanding of computer hardware, software and operating systems. Topics include the history of computers; logic circuits; major hardware components and their design, including processors, memory, disks and video monitors; programming languages and their role in developing applications; and operating system functions, including file system support and multitasking, multiprogramming and timesharing. Weekly labs give hands-on experience. Enrollment limited to 30. {M} 2 credits
Judith Cardell
Offered first half of the semester, Fall 2005

ECO 123 Cheaper by the Dozen
This course for the concerned non-economist addresses pressing issues in contemporary U.S. and world society, such as global economic integration; poverty and inequality; education; healthcare; housing; social security; agriculture and the food supply; the environment; unemployment; government macro policy; the budget and the national debt. Economic concepts are taught in lay English and a few simple 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 who have never taken an economics course. {S} 4 credits.
Karen Pfeifer, Robert Buchele
Offered Fall 2005, Spring 2006, Spring 2007

ECO 125 Economic Game Theory
An examination of how rational people cooperate and compete. Game theory explores situations in which everyone's actions affect everyone else, and everyone knows this and takes it into account when determining their own actions. Business, military and dating strategies will be examined. No economics prerequisite. Prerequisite: at least one semester of high school or college calculus. {E} {S} 4 credits
James Miller
Offered Fall 2005

ECO 150 Introductory Microeconomics
How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what will be produced and decide who will get the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty. {S} 4 credits
Members of the department
Offered both semesters each year

ECO 153 Introductory Macroeconomics
An examination of current macroeconomic policy issues, including the short and long-run effects of budget deficits, the determinants of economic growth, causes and effects of inflation, and the effects of high trade deficits. The course will focus on what, if any, government (monetary and fiscal)
policies should be pursued in order to achieve low inflation, full employment, high economic growth, and rising real wages. (S) 4 credits
Members of the department
Offered both semesters each year

ECO 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/ M) 4 credits
Robert Buchele, Elizabeth Savoca
Offered both semesters each year

EGR 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
Andrew Guswa
Offered both semesters each year

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 2005

EGR 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
Not offered 2005–06

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 OS Card, CJ Cherryh, J Crowley, G Schallar, and others. Enrollment limited to 16 first-year students. (N) WI, Quantitative Skills 4 credits
Virginia Hayssen (Biological Sciences)
Not offered 2005–06

FYS 133 What Can We Know?
An exploration of the development of physical ideas from the deterministic nature of Newtonian physics to the random nature of modern quantum theory from a scientific and philosophical point of view. Topics include the necessity of using chance and probability to achieve answers to questions in chemical, atomic and nuclear systems, the occurrence of unpredictability because of slightly different initial conditions—chaos theory—and the requirements that chance and probability play in quantum theory, including the quantum
mechanical paradoxes. The course is designed to give first-year students a general understanding of the mysteries of modern scientific thought. Enrollment limited to 20 first-year students. \(H/ N\) WI, Quantitative Skills 4 credits

Robert Linck (Chemistry), Piotr Decowski (Physics)

Not offered 2005–06

FYS 135 Women of Discovery
The story of women's exploration is largely unknown. But women have set forth on journeys of exploration across the centuries, stepping into the unknown, challenging tradition, expanding the world. Who were these women? What does it feel like to go into the unknown? How did they plan their trips, find their way? What dangers did they encounter? In this seminar we will survey several famous explorations and some not so famous ones. Students will work with historical documents, study navigation (including celestial), and develop their ability to make oral and written presentations. Enrollment limited to 16 first-year students. WI Quantitative Skills. 4 credits

James Johnson (Exercise and Sport Studies)

Offered Fall 2005

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

Hatcher Blanchard (Psychology)

Offered Fall 2005

FYS 139 Renewable Energy
(Note: E status has expired)
The United States' reliance on nonrenewable 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)

Not offered 2005–06

GOV 190 Empirical Methods in Political Science
The fundamental problems in summarizing, interpreting and analyzing empirical data. Topics include research design and measurement, descriptive statistics, sampling, significance tests, correlation, and regression. Special attention will be paid to survey data and to data analysis using computer software. \(S/ M\) 4 credits

Howard Gold

Offered Fall 2005, Spring 2007

LOG 100 Valid and Invalid Reasoning
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 2005

MTH/ QSK 101 Algebra
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. This course does not count towards the major.
Tom Schicker
Offered Spring 2006

MTH 102 Elementary Functions
Linear, polynomial, exponential, logarithmic and trigonometric functions; graphs, mathematical models and optimization. For students who need additional preparation before taking calculus or quantitative courses in scientific fields, economics, government and sociology. Also recommended for prospective teachers whose precalculus mathematics needs strengthening. {M} 4 credits
Mary Murphy
Offered Fall 2005

MTH 105 Discovering Mathematics
Topic: What is mathematics? A survey of important ideas from the major areas of mathematics. Topics selected on the basis of esthetics and lasting impact. Laboratories explore the role of experimentation in mathematics. WI {M} 4 credits
Michael Albertson
Offered Spring 2006

MTH 107 Statistical Thinking
An introduction to statistics that teaches broadly relevant concepts. Students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial and normal probability distributions; point and interval estimates for means and for proportions; one- and two-sample tests for means and for proportions; principles of experimental design. The class meets in a computer lab and emphasizes using the computer for analysis of data. We will design our own experiments, collect and analyze the data, and write reports on our findings. Prerequisite: high school algebra. {M} 4 credits
To be announced
Offered Fall 2005

MTH 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. {M} 4 credits
Members of the department
Offered both semesters each year

MTH 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. (E) {M} 4 credits
Nicholas Horton, David Palmer
Offered Fall 2005

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
Not offered 2005–06

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 math-
Quantitative Courses for Beginning Students

PHY 106 The Cosmic Onion: From Quantum World to the Universe
Basic concepts of quantum mechanics governing the atomic and subatomic worlds. Structure of atoms, atomic nuclei and matter. The evolution of the Universe and its relation to the subatomic physics. The course is designed for nonscience majors. It does not involve mathematical tools. {N} 4 credits
Not offered 2005–06

PHY 107 Musical Sound
This course for nonscience 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, Fall 2007

PHY 108 Optics Is Light Work
This course for nonscience 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. Offered in alternate years. {N} 4 credits
Doreen Weinberger
Not offered 2005–06

PSY 113 Statistical Methods in Psychology
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. Enrollment limited to 40. Lab size limited to 15 students. {M} 4 credits
Philip Peake, David Palmer
Offered Spring 2006

PSY 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 Fall 2005
Religion

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

Professors
Carol G. Zaleski, Ph.D.
†2 Peter N. Gregory, Ph.D., Chair
Jamie Hubbard, Ph.D. (Professor of Religion and Yehan Numata Professor of Buddhist Studies)

Associate Professors
†1 Lois C. Dubin, Ph.D.
Vera Shevzov, M.Div., Ph.D.
**1, *2 Joel S. Kaminsky, Ph.D.

Assistant Professors
**1, *2 Andy Rotman, Ph.D.
Suleiman Ali Mourad, Ph.D.

Lecturers
Elizabeth E. Carr, Ph.D.
Linda Barakat, G.S.D.

Research Associates
Benjamin Braude, Ph.D.
Philip Zaleski, B.A.
Edward Feld, M.H.L.

Language courses in Hebrew, Greek, Arabic, etc. are listed on p. 355.

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
Peter Gregory, Carol Zaleski
Offered Spring 2006

108/PHI 108 The Meaning of Life
This course asks the big question, “What is the Meaning of Life?” and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We will explore a variety of forms of philosophical and religious thinking and the ways in which philosophical and religious thinking can be directly relevant to our own lives. We will take these texts and ideas seriously; we will approach them critically; and we will learn from them. {H/ L} 4 credits
Jay Garfield (Philosophy), Andy Rotman (Religion)
Offered Fall 2005

110 Colloquia: Thematic Studies in Religion
Directed discussion of themes and approaches to the study of religion. Recommended for upper-level as well as first-year students. 4 credits

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 surround-
ing 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 Fall 2006

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 2006

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 2006: Ritual. {H/ S} 4 credits
Suleiman Mourad, Vera Shevzov
Offered Spring 2006

Biblical Literature
Students interested in biblical literature are best served by beginning their course of study with either Introduction to the Bible II (Rel 210) or Introduction to the Bible I (Rel 210) 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-year students.

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 2005

223 Colloquium: Insiders/Outsiders I: Jews and Judaism in Modern Europe
An exploration of Jewish history, thought and religious practice from the expulsion from Spain (1492) to the attainment of citizenship in Revolutionary France (1791–92). Emphasis on changing roles and perceptions of Jews as outsiders and insiders in western, central and eastern Europe, with a sidelong glance at the Ottoman Empire and New World colonies. Examines the ongoing tension between cohesion as a minority community and integration with majority societies, and the interplay between religious and social/political identities. Reading of religious, philosophical and mystical works as well as primary sources on the lives of Jewish men and women and on family, community, politics and messianism. {H} 4 credits
Lois Dubin
Offered Fall 2005

Christian Traditions

231 The Making of Christianity
(Pending approval of the Committee on Academic Priorities.)
The formation of Christian thought and the varieties of Christian experience from early through medieval Christian times. Christian images and writings from Palestine and Syria, the Egyptian desert, the Mediterranean, Northern Europe, Africa and Asia. Topics include the Bible and its interpreters; God,
Religion

Christ, and humanity; martyrs, monks and missionaries. Liturgical, devotional, mystical and theological texts; art, music and film. (E) {H/ L} 4 credits Vera Shevzov, Carol Zaleski Offered Fall 2005

234 Contemporary Christianity: Crisis and Reflection
Readings of prominent Protestant, Roman Catholic and Eastern Orthodox thinkers of the 20th and early 21st centuries. Their diverse responses to influential modern and postmodern social, political and philosophical trends including "modernism," Marxism, World War II and the Holocaust, feminism, pluralism, globalism and 9-11. Particular attention to liberation theologies. Occasional films. {H} 4 credits Vera Shevzov Offered Spring 2006

235 The Catholic Philosophical Tradition
Faith and reason, worship and the intellectual life, the meaning of redemption and the nature of Catholicism according to major thinkers in the Catholic tradition. Readings from Augustine, Anselm, Aquinas, Pascal, John Henry Newman, G.K. Chesterton, Simone Weil, Hans Urs von Balthasar, Karol Wojtyla (Pope John Paul II), Alasdair MacIntyre and others. {H} 4 credits Vera Shevzov Offered Spring 2006

238 Mary: Images and Cults
Whether revered as the Birth-Giver of God or remembered as a simple Jewish woman, Mary has both inspired and challenged generations of Christian women and men. This course focuses on key developments in the "history of Mary" since Christian times to the present. How has her image shaped Christianity? What does her image in any given age tell us about personal and collective Christian identity? Topics include Mary's "life"; rise of the Marian cult; differences among Protestant, Catholic and Orthodox Christians; apparitions (e.g., Guadalupe and Lourdes); miracle-working icons; Mary liberation and feminism. Liturgical, devotional, and theological texts, art and film. {H} 4 credits Vera Shevzov Offered Fall 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. {H} 4 credits Suleiman Mourad Offered Fall 2005

246 Islamic Thought and the Challenge of Modernity
Major themes addressed by Muslim thinkers since the 18th century, such as Islamic reform and revival, the encounters with colonialism and imperialism, nationalism and other modern ideologies; and Islamic discussions of modernity, liberalism, conservatism, fundamentalism and militancy. Reading of primary sources in translation. {H} 4 credits Suleiman Mourad Offered Spring 2006

250/HST 209 (C) Aspects of Middle Eastern History
Topic: The Crusades and the Clash of Civilizations. In 1099 a European army entered Jerusalem, inaugurating the Crusader era in the Middle East. Almost a millennium later, the Crusades remain one of the most potent symbols of the so-called "clash" between Islamic civilization and the West. Consequently, a close examination of historiographical writing on the Crusades presents the student of history with a unique opportunity to examine how our perceptions of history are shaped. This course will survey changing perceptions of the Crusades, beginning with primary documentary records, and with special attention to Middle Eastern sources. The course will examine the early Muslim responses to the Crusaders, the emergence of heroic figures, cultural and social interactions enabled by the Crusades, and the construction of a modern image of crusaders as monsters. {H} 4 credits Daniel Brown Offered Fall 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. {H} 4 credits
Peter N Gregory
Offered Fall 2005

263 Zen
Introduction to the history, teachings and practice of Zen Buddhism in China, Japan and the United States. Special attention to Zen’s conception of its history and how this conception relates to understandings of enlightenment, the role of practice, the nature of mind and the limitations of language. Enrollment limited to 35. {H} 4 credits
Joel Kaminsky
Offered Fall 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 2005

South Asian Traditions
276 Religious History of India: Medieval and Modern Periods
An introduction to the ideas and practices of South Asian Hindus, Buddhists, Jains, Muslims, Sikhs, Parsis and Jews, with emphasis on how these religious identities are constructed and contested. Materials to be considered will include philosophical writings, ritual texts, devotional poetry, comic books, legal treatises, newspaper clippings, personal memoirs as well as ethnographic and popular films. {H} 4 credits
Andrew N Rotman
Offered Fall 2005

300-Level Courses
Prerequisites as specified.

310 Seminar: Hebrew Bible
Topic: Sibling Rivalries: Israel and The Other
Advanced readings, critical discussion and directed research into specific biblical books or larger themes within the Hebrew Bible. Prerequisite: REL 210, 215, any other college-level Bible course, or permission of the instructor. {H/ L} 4 credits
Peter N Gregory
Offered Fall 2005

320 Seminar: Jewish Religion and Culture
Topic: Tying and Untying the Knot: Women, Marriage and Divorce in Judaism
An exploration of marriage and divorce as important moments in Jewish women’s lives and as structured by religion, law and society. How were religious norms put into practice by Jewish societies in different historical periods? How did Jewish women negotiate the forces of community, family, religion and the state? Examination of legal and religious texts, case-studies and fiction drawn from antiquity to the present. {H/ L} 4 credits
Lois Dubin
Offered Fall 2005

360 Seminar: Problems in Buddhist Thought
Topic: Enlightenment
Buddhists the world over understand the Buddha as an enlightened being and Buddhahood as the highest goal of Buddhist practice, but there is little agreement beyond this. What do Buddhas know? Is enlightenment our innate nature or a nurtured quality? Is nirvana a state of joyous ecstasy or the elimination of all passions and pleasures? Can women be Buddhas? How can a Buddha simultaneously be free from all desire yet want to save all beings? Can Buddhas be found in the world today? Does this ideal still make sense in light of contemporary psychology? Is Prozac easier and faster than meditation? We will explore contemporary views of Buddhahood as well as earlier ideas drawn from the classical Theravada, Tibetan and East Asian traditions. Prerequisite: one course
in Buddhist traditions or permission of the instructor. (H) 4 credits
Jamie Hubbard
Offered Spring 2006

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 particu-
lar 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 tell-
ing 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.
8 credits
Linda Barakat
Offered Fall 2005, Spring 2006

The Major
Advisers: Lois Dubin, Peter N. Gregory, Jamie
Hubbard, Joel Kaminsky, Suleiman Mourad, An-
drew Rotman, Vera Shevzov, Carol Zaleski

Adviser for Study Abroad: Carol Zaleski

New Requirements for majors
Students who declared a major or minor in reli-
gion prior to September 2005 may follow either the
old or the new requirements, and should discuss
their programs with their advisers.

12 semester courses are required. Courses count-
ing toward the major may not be taken S/U. No
course may be counted twice toward the fulfillment
of the requirements.

Breadth (Courses 1–4)
A student will normally take four 200-level courses
in the religion department choosing one each from
four of the following six categories: (i) Biblical
literature; (ii) Jewish traditions; (iii) Christian
traditions; (iv) Islamic traditions; (v) Buddhist tra-
ditions; (vi) South Asian traditions. In fulfilling this
requirement, a student may not count more than
two courses in Biblical literature, Jewish traditions,
and Christian traditions. A student may also count
one of the broad-based departmental introductory
courses (e.g., REL 105, REL 108) in place of one
of these four courses.

Colloquium (Course 5)
A student will take Approaches to the Study of
Religion (REL 200).

Seminar (Course 6)
A student will take a seminar in the religion
department
Depth (Courses 7–8 or 7–9)
A student will take three related courses, defined by religious tradition, geographical area, discipline or theme. Examples of possible concentrations are Bible and its subsequent interpretations, philosophy of religion, women and gender; religion and politics; religion and the arts; ritual studies and religion in America. In most cases, this will involve adding two more courses to one already counted, though in some cases it may involve three courses independent of those counted above. A student will define her concentration in consultation with her adviser and will submit it to the curriculum committee for approval. A student may count any departmental course toward this requirement, but no more than one 100-level course. A student may also count one course taken outside the department toward this requirement.

Electives (Courses 9–12 or 10–12)
A student will take three or four additional religion courses to complete the twelve courses for the major. If no course outside the religion department has been used to count toward the depth requirement, a student may take two relevant courses outside the department as electives. If one outside course has been used to count toward the depth requirement, only one outside course may be taken as an elective. These courses are to be determined in consultation with the student's adviser.

Examples of related courses outside the department 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
PHI 126  History of Medieval Philosophy
PHI 127  Indian Philosophy
PHI 252  Buddhist Philosophy
PHI 253j  Indo-Tibetan Buddhist Philosophy and Hermeneutics

The Minor
Advisers: Same as for the major.

New Requirements for minors
5 semester courses are required. Courses counting toward the minor may not be taken S/U. No course may be counted twice toward the fulfillment of the requirements.

Breadth (Courses 1–3)
A student will normally take three 200-level courses, choosing one each from three of the following six categories: (i) Biblical literature; (ii) Jewish tradition; (iii) Christian traditions; (iv) Islamic traditions; (v) Buddhist traditions; (vi) South Asian traditions. In fulfilling this requirement, a student may not count more than two courses in Biblical literature, Jewish traditions, and Christian traditions.

Electives (Courses 4–5)
A student will take two additional courses of her choice in the religion department.

Old 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)
Religion

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
PHI 126 History of Medieval Philosophy
PHI 252 Buddhist Philosophy

Old 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.
   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).
2. Courses counting toward the minor may not be taken S/U.

Honors

Director: Carol Zaleski
430d Thesis
8 credits
Full-year course; Offered each year
431 Thesis
8 credits
Offered each Fall

Requirements
The same as for the major, with the addition of a thesis and an oral examination on the thesis. A student will normally write her thesis during the two semesters of her senior year, though in special cases she may do so in the first semester of her senior year.

Graduate

Adviser: Carol Zaleski
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
**1 Maria Nemcová Banerjee, Ph.D., Chair, Fall
Alexander Woronzoff-Dashkoff, Ph.D., Chair, Spring

Senior Lecturer
Catherine Woronzoff-Dashkoff, A.B.

Lecturer
Mikhail Mikeshin, Ph.D.

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
Catherine Woronzoff-Dashkoff, Fall 2005
Alexander Woronzoff-Dashkoff, Spring 2006
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 2005

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 2006

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

Topic: Readings of Pushkin
Discussion, conversation, oral reports, papers. Prerequisite: 332 or permission of the instructor.
Catherine Woronzoff-Dashkoff
Offered Fall 2005

Topic: Mikhail Bulgakov’s Master and Margarita
Discussion, conversation, oral reports, papers. Prerequisite: 332 or permission of the instructor.
Catherine Woronzoff-Dashkoff
Offered Spring 2007

Topic: Russian Fairy Tales
Prerequisite: 332 or permission of the instructor.
Catherine Woronzoff-Dashkoff
Offered Fall 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 2005

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, Mayakovskiy, Pilyay, Zamiati, Gladkov, Babel, Sholokhov, Pasternak, Solzhenitsyn. In translation. {L} 4 credits
Alexander Woronzoff-Dashkoff
Offered Spring 2006

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
Maria Banerjee
Offered Fall 2005

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 Moscovite), classical (18th century), and the age of romantic realism. In translation. {L} WI 4 credits
Mikhail Mikeshin
Offered in 2006–07

239 Major Russian Writers
A study of Russian culture from medieval times to the present through its major writers. Emphasis will be given to artistic, historical, geographical, social and spiritual forces in the development of Russian culture. Course material will include primary texts as well as audio-visual presentations. Conducted in English. No prerequisites. {L} 4 credits
Mikhail Mikeshin
Offered Spring 2006

340 Seminar: Russian Thought
The myth of St. Petersburg—a celebration of the city’s tricentennial. The seminar will explore Peter the Great’s capital in the north of Russia and the long line of artists, writers and thinkers who were inspired by its beauty and contradictions. Readings in Russian and audio-visual presentations. Prerequisites: RUS 331 or RUS 332 or permission of the instructor. {L/ F} 4 credits
Mikhail Mikeshin
Offered Spring 2006

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 Underground, 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; Lafayette’s The Princesse of Clèves; Goethe’s Faust; Tolstoy’s War and Peace. Prerequisite: GLT 291. {L} WI 4 credits

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
Advisors: 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.
One required seminar: 340, 346, HST 340, REL 335.
Strongly recommended: HST 238, HST 247, and REL 236.

Russian Civilization
Advisors: 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 221, HST 237, HST 240, HST 247, REL 236.
One required seminar: 340, 346, HST 340, REL 335.
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.
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.

AST 100 A Survey of the Universe
AST 102 Sky I: Time
AST 103 Sky II: Telescopes
AST 110 Exploring the Universe
AST 111 Introduction to Astronomy
AST 113 Telescopes and Techniques
AST 215 History of Astronomy

BIO 101 Modern Biology for the Concerned Citizen
BIO 102 Human Genetics
BIO 104 Human Biology
BIO 111 Molecules, Cells and Systems
BIO 112 Exploring Biological Diversity
BIO 202 Landscape Plants and Issues
BIO 204 Horticulture
BIO 205 Horticulture Laboratory
BIO 258 Conservation Biology Colloquium

CHM 100 The World Around Us
CHM 108 Environmental Chemistry
CHM 111 Chemistry I: General Chemistry

CSC 102 How the Internet Works
CSC 103 How Computers Work
CSC 104 Issues in Artificial Intelligence
CSC 105 Interactive Web Documents
CSC 111 Computer Science I
CSC 112 Computer Science II

GEO 105 Natural Disasters: Understanding and Coping
GEO 106 Global Change Through Time
GEO 108 Oceanography: An Introduction to the Marine Environment
GEO 109 The Environment
GEO 111 Introduction to Earth Processes and History

FYS 134 Geology in the Field
IDP 208 Women's Medical Issues

MTH 102 Elementary Functions
MTH 105 Discovering Mathematics (Spring)
MTH 107 Statistical Thinking
MTH 111 Calculus I
MTH 190 Statistical Methods for Undergraduate Research

PHY 105 Principles of Physics: Seven Ideas that Shook the Universe
PHY 106 The Cosmic Onion: From Quantum World to the Universe
PHY 107 Musical Sound
PHY 108 Optics is Light Work
PHY 115 General Physics I
PHY 116 General Physics II
PHY 117 Advanced General Physics

PSY 111 Physiology of Behavior
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.
Marc Steinberg, Ph.D., Chair

Assistant Professors
Elizabeth Wheatley, Ph.D.
Ginetta Candelario, Ph.D. (Sociology and Latin American Studies)
Leslie King, Ph.D.

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. 4 credits
Patricia Miller, Director
Offered both semesters each year

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. 4 credits
Patricia Miller
Offered Spring 2006, Spring 2007

203 Qualitative Methods
A basic exploration of qualitative methods, this course focuses on the practical and ethical components of ethnography, interviewing, textual analysis, visual methods, and multi-method approaches to sociological research. The relationship between theory and practice will be examined via a semester long research project. Prerequisite: 201. 4 credits
Alice Julier, Spring 2006
Offered Spring 2006, Spring 2007

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, homo-
sexuality and homophobia, and rebellion. {S} 4 credits
Patricia Miller
Offered Fall 2005, Fall 2006

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 2005
Offered Fall 2005, 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 2006, Fall 2007

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 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 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 tactic, 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 2006, Spring 2007

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
Richard Fantasia
Offered Spring 2006

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
To be announced
Offered Fall 2006

220 The Sociology of Culture
Drawing upon a variety of sociological perspectives and analytical methods, this course considers the place of culture in social life and examines its socially constituted character. Culture, treated as a set of distinctive practices, as symbolic representation, and as a domain of creative expression, will be viewed contextually, in specific social, historical,
and institutional locations. The course will consider such matters as the relationship between culture and social inequality, culture and social change, the commoditization of cultural goods, global cultural markets, and the complex processes by which cultural forms are used, appropriated, and transformed by social groups. (S) 4 credits

To be announced
Offered Fall 2005, Fall 2006

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

223 Introduction to Mass Media
This course is a general introduction to concepts, theories and issues related to mass media. It will address telegraphy, newspapers, magazines, books, film, radio, television, recorded music and new digital media. From information exchange, to news, to entertainment, to advertising, this course will address the impact of the different types of communication. This course is less about analyzing mass media “texts” than about how they are produced, why some messages enter mass media channels and others do not, how these messages affect audiences and how audiences receive them, and the general impact of mass media on contemporary society, culture and politics. Prerequisite: SOC 101. (E) (S) 4 credits
To be announced
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
To be announced
Offered 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 2007

233 Environment and Society
This class 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 Fall 2005, Fall 2006

244/ LAS 244 Feminisms and Women’s Movements: Latin American Women’s and Latinas’ Pursuit of Social Justice
This course is designed to familiarize students with the history of Latin American and Latina (primarily Chicana) feminist thought and activism. A central goal of the course is to provide an understanding of the relationship between feminist thought, women’s movements and local/national contexts and conditions. The writings of Latin American and Latina feminists will constitute the majority of the texts; thus we are limited to the work of those who write and/or publish in English. (Students who are proficient in Spanish or Portuguese will have an opportunity to read feminist materials in those languages for their written projects.) Prerequisites: SOC 101, LAS 100 or WST 150. (H/ S) 4 credits
Ginetta Candelario
Offered 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
To be announced
Offered Spring 2007

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 2005, Fall 2006

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, post-structuralism, 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. (S) 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 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. (S) 4 credits
Elizabeth Wheatley
Offered Fall 2005

320 Special Topics in the Sociology of Culture
4 credits
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. (S/ A) 4 credits
Richard Fantasia
Offered Fall 2005

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 SOC 220. (S) 4 credits
Marc Steinberg
Offered Spring 2006

323 Seminar: Gender and Social Change
Theory and research on the construction of and change in gender categories in the United States, with particular attention to social movements that seek to change gender definitions and stratification, including both feminist and anti-feminist movements. Theoretical frameworks are drawn from feminist theory and social movement theory. Readings examine historical shifts in gender relations and norms, changing definitions of gender in contemporary everyday life, and politicized struggles over gender definitions. Themes throughout the course include the social construction of both femininity and masculinity; the intersection of race, class and sexual orientation with gender; and the growth of a politics of identity. Case studies include feminist, lesbian and gay, right-wing, self help, anti-abortion and pro-choice movements. (S) 4 credits
To be announced
Offered Spring 2007

334 Seminar: The Politics of Population
This course will examine the politics of population with an emphasis on the role of states, international organizations and social movements. Why, with a global population of over 6 billion, would numerous national governments be attempting to raise birth rates? Should nations-states be allowed to control migration into and out of their territories? Why do programs designed to lower birth rates work in some places and not in others? Specific topics will include abortion politics; teenage childbearing; pro- and anti-natalist policies; AIDS; and migration and citizenship. Permission of the instructor required. (E) 4 credits
Leslie King
Offered Spring 2006, Spring 2007

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, Nancy Whittier

Adviser for Study Abroad: Richard Fantasia

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 311, 314, 315, 320, and 323. 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

Advisors: 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: Leslie King

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

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
§1. ""2 Nancy Saporta Sternbach, Ph.D. (Spanish and Portuguese and Women’s Studies)

Associate Professors
Marina Kaplan, Ph.D. (Spanish and Portuguese and Latin American Studies)
†1 María Estela Harretche, Ph.D.
Reyes Lázaro, Ph.D., Chair

Assistant Professors
Michelle Joffroy, Ph.D.
Marguerite Itamar Harrison, Ph.D.

Instructors
Ibtissam Bouachrine, M.A.
Maria Helena Rueda, M.A.

Senior Lecturer
Nicomedes Suárez Araúz, Ph.D.

Lecturers
Silvia Berger, Ph.D.
Phoebe Ann Porter, Ph.D.
†1 Patricia González, Ph.D.
Ana López-Sánchez, M.A.
Hugo Viera, Ph.D.
Molly Falsetti-Yu, M.A.
Malcolm McNee, Ph.D.
Melissa Belmonte
Molly Monet-Viera

Teaching Assistants
Próspero Garcia
Juan Pablo Jiménez
Esther Cuesta

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, Côte d’Ivoire.
8 credits
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 2005, Spring 2006

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 2006

POR 220 Topics in Portuguese and Brazilian Literature and Culture
Contemporary Cityscapes: Mapping Brazilian Culture onto an Urban Grid
This course will address a broad range of urban, social and cultural issues while also strengthening skills in oral expression, reading and writing, through the medium of short stories, essays, articles, images, music and film. In order to promote a hands-on approach to understanding culture, class assignments will also encourage students to explore the Brazilian community in Boston. Prerequisite: POR 100Y or POR 125 or the equivalent.
4 credits
Marguerite Itamar Harrison
Offered Fall 2005

POR 221 Topics in Portuguese and Brazilian Literature and Culture
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.
4 credits
Marguerite Itamar Harrison
Offered Spring 2006

POR 280 Portuguese and Brazilian Voices in Translation
Topic: Literature on the Margins of Modernity.
This course will introduce celebrated writers from the Portuguese-speaking world. While some of these authors have achieved international acclaim, the location of their writing at the edges of modernity is vital to understanding not only the aesthetic and thematic force of their works but also the frameworks for their reception in translation.
In addition to close-readings of a limited selection of works, we will discuss the place of these writers in their respective national literatures, a transnational Portuguese-language literature and world literature today. Writers may include: José Saramago (Portugal); Machado de Assis, Clarice Lispector, Luís Fernando Veríssimo (Brazil); Mia Couto (Mozambique). Course conducted in English. (A/L) 4 credits
Malcolm McNee
Offered Spring 2006

POR 381 Seminar in Portuguese and Brazilian Studies
Topic: Brasil Profundo: Writing About the Brazilian Countryside. With urbanization a recent ongoing phenomenon in Brazil, the language and memory of rural life and landscapes intimately inhabit its cities and its national imaginary. Our course will focus on diverse representations of rural Brazil, from colonial histories, 19th-century romantic prose and chapbook poetry, 20th-century fiction and film, and the contemporary poetry and song of Landless activists. Questions we will bring to these texts include: How is national meaning inscribed onto natural environments? How are rural cultures written as authentic registers of Brazilian-ness? What is the discursive relationship between rurality and modernity in Brazil? Works by José de Alencar, Monteiro Lobato, Graciliano Ramos, Guimarães Rosa, Nelson Pereira dos Santos, Suzana Amaral, Diogo Mainardi, among others. Course conducted in Portuguese. Enrollment limited to 12. (F) 12 credits
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 year-long 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
Phoebe Porter, Molly Falsetti-Yu, Hugo Viera, Fall 2005
Hugo Viera, To be announced, Spring 2006
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
Ana López-Sánchez, To be announced, Fall 2005
Offered Fall 2005

SPN 125 Spanish for Heritage Speakers
This course is designed for students of Hispanic heritage who have been exposed to spoken Spanish in an informal context and who consider themselves heritage speakers, but who have not studied Spanish formally. The structure of the course is divided into three basis components:
Spanish and Portuguese
culture, grammar and composition. Through these components students will broaden their knowledge of the cultural regions which compose the Hispanic world, will formalize their understanding of Spanish language grammar and will develop their linguistic abilities in four skill areas: comprehension, conversation, reading and writing. There will be a specific emphasis on the study, discussion and presentation of themes relevant to the Hispanic world as seen through a series of cultural materials. (F) 4 credits
Michelle Joffroy
Offered Fall 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-Yu
Molly Falsetti-Yu, María Helena Rueda, To be announced, Fall 2005
Molly Falsetti-Yu, Ibtissam Bouachrine, Spring 2006
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
Hugo Viera, Phoebe Porter, Fall 2005
Hugo Viera, Silvia Berger, Ana López-Sanchez, Spring 2006
Offered both semesters each year

SPN 230 Topics in Latin American and Peninsular Literature
Representations of Violence in Latin American Literature
An overview of the representation of violence in Latin American narratives from the 20th century. We will study several literary works from different countries in the region, written between 1941 and 1994, analyzing how their use of violence as a literary subject reflects on many conflicts of Latin American societies. Close attention will be paid to how literary representation is a way to deal with real life violence in the region. Prerequisites: SPN 220 or above. (L/F) 4 credits
María Helena Rueda
Offered Fall 2005

Representations of the indio
This course will examine representations of other indio by both non-indigenous writers, through the lens of empire/nation building and cultural autonomy. Two perspectives of “El problema del indio” (The Indian question or problem) will be juxtaposed: The Problem with Indians (as in Indians as problems) and “Los problemas de los indígenas” or the conditions endured by Indians. Course readings will include oral histories of the Mapuche Indians and others, as well as texts by a selection of Spanish-American and Spanish authors such as Esteban Echeverria, Corinda Matto de Turner, Juan Rulfo, Mariano Azuela, José Carlos Mariátegui, Rigoberto Menchú, Ulrico Shhmidl, El Inca Garcilaso de la Vega, Lope de Vega, and others. Prerequisites: SPN 220 or above. (L/F) 4 credits
Molly Falsetti-Yu
Offered Spring 2006

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, 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
Reyes Lázaro
Offered Fall 2005
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 2005
Ana López-Sánchez and Silvia Berger, Spring 2006
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. {L/F} 4 credits Reyes Lázaro
Offered Spring 2006

SPN 246 Topics in Latin American Literature
{L/F} 4 credits

Section 1: 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. Prerequisites: SPN 220 or above. {L/F}
Silvia Berger
Offered Fall 2005

Section 2: Reinterpreting Magical Realism in Literature and Film
Magical realism has been studied as a way of representing reality that is particularly suited to Latin American needs for expression. This class will explore the rationale behind this conception, in terms of how the representative strategies of magical realism approach the conflictive histories of Latin America. Students will analyze the implications of this approach in films and literary works that use this type of discourse. Prerequisite: SPN 220 or above.
Maria Helena Rueda
Offered Spring 2006

Section 3: Negotiating the Borderlands: Text, Film, Music
This course will explore a variety of representations of the U.S.-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 Spring 2006

SPN 250 Survey of Medieval Spanish Literature
The Social Order in Medieval Iberia. The Middle Ages were not a period of monolithic political or religious domination in Spain. Medieval Iberia simply lacked the fixation that would enable an institution such as the Church to completely control the social order. We will examine how religious, social,
political, and even linguistic boundaries were in constant negotiation and flux. This fluidity is exemplified both in the public and private roles of women in society. Ali Ibn Hazm (994–1064) and Fernando de Rojas (1465–1541) refer, in different contexts, to the occupations held by women, such as physician, healer, teacher, scribe, and trader, to cite only a few. Other texts that we will read, such as the 13th-century Andalusi manuscript Qissat Bayyād and Riyād, reveal that even the domestic space, which traditionally has been viewed as a realm of subordination, was constantly reinvented and negotiated to allow for movement and transgressions.

SPN 251 Survey of Modern Spanish Literature
A Genealogy of the Modern Spanish Novel. This course explores the social, political, and cultural development of Spain through the modern novel from about 1870 to the present day. We will study the representative literary movements including neoclassicism, romanticism, realism, naturalism, the avant-garde, modernism and postmodernism. Special attention will be paid to the representation and at times repression of modern Spain's multiple and shifting cultural identities. We will read novels by Benito Pérez Galdós, Ramón Sender and Magdalena Lasala, in light of theoretical writings by Sami Nair, Juan Goytisolo, Albert Memmi and José Ignacio. {L/ F} 4 credits
Ibtissam Bouachrine
Offered Fall 2005

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
Marina Kaplan
Offered 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
Marina Kaplan
Offered Spring 2006

SPN 340 Renaissance and Baroque Prose
Topic: Between the Familiar and the Alien: The Construction of the "Other" in Cervantes. In this course we will read El ingenioso hidalgo Don Quijote de la Mancha (1605, 1615) and a selection of other prose works by Miguel de Cervantes (1547–1617) in their Mediterranean cultural and literary contexts. Of particular interest to us are issues of gender and alterity, and how they are constructed through an ambivalent discourse of encounter and disencounter, permissibility and prohibition, limits and contradictions. We will also read and apply modern theoretical works, including selections from Judith Butler, Michel Foucault and Edward Wajc. {L/ F} 4 credits
Ibtissam Bouachrine
Offered Fall 2005

SPN 356 Close-Reading, Translation and Performance: Don Juan
Close reading in the original Spanish of three of the Don Juan plays read in English in CLT 364 (Tirso's, Valade-Inclán's and Azorín's). This course provides opportunities to practice literary reading and communicative skills in Spanish, and to perfect pronunciation and exposition through brief performances and translations, and two film reviews in Spanish. Highly recommended in combination with SPN 364 for Spanish majors and CLT students concentrating in Spanish. Prerequisite: SPN 230 or above or permission of the instructor. (E) {F/ L} 1 credit
Reyes Lázaro
Offered Spring 2006

CLT 364 Tradition and Dissent: Don Juan, World's Traveler
Don Juan has been called a scoundrel, a romantic hero, a quintessential "macho," a homosexual, a rebel against stifling social and sexual mores, an emblem of Spain. Different attitudes towards Don Juan reveal how countries and ages interpret conquest, patriarchal power, religion, sex, gender,
freedom and rebellion. This course traces the world travels and transformations of the character from sinner and philosopher in the 17th century (Tirso and Molière, respectively), to a symptom of the arrival of modern sensibility (Mozart-Da Ponte) and a nationalistic symbol in 19th- and 20th-century Spain (Zorrilla, Valle-Inclán, Azorín). Films by Losey and Sellars (Don Giovanni), Frears (Dangerous Liaisons), Levin (Don Juan De Marco), Mediero (Don Juan, My Love). Taught in English, the Spanish texts are offered in the original in the one-credit course SPN 356. {L} 4 credits Reyes Lázaro
Offered Spring 2006

SPN 371 Latin American Literature in a Regional Context
Topic: The Southern Cone. This course will concentrate on the intellectual creativity and the social turmoil of "the sixties," and on their aftermath in Chile and Argentina. Through stories, poems, films and political texts, we will study the literary revolution of the time and its tension with political utopia. Specifically, we will study some of the literature of Jorge Luis Borges, Julio Cortázar and Pablo Neruda, but also some texts by or about Che Guevara and Eva Perón. We will conclude with a recent novel and an essay, both dealing, broadly, with cultural memory and social institutions in post revolutionary times. {L} 4 credits Marina Kaplan
Offered Fall 2005

SPN 372 Topics in Latin American Literature
Meanings of Travel in Modern Latin American Culture. This class will study Latin American culture since Independence as portrayed in a series of journeys. We will read texts that deal with the movement of people and ideas from the Old World to the New, from colonial times to modernization, between Europe and Latin America, as well as South and North of the Americas. Some of the works also represent travels within the nations: from the city to the country or the jungle and vice versa, in literary quests motivated both by artistic and social aspects. {F} 4 credits Maria Helena Rueda
Offered Spring 2006

SPN 373 Literary Movements in Spanish America
City Life/City Lives: Urban Spaces and Migrant Identities in Latin America. This course examines the intersection of the modern phenomena of urban development, transnational capitalism, and the formation of migrant identities as they are represented in contemporary fiction, essays, and films from Latin America. Among the issues we will explore are the construction and representation of urban spaces as locations of identity; the tensions between time, place and memory in the migrant and diasporic experience; and the linguistic, political, economic and social complexities of forging a cultural place in a reality defined by movement. {F} 4 credits Michelle Joffroy
Offered Spring 2006

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

SPN 481/FRN 480 The Teaching of French/Spanish
This course is designed for MAT students, majors and advanced students of French or Spanish, and focuses on the theoretical and practical aspects of teaching a foreign language. The course presents students with an overview of current theories of second language acquisition and learning, as well as with "contemporary" approaches to foreign language instruction. Students will observe and teach different classes, create lesson plans and their own materials and evaluate others' and explore their beliefs about teaching and language learning. Other topics include the use of technology in the classroom (specifically the use of CMC), foreign cultural literacy, the class as a learning-community and the National Standards. {F} 4 credits Ana López-Sánchez
Offered Fall 2005
Cross-Listed Courses

CLT 364 The Don Juan Theme (same as SPN 364)
Reyes Lázaro

LAS 301 Latin American Subaltern Studies and Interdisciplinarity
Marina Kaplan
Offered Spring 2006

The Majors

Majors, as well as non-majors interested in gaining intensive linguistic and cultural proficiency, are strongly encouraged to go abroad for one semester or one year. 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

Advisors for Study Abroad
For students interested in going to Spain: Ana López Sánchez, and Michelle Joffroy for students interested in going to Spanish America. Malcolm McNee, for students interested in going to Brazil.

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. Five other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses to be selected from literature and language, history (especially 260 and 261), Afro-American studies, anthropology, art, dance, music, economics, and government.

Latin American Area Studies Major

For students interested not only in literature, but in such fields as anthropology, art, economics, government, history and sociology. See Interdepartmental Major and Minor in Latin American Studies.

The Minors

Advisers: Members of the department

Spanish Minor

Requirements: Five semester courses in Spanish above the 100-level. A maximum of two can be language courses.
Portuguese-Brazilian Studies Minor
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.

Latin American Area Studies Minor
See Interdepartmental Major and Minor in Latin American Studies.

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.
Theatre

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

Professors
1 Leonard Berkman, D.F.A.
12 Catherine H. Smith, M.F.A.
11 John D. Hellweg, Ph.D.
Andrea Hairston, M.A. (Theatre and Afro-American Studies), Chair

Associate Professors
Ellen W. Kaplan, M.F.A.
1 Paul Zimet, B.A.
1 Kiki Gounaridou, Ph.D.

Visiting Assistant Professor
Holly Derr, M.F.A.

Lecturers
1 Nan Zhang, M.F.A.
Edward Check, M.F.A.
Jonathan Wyman

198 Theatre History and Culture: Ancient Greece to English Restoration
This course will survey the history of theatre, drama, design, and performance from Ancient Greece to the seventeenth century. The focus will be on the theatres of Europe and their relationship to their respective cultures during the Ancient Greek and Roman periods, the Middle Ages, Italian Renaissance, Elizabethan and Jacobean England, Spanish Golden Age, French Neoclassicism, and English Restoration. Non-western issues in regards 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
Holly Derr
Offered Spring 2006

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
Holly Derr
Offered Fall 2005

215 Minstrel Shows from Daddy Rice to Big Momma’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 2005

The following advanced courses in history, literature, and criticism may have limited enrollments as indicated.

241 Staging the Jew
Intensive study of selected plays and film from the U.S., Israel and the Jewish diaspora, examining the ways in which Jewish identity is rendered on stage. Particular focus is given to texts by Jewish authors, and their treatment of issues of authenticity and identity. We draw on texts which challenge or interrogate prevailing intragroup definitions, as well as those which offer positive and reinforcing viewpoints. We look at religious and communal life in Yiddish plays from Eastern Europe; plays of the Holocaust, with emphasis on the ways rendering catastrophe has evolved; assimilation and modernization in the U.S. Black-Jewish relationships explored on stage; and selected texts on the Israeli experience, as depicted from within Judaism. {L} 4 credits
Ellen W. Kaplan
Offered Fall 2005

316 Contemporary Canadian Drama
Michel Tremblay and contemporary Canadian playwrights. Particular emphasis on plays by women, with Tremblay among the few male playwrights included, within the context of political/personal issues of gender, class, race, sexuality, and cultural identity in English Canadian and French Canadian drama of the past four decades. Other playwrights focused on will be: Judith Thompson, George Walker, Erika Ritter, David French, Rene Daniel DuBois, Margaret Hollingworth, Anne-Marie McDonald, Sally Clark, and Sharon Pollock. {L/ A} 4 credits
Leonard Berkman
Offered Spring 2006

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. Enrollment limited to 14. {A} 4 credits
Sec. 1: Ellen Kaplan, Fall 2005
Sec. 2: Kim Mancuso, Fall 2005
Sec 3: Hillary Bucs, Fall 2005
Sec. 1: Holly Derr, Spring 2006
Sec. 2: To be announced, Spring 2006
Offered Fall 2005, Spring 2006

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 2005, Spring 2006

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 12, 2005, 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
Andrea Hairston
Offered Fall 2005

200 Theatre Production
Same description as above. There will be one general meeting on Monday, January 30, 2006, 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
Andrea Hairston
Offered Spring 2006

FRN 260 Literary Visions
Topic: Analysis and Performance of Contemporary Dramatic Texts. Since waiting for Godot, 20th-century theater has become a source of new modes of expression and provocative visions of the world. Having abolished the traditional rules associated with drama, contemporary authors have imagined completely novel ways of representing reality and have thus thoroughly renewed this literary genre. In this course, we will read, analyze, and stage scenes from four plays by Jean-Claude Grumberg, Bernard-Marie Koltès, Jean-Luc Lagarce and Noëlle Renaude. The course will alternate between discussion of the texts and rehearsal of the scenes. The course will culminate in a public performance.
{L/A/F} 4 credits
Fabienne Bullot
Offered Fall 2005

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
Don Jordan
Offered Fall 2006

Topic: Improvisation
An intensive exploration of specific approaches to improvisation (authentic movement, contact improvisation, Johnstone, Boal, transformational exercises and theatre games) that enhance the agility, resourcefulness and creativity of the performer. Prerequisites: one semester of acting or one semester of dance. Enrollment limited to 16.
John Hellweg
Offered Spring 2006

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 2005, Spring 2006

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; 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
Jonathan Wyman
Offered Fall 2005, Spring 2006

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 2005, Spring 2006

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
Andrea Hairston, Fall 2005
Leonard Berkman, Spring 2006
Offered Fall 2005, Spring 2006

262 Writing for the Theatre
Intermediate and advanced script projects. Prerequisite: 261. L and P. {A} 4 credits
Andrea Hairston, Fall 2005
Leonard Berkman, Spring 2006
Offered Fall 2005, Spring 2006

314 Masters and Movement in Performance
Topic: Shakespeare and Calderon. This is a seminar course in performance, focusing on poetic expression and heightened language in the works of Shakespeare, Lope de Vega and Pedro Calderon de la Barca. We will research, analyze, and compare selected works with particular attention to top unifying themes, rhetorical strategies and historical perspectives, attempting to understand the requisites of performance. The class has a studio component designed to develop skills in textual analysis, physical and vocal expressiveness and theatrical imagination. Students are required to complete three performance projects and two research papers, and to present their research in an oral report to the class.
Ellen Kaplan
Offered Spring 2006

318 Masters and Movement in Design
Topic: Production Design for Feature Films. Moviemaking is storytelling. A story can be told by the actors or by its visuals. Every feature film employs a production designer who is in charge of the visual design of the film. In this class students will learn how a production designer breaks down a script to determine which scenes should be shot on location and which should be built as sets. Each student will then make design choices for the entire script. Whether picking out locations or creating interiors to be shot on a soundstage, this class will examine what makes one design choice better than another. Students will also learn the basic skills to communicate their designs through storyboards, model building and drafting. Prerequisites: Set Design I. Permission of the instructor required. Enrollment limited to 12 students. {A} 4 credits
Edward Check
Offered Spring 2006

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
John Hellweg, Fall 2005
Ellen Kaplan, Spring 2006
Offered Fall 2005, Spring 2006

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 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
John Hellweg, Fall 2005
Ellen Kaplan, Spring 2006
Offered Fall 2005, Spring 2006
346 Acting for Directing
Students in this course perform in monologues, exercises, and scenes directed by students in Directing I and II. The class requires approximately two hours per week for rehearsals outside of class time. Grading for the course is satisfactory/unsatisfactory only. Enrollment limited to 12. {A} 2 credits
John Hellweg, Fall 2005
Ellen Kaplan, Spring 2006
Offered Fall 2005, Spring 2006

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 scene-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 2005

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 focus on the different considerations in designing for different genres of performing arts such as drama, dance and opera. The students will be introduced to automated lighting instruments and computer software such as Lightwright, and Vectorworks. The class 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
Jonathan Wyman
Offered Spring 2006

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 2006

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 2006

362 Screenwriting
Intermediate and advanced script projects. Prerequisite: 361. L and P. {A} 4 credits
Andrea Hairston
Offered Spring 2006

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 different 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, Spring, 2006

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 semester each year

513 Advanced Studies in Design
4 credits
A. Set Design
   Edward Check
B. Lighting Design
   Jonathan Wyman
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
Third World Development Studies

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

Advisers
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
232 Third World Politics: Anthropological Perspectives
236 Economy, Ecology, and Society
237 Native South Americans: Conquest and Resistance
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
258 Performing Culture
341 Seminar: End Time: Sacred Power in Global Politics
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
318 Seminar: Latin American Economics

Government
226 Latin American Political Systems
227 Contemporary African Politics
230 Government and Politics of China
232 Women and Politics in Africa
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
332 Seminar: Mexican Politics from 1910–Present
323 Seminar in Comparative Government:
    Warring for Heaven and Earth: Jewish and
    Muslim Political
    Activism in the Middle East
343 Seminar in International Politics
347 Seminar: North Africa in the International
    System
348 Seminar: Conflict and Cooperation in Asia
349 Seminar: The Political Economy of the Newly
    Industrializing Countries of Asia

History
101 Introduction to Historical Inquiry: Latin
    America and the United States
212 China in Transformation, A.D. 700–1900
257 East Africa in the 19th and 20th Centuries
258 History of Central Africa
260 Colonial Latin America, 1492–1825
261 National Latin America, 1821–Present
263 Continuity and Change in Spanish America
    and Brazil
292 The 19th-Century Crisis in East Asia
299 Ecology and History in Africa
361 Seminar: Problems in the History of Spanish
    America and Brazil
AAS 218 History of Southern Africa (1600 to
    about 1900)
AAS 258 Twentieth-Century Africa: A Modern
    History
FYS 126 Biography in African History
LAS 244 Feminisms and Women’s Movements:
    Latin American Women’s and Latinas’
    Pursuit of Social Justics
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, Associate 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. Please consult home departments for year and semester each course is offered.

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  Landscape Studies Introductory Studio
285  Great Cities
288  Colloquium: Architectural Studies
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
311  Seminar in Urban Politics

History
279  (L) The Culture of American Cities

Sociology
213  Ethnic Minorities in America
218  Urban Sociology
313  Seminar: America's People
  Topic: Immigrants and Exiles
Members of the Women’s Studies Program Committee for 2005–06
Susan Van Dyne, Professor of Women’s Studies, Chair
Martha Ackelsberg, Professor of Government and of Women’s Studies
**1 Elisabeth Armstrong, Assistant Professor of Women’s Studies
Ginetta Candelario, Assistant Professor of Sociology and Latin American Studies
**1 Jennifer Guglielmo, Assistant Professor of History
**1 Ambreen Hai, Associate Professor of English Language and Literature
Marguerite Harrison, Assistant Professor of Spanish and Portuguese
Alice Hearst, Associate Professor of Government
Michelle Joffroy, Assistant Professor of Spanish and Portuguese
**1 Ann R. Jones, Professor of Comparative Literature
Kimberly Kono, Assistant Professor of East Asian Languages and Literatures
**2 Gary Lehring, Associate Professor of Government

Helen Lefkowitz Horowitz, Professor of American Studies
**1 Gwendolyn Mink, Professor of Women’s Studies
11 Cornelia Pearsall, Associate Professor of English Language and Literature
11 Kevin Quashie, Associate Professor of Afro-American Studies
**1 Donna Riley, Assistant Professor of Engineering
*1 Margaret Sarkissian, Associate Professor of Music
Marilyn Schuster, Professor of Women’s Studies
Christine Shelton, Professor of Exercise and Sport Studies
**2 Ruth Solie, Professor of Music
11 Elizabeth V. Spelman, Professor of Philosophy and of Women’s Studies
**2 Nancy Saporta Sternbach, Professor of Spanish and Portuguese and of Women’s Studies
11 Nancy Whittier, Associate Professor of Sociology

Lecturer
Judith Halberstam, Ph.D.

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

Goals for the Women’s Studies Major

The women’s studies major fosters a feminist, interdisciplinary, cross-cultural, and critical understanding of human experience, cultural production, and the construction of knowledge. Our perspective is feminist: we begin with a focus on women in intellectual, 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 intersections with race, class, ethnicity, cultures, and sexuality. A central premise of our interdisciplinary major is that only through multiple academic disciplines can the operation of gender, thus conceived, be fully understood. Equally important, by comparing 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. Starting with the class of 2007, majors will be required to take at least one course each in U.S. and international topics.

The major requires the completion of ten semester courses, totaling forty (40) credit hours.* These courses shall be comprised 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 website, 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. Two additional 300 level courses, in area of concentration or in WST.

Transfer students are expected to complete at least half of their major (or 5 courses) at Smith (or approved 5 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 2005-06

FYS 114 Turning Points
How have women (and some men) in the Americas understood defining moments in life? We will read fictional and autobiographical narratives and view films and documentaries that seek to understand different kinds of turning points: coming of age, coming out, coming to freedom, coming to consciousness. We will consider turning points in history (migrations, internment, war) as well as personal turning points (falling in love, leaving home, resisting oppression) and ask how history and memory, the political and the personal define each other. We will ask how these stories can help us understand and tell stories about turning points in our times and lives? Enrollment limited to 16 first-year students. Counts toward the Women’s Studies major. WI {L} 4 credits
Marilyn R. Schuster
Offered Fall 2005

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}
Gary Lehring
Offered Spring 2006

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/ L}
Gary Lehring
Offered Spring 2006

WST 110 Colloquium: Feminist Public Cultures
This course spans the early second wave women’s movement in the mid-sixties to present women’s activism to understand how feminist protest shapes public culture in the United States. In the early sixties, women began to speak the private and the personal in public, about reproductive health, sexual desire, forced sterilization and abortion. Their audacity demanded new forms of expression and carved our new feminist publics in relation to other emerging social movements and the wider
public sphere. This course looks at the history of feminism in post-war United States through the lens of its cultural production: of high art and everyday contestation. We will trace the history of DIY (do-it-yourself) feminist cultures from consciousness raising groups to blogs, mimeographed newsletters to zines, and super 8 film to video. Course assignments will include use of the Sophia Smith archives, frequent writing assignments, and interview projects to develop local histories of feminist public culture. Course restricted to first year students only. Enrollment limited to 20. (E) \{L/A\} 4 credits Elisabeth Armstrong

Offered Fall 2007

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 U.S. with some attention to the global context. Primarily for first and second year students. Lecture and discussion, students will be assigned to sections. \{H/S\} 4 credits

Marilyn Schuster, Director, Martha Ackelsberg, Susan Van Dyne, Spring 2006

Marilyn Schuster, Director, Elisabeth Armstrong, Susan Van Dyne, Spring 2007

Offered Spring 2006, Spring 2007

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 U.S. constitutional and statutory developments affecting women's legal rights and gender equality. Through a close reading of judicial opinions, we will consider how the law historically has officiated gender relations; how the law has responded to women's gender-based claims for equality; how inequalities based on class/race/sexuality inform (or not) feminist law reform; and how gendered asymmetries in families, the economy, and society challenge conceptions of and strategies for equality. Readings and lectures will emphasize: 1) constitutional and statutory frameworks for equality; 2) fundamental rights and intimate life; and 3) legal remedies for inequality. \{S\} 4 credits

Gwendolyn Mink

Offered Fall 2006

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 2007

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 Mink

Offered Fall 2005

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. Prerequisites: WST 150 and one other Women’s Studies course. Permission of the instructor required. \{H\} \{S\} 4 credits

Elisabeth Armstrong

Offered Fall 2005
WST 260 The Cultural Work of Memoir
This course will explore how queer subjectivity intersects with gender, ethnicity, race and class. 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 U.S. over roughly the last 30 years, to explore the relationships between politicized identities, communities and social movements. Students also practice writing autobiographically. Prerequisites: WST 150, and a literature course. {L/ H} 4 credits
Susan Van Dyne
Offered Spring 2006

CLT 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, subvert, 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 Spring 2006

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 regulate motherhood based on the class, race, culture, sexuality and marital status of pregnant women and mothers. 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. Specific topics may include the right to be a mother; the rights of pregnant women; equity issues in assisted reproduction; and governmental promotion of fatherhood. Prerequisites: WST 150 and one other Women's Studies course and permission of the instructor. {H/ S} 4 credits
Gwendolyn Mink
Offered Fall 2005

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
Nancy Whittier
Not offered during 2005–06

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 U.S. 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 homophile movement in the U.S. 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
Marilyn Schuster
Offered Fall 2005

WST 316 Seminar: Feminist Theories of Cross-Border Organizing
Border crossing forms the cornerstone of feminist solidarity, whether across the bounds of propriety, or the definitions of racialized identities or the police checkpoints of the nation-state. This seminar centers on feminist theories that imagine how to recognize strangers, defer citizenship, nurture desire and remember the very histories that divide cohorts in struggle. We will also discuss emerging methods of organizing women that inspire these theories. Course assignments include frequent short papers and in-class presentations. A background in feminist theory is required. Prerequisites: WST 150, one additional WST course, and permission of the instructor. \{E\} \{S\} 4 credits
Elisabeth Armstrong
Offered Fall 2005, Spring 2007

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 Mnk
Offered Fall 2006

WST 318 Seminar: Feminism and Crime
Examines U.S. 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, 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 Mnk
Offered Spring 2007

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 Spring 2006

AMS 120 Scribbling Women
Sherry Marker
Offered Spring 2006, Spring 2007

ANT 244 Colloquium: Gender, Science and Culture
Frédérique Apffel-Marglin
Offered Fall 2005
Women's Studies

ANT 251 Women and Modernity in East Asia
Suzanne Zhang-Gottschang
Offered Spring 2006

ANT 254 Gender, Media and Culture in India
Ravina Aggarwal
Offered Fall 2006

ANT 342 Seminar: Topics in Anthropology
Topic: Motherhood
Suzanne Zhang-Gottschang
Offered Spring 2006

CLS 236 Cleopatra: Histories, Fictions, Fantasies
Nancy Shumate
Offered Spring 2006

CLT 234 The Adventure Novel: No Place for a Woman?
Margaret Bruzelius
Offered Spring 2006

CLT 235 Fairy Tales and Gender
Elizabeth Harries
Offered Spring 2006

CLT 237 African Women’s Drama
Katwiwa Mule
Offered Spring 2006

CLT 272 Women’s Writing: 20th and 21st Century Fiction
Marilyn Schuster
Offered Spring 2006

CLT 278 Gender and Madness in African and Caribbean Prose
Dawn Fulton
Offered Spring 2006

CLT 293 Writings and Rewritings: Antigone
Ann Jones
Offered Spring 2006

EAL 245 Writing Japan and Otherness
Kimberly Kono
Offered Fall 2005

EAL 261 Major Themes in Literature: East-West Perspectives
Topic: Gendered Fate
Sabina Knight
Offered Fall 2005

ENG 279 American Women Poets
Susan Van Dyne
Offered Fall 2005

ENG 292 Reading and Writing Autobiography
Ann Boutelle
Offered Spring 2006

FRN 230 Women Writers of Africa and the Caribbean
Dawn Fulton
Offered Spring 2006

FRN 360 Topics in 19th/20th Century Literature: Images of the “Other”: Female Domestic Servants in French Fiction
Martine Cantrel
Offered Fall 2005

FYS 125 Of Women Delivered: Midwifery in Historical and Cross-Cultural Perspective
Erika Laquer
Offered Fall 2005

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 2007
HST 101 Introduction to Historical Inquiry
Topic: Geisha, Wise Mothers and Working Women
Marnie Anderson
Offered Fall 2005

HST 252 Women in Modern Europe, 1789-1918
To be announced, Fall 2005
Darcy Burkle, Fall 2006
Offered Fall 2005, Fall 2006

HST 253 Women in Contemporary Europe
To be announced, Spring 2006
Darcy Burkle, Spring 2007
Offered Spring 2006, Spring 2007

HST 278 Women in the United States, 1865 to Present
Topic: Gender in the Study of Latin American History
To be announced
To be arranged

HST 280 Problems of Inquiry
Topic: Women Writing Resistance
Jennifer Guglielmo
Offered Fall 2005

HST 289 Aspects of Women’s History
Topic: The History of Sexuality from the Victorians to the Kinsey Report.
Jennifer Hall-Witt
Offered Spring 2006

HST 383 Research in U.S. Women’s History: The Sophia Smith Collection
Topic: American Women in the 19th and 20th Centuries.
Helen Horowitz
Offered Spring 2006, Spring 2007

IDP 208 Women’s Medical Issues
Leslie Jaffe
Offered Spring 2006

ITL 344 Italian Women Writers
Giovanna Bellesia
Offered Spring 2006

LAS 244/ SOC 244 Feminisms and Women’s Movements: Latin American Women’s and Latinas’ Pursuit of Social Justice
Ginetta Candelario
Offered Fall 2005

MUS 100 Colloquium: Music and Gender in the World
Margaret Sarkissian
Offered Fall 2006

PSY 266 Psychology of Women and Gender
Prerequisite: PSY 112 or permission of the instructor
Lauren Duncan
Offered Fall 2006

PSY 366 Seminar: Topics in the Psychology of Women
Topic: Issues in Adolescent Gender Role Development.
Lauren Duncan
Offered Fall 2006

REL 110 Women Mystics’ Theology of Love
Elizabeth Carr
Offered Spring 2006

REL 238 Mary: Images and Cults
Vera Shevzov
Offered Fall 2005

REL 320 Seminar: Jewish Religion and Culture
Topic: Tying and Untying the Knot: Women, Marriage and Divorce in Judaism.
Lois Dubin
Offered Fall 2005

SOC 213 Ethnic Minorities in America
Ginetta Candelario
Offered Spring 2006

SOC 222 Blackness in the Americas
Ginetta Candelario
Offered Spring 2006

SOC 229 Sex and Gender in American Society
To be announced
Offered Fall 2006
Women's Studies

SOC 244/LAS 244 Feminisms and Women's Movements: Latin American Women's and Latinas' Pursuit of Social Justice
Ginetta Candelario
Offered Fall 2005

SOC 314 Seminar in Latina/o Identity
Ginetta Candelario
Offered Spring 2007

SOC 315 Seminar: The Body and Society
Elizabeth Wheatley
Offered Fall 2005, Fall 2006

SOC 323 Seminar: Gender and Social Change
To be announced
Offered Spring 2007

THE 215 Minstrel Shows from Daddy Rice to Big Mamma's House
Andrea Hairston
Offered Fall 2005

The following approved departmental core courses are not offered in 2005-06

AAS 211 Black Cultural Theory
AAS 212 Culture and Class in the Afro-American Family
AAS 220 Women of the African Diaspora
AAS 248 Gender in the Afro-American Literary Tradition
AAS 300 Writing Race, Writing Gender
AAS 326 The Socio-Cultural Development of the Afro-American Woman
AAS 348 Black Women Writers
AAS 350 Seminar: Race and Representation: Afro-Americans in Film
AAS 366 Seminar: Contemporary Topics in Afro-American Studies. Various Topics: Readings in Black and Queer Womanist/Feminist Thought
AAS 366 Seminar: Contemporary Topics in Afro-American Studies. Various Topics: Readings in Black and Queer Womanist/Feminist Thought
IDA B. Wells and the Struggle Against Racial Violence
Black Gay Intellectuals: James Baldwin, Marlon Riggs, Essex Hemphill
ARH 101 Approaches to Visual Representation: Women in the Arts
ARH 360 Studies in American Art: Women and Art at the Turn of the Century
CLS 233 Gender and Sexuality in Greco-Roman Culture
CLT 229 Topics in Renaissance Culture: The Renaissance Gender Debate
CLT 230 "Unnatural" Women: Mothers Who Kill Their Children
CLT 268 Latina and Latin American Women Writers
CLT 279 Women Writers of the Middle Ages
CLT 315 Feminist Novel in Africa
EAL 244 Construction of Gender in Modern Japanese Women's Writing
EAL 360 Seminar: Topics in East Asian Literatures: Various Topics: The Tale of the Genji and Its Legacy Contemporary Chinese Women's Fiction
ENG 120 Fiction: Section: Women Coming of Age
ENG 120 Fiction: Section: American Women Writers
ENG 278 Writing Women: Asian-American Women Writers
ENG 280 Advanced Essay Writing: Essays by Women
ENG 284 Victorian Sexualities
ENG 300 Seminar: Willa Cather's Fiction
ENG 302 Seminar: American Literature
ENG 310 Early Modern Women Writers and the Art of Self-Fashioning
ENG 365 Seminar: The Brontës
ENG 374 Seminar: Virginia Woolf
ENG 376 Contemporary British Women Writers
ENG 379 Seminar: Women and Literature
ESS 550 Women in Sport
FLS 241 Women and American Cinema: Representation, Spectatorship, Authorship
FRN 320 Women Writers of the Middle Ages
FRN 340 Topics in 17th/18th Century Literature
Topic: Women Writers and Images of Women in 17th-Century French Literature
GOV 367 Seminar in Political Theory: Topic: Gay and Lesbian Politics and Theory
HST 178 Women in the United States since 1865
HST 263 Continuity and Change in Spanish America and Brazil
HST 289 Aspects of Women's History: Topic: Were the Victorians Prudish?
HST 299 Medieval Queens
HST 325 Early European History to 1300: Topic: Heloise: Scholar, Writer, Abbess
LAS 202/ARH 298 Talking Back to Icons: Latino/Artistic Expression
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
PSY 340 Seminar in Gender and the Life Course
REL 227 Judaism/Feminism/Women’s Spirituality
RUS 238 Russian Cinema: Topic: Women in Russian Cinema
RUS 239 Major Russian Writers: Women’s Memoirs and Autobiographical Writings in Russia
SOC 224 Family and Society
SOC 228 Women, Gender, and Globalization
SOC 310 The Sociology of Courageous Behavior: Gender, Community and the Individual
THE 214 Black Theatre
THE 319 Shamans, Shapeshifters, and the Magic If
THE 314 Masters and Movement in Drama Topic: Women and War
Interdepartmental and Extradepartmental Course Offerings

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

ACC 223 Financial Accounting
The course, while using traditional accounting techniques and methodology, will focus on the needs of external users of financial information. The emphasis is on learning how to read, interpret and analyze financial information as a tool to guide investment decisions. Concepts rather than procedures are stressed and class time will be largely devoted to problem solutions and case discussions. A basic knowledge of arithmetic and a familiarity with a spreadsheet program is suggested. No more than four credits in accounting may be counted toward the degree. {S} 4 credits
Charles Johnson
Offered Spring 2006, Fall 2006, Spring 2007

EDP 290 Mellon Mays Undergraduate Fellows Research Seminar
Seminar on research design and conduct. The development and conduct of research projects including question definition, choice of methodology, selection of evidence sources and evidence evaluation. Participants will present their own research design and preliminary findings. Limited to recipients of Mellon Mays Undergraduate Fellowships. Graded S/U only. (E) 2 credits
Randy Bartlett
Offered Fall 2005
To be arranged to accommodate schedules of MMUF Fellows (90 minutes per week)

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. {L} WI 4 credits
Lecture and discussion
Ann Rosalind Jones (Comparative Literature)
Nancy J. Shumate (Classical Languages and Literatures)
Elizabeth Wanning Harries, Director (English Language and Literature)
Offered Fall 2005

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 Princesse of Clèves; Goethe’s Faust; Tolstoy’s War and Peace. Prerequisite: GLT 291. {L} WI 4 credits
Lecture and Discussion
Robert Ellis Hosmer (English Language and Literature)
Offered Spring 2006

IDP 100 Critical Reading and Discussion: “Book Title”
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
Tom Riddell, Course Director
Maureen Mahoney, Members of the department
Offered January 6, 11, 13, 18, 20, noon-1 p.m., Campus Center
IDP 105 The Arts Around Us
This course offers the opportunity for students to attend live performances in music, dance and theatre, as well as museum exhibits, films and other artistic experiences. Students discuss and write about their responses, and meet some of the performing artists involved in performance events. Graded S/U only. No prerequisite. (E) 1 credit
Carol Christ, Grant Moss
Offered Fall 2005, Spring 2006
T 4–5 p.m.

IDP 108 Intellectual Inquiry
An introduction to the disciplines and methods, the possibilities and limitations, the pleasures and the perils of academic investigation. Students will seek to answer three questions posed by the course directors. The questions will not be limited in any way and may come from any corner of the liberal arts. In pursuing their research, students will have available all the facilities of the college: libraries, laboratories, computers, collections, etc. They will work in groups with assistance from selected upper-level students and from members of the college staff. Enrollment limited to first-year students, 15 per section. (E) 1 credit
Jeffrey Ramsey, Dana Leibsohn, Jim Henle
Offered January 17, 18, 19, 20, 9–9:50 a.m.; January 21, 9 a.m.–noon

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 2006

IDP 210 Feminism and Science: Engendering the Sciences
This course hopes to engage the Smith community in a year-long 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
Not offered during 2005–06

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 2. 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 Not offered during 2005–06
Visiting faculty and some lecturers are generally appointed for a limited term.

**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: Bulgarian, Czech, Dari, Modern Greek, Hungarian, Indonesian, Norwegian, Persian, Romanian, Serbo-Croatian, Slovak, Thai, Turkish, Turkmen, Twi, Urdu, Yoruba, Vietnamese and Wolof. For further information, including information on registration, consult the Web site (http://www.umass.edu/fclang).

**Five College Mentored Language Program, Five College Center for the Study of World Languages, University of Massachusetts (under the Five College Program)**

Elementary, intermediate and advanced courses are currently offered in the following languages: Modern Standard Arabic, colloquial Arabic (dialects are offered in rotation), Hindi and Swahili. For further information, including information on registration and prerequisites, consult the Web site (http://www.umass.edu/fclang).

**African Studies**

Catharine Newbury, Professor of Government (at Smith College in the Five College Program).

**Politics 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 seminar 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.

First semester. Mount Holyoke College

Second Semester: On sabbatical leave

**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 100F. Elementary Arabic I**

Same description as Asian 130f. MWF 10–11 a.m.

First semester. Smith College

**Arabic 230F. 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.
F 2:30–3:30 p.m.
First semester. Mount Holyoke College

Asian 130S. 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 100S. Elementary Arabic II
Same description as Asian 130S
Second semester. Smith College

Arabic 230S. Intermediate Arabic II
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.
Second semester. Mount Holyoke College

Asian/Pacific/American Studies

Richard Chu, Assistant Professor of History (at the University in the Five College Program).

Race, Empire, and Transnationalism: Chinese Diasporic Communities in the World
How does a study of the Chinese diasporic communities in Southeast Asia and the United States help us understand the questions of ethnic identity formation, construction and negotiation? Moreover, how does the study of their history and experiences force us to rethink the concepts of “China” and “Chinese-ness”? These are the main questions that we seek to answer in this introductory course to the history of the Chinese diaspora. We will begin by looking into some of the historiographical issues in Chinese Studies as to what constitutes “China” and “Chineseness,” then we will take a look into the history of selected Chinese diasporic communities in the world, specifically those in Southeast Asia, North America and Australia. All throughout the course we will examine how these diasporic people and their families manipulated and continue to manipulate attempts by dominant groups to control their bodies and resources. Other questions to be discussed are: What caused these people to move? How do they understand their own identities? What forms of discrimination do they experience? Themes to be included are ethnicity, race, empire, gender, nationalism, transnationalism and globalization.
First semester. Smith College

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, neo-colonialism and nationalism. Requirements: a midterm and a final exam, occasional quizzes, and an individual or group research project.
First semester. University of Massachusetts Amherst
Pacific Empires of the 19th and 20th
Centuries and the A/P/A Communities: The Race to World Dominance and the Domination of Race

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 impacted by their general projects. Themes to be discussed include imperialism, racism, gender, colonialism, neocolonialism, globalization, and migration. TTh

Second semester. Hampshire College

TBA
Second semester. University of Massachusetts Amherst

American Studies

Nitasha Sharma, Visiting Assistant Professor of American Studies (at Amherst College in the Five College Program)

Growing numbers of interracial marriages and the products of these marriages—children of mixed racial descent—have contributed to the increasing diversity of America in the 21st century. Reflecting this heterogeneity, the 2000 Census allowed people to claim more than one racial background for the first time. In this course, we will evaluate the experiences of hapas—Asians of mixed racial descent—through a historical and comparative framework. This class will explore interracial and inter-ethnic marriage trends in various Asian communities in the U.S. in order to highlight the complexity of the Asian American experience. Additionally, we will compare the experiences of hapas representing a range of backgrounds, including those of Asian/White ancestry as well as Asian/Black heritage. Some of the specific topics that will be covered in this course include the following: racial and ethnic community membership and belonging; the dynamics of interracial relationships; identity, authenticity, and choice; and the gender identities of mixed race individuals. This course highlights the simultaneous fluidity and social construction of race while marking its real impact on everyday and structural aspects of American life.
First semester. Amherst College

Anthr 216-01. Cracking the Color Lines: Asian American and Black Relations in the United States
This course examines the causes and consequences of Black and Asian cooperation and conflict in the U.S. Through an anthropological and cultural studies lens, we will thematically and chronologically cover the following topics: interactions between Filipinos and Blacks in the 1700s, Black Nationalism’s impact on the Asian American Movement, Asian/Black marriages, the 1992 Los Angeles riots, and the presence of Asian Americans in hip hop. A focus on inter-minority relations disrupts a Black/White binary of American race relations and we will also analyze collective cultural and political youth expressions to reveal the presence of contemporary inter-minority alliances. MW 11 a.m.–12:15 p.m.
First semester. Mount Holyoke College
Second semester course not known yet.

Dance

Constance Valis Hill, Visiting Associate Professor of Dance (at Hampshire College in the Five College Program).

Dance 171. 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— informs the work of
succeeding generations of dance artists and yielded new theories about the relationship between cultural forms and the construction of identities. TTh 11 a.m.–12:30 p.m.
First Semester. University of Massachusetts Amherst

Dada and Surrealist Vision.
Instructors: Karen Koehler, Architectural History; Eva Reuschman, Cultural Studies; Constance Valis Hill, Dance
M 6:30–9:30 p.m.
First Semester. Hampshire College (Franklin Patterson West Lecture Hall)

Jazz Tap Dancing America: History and Practice
Embellishing upon Ralph Ellison’s astute remark that much in American life is “jazz shaped,” this course presents a multidisciplinary introduction to the study of jazz and its inflection of American expressive culture, particularly jazz and tap dance forms. We will learn about how jazz, as an American vernacular musical form with a distinct African heritage, made its cross-disciplinary mark in the literary, visual and performing arts; and was (literally) instrumental in shaping a distinctly modern line and modernist aesthetic. We will specifically focus on the relationship between jazz music and dance, looking not only at corporeal embodiments of the blues, swing, bebop, and rhythm-and-blues, but also how jazz rhythm, improvisation, call-and-response patterning and elements of swing altered the line, attack, speed, weight and phrasing of 20th-century American dance forms.
M 7–10 p.m.
Second Semester. Smith College

Three Millenium Choreographers
This course focuses on three contemporary choreographers—Trisha Brown, Bill T. Jones and Rennie Harris—whose body of works and aesthetic of dancemaking have catapulted American dance into the 21 century. While each artist represents a distinct style and tradition of modern dance (Brown, sixties proto-feminist experimentalism that juxtaposes the visual and verbal; Jones, radical postmodernism that challenges representations of race and gender; Harris, new jazz that translates hip-hop onto the concert stage), altogether, they have inspired a fresh group of cutting-edge millennial dance artists who insist on speaking to a new generation. This course coincides with the 2006 Trisha Brown residency and Brown’s resetting of Set/Reset in the Five College Dance department.
MW 2–3:30 p.m.
Second Semester. Hampshire College

Film/Video
Baba Hillman, Assistant Professor of Video/Film Production (at Hampshire College in the Five College Program).

FLS282. The Body and Space: Re-inventing the Narrative
This is an advanced video production/theory course for students interested in exploring a wide range of approaches to experimental narrative. We will investigate narrative structure through a study of films and videos that question and challenge constructions based on literary and painterly models. In particular, we will consider the determining role of the body and space within visual narrative structure. We will also explore the theories and practice of editing narrative through analysis of editing structures and through individual and collaborative editing exercises. Students will complete a series of narrative projects. The course will include workshops in lighting, sound and advanced editing techniques. Screenings will include works by Nagisa Oshima, Wong Kar Wai, Apichatpong Weerasethakul, Arturo Ripstein, Chantal Akerman and Catherine Breillat among others. Readings by Giulana Bruno, Hélène Cixous and Gilles Deleuze.
W 1–4 p.m. Screening Th 7–9 p.m.
First Semester: Smith College

HACU 255. Architectonics of the Body and Urban Space: “Bodies are like cities, their temporal coordinates transformed into spatial ones...” Celeste Olalquiaga.
This is an advanced interdisciplinary film production and theory class that explores movement, image, text and space in the context of relationships between the body in motion and the visual kinetics and social organization of urban space. Students will complete individual and group projects based on experimentation with a range of aesthetic, conceptual and experiential possibilities in installa-
tion, performance and film. The class will explore relationships between biological and architectural bodies and will consider a range of performative and cinematic representations of the city as a utopian or dystopic space. The class will study installations and films by Gerhard Richter, Pipilotti Rist, Marquerte Duras, Chantal Akerman, and Peter Greenaway and readings from Guy Debord, Celeste Olalquiaga, Walter Benjamin and the Critical Art Ensemble. A $50 lab fee entitles students to use camera and recording equipment, transfer and editing facilities, plus video and computer production and postproduction equipment. Students must purchase their own film and animation supplies and pay their own processing fees. Required screenings and workshops sometimes occur in the evening. Registration is by instructor permission.

FPB classroom T 12:30–3:20 p.m., FPB classroom T 7–9 p.m. screening.
First Semester. Hampshire College
Professor Hillman will be on sabbatical spring semester.

Geosciences

J. Michael Rhodes, Professor of Geochemistry (at the University of Massachusetts in the Five College Program).

GEO-105. Dynamic Earth
Mountain building and plate tectonics; landscapes and the underlying rocks and structures; earth history; the role of earthquakes, volcanoes, coastlines, rivers, glaciers and wind; natural hazards; survey of resources of water, energy and minerals. Students needing or wanting a laboratory component may register for GEO-SCI 131 (Gen. Ed. PS).
First semester. University of Massachusetts Amherst

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. Prerequisites: Analytical Geochemistry or consent of instructor.
First semester. University of Massachusetts Amherst

International Relations

Michael T. Klare, Professor of Peace and World Security Studies (at Hampshire College in the Five College Program).

SS 2XX: Political Writing And Communication
This course is intended for students who seek an intensive experience in political research, writing, and communication. The goal of the course is to enhance students' ability to analyze critical social, political and economic issues of the day and to communicate positions on such issues to the wider public. Students who enroll in the course will be expected to study a particular contested issue in considerable depth and to write a research memorandum on this topic during the first third of the semester. Students will then draw on this memorandum to produce a variety of written and oral presentations, including a magazine article, several newspaper commentaries and a mock statement to Congress (or radio interview). These products will be given considerable feedback by the instructor and possibly discussed in class. Students who enroll in the course should be prepared to do considerable writing and to prepare several drafts of each item submitted. Limited to 14 students; instructor's permission required to enroll.
First semester. Hampshire College

IR 241. Global Resource Politics
An intensive examination of the international politics surrounding disputes over the ownership, extraction, and utilization of vital natural resources, including fresh water, petroleum, arable land, timber, minerals and oceanic fisheries. The course will assess the growing pressures being brought to bear on the world's resource base, including population growth, globalization, unsustainable consumption and climate change. It will also examine the various ways (war, adjudication, conservation, innovation) in which various actors (states, regional and international organizations, multinational corporations, warlords, civil society groups and so on) are responding to contemporary resource disputes. Each student will select a particular resource problem or dispute to study in considerable depth and prepare a research paper and oral presentation on
that topic.
First semester. Mount Holyoke College
Second semester. Professor Klare will be on sabbatical.

Jon Western, Assistant Professor of International Relations (at Mount Holyoke College under the Five College Program).

IR 319f. U.S. Foreign Policy, Human Rights and Democracy
Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the U.S. have on the development of democracy around the world and on the emergence of — and compliance with— international human rights conventions, protocols and laws? This seminar begins with 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. This course fulfills the requirement for advanced seminar in political science.
First semester. Mount Holyoke College

PS 62. U.S. Foreign Policy, Human Rights and Democracy
See description for IR 319f.
Second semester. Amherst 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).

HST239. (L) Russia and Its Cultural Frontiers
Empire and Nations, 1552–1914. The goal of this course is to introduce students to the emergence, development, and dissolution of one of the last
great multinational empires in the world. The course will focus on those aspects of Russia history that are relevant to our understanding of the role of nationalities, as well as on those aspects of state, society and culture that shed light on the interaction between the imperial center/centers and periphery/peripheries. Although the course follows the traditional periodization of Russian history, our approach will be on the varieties of imperial experiences rather than on a single narrative of Russian state and society. At the same time, we will explore how the Russian Empire as a whole dealt with pressures of modernization and how the boundary between Russia and the West was constructed and maintained.

As a result of this course, students will gain greater understanding of how multinational states managed diversity. They will gain understanding of 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.

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.
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 its content should be at least 50 percent 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 maybe met by examination or course work; such language courses may not count towards 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
Catharine Newbury, Department of Government
David Newbury, Department of History
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 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 presentation. Students’ plans for completing the requirement should be approved by a campus program adviser in the previous semester.
Further Stipulations

• Grades: Students must receive the equivalent of a “B” grade or better in all courses counted toward the certificate. (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.

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:

Royce 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
Because Buddhist studies is an interdisciplinary field—straddling anthropology, art history, Asian studies, history, language study, literary and textual studies, philosophy and religious studies—students are often unaware of the integrity of the field or of the range of resources available for its study in the valley.

Each student pursuing the Buddhist studies certificate will choose, in consultation with the Buddhist studies adviser at his/her college, a course of study comprising no fewer than seven courses. At least five of these courses should be drawn from the Buddhist studies courses listed below (list subject to modification from year to year). Two others may be drawn from this list or may be chosen from elsewhere in the Five Colleges to support the student’s Buddhist studies program from other disciplinary perspectives. Each proposed course of study must be approved by the coordinating committee for the Buddhist studies certificate.

List of Requirements:

1. The certificate must comprise at least seven courses, at least two of which must be at an advanced level (300 or above at Hampshire, Mt. Holyoke, or Smith; 500 or above at UMass; courses nominated by the appropriate faculty at Amherst).

2. Students must take at least one course in three different disciplines of Buddhist studies (anthropology, art history, Asian studies, philosophy, religious studies, etc.).

3. Students must take at least one course addressing classical Buddhism and one course addressing contemporary Buddhist movements (19th-21st century), and they must study Buddhism in at least two of the following three geographical areas: South and Southeast Asia, East Asia and the Tibeto-Himalayan region.

4. Up to two canonical or appropriate colloquial Asian language courses may count towards the certificate.

5. Students must receive a grade of at least “B” in each course counting towards the certificate.

6. Courses must be of three credit-hours or more to count towards the certificate.

7. Courses taken abroad or outside the Five Colleges may count towards the certificate only if they would be approved for credit towards the major in the appropriate department of the student’s home institution.
Five College Coastal and Marine Sciences Certificate Program

Campus Advisers

Amherst College
Anna Martini

Hampshire College
Charlene D’Avanzo
Steve Roof

Mount Holyoke College
Jill Bubier
Stan Rachootin
Al Werner

Smith College
C. John Burk
H. Allen Curran
Paulette Peckol
L. David Smith

University of Massachusetts
Bruce Byers
Paul Godfrey
Francis Juanes
Mark Leckie

We strongly believe 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 advisor from the list below. The student’s campus advisor 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 previous four categories.
(courses listed in Table 1) or the equivalent from off-campus programs. At least three of the courses must be above the introductory level. Students will also complete an independent, marine-related research project through an internship, thesis, Division III project, independent study, or other activity acceptable to their home campus advisers. Each student must show competency in field studies by either completing a project with a field component or participating in an intensive Five College field course or approved semester-away program (e.g., Sea Semester, School for Field Studies semester with coastal settings). Students work with their campus adviser to fulfill the requirements of the certificate, which is awarded by the Five College Coastal and Marine Sciences Steering Committee.

Table 1. Courses and Categories for the Five College Certificate in Coastal and Marine Sciences

Organismal Biology

AC Geo 27 Invertebrate Paleontology  
MHCGeo 321 Invertebrate Paleontology and Paleoeology  
SC Geo 231 Invertebrate Paleontology  
SC Bio 242 Invertebrate Zoology  
SC Bio 280 Morphology of Algae and Fungi  
UM Bio 485 Aquatic Vascular Plants  
UM Bio 397c Biology of Marine Vertebrates  
UM Bio 542 Ichthyology  
UM Bio 548 Mammology  
UM Geo 591m Marine Micropaleontology  
UM Bio 544 Ornithology  
MHCES 321 Conference Courses in Environmental Studies: Conservation Biology  
MHCES 321f Conference Courses in Environmental Studies: Contaminants in the Environment  
MHCES 321(2) Conference Courses in Environmental Studies: Water Issues and Policies  
SC Bio 364 Biology and Geology of Coral Reefs: Past, Present and Future  
SC Bio 258 Conservation Biology  
SC Bio 264 Marine Ecology  
SC Bio 356 Plant Ecology  
UM WCon 569 Biodiversity Conservation  
UM Bio 524 Coastal Plant Ecology  
UM WCon 470 Ecology of Fish  
UM Bio 287 Introductory Ecology  
UM Geo 541 Paleoeology  
UM Bio 421 Plant Ecology  
UM Jan. term Tropical Ecology of San Salvador Island, Bahamas  
UM Bio 497h Tropical Field Biology

Geology/Chemistry

AC Geo 34 Sedimentology  
AC Geo 39 The Global Environment: A Biogeologic Approach  
HC NS 107 Evolution of the Earth  
HC NS 194 Geological Controversies  
HC NS 109 Weather  
MHC Chem 200s Environmental Chemistry  
MHC Geo 101 Environmental Geology  
MHC Geo 240 Geological Resources and the Environment  
MHC Geo 326 Global Change  
MHC Geo 227 Groundwater  
MHC Geo 102 History of Life  
MHC Geo 226 Introduction to Oceanography  
MHC Geo 324 Stratigraphy-Sedimentology  
MHC Geo 203 Surface Processes  
MHC Geo 250 The Biosphere  
SC Geo 301 Aqueous Geochemistry
Five College Coastal & Marine Sciences Certificate

SC Geo 270j  Carbonate Systems and Coral Reefs of the Bahamas
SC Chem 150  Environmental Chemistry
SC Geo 355  Geology and Biology of Coral Reefs: Past, Present and Future
SC Geo 309  Groundwater Geology
SC Geo 111  Introduction to Earth Processes and History
SC Geo 108b  Oceanography
SC Geo 232  Sedimentology
SC Geo 361  Tectonics and Earth History
SC Geo 109  The Environment
SC Geo 485  Applied Environmental Geology
SC Geo 519  Aqueous and Environmental Geochemistry
UM Geo 354  Climatology and Climate Change
UM Geo 285  Environmental Geology
UM Bio 280  Evolution: Diversity of Life Through Time
UM Geo 100  Global Environmental Change
UM Geo 201  History of the Earth
UM Geo 415  Introduction to Geochemistry
UM Geo 103  Introductory Oceanography
UM Geo 595d  Oceans and Climate
UM Geo 615  Organic and Biogeochemistry
UM Geo 592  Paleoceanography
UM Geo 517  Sedimentary Geochemistry
UM Geo 597b  Stable Isotope Geochemistry
UM Geo 101  The Earth
UM Geo 666  The Water’s Edge

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

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
MHCES 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
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 comprises contemporary Latin America.

Minimum course requirements (minimum of three credits each):
1. A broadly based introductory course providing an overview of the social and political history of Latin America (such as History 260/261);
2. One course in the humanities, including courses focusing on Latin American culture from the pre-Columbian period to the present (such as art, art history, dance, film, folklore, literature, music, religion and theatre);
3. One course in the social sciences, including anthropology, economics, geography, political science and sociology, that offers substantial attention to Latin America and/or the Caribbean;
4. Four other courses which should be more advanced and more specific in focus;
5. A seminar which gives the student's course work in Latin American studies an interdisciplinary force.

Other requirements:
1. Proficiency in Spanish or Portuguese through the level of the fourth semester of college language study. Students must take one of these languages to the intermediate level and/or demonstrate in an interview the ability to conduct a normal conversation and read and interpret a text.
2. Students must receive a grade of B or better in every course that qualifies for the minimum certificate requirement.

At least three of the eight courses must be taken either at another of the five colleges or be taught by a faculty member not of the student's own institution.

The certificate adviser on each campus is the director of the Latin American studies program at that campus or another individual designated by that body.
Five College Certificate Program in Logic

“How critical is logic? I will tell you: in every corner of the known universe, you will find either the presence of logical arguments or, more significantly, the absence.”
- V. K. Samadar

Logic is a part of every discipline. There is reasoning in every field of inquiry. There are rules behind every work of art, behind every natural language. There is inference in every intelligence, human and inhuman. Every issue of law and public policy bends to the power of logic.

The study of logic itself is thus of the greatest importance. The Logic Certificate Program brings together aspects of logic from different regions of the curriculum: philosophy, mathematics, computer science and linguistics. The program is designed to acquaint students with the uses of logic and initiate them in the profound mysteries and discoveries of modern logic.

The basic requirement for the logic certificate is six courses from the list of Five College logic courses.

No more than four courses can be counted towards the certificate from any single discipline (philosophy, linguistics, mathematics, computer science).

At least two courses must be taken at an advanced level (500 or above at UMass, 300 or above at Smith, Hampshire or Mount Holyoke, 30 or above at Amherst).

At least one course should expose students to the basic metatheory of first order logic including incompleteness. Courses satisfying this requirement include:

Smith, Philosophy 220
Amherst, Math 34
UMass, Philosophy 514
Mount Holyoke, Philosophy 327

Students must receive grades of at least ‘B’ in each course counting towards the certificate.

For a complete list of courses fulfilling certificate requirements, consult the program Web site (www.fivecolleges.edu/sites/logic) 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
UMass, CMPSCI 601
Hampshire, CS 175, CS 236

Various topics in mathematics:
Smith, Mathematics 217
Amherst, Math 34
UMass, Philosophy 594S

Various topics in Linguistics:
Smith, Computer Science 294
UMass, Ling 610
UMass, Ling 620
UMass, Ling 720
Hampshire, CS 166, CS 210

Special Events:
Every fall a distinguished logician is invited to Smith College to give the annual Alice Ambrose Tom Tymoczko Logic Lecture. This 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.
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 (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 www.fivecolleges.edu/deptprog/mideast/ for the most up to date information on the Certificate in Middle East Studies.
Five College Certificate in Native American Indian Studies

The Five College Certificate in Native American Indian Studies provides students with the opportunity to acquire a knowledge and understanding of the development, growth and interactions of the indigenous peoples and nations of the Western Hemisphere. The program emphasizes the many long histories of Native American Indians as well as their contemporary lives and situations. A holistic and comparative interdisciplinary approach underlies the certificate program’s requirements, enabling students to become familiar with the diversity of indigenous lifeways, including cultural forms, institutions, political economies and modes of self-expression. In addition to this broader perspective, the program places some emphasis on the native peoples of the Northeast so that Five College students can become acquainted with the history, culture and presence of indigenous peoples in this region.

Requirements

At least seven courses are required for completion of the Five College Certificate in Native American Indian Studies: a foundation course plus six additional courses, with no more than three of the seven courses from a single discipline. A student’s program must be approved by the program advisor from her or his campus.

A. One foundation course. Offered at various levels, foundation courses provide an opportunity to hear Native perspectives and are taught from a philosophical perspective that reflects Native Studies theories, pedagogies and methodologies. For a list of foundation courses offered in the current academic year, please consult a program adviser or go to the program’s Web site (www.fivecolleges.edu/sites/natam).

B. At least six additional courses. For a list of courses currently approved by the Five College NAIS Committee as counting toward the certificate go to the program’s Web site (www.fivecolleges.edu/sites/natam). The six additional courses must be selected from this list. (Courses not on this list may be approved for inclusion by campus program advisors in consultation with the committee.)

C. Grades. Students must receive a grade of B or higher in all 7 courses to receive a Certificate.

Smith College Advisers:
Frédérique Apffel-Marglin, Department of Anthropology
Neal Salisbury, Department of History
The Five College Film Studies major is in film studies as opposed to film production. While the film faculty believes that all students should be familiar with film and video production, the major is not designed to train students to enter the film industry without further training. As with all liberal arts majors, film is studied in relation to all the arts, humanities and social sciences and can lead to careers in teaching, arts administration, Web design or freelance work in non-industry venues. The major comprises ten courses, one of which may be a component course. (A core course is one in which film is the primary object of study; a component course is one in which film is significant but not the focus of the course.) Of these ten courses, at least two (but no more than five) must be taken outside the home institution. In addition, each student must have an adviser on the home campus and the requirements for the major may vary slightly from campus to campus.

Program Of Study

1. Introduction to Film (must be taken on the home campus)
2. Film History (either a general, one-semester survey or a course covering approximately fifty years of international film history)
3. One course in film theory
4. One course in a film genre/authorship
5. One course in a national or transnational cinema (generally a single director or group of directors)
6. One special topics course (may be a component course)
7. One advanced seminar in a special topic
8. One film, video or digital production course, but no more than two courses may be used toward the major.

* Two electives from any category (may be a component course)
* A thesis is optional.

In the course of fulfilling the program of study, at least one course must focus on non-narrative film (documentary or experimental) and at least four courses should be at the advanced level. Courses can fit into more than one category, but a single course may not be used to satisfy two of the numbered requirements above.

Smith College Advisers
Barbara Kellum, Department of Art
Jefferson Hunter, Department of English Language and Literature
Dean Flower, Department of English Language and Literature
Dawn Fulton, Department of French 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 20-30 minute oral exam; from that exam, the professor determines a grade for the course.

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.

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.

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

In 2005-06, 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 Bethia Woolf, novice crew coach.
- **Cross Country.** Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Ellen O’Neil.
- **Field Hockey.** Season: September–November and April. Practice hours: M T W Th 4–6 p.m., 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. Inter-term: 7 a.m.–4 p.m. February and March, to be arranged, Steve Samolewicz.

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 April. 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 Midnight Madness.

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.
Directory

The Board of Trustees

Carol Tecla Christ, President
Northampton, MA

Mary Patterson McPherson ’57 LLD 1981
Chair of the Board
New York, NY

Phoebe A. Haddon ’72
Vice Chair of the Board
Philadelphia, PA

Judith Bronstein Milestone ’66
Vice Chair of the Board
Atlanta, GA

Nancy Keebler Bissell ’61
Alumnae Trustee
Tucson, AZ

Jane Chace Carroll ’53
New York, NY

Susan Komroff Cohen ’62
Alumnae Trustee
Riverside, CA

Peggy Block Danziger ’62
New York, NY

Elizabeth Mugar Eveillard ’69
Alumnae Trustee
New York, NY

William C. Gipson
Philadelphia, PA

Sidney H. Golub
Corona del Mar, CA

Joanne Sawhill Griffin ’72
AASC President
St. Louis, MO

Jane Lakes Harman ’66 LLD 1994
(on leave)
Washington, DC

Ira Michael Heyman
Berkeley, CA

Gayle White Jackson ’67
St. Louis, MO

Ann F. Kaplan ’67
New York, NY

Amelia S. Kegan ’05
Student Government Trustee
Winnetka, IL

Janet Wright Ketcham ’53
Seattle, WA

Stanley Kogelman MSW ’75
Mount Kisco, NY

Elizabeth A. Liedel ’04
Student Government Trustee
Somerville, MA

Alexander C. Lindsey
Seattle, WA

Victoria Murden McClure ’85
Louisville, KY

Janet A. Clarke McKinley ’76
San Francisco, CA

Louise M. Parent ’72
New York, NY

Jane Lofgren Pearsall ’57
Oak Park, IL

Susan Porth ’70
Ross, CA

Tracy Garrett Rubin ’77
Needham, MA

Agnes Bundy Scanlan ’79
Alumnae Trustee
Cambridge, MA

Nancy Godfrey Schacht ’56
New York, NY

Cornelia Mendenhall Small ’66
New York, NY

James Wei
Princeton, NJ

Anita Volz Wien ’62
New York, NY

Phoebe Pederson Wood ’75
Alumnae Trustee
Louisville, KY

Rebecca C. Lindsey, Secretary of the Board of
Trustees and Assistant to the President
Georgina Yuan, General Counsel and Secretary of
the College
Faculty

Ruth J. Simmons
President Emerita (2001)

Jill Ker Conway
President Emerita (1989)

Mary Maples Dunn
President Emerita (1995)

Dorothy Carolin Bacon
Robert A. Woods Professor Emerita of Economics (1970)

Elizabeth Dorothy Robinton
Professor Emerita in the Biological Sciences (1973)

Vera A. Joseph
College Physician Emerita (1975)

Charlotte Hackstaff Fitch
Professor Emerita of Theatre and Speech (1976)

Helen Benham Bishop
Registrar Emerita (1976)

Florence Isabel Macdonald (Hon.)
Secretary Emerita of the Board of Trustees (1976)

Edith Kern
Doris Silbert Professor Emerita in the Humanities (Comparative Literature) (1977)

Helen Louise Russell
Dean of Students Emerita and Professor Emerita of Physical Education (1979)

Joaquina Navarro
Professor Emerita of Spanish and Portuguese (1981)

Mary DeWolf Albro
Director Emerita of the Career Development Office (1981)

Dilman John Doland
Professor Emeritus of Psychology (1982)

John H. Detmold
Director Emeritus of Development (1982)

Rosalind Shaffer deMille
Professor Emerita of Dance (1984)

Robert Lee Ellis
Treasurer Emeritus (1984)

Robert Torsten Petersson
Professor Emeritus of English Language and Literature (1985)

Andrée Demay
Professor Emerita of French Language and Literature (1985)

Rita May Benson
Associate Professor Emerita of Exercise and Sport Studies (1985)

Herman Edelberg
Associate Physician Emeritus (1985)

Helen Krich Chinoy
Professor Emerita of Theater (1986)

Kenneth Amor Connelly Jr.
Professor Emeritus of English Language and Literature (1986)

Frank H. Ellis
Mary Augusta Jordan Professor Emeritus of English Language and Literature and Adjunct Curator of Queen Anne Pamphlets, Mortimer Rare Book Room (1986)

Charles Henderson Jr.
Professor Emeritus of Classical Languages and Literatures (1986)

James Holderbaum
Professor Emeritus of Art (1986)

B. Elizabeth Horner
Myra M Sampson Professor Emerita of Biological Sciences (1986)

Jess J. Josephs
Professor Emeritus of Physics (1986)

Richard P. Wilbur
Poet Emeritus (1986)

Adrienne Auerswald
Iva Dee Hatt Professor Emerita of Music (1987)

Louis Cohn-Haft
Professor Emeritus of History (1987)

Paul Pickrel
Professor Emeritus of English Language and Literature (1987)
Emeriti

Klemens von Klemperer
L. Clark Seelye Professor Emeritus of History (1987)

H. William Gilbert
Business Manager Emeritus (1987)

Margherita Silvi Dinale
Professor Emerita of Italian Language and Literature (1989)

Anne F. Keppler
Director Emerita of Financial Aid (1989)

Joan E. Morgenthau
College Physician Emerita, Director Emerita of Health Services (1989)

David Andrew Haskell
Professor Emeritus of Biological Sciences (1990)

Nelly Schargo Hoyt
Achilles Professor Emerita of History (1990)

Iole Fiorillo Magri
Professor Emerita of Italian Language and Literature (1990)

Patricia C. Olmsted
Dean Emerita of the Sophomore Class and Associate Dean Emeritus for Intercollegiate Study (1990)

Lorna R. Blake
Director Emerita of Admission (1991)

Jean Higgins
Professor Emerita of Religion and Biblical Literature (1991)

Joan Hatch Lennox
Associate Professor Emerita of Sociology (1991)

Caryl Miriam Newhof
Professor Emerita of Exercise and Sport Studies (1991)

Charles Langner Robertson
Professor Emeritus of Government (1991)

Joan Maxwell Bramwell
Professor Emerita of English Language and Literature (1992)

Gemze de Lappe
Artist in Residence Emerita, Dance Department (1992)

Stanley Maurice Elkins
Sydenham Clark Parsons Professor Emeritus of History (1992)

Lawrence A. Fink
Professor Emeritus of Education and Child Study (1992)

W. Bruce Hawkins
Professor Emeritus of Physics (1992)

Josephine Louise Ott
Professor Emerita of French Language and Literature (1992)

Lory Wallfisch
Iva Dee Hiatt Professor Emerita of Music (1992)

Robert Mitchell Haddad
Sophia Smith Professor Emeritus of History and Professor Emeritus of Religion and Biblical Literature (1993)

Stanley Rothman
Mary Huggins Gamble Professor Emeritus of Government (1993)

Elizabeth Gallaher von Klemperer
Esther Cloudman Dunn Professor Emerita of English Language and Literature (1993)

J. Diedrick Snoek
Professor Emeritus of Psychology (1994)

Lois Ann Hartman

Erna Berndt Kelley
Professor Emerita of Spanish and Portuguese (1995)

Murray James Kiteley
Sophia Smith Professor Emeritus of Philosophy (1995)

Melvin S. Steinberg
Professor Emeritus of Physics (1995)

Charles L. Johnson
Associate Treasurer Emeritus (1995)

Yechiael E. Lander
Jewish Chaplain Emeritus (1995)
Jack W. Simpkin  
Director Emeritus of Personnel Services (1995)

Peter Niles Rowe  

Alice Rodriguez Clemente  
Professor Emerita of Spanish and Portuguese and of Comparative Literature (1996)

Quentin Quesnell  
Roe/Straut Professor Emeritus in the Humanities (Religion and Biblical Literature) (1996)

Margaret L. Shook  
Professor Emerita of English Language and Literature (1996)

Robert Teghtsoonian  
Professor Emeritus of Psychology (1996)

Igor Zelljadt  
Professor Emeritus of Russian Language and Literature (1996)

Elizabeth Ann Tyrrell  
Professor Emerita of Biological Sciences (1996)

Phyllis Joan Cassidy  
Professor Emerita of Mathematics (1997)

Bruce Theodore Dahlberg  
Professor Emeritus of Religion and Biblical Literature (1997)

Patricia Weed  
Professor Emerita of French Language and Literature (1997)

Marie-José Madeleine Delage  
Professor Emerita of French Language and Literature (1998)

Philip Green  

Seymour William Itzkoff  
Professor Emeritus of Education and Child Study (1998)

Cynthia Taft Morris  
Charles N. Clark Professor Emerita of Economics (1998)

Taitetsu Unno  
Jill Ker Conway Professor Emeritus of Religion and East Asian Studies (1998)

Kenneth P. Hellman  
Professor Emeritus of Chemistry (1999)

Francis Murphy  
Professor Emeritus of English (1999)

Lawrence Alexander Joseph  
Professor Emeritus of French Language and Literature (2000)

Thomas Hastings Lowry  
Professor Emeritus of Chemistry (2000)

Philipp Otto Naegele  

Alice Pratt Brown Professor Emerita of Art (2000)

Frances Cooper Volkmann  
Harold Edward and Elsa Sipola Israel Professor Emerita of Psychology (2000)

Raymond A. Ducharme, Jr.  
Professor Emeritus of Education and Child Study (2001)

George Fleck  
Professor Emeritus of Chemistry (2001)

D. Dennis Hudson  
Professor Emeritus of World Religions (2001)

Mary Helen Laprade  
Lecturer Emerita in Biological Sciences (2001)

Walter Morris-Hale  
Professor Emeritus of Government and Afro-American Studies (2001)

Brian White  
Professor Emeritus of Geology (2001)

R. Jackson Wilson  
Sydenham Clark Parsons Professor Emeritus of History (2001)

Kathryn Addelson  
Mary Huggins Gamble Professor Emerita of Philosophy (2002)
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Ball</td>
<td>Professor Emeritus of French Language and Literature and Comparative Literature (2002)</td>
<td></td>
</tr>
<tr>
<td>Charles Cutler</td>
<td>Professor Emeritus of Spanish and Portuguese (2002)</td>
<td></td>
</tr>
<tr>
<td>Ronald Perera</td>
<td>Elsie Irwin Sweeney Professor Emeritus of Music (2002)</td>
<td></td>
</tr>
<tr>
<td>Philip D. Reid</td>
<td>Louise C. Harrington Professor Emeritus of Biological Sciences (2002)</td>
<td></td>
</tr>
<tr>
<td>James Sacré</td>
<td>Doris Silbert Professor Emeritus in the Humanities (French Language and Literature) (2002)</td>
<td></td>
</tr>
<tr>
<td>Kathryn Burnett</td>
<td>Associate Librarian Emerita (2003)</td>
<td></td>
</tr>
<tr>
<td>Peter B. Pufall</td>
<td>Professor Emeritus of Psychology (2003)</td>
<td></td>
</tr>
<tr>
<td>Peter I. Rose</td>
<td>Sophia Smith Professor Emeritus of Sociology and Anthropology (2003)</td>
<td></td>
</tr>
<tr>
<td>Elliot Melville Offner</td>
<td>Andrew W. Mellon Professor Emeritus in the Humanities (Art) and Printer Emeritus to the College (2004)</td>
<td></td>
</tr>
<tr>
<td>Eleanor Rothman</td>
<td>Director Emerita of Ada Comstock Scholars Program (2004)</td>
<td></td>
</tr>
<tr>
<td>Harold Lawrence Skulsky</td>
<td>Mary Augusta Jordan Professor Emeritus of English Language and Literature (2004)</td>
<td></td>
</tr>
<tr>
<td>Hans Rudolf Vaget</td>
<td>Helen and Laura Shedd Professor Emeritus of German Studies and Professor Emeritus of Comparative Literature (2004)</td>
<td></td>
</tr>
<tr>
<td>Karl Paul Donfried</td>
<td>Elizabeth A. Woodson 1922 Professor Emeritus of Religion and Biblical Literature (2005)</td>
<td></td>
</tr>
<tr>
<td>Ann Arnett Ferguson</td>
<td>Associate Professor Emerita of Afro-American Studies (2005)</td>
<td></td>
</tr>
<tr>
<td>Caroline Houser</td>
<td>Professor Emerita of Art (2005)</td>
<td></td>
</tr>
<tr>
<td>Chester J. Michalik</td>
<td>Professor Emeritus of Art (2005)</td>
<td></td>
</tr>
<tr>
<td>John Porter Sessions</td>
<td>Professor Emeritus of Music (2005)</td>
<td></td>
</tr>
</tbody>
</table>
Professors

Martha A. Ackelsberg
Professor of Government and of Women’s Studies
B.A. Radcliffe College, M.A., Ph.D. Princeton University.

Michael O. Albertson
L. Clark Seelye Professor of Mathematics
B.S. Michigan State University, Ph.D. University of Pennsylvania.

Mark Aldrich
Marilyn Carlson Nelson Professor of Economics
B.A. Middlebury College, M.A. University of California at Berkeley, Ph.D. University of Texas.

Paul Alpers
Professor-in-Residence

Margaret E. Anderson
Professor of Biological Sciences
B.A. Augsburg College, Ph.D. Stanford University.

Frédérique Apffel-Marglin
Professor of Anthropology
B.A., Ph.D. Brandeis University.

Maria Nemcová Banerjee
Professor of Russian Language and Literature
Baccalaureat, Collège Marie de France, Montreal, M.A. Université de Montréal, Ph.D. Harvard University.

Randall Bartlett
Professor of Economics
A.B. Occidental College, M.A., Ph.D. Stanford University.

Donald C. Baumer
Professor of Government
B.A. Ohio University, M.A., Ph.D. Ohio State University.

Giovanna T. Bellesia
Professor of Italian Language and Literature

Leonard Berkman
Anne Hesseltine Hoyt Professor of Theatre

Mary Ellen Birkett
Professor of French Studies
A.B. Smith College, M.Phil., Ph.D. Yale University.

Fletcher A. Blanchard
Professor of Psychology
B.A. University of New Hampshire, Ph.D. University of Colorado.

Peter Anthony Bloom
Grace Jarcho Ross 1933 Professor of Humanities, (Music)
B.A. Swarthmore College, M.A., Ph.D. University of Pennsylvania.

Susan C. Bourque
Esther Booth Wiley Professor of Government and Provost/Dean of the Faculty
B.A., Ph.D. Cornell University.

Scott A. Bradbury
Professor of Classical Languages and Literatures
B.A. Amherst College, B.A., M.A. Corpus Christi College, Oxford University, Ph.D. University of California at Berkeley.

Mary Elizabeth Moses Professor of Geology
B.A. Harvard College, M.S. University of California at Los Angeles, Ph.D. Harvard University.

Barbara Brehm-Curtis
Professor of Exercise and Sport Studies

Richard T. Briggs
Professor of Biological Sciences
B.A. College of Wooster, Ph.D. University of Kansas.

Jane Bryden
Iva Dee Hiatt Professor of Music

Robert Buchele
Professor of Economics
B.S. University of California at Los Angeles, M.S. Massachusetts Institute of Technology, Ph.D. Harvard University.

H. Robert Burger
Achilles Professor of Geology
B.S. Yale University, A.M., Ph.D. Indiana University.
Carl John Burk
Elsie Damon Simonds Professor of Biological Sciences
A.B. Miami University, M.A., Ph.D. University of North Carolina.

A. Lee Burns
Professor of Art
B.A., M.S., M.F.A. University of Iowa.

James Joseph Callahan
Professor of Mathematics
B.A. Marist College, Ph.D. New York University.

Ronald Callahan
President and Professor of English Language and Literature
B.A. Douglass College, M.Ph., Ph.D. Yale University.

J. Patrick Coby
Professor of Government
B.A., M.A., Ph.D. University of Dallas.

David Warren Cohen
Professor of Mathematics
B.S. Worcester Polytechnic Institute, M.S., Ph.D. University of New Hampshire.

Rosetta Marantz Cohen
Professor of Education and Child Study

John M. Connolly
Professor of Philosophy
B.A. Fordham College, M.A. Oxford University, Ph.D. Harvard University.

Nora F. Crow
Professor of English Language and Literature
A.B. Stanford University, A.M., Ph.D. Harvard University.

H. Allen Curran
William R. Kenan, Jr. Professor of Geology
B.S. Washington and Lee University, M.S., Ph.D. University of North Carolina at Chapel Hill.

R. Craig Davis
Professor of English Language and Literature
B.A. College of William and Mary, M.A. University of Wales, Ph.D. University of Virginia.

John Davis
Alice Pratt Brown Professor of Art
A.B. Cornell University, M.A., M.Phil., Ph.D. Columbia University.

Jill G. de Villiers
Professor of Philosophy and Sophia and Austin Smith Professor of Psychology
B.Sc. Reading University, England, Ph.D. Harvard University.

Peter A. de Villiers
Sophia and Austin Smith Professor of Psychology
B.A. Rhodes University, South Africa, B.A. Oxford University, Ph.D. Harvard University.

Piotr Decowski
Professor of Physics
M.Sc., Ph.D. University of Warsaw.

Donna Robinson Divine
Morningstar Family Professor in the Field of Jewish Studies and Professor of Government
B.A. Brandeis University, Ph.D. Columbia University.

Eglal Doss-Quinby
Professor of French Studies
B.A. State University of New York at Stony Brook, M.A., Ph.D. New York University.

Nalini Easwar
Professor of Physics
B.Sc., M.Sc. University of Bombay, India, M.S., Ph.D. University of Pittsburgh.

Suzan Edwards
Professor of Astronomy
B.A. Dartmouth College, M.S., Ph.D. University of Hawaii.

Karen Smith Emerson
Professor of Music
B.A. Luther College, M.M. University of Illinois.

Richard Fantasia
Professor of Sociology
B.S. Upsala College, M.S. State University of New York at Buffalo, Ph.D. University of Massachusetts at Amherst.

Craig M. Felton
Professor of Art
B.A. Saint Vincent College, M.A., Ph.D. University of Pittsburgh.
Dean Scott Flower  
Professor of English Language and Literature  
A.B. University of Michigan, Ph.D. Stanford University.

Elliot Mayer Fratkin  
Professor of Anthropology  
B.A. University of Pennsylvania, M.Phil. University of London, Ph.D. Catholic University of America.

Sue J. M. Freeman  
Professor of Education and Child Study  
B.A. Rutgers University, M.S., Ph.D. University of Wisconsin.

Daisy Fried  
Grace Hazard Conkling Writer-in-Residence  

Randy O. Frost  
Harold Edward and Elsa Sipola Israel Professor of Psychology  
B.A., M.A., Ph.D. University of Kansas.

Martine Gantrel  
Professor of French Studies  
Agrégée de l’Université, Docteur de Troisième Cycle en Littérature Française, La Sorbonne, Paris, France.

Daniel K. Gardner  
Dwight W. Morrow Professor of History  
A.B. Princeton University, Ph.D. Harvard University.

Jay L. Garfield  
Doris Silbert Professor of Philosophy  
A.B. Oberlin College, M.A., Ph.D. University of Pittsburgh.

Paula J. Giddings  
Professor of Afro-American Studies and Editor of Meridians  
B.A. Howard University.

Myron Peretz Glazer  
Barbara Richmond Professor in the Social Sciences  
B.A. City College of New York, M.A. Rutgers University, M.A., Ph.D. Princeton University.

Steven Martin Goldstein  
Sophia Smith Professor of Government  
B.A. Tufts College, M.A. Fletcher School of Law and Diplomacy, Ph.D. Columbia University.

Michael Gorra  
Mary Augusta Jordan Professor of English Language and Literature  
A.B. Amherst College, Ph.D. Stanford University.

Justina Winston Gregory  
Professor of Classical Languages and Literatures  
A.B. Smith College, M.A., Ph.D. Harvard University.

Peter Gregory  
Jill Ker Conway Professor of Religion and East Asian Studies  
B.A. Princeton University, M.A. Claremont Graduate School, Ph.D. Harvard University.

Gertraud Gutzmann  
Professor of German Studies  
B.A., M.A. Middlebury College, Ph.D. University of Massachusetts at Amherst.

Ruth Haas  
Professor of Mathematics and of Engineering  
B.A. Swarthmore College, M.S., Ph.D. Cornell University.

Deborah Haas-Wilson  
Professor of Economics  
B.A. University of Michigan, M.A., Ph.D. University of California at Berkeley.

Andrea Hairston  
Professor of Theatre and Afro-American Studies  
A.B. Smith College, A.M. Brown University.

Katherine Taylor Halvorsen  
Professor of Mathematics  

Elizabeth Wanning Harries  
Laura Shedd Professor of English Language and Literature and of Comparative Literature  
A.B. Vassar College, M.A.T., Ph.D. Yale University.

Mary Harrington  
Tippit Professor in the Life Sciences (Psychology)  
B.Sc. Pennsylvania State University, M.A. University of Toronto, Ph.D. Dalhousie University.
Professors

Virginia Hayssen
Professor of Biological Sciences
B.A. Pomona College, Ph.D. Cornell University.

Susan Heideman
Professor of Art
B.F.A. Boston University School for the Arts, M.F.A. Indiana University.

John D. Hellweg
Professor of Theatre
B.A. University of California at Riverside, M.A. Stanford University, Ph.D. University of California at Berkeley.

James M. Henle
Professor of Mathematics
A.B. Dartmouth College, Ph.D. Massachusetts Institute of Technology.

Elizabeth Erickson Hopkins
Professor of Anthropology
B.A. Wellesley College, M.A., Ph.D. Columbia University.

Daniel Horowitz
Mary Huggins Gamble Professor of American Studies, and Associated Member of History
B.A. Yale College, Ph.D. Harvard University.

Helen Lefkowitz Horowitz
Sydenham Clark Parsons Professor of History and Professor of American Studies
B.A. Wellesley College, M.A., Ph.D. Harvard University.

Deborah Howard
Kennedy Professor in Renaissance Studies (Art)

Jamie Hubbard
Professor of Religion and Yehan Numata
Lecturer in Buddhist Studies
B.A. Webster University, M.A., Ph.D. University of Wisconsin.

Jefferson Hunter
Professor of English Language and Literature
B.A. Pomona College, B.A. University of Bristol, Ph.D. Yale University.

Leslie R. Jaffe, M.D.
Adjunct Associate Professor of Biological Sciences and College Physician

Monica Jakuc
Elise Irwin Sweeney Professor of Music
B.S., M.S. Juilliard School of Music.

James H. Johnson
Professor of Exercise and Sport Studies
B.S., M.S., Ph.D. Louisiana State University.

Ann Rosalind Jones
Esther Cloudman Dunn Professor of Comparative Literature
B.A. University of California at Berkeley, M.A. Columbia University, Ph.D. Cornell University.

Linda E. Jones
Director, Picker Engineering Program, Rosemary Bradford Hewlett '40 Professor
B.S. Mary Washington College, M.S., Ph.D. Pennsylvania State University.

Donald Joralemon
Professor of Anthropology
B.A. Oberlin College, M.A., Ph.D. University of California at Los Angeles.

Roger T. Kaufman
Professor of Economics
B.A. Williams College, Ph.D. Massachusetts Institute of Technology.

Barbara A. Kellum
Professor of Art
A.B., A.M. University of Southern California, A.M. University of Michigan, Ph.D. Harvard University.

Jocelyne Kolb
Professor of German Studies
B.A. Smith College, Ph.D. Yale University.

Frederick Leonard
Professor of Economics
B.S., M.A. Miami University, Ph.D. University of Michigan.

Ann Leone
Professor of French Studies
A.B. Smith College, M.A., Ph.D. Brown University.

Robert G. Linck
Professor of Chemistry
B.S. Case Institute of Technology, Ph.D. University of Chicago.
Mahnaz Mahdavi  
Professor of Economics  

Maureen A. Mahoney  
Adjunct Professor of Psychology and Dean of the College  
B.A. University of California at Santa Cruz, Ph.D. Cornell University.

Alan L. Marvelli  
Professor of Education and Child Study, Director of the Smith College-Clarke School for the Deaf Teacher Education Program  
B.S. Bridgewater State College, M.E.D. Smith College, Éd.D. University of Massachusetts at Amherst.

Joseph George McVeigh  
Professor of German Studies  
B.A. La Salle College, M.A., Ph.D. University of Pennsylvania.

Lawrence Meinert  
Professor-in-Residence  
B.A. Carleton College, Ph.D. Stanford University.

Robert B. Merritt  
Professor of Biological Sciences  
B.A., Ph.D. University of Kansas.

Richard Millington  
Sylvia Dlugasch Bauman Professor of American Studies and Professor of English Language and Literature  
A.B. Harvard College, M.A., M.Phil., Ph.D. Yale University.

Gwendolyn Mink  
Charles N. Clark Professor of Women’s Studies  
B.A. University of California, Berkeley, Ph.D. Cornell University.

Gary L. Niswonger  
Professor of Art  
B.A. Miami University, M.Ed. Ohio University, M.F.A. Rhode Island School of Design.

Richard Francis Olivo  
Professor of Biological Sciences  
A.B. Columbia University, A.M., Ph.D. Harvard University.

William Allan Oram  
Helen Means Professor of English Language and Literature  
B.A. Yale College, B.A. Merton College, Oxford, Ph.D. Yale University.

Joseph O’Rourke  
Spencer T. and Ann W. Olin Professor of Computer Science and Professor of Mathematics  
B.S. St. Joseph’s University, M.S., Ph.D. University of Pennsylvania.

Howard Allen Nenner  
Roe/Straut Professor in the Humanities  
B.A. Queens College, LL.B. Columbia University, Ph.D. University of California at Berkeley.

Catharine Newbury  
Professor of Government  
B.A. Willamette University, M.A., Ph.D. University of Wisconsin, Madison.

David Newbury  
Gwendolen Carter Professor of African Studies (History)  
B.A. Williams College, M.A., Ph.D. University of Wisconsin, Madison.

Robert M. Newton  
Professor of Geology  
B.A. University of New Hampshire, M.A. State University of New York at Binghamton, Ph.D. University of Massachusetts.

Herbert Nickles  
Director of Information Technology Services  
B.A., M.A. University of California, Riverside.

Jessica F. Nicoll  
Director of the Smith College Museum of Art and Chief Curator  
A.B. Smith College, M.A. University of Delaware.

Gary L. Niswonger  
Professor of Art  
B.A. Miami University, M.Ed. Ohio University, M.F.A. Rhode Island School of Design.

Richard Francis Olivo  
Professor of Biological Sciences  
A.B. Columbia University, A.M., Ph.D. Harvard University.

William Allan Oram  
Helen Means Professor of English Language and Literature  
B.A. Yale College, B.A. Merton College, Oxford, Ph.D. Yale University.

Joseph O’Rourke  
Spencer T. and Ann W. Olin Professor of Computer Science and Professor of Mathematics  
B.S. St. Joseph’s University, M.S., Ph.D. University of Pennsylvania.
Professors

Thalia Alexandra Pandiri
Professor of Classical Languages and Literatures and of Comparative Literature
A.B. City College of New York, A.M., Ph.D. Columbia University.

Douglas Lane Patey
Sophia Smith Professor of English Language and Literature
A.B. Hamilton College, M.A. (Philosophy), M.A. (English), Ph.D. University of Virginia.

Paulette Peckol
Louise Harrington Professor of Biological Sciences
B.A. Wittenberg University, Ph.D. Duke University.

Karen Pfeifer
Professor of Economics
B.A. University of Connecticut, M.A. State University of New York at Binghamton, Ph.D. American University.

Dwight Pogue
Professor of Art

Alfonso Procaccini
Professor of Italian Language and Literature
B.A. Rider College, M.A. Middlebury College, Ph.D. Johns Hopkins University.

Charles Eric Reeves
Professor of English Language and Literature
B.A. Williams College, M.A., Ph.D. University of Pennsylvania.

Nola Reinhardt
Professor of Economics
A.B. University of Connecticut, M.A., Ph.D. University of California at Berkeley.

Barbara B. Reinhold
Director of the Career Development Office and Adjunct Associate Professor of Psychology

Marilyn Martin Rhie
Jessie Wells Post Professor of Art and Professor of East Asian Studies
M.A., Ph.D. University of Chicago.

Denise Rochat
Professor of French Studies
B.A. Southeastern Massachusetts University, M.A., Ph.D. Brown University.

Thomas H. Rohlich
Professor of East Asian Languages and Literatures
B.A., M.A., Ph.D. University of Wisconsin-Madison.

Alan N. Rudnitsky
Professor of Education and Child Study
B.S. Drexel University, M.Ed. University of Massachusetts at Amherst, Ph.D. Cornell University.

Neal E. Salisbury
Professor of History
B.A., M.A., Ph.D. University of California at Los Angeles.

Elizabeth Savoca
Professor of Economics
B.A. Douglass College of Rutgers University, M.A., Ph.D. University of California at Berkeley.

Marilyn Schuster
Andrew W. Mellon Professor in the Humanities (Women's Studies)
B.A. Mills College, M.Phil., Ph.D. Yale University.

Stylianos P. Scordilis
Professor of Biological Sciences
A.B. Princeton University, Ph.D. State University of New York at Albany.

Sharon Cadman Seelig
Professor of English Language and Literature
B.A. Carleton College, M.A., Ph.D. Columbia University.

Marjorie Lee Senechal
Louis Wolff Kahn Professor in Mathematics and History of Science and Technology; Director of the Kahn Institute
B.S. University of Chicago, M.S., Ph.D. Illinois Institute of Technology.

Christine M. Shelton
Professor of Exercise and Sport Studies
B.S. Madison College, M.S. James Madison University.
Richard Jonathan Sherr  
Caroline L. Wall '27 Professor of Music  

Donald Steven Siegel  
Professor of Exercise and Sport Studies  
B.S. Brooklyn College, M.S. University of Massachusetts at Amherst, Ed.D. University of North Carolina at Greensboro.

Patricia Lyn Skarda  
Professor of English Language and Literature  
B.A. Sweet Briar College, Texas Tech University, Ph.D. University of Texas at Austin.

Catherine H. Smith  
Professor of Theatre  
A.B. Smith College, M.A. University of Virginia, M.F.A. University of Texas.

Ruth Ames Solie  
Sophia Smith Professor of Music  
A.B. Smith College, M.A., Ph.D. University of Chicago.

Elizabeth V. Spelman  
Barbara Richmond 1940 Professor in the Humanities, Professor of Women’s Studies and of Philosophy  
B.A. Wellesley College, Ph.D. Johns Hopkins University.

Charles P. Staelin  
Professor of Economics and Dean for Academic Development/Director of Sponsored Research  
B.A., M.S., Ph.D. University of Michigan.

Nancy Saporta Sternbach  
Professor of Spanish and Portuguese and of Women’s Studies  
B.A. University of Wisconsin, M.A. Middlebury College, Madrid, Ph.D. University of Arizona.

Ileana Streinu  
Professor of Computer Science  
Ph.D. Rutgers University.

Iê thi diem thùy  
Elizabeth Drew Professor, English Language and Literature

Stephen G. Tilley  
Myra A. Sampson Professor of Biological Sciences  
B.S. Ohio State University, M.S., Ph.D. University of Michigan.

Susan R. Van Dyne  
Professor of Women’s Studies  
B.A. University of Missouri at Columbia, Ph.D. Harvard University.

Janie Vanpeé  
Professor of French Studies  
B.A. Smith College, M.Phil., Ph.D. Yale University.

Susan Kay Waltner  
Professor of Dance  
B.A. Occidental College, M.S. University of Wisconsin.

Donald Franklin Wheelock  
Irwin and Pauline Alper Glass Professor of Music  
B.A. Union College, M.Mus. Yale School of Music.

Steven A. Williams  
Gates Professor of Biological Sciences  
B.A., M.S., Ph.D. University of California at Davis.

Louis Wilson  
Professor of Afro-American Studies  
B.A. California State University, M.A., Ph.D. University of California at Los Angeles.

Alexander Woronzoff-Dashkoff  
Professor of Russian Language and Literature  
B.A. University of California at Los Angeles, M.A., Ph.D. University of Southern California.

Dennis T. Yasutomo  
Professor of Government  
B.A., M.A. San Francisco State University, M.A., M.Phil., Ph.D. Columbia University.

Carol Zaleski  
Professor of Religion  
B.A. Wesleyan University, M.A., Ph.D. Harvard University.

Margaret Skiles Zelljadt  
Professor of German Studies and Dean of the Senior Class  
A.B. University of Michigan, A.M. Indiana University, Ph.D. University of Massachusetts at Amherst.
Malgorzata Zielinska-Pfabé  
Sophia Smith Professor of Physics  
M.Sc. University of Warsaw, Ph.D. Institute of Nuclear Research, Warsaw.

Andrew Zimbalist  
Robert A. Woods Professor of Economics  
B.A. University of Wisconsin, M.A., Ph.D. Harvard University.

---------------

Associate Professors

Ravina Aggarwal  
Associate Professor of Anthropology  
B.A. University of Bombay, M.S. Purdue University, Ph.D. University of Indiana.

Pau Atela  
Associate Professor of Mathematics  
Licenciatura en Matemáticas, University of Barcelona, Ph.D. Boston University.

Raphael Atlas  
Associate Professor of Music  
B.Mus. Oberlin College, M.Phil., Ph.D. Yale University.

Ernest J. Benz  
Associate Professor of History  
B.A., M.A., Ph.D. University of Toronto.

Merrie Bergmann  
Associate Professor of Computer Science  
B.A. Douglass College, M.S. Wright State University, M.A., Ph.D. University of Toronto.

Nalini Bhushan  
Associate Professor of Philosophy  
B.A. Stella Maris College, Madras University, M.A., M.Phil. Madras Christian College, Madras University, India, Ph.D. University of Michigan.

David Bickar  
Associate Professor of Chemistry  
B.A. Reed College, Ph.D. Duke University.

Rodger Blum  
Associate Professor of Dance  
M.F.A. University of California at Irvine.

Stefan Bodnarenko  
Associate Professor of Psychology  
A.B. Columbia University, M.Phil, Ph.D. City University of New York.

Anna Botta  
Associate Professor of Italian Language and Literature and of Comparative Literature  
Laurea, Università di Torino, M.A., Ph.D. University of Pennsylvania.

Nancy Mason Bradbury  
Associate Professor of English Language and Literature  
B.A. Smith College, M.A. Boston College, Ph.D. University of California at Berkeley.

Brigitte Buettner  
Priscilla Paine Van der Poel Associate Professor of Art History  

Mlada Bukovansky  
Associate Professor of Government  
B.A. Colorado College, M.A., Ph.D. Columbia University.

Patricia Marten DiBartolo  
Associate Professor of Psychology  
A.B. Smith College, M.A., Ph.D. State University of New York at Albany.

Robert Dorit  
Associate Professor of Biological Sciences  
B.A., M.A. Stanford University, M.A., Ph.D. Harvard University.

Lois C. Dubin  
Associate Professor of Religion  
D.C.S., B.A. McGill University, A.M., Ph.D. Harvard University.

Lauren E. Duncan  
Associate Professor of Psychology  
B.A. University of Southern California, Los Angeles, M.A., Ph.D. University of Michigan, Ann Arbor.

Glenn Ellis  
Associate Professor in Residence (Engineering)  
B.S. Lehigh University, M.A., Ph.D. Princeton University.

Susan Etheredge  
Associate Professor of Education and Child Study  
Nathanael A. Fortune  
Associate Professor of Physics  
B.A. Swarthmore College, Ph.D. Boston University.

Judy Franklin  
Associate Professor of Computer Science  
B.A. Clarion University of Pennsylvania, M.S., Ph.D. University of Massachusetts, Amherst.

Velma Garcia  
Associate Professor of Government  
B.A. Smith College, M.A., M.Phil., Ph.D. Yale University.

Luc Gilleman  
Associate Professor of English Language and Literature  
B.A. Vrije Universiteit, Brussel, Belgium; Ph.D. Indiana University.

Bosiljka Glumac  
Associate Professor of Geology  
B.Sc., University of Zagreb, Croatia, Ph.D. University of Tennessee at Knoxville.

Howard Gold  
Associate Professor of Government  
B.A. McGill University, M.A., M.Phil., Ph.D. Yale University.

Christophe Golé  
Associate Professor of Mathematics  
B.A. Université Paris, M.A. University of California at Santa Cruz, Ph.D. Boston University.

Jonathan Gosnell  
Associate Professor of French Studies  
B.A. Brown University, M.A., Ph.D. New York University.

Kyriaki Gounaridou  
Associate Professor of Theatre  
B.F.A. Drama Conservatory of Thessaloniki, Greece, M.A. San Jose State College, Ph.D. University of California, Davis.

Ambreen Hai  
Associate Professor of English Language and Literature  
B.A. Wellesley College, M.A., M.Phil., Ph.D. Yale University.

Maria Estela Harretche  
Associate Professor of Spanish and Portuguese  
B.A. Taller de Investigaciones Dramáticas, La Plata (Argentina), M.A., Ph.D. University of California at Davis.

Robert Hauck  
Adjunct Associate Professor of Government

Alice Hearst  
Associate Professor of Government  
B.A. Idaho State University, M.A., Ph.D. Cornell University, J.D. University of Washington Law School.

Maki Hirano Hubbard  
Associate Professor of East Asian Languages and Literatures  
B.A. Waseda University, Tokyo, M.A., Ph.D. University of Wisconsin.

Sam Intrator  
Associate Professor of Education and Child Study  
B.A. State University of New York, Binghamton, M.A. Middlebury College, M.A., Ph.D. Stanford University.

Carolyn Jacobs  
Elizabeth Marting Treuhaft Professor, Dean of the School for Social Work, and Adjunct Associate Professor in Afro-American Studies  
B.A. Sacramento State University, Ph.D. Brandeis University.

Joel S. Kaminsky  
Associate Professor of Religion  
B.A. Miami University, M.A., Ph.D. University of Chicago Divinity School.

Ellen Kaplan  
Associate Professor of Theatre  
B.A. State University of New York at Binghamton, M.F.A. University of North Carolina at Greensboro.

Marina Kaplan  
Associate Professor of Spanish and Portuguese and of Latin American Studies  
B.A. Loyola University, M.A., Ph.D. Tulane University.

Laura A. Katz  
Associate Professor of Biological Sciences  
A.B. Harvard College, Ph.D. Cornell University.
Gillian Kendall
Associate Professor of English Language and Literature
B.A., M.A. Stanford University, M.A., Ph.D. Harvard University.

Deirdre Sabina Knight
Associate Professor of East Asian Languages and Literatures
B.A. University of Wisconsin, Madison, M.A. University of California, Berkeley, M.A., Ph.D. University of Wisconsin, Madison.

Reyes Lázaro
Associate Professor of Spanish and Portuguese
B.A. Universidad de Deusto, Spain, M.A., Ph.D. University of Massachusetts at Amherst.

Gary Lehring
Associate Professor of Government
B.A., M.A. University of Louisville, Ph.D. University of Massachusetts, Amherst.

Dana Leibsohn
Associate Professor of Art
B.A. Bryn Mawr College, M.A. University of Colorado, Ph.D. University of California, Los Angeles.

Marc Lendler
Associate Professor of Government
B.A. Antioch College, Ph.D. Yale University.

Susan Levin
Associate Professor of Philosophy
B.A. Pomona College, Ph.D. Stanford University.

Richard Lim
Associate Professor of History
A.B. University of California at Berkeley, M.A., Ph.D. Princeton University.

Thomas S. Litwin
Adjunct Associate Professor of Biological Sciences and Director of the Science Center
B.A. Hartwick College, Ph.D. Cornell University.

James Lowenthal
Associate Professor of Astronomy
B.S. Yale College, Ph.D. University of Arizona.

Borjana Mikic
Associate Professor of Engineering
B.S., M.A., Ph.D. Stanford University.

James Miller
Associate Professor of Economics
B.A. Wesleyan University, M.A. Yale University, Ph.D. University of Chicago, J.D. Stanford.

Patricia Y. Miller
Associate Professor of Sociology
B.A. University of Illinois at Chicago Circle, M.S. University of Wisconsin, Ph.D. Northwestern University.

John Moore
Associate Professor of Art
A.B. Cornell University, A.M., Ph.D. Harvard University.

Philip K. Peake
Associate Professor of Psychology
B.A. Carleton College, Ph.D. Stanford University.

Cornelia Pearsall
Associate Professor of English Language and Literature
B.A., M.A., Ph.D. Yale University.

Bill E. Peterson
Associate Professor of Psychology
B.A. University of California at Berkeley, M.A., Ph.D. University of Michigan.

Joel Pitchon
Associate Professor of Music
B.Mus., M.Mus. The Julliard School.

Kevin E. Quashie
Associate Professor of Afro-American Studies
B.A. Florida International University, M.A. Bowling Green State University, M.A., Ph.D. Arizona State University.

Jeffry Ramsey
Associate Professor of Philosophy
B.A. Kansas State University, M.A., Ph.D. University of Chicago.

Thomas A. Riddell
Associate Dean of the College, Dean of the First-Year Class, and Associate Professor of Economics
B.A. Swarthmore College, M.A., Ph.D. American University.

Margaret Sarkissian
Associate Professor of Music
B.Mus. King's College, University of London, M.M., Ph.D. University of Illinois at Urbana-Champaign.
Vera Shevzov
Associate Professor of Religion
B.A., M.Phil. Yale University, M.Div. St. Vladimir's Orthodox Theological Seminary, Ph.D. Yale University.

Nancy J. Shumate
Associate Professor of Classical Languages and Literatures
B.A. Indiana University, M.A., Ph.D. Harvard University.

Patricia L. Sipe
Associate Professor of Mathematics
B.S. Union College, M.S., Ph.D. Cornell University.

L. David Smith
Associate Professor of Biological Sciences
B.A. University of Virginia, M.S. University of South Carolina, Ph.D. University of Maryland.

Marc W. Steinberg
Associate Professor of Sociology
A.B., M.A. The Johns Hopkins University, Ph.D. University of Michigan.

Cristina Suarez
Associate Professor of Chemistry
B.S., Ph.D. University of California at Davis.

Dominique F. Thiébaut
Associate Professor of Computer Science
Diplôme d'Études Universitaires Générales (DEUG), Université Pierre et Marie Curie, Paris VI, France; Maîtrise ès Sciences, Institut d'Informatique, Université Pierre et Marie Curie; M.S., Ph.D. University of Massachusetts.

Michael Thurston
Associate Professor of English Language and Literature
B.A. University of North Texas, A.M., Ph.D. University of Illinois, Urbana-Champaign.

Hélène Visentin
Associate Professor of French Studies
B.A., M.A. Université de Montréal, Docteur de L'Université de Paris-Sorbonne.

Doreen A. Weinberger
Associate Professor of Physics
B.A. Mount Holyoke College, Ph.D. University of Arizona.

Gregory White
Associate Professor of Government
A.B. Lafayette College, M.A. University of Delaware, M.A., Ph.D. University of Wisconsin, Madison.

Christine White-Ziegler
Associate Professor of Biological Sciences
B.A. University of Virginia, Ph.D. University of Utah.

Nancy Whittier
Associate Professor of Sociology
B.A., M.A., Ph.D. Ohio State University.

Paul Zimet
Associate Professor of Theatre
B.A. Columbia University.

Ann Zulawski
Associate Professor of History and of Latin American Studies
B.A. University of Wisconsin at Madison, M.S. Bank Street College, M.A., Ph.D. Columbia University.

Assistant Professors

Federica Anichini
Assistant Professor of Italian Language and Literature
Laurea, University of Florence, Italy, M.A., Ph.D. New York University.

Elisabeth Armstrong
Assistant Professor of Women's Studies
B.A. Pomona College, M.A., Ph.D. Brown University.

Michael Barresi
Assistant Professor of Biological Sciences
B.A. Merrimack College, Ph.D. Wesleyan University.

Darcy Buerkle
Assistant Professor of History
B.A. University of Missouri, Ph.D. Claremont Graduate University.

Justin Cammy
Assistant Professor of Jewish Studies
B.A. McGill University, A.M., Ph.D. Harvard University.

Ginetta Candelario
Assistant Professor of Sociology and Latin American Studies
B.A. Smith College, M.A., Ph.D. City University of New York.
Judith Cardell
Clare Booth Luce Assistant Professor of Computing Engineering
A.B., B.S., Cornell University, M.S., Ph.D.
Massachusetts Institute of Technology.

Floyd Cheung
Assistant Professor of English Language and Literature
B.A. Whittier College, M.A., Ph.D. Tulane University.

Michael Cutberth
Visiting Assistant Professor of Music

Lewis Davis
Assistant Professor of Economics
B.S. Davidson College, Ph.D. University of North Carolina at Chapel Hill.

Cheryl Demharter
Visiting Assistant Professor of French Studies

Holly Derr
Visiting Assistant Professor of Theatre
B.A. University of North Carolina at Chapel Hill, M.F.A. Columbia University.

Maureen Fagan
Assistant Professor of Chemistry
B.S. University of New Hampshire, Ph.D. University of Wisconsin, Madison.

Gary Felder
Assistant Professor of Physics
B.A. Oberlin College, Ph.D. Stanford University.

Dawn Fulton
Assistant Professor of French Studies
B.A. Yale University, Ph.D. Duke University.

Serguei Glebov
Five College Assistant Professor of Russian History
B.A. St. Petersburg State University, Russian Federation, M.A. Central European University, Budapest, Hungary.

Suzanne Gottschang
Assistant Professor of Anthropology and East Asian Studies
B.A., M.A. University of California, Los Angeles, Ph.D. University of Pittsburgh.

Jennifer Guglielmo
Assistant Professor of History
B.A. University of Wisconsin, Madison, M.A.
University of New Mexico, Ph.D. University of Minnesota.

Andrew Guswa
Assistant Professor of Engineering
B.Sc, Princeton University, M.Sc., Ph.D. Stanford University.

Adam Hall
Assistant Professor of Biological Sciences

Salman Hameed
Visiting Assistant Professor in Astronomy
B.S. State University of New York, Stony Brook, M.S.
New Mexico State University, Ph.D. New Mexico State University.

Marguerite Harrison
Assistant Professor of Spanish and Portuguese
B.A. Mary Baldwin College, M.A. University of Texas, Austin, Ph.D. Brown University.

Baba Hillman
Five College Assistant Professor of Film and Video

Nicholas Horton
Assistant Professor of Mathematics

Nicholas Howe
Assistant Professor of Computer Science
A.B. Princeton University, M.S., Ph.D. Cornell University.

Susannah Howe
Visiting Assistant Professor in Engineering
B.S.E. Princeton University, M.Eng., Ph.D. Cornell University.

Shizuka Hsieh
Assistant Professor of Chemistry
B.A. Carleton College, D.Phil. Oxford University (U.K)

Jacques Hymans
Assistant Professor of Government
Benita Jackson  
Assistant Professor of Psychology  
A.B. University of California, Berkeley, A.M., Ph.D. University of Michigan, Ann Arbor.

Elizabeth Jameson  
Assistant Professor of Chemistry  
A.B. Smith College, M.A., Ph.D. Massachusetts Institute of Technology.

Michelle Joffroy  
Assistant Professor of Spanish and Portuguese  
B.A. University of Massachusetts at Amherst, M.A., Ph.D. University of Arizona.

Alexandra Keller  
Assistant Professor of Film Studies  
B.A. Harvard University, Ph.D. New York University.

Leslie King  
Assistant Professor of Sociology  
B.A. Hunter College, M.A., Ph.D. University of Illinois, Urbana-Champaign.

Kimberly Kono  
Assistant Professor of East Asian Languages and Literatures  
B.A., M.A., Ph.D. University of California, Berkeley.

Yuri Kumagai  
Visiting Assistant Professor of East Asian Languages and Literatures  

Suzanne J. LaFleur  
Assistant Professor of Psychology  
B.A. College of the Holy Cross, M.A., Ph.D. University of Virginia.

Daphne Lamothe  
Assistant Professor of Afro-American Studies  
B.A. Yale University, Ph.D. University of California, Berkeley.

Yoonjin Lee  
Assistant Professor of Mathematics  
B.S. Ewha Womans University, Sc.M., Ph.D. Brown University.

Catherine McCune  
Visiting Assistant Professor of Mathematics  
B.S. Allegheny College, M.S., Ph.D. University of Massachusetts.

Nancy Marie Mithlo  
Assistant Professor of Anthropology  
B.A. Appalachian State University, M.A., Ph.D. Stanford University.

Grant Russell Moss  
Senior Lecturer in Music and Organist to the College  

Suleiman Ali Mourad  
Assistant Professor of Religion  
B.S., B.A., M.A., American University of Beirut, M.Phil., Ph.D. Yale University.

Katwiwa Mule  
Assistant Professor of Comparative Literature and of Afro-American Studies  
B.Ed., M.A. Kenyatta University, Nairobi, Ph.D. Pennsylvania State University.

Lucy Mule  
Assistant Professor of Education and Child Study  
B.Ed. Kenyatta University, Nairobi, Kenya, Ph.D. Pennsylvania State University.

Jessica Neuwirth  
Adjunct Assistant Professor of American Studies  
B.A. Wellesley College, M.A., Ph.D. University of Pennsylvania.

Roisin O’Sullivan  
Assistant Professor of Economics  
M.A. Ohio State University, M.S. University of Galway, Ireland, Ph.D. Ohio State University.

Robin Pritchard  
Visiting Assistant Professor of Dance and Graduate Adviser  
B.F.A. State University of New York, College at Purchase, M.F.A. University of California at Los Angeles.

Kate Queeney  
Assistant Professor of Chemistry  
B.A. Williams College, Ph.D. Harvard University.

Sarah Reznikoff  
Visiting Assistant Professor of Mathematics  
B.A., M.A., Ph.D. University of California, Berkeley.
Assistant Professors/Instructors

Amy Larson Rhodes  
Assistant Professor of Geology  
A.B. Smith College, M.S., Ph.D. Dartmouth College.

Donna Riley  
Assistant Professor of Engineering  
B.S.E. Princeton University, Ph.D. Carnegie Mellon University.

Leanne Robertson  
Assistant Professor of Mathematics  
B.A. Reed College, Ph.D. University of California at Berkeley.

Andy Rotman  
Assistant Professor of Religion  
B.A. Columbia University, Ph.D. University of Chicago.

Kevin Rozario  
Assistant Professor of American Studies  
B.A. University of Warwick, U.K., M.A. University of London, Ph.D. Yale University.

Nicolas Russell  
Assistant Professor of French Studies  
B.A. University of Pittsburgh, M.A., Ph.D. University of Virginia.

Gail E. Scordilis  
Adjunct Assistant Professor of Biological Sciences  
B.A. Smith College, Ph.D. University of Massachusetts.

Kevin Shea  
Assistant Professor of Chemistry  
B.Sc. Worcester Polytechnic Institute, Ph.D. Massachusetts Institute of Technology.

Ardith Spence  
Assistant Professor of Economics  
B.A. Carleton College, Ph.D. The University of Chicago.

Fraser Stables  
Assistant Professor of Art  
B.A. Edinburgh College of Art, M.F.A. University of Guelph, Ontario, Canada.

Paul Voss  
Assistant Professor of Engineering  
B.A., B.S. Brown University, Ph.D. Harvard University.

Susan Voss  
Assistant Professor of Engineering  
B.S. Brown University, M.S., Ph.D. Massachusetts Institute of Technology.

Steve Waksman  
Assistant Professor of Music  
B.A. University of California, Berkeley, M.A. University of North Carolina, Chapel Hill, Ph.D. University of Minnesota.

Frazer Ward  
Assistant Professor of Art  
B.A., M.A. University of Sydney, Ph.D. Cornell University.

Joel Westerdale  
Assistant Professor of German Studies  

Carolyn Wetzel  
Assistant Professor of Biological Sciences  
B.S. University of Michigan, Ph.D. Cornell University.

Maryjane Wraga  
Assistant Professor of Psychology  
B.A. University of Hartford, Ph.D. Emory University.

Sujane Wu  
Assistant Professor of East Asian Languages and Literatures  
B.A. Soochow University, Taipei, Taiwan, M.A., Ph.D. University of Wisconsin, Madison.

Lynn Yamamoto  
Assistant Professor of Art  
B.A. The Evergreen State College, M.A. New York University.

Byron L. Zamboanga  
Assistant Professor of Psychology  
B.A. University of California, Berkeley, M.A., Ph.D. University of Nebraska, Lincoln.

Instructors

Ibtissam Bouachrine  
Instructor in Spanish and Portuguese  
B.A., M.A. West Virginia University.
Instructors/Lecturers

André Dombrowski
Instructor in Art
M.A. Courtauld Institute of Art, University of London, Magister, University of Hamburg, Germany

Christopher Hardin
Visiting Instructor in Mathematics
B.A. Amherst College, M.S. Cornell University.

Maria Helena Rueda
Instructor in Spanish and Portuguese
Licenciada, Universidad de Los Andes, Bogotá, Columbia, M.A. State University of New York, Stony Brook.

Lecturers

Ladan Akbarnia
Lecturer in Art

Susan Heuck Allen
Lecturer in Archaeology
A.B. Smith College, M.A. University of Cincinatti, Ph.D. Brown University.

Ernest Alleva
Lecturer in Philosophy
B.A., M.A., M.Phil., Ph.D. Columbia University.

Julio Alves
Lecturer in English Language and Literature

Marnie Anderson
Lecturer in History
B.A. Smith College, M.A. University of Michigan.

Martin Antonetti
Lecturer in Art and Curator of Rare Books
M.S.L.S.

Nina Antonetti
Lecturer in Landscape Studies
B.A. Richmond College, Ph.D. University of London.

Timothy Bacon
Lecturer in Exercise and Sport Studies
M.A. University of Toronto, Ph.D. L’Université de Montréal.

Linda Barakat
Lecturer in Religion
B.A., G.S.D., Damascus University, Syria.

Melissa Belmonte
Lecturer in Spanish and Portuguese

Silvia Berger
Lecturer in Spanish and Portuguese
B.A. National Conservatory of Music, M.A., Ph.D. University of Massachusetts.

Jeffrey Blankenship
Lecturer in Landscape Studies
B.S. University of Kentucky, M.A. University of Massachusetts.

Jackie Blei
Lecturer in Exercise and Sport Studies

Melanie Bost-Fievet
Visiting Lecturer from the École Normale Supérieure in Paris
M.A. Université Paris.

Ann Edwards Boutelle
Senior Lecturer in English Language and Literature

Mark Brandriss
Lecturer in Geology
B.A. Wesleyan University, M.S., Ph.D. Stanford University.

Billbob Brown
Lecturer in Dance

Daniel Brown
Lecturer in History
B.A. Northwestern University, Ph.D. University of Chicago.

Fabienne Bullot
Lecturer in French Studies

Lâle Aka Burk
Senior Lecturer in Chemistry

Carl Caivano
Lecturer in Art
B.F.A. Syracuse University, M.F.A. University of Massachusetts.
Lecturers

Rosetta Caponetto
Lecturer in Italian Language and Literature
B.A. University of Bologna, Italy, M.A. University of Bami, Italy, M.A. University of Connecticut.

Debra L. Carney
Lecturer in English Language and Literature
B.A., M.F.A. University of Massachusetts.

Elizabeth E. Carr
Lecturer in Religion and Catholic Chaplain
B.A., M.A. University of Southern California, Ph.D. Graduate Theology Union, Berkeley.

Linda Cavanaugh
Lecturer in Mathematics
B.S., M.S. University of Massachusetts.

Edward Check
Lecturer in Theatre
B.F.A. State University of New York, Purchase, M.F.A. Yale University.

Yoon-Suk Chung
Lecturer in East Asian Languages and Literatures
B.A., M.A. Seoul National University, M.A., Ph.D. University of California, Berkeley.

Nancy Coiner
Lecturer in English Language and Literature
B.A. St. John's College, M.Phil Oxford University, Ph.D. Stanford University.

Jim Coleman
Lecturer in Dance
B.A. University of California at Santa Cruz, M.F.A. University of Utah.

George Colt
Lecturer in American Studies
A.B. Harvard College, M.A. Johns Hopkins University.

Debbie Cottrell
Lecturer in History and Associate Dean of the Faculty

Holly Davis
Lecturer in English Language and Literature
B.A. Wittenberg University, M.A. State University of New York at Albany.

Mark Davis
Visiting Artist in Dance

Tom R. Dennis
Lecturer in Astronomy
B.A., M.A. University of Michigan, Ph.D. Princeton University.

Ranjana Devi
Lecturer in Dance (University of Massachusetts Fine Arts Center)

M. Darby Dyar
Lecturer in Astronomy

Sally Katzen Dyk
Washington Scholar in Residence
B.A. Smith College, J.D. University of Michigan.

Valija Evalds
Lecturer in Art
B.A. Mount Holyoke College, M.Phil., M.A. Yale University.

Molly Falsetti
Lecturer in Spanish and Portuguese
B.A. State University of New York, Binghamton, M.A. University of Massachusetts.

Paola Ferrario
Harnish Visiting Artist
B.F.A. San Francisco Art Institute, M.F.A. Yale University.

Charles Flachs
Lecturer in Dance

Rose Flachs
Lecturer in Dance

Joyce Follett
Lecturer in American Studies
B.S. Georgetown University, M.A. University of Massachusetts, Amherst, Ph.D. University of Wisconsin, Madison.

Terese Freedman
Lecturer in Dance
B.A. University of Colorado at Boulder.

Richard Gassan
Lecturer in History
B.S., M.A. Ohio University, M.A. Ph.D. University of Massachusetts, Amherst.

Janice Gatty
Lecturer in Education and Child Study
Lecturers

W. Lane Hall-Witt
Lecturer in History
B.A. University of Oregon, M.A. Yale University.

Christopher Hardin
Lecturer in Mathematics
B.A. Amherst College, M.S. Cornell University.

Yehudit Heller
Lecturer in Jewish Studies
M.Ed. University of Massachusetts, Amherst.

Marlo Henderson
Lecturer in Psychology
B.A. University of Alabama, Tuscaloosa, M.S.
University of Massachusetts.

James Hicks
Director, Diploma in American Studies
B.A., B.S. Michigan State University, Ph.D. University
of Pennsylvania.

Constance Valis Hill
Lecturer in Dance

David Hinton
Lecturer in East Asian Languages and Literatures
B.A. University of Utah, M.F.A. Cornell University.

Jonathan Hirsh
Senior Lecturer and Director of Orchestral and
Choral Activities
B.A. Amherst College, M.M., D.M.A. University of
Michigan.

Robert Ellis Hosmer, Jr.
Senior Lecturer in English Language and
Literature
A.B. College of the Holy Cross, M.A. (Religion)
Smith College, M.A. (English), Ph.D. University of
Massachusetts at Amherst.

Nancy Inouye
Lecturer in Film Studies
B.A. Duke University, M.A., Ph.D. University of
Massachusetts.

William Michael Irvine
Lecturer in Astronomy
B.A. Pomona College, M.A., Ph.D Harvard
University.

Charles Johnson
Lecturer in Economics
Lecturers

Alice Julier
Lecturer in Sociology
B.A. Brandeis University, M.A. University of Massachusetts.

Susan Kart
Lecturer in Art
B.A. Smith College, M.A., M.Phil. Columbia College.

Neal Katz
Lecturer in Astronomy

Laura Katzman
Lecturer in American Studies
B.A. New York University, M.A., M.Phil., Ph.D. Yale University.

Judith Keyler-Mayer
Lecturer in German Studies
M.A. Ludwig-Maximilians Universität, Munich, Germany.

Beth Kissileff
Lecturer in English Language and Literature
B.A. Columbia University, M.A., Ph.D. University of Pennsylvania.

Lucretia Knapp
Lecturer in Film Studies and Art
B.A., M.A., The Ohio State University, M.F.A. University of Michigan, Ann Arbor.

Karen Koehler
Lecturer in Art
B.A. University of Illinois, M.A. University of Massachusetts, Amherst, Ph.D. Princeton University.

Wendy Kohler
Lecturer in Education and Child Study
B.A. Vassar College, M.A. Antioch University, Ed.D. University of Massachusetts, Amherst.

John Kwan
Lecturer in Astronomy
B.S. Utah State University, Ph.D. California Institute of Technology.

Barbara Lattanzi
Lecturer in Art
B.F.A. School of Art Institute of Chicago, M.A. State University of New York, Buffalo.

Denise Lello
Lecturer in Biological Sciences
B.A. University of Chicago, B.S., Ph.D. University of Washington.

Grant Xialguang Li
Lecturer in East Asian Languages and Literatures
B.A., M.A. Heilongjiang University, China; M.A., Ph.D. University of California, Irvine.

Weijia Li, M.Ed.
Lecturer in East Asian Languages and Literatures

Francie Lin
Lecturer in English Language and Literature

Kenneth Lipitz
Lecturer in Dance

Jonathan Lipman
Lecturer in East Asian Studies
B.A. Harvard University, M.A., Ph.D. Stanford University.

Sara London
Lecturer in English Language and Literature
B.A., M.F.A. University of Iowa.

Ana López-Sánchez
Lecturer in Spanish and Portuguese
B.A. Universidad de Santiago de Compostela, Spain, M.A. University of Nottingham, UK.

Nia Love
Lecturer in Dance
B.F.A. Howard University, M.F.A. Florida State University.

Daphne Lowell
Lecturer in Dance
B.A. Tufts University, M.F.A. University of Utah.

Kim Lyons
Lecturer in Sociology
A.B. Smith College, M.A. State University of New York, Stony Brook.

Carla Marcantonio
Lecturer in Film Studies
B.A., M.A. University of Colorado, Boulder.

Sherry Marker
Lecturer in American Studies
B.A. Radcliffe College, M.A. University of California at Berkeley.

Suk Massey
Lecturer in East Asian Languages and Literatures

Daniel McClure
Lecturer in Afro-American Studies
Betty McGuire
Lecturer in Biological Sciences
B.S. Pennsylvania State University, M.S., Ph.D.
University of Massachusetts.

Malcolm McNee
Lecturer in Spanish and Portuguese
B.A. University of Idaho, M.A. Tulane University.

Christiane Metral
Lecturer in French Studies
Licence es Lettres, University of Geneva,
Switzerland.

Elizabeth Meyersohn
Lecturer in Art
B.A. Smith College

Mikhail Mikeshin
Lecturer in Russian Language and Literature
M.A., Ph.D. St. Petersburg State University.

Molly Monet-Viera
Lecturer in Spanish and Portuguese

Esteban Monserrate, Ph.D.
Lecturer and Laboratory Instructor in Biological Sciences
M.S., Ph.D. University of Massachusetts, Amherst.

Mary Murphy
Senior Lecturer in Mathematics
B.A. College of St. Elizabeth, M.A.T. The Johns Hopkins University.

Patricia Nevers
Hamburg Exchange Lecturer, Department of Education and Child Study

Rebecca Nordstrom
Lecturer in Dance
B.A. Antioch College, M.F.A. Smith College.

Christopher Overtree
Lecturer in Psychology
B.A. Princeton University, M.S., Ph.D. University of Massachusetts.

David Palmer
Lecturer in Psychology
B.S., M.S., Ph.D. University of Massachusetts.

Vittoria Offredi Poletto
Senior Lecturer in Italian Language and Literature
B.A. University of Birmingham, England.

Phoebe Ann Porter
Lecturer in Spanish and Portuguese
B.A. Bryn Mawr College, M.A., Ph.D. Brown University.

Beth Powell (Anne P. Anderson)
Lecturer in Psychology
A.B. Smith College, M.A., Ph.D. University of Massachusetts at Amherst.

Cathy Hofer Reid
Principal of the Campus School and Lecturer (Education and Child Study)
B.A. Hamline University, M.S. Utah State University, Ph.D. University of Connecticut.

Maureen Ryan
Lecturer in Classical Languages and Literatures
B.A., M.A., Ph.D. Ohio State University.

Nicholas C. Rynearson
Lecturer in Classical Languages and Literatures
B.A. Columbia University, B.A. Cambridge University

Samuel Scheer
Lecturer in English Language and Literature
B.A Bennington College, M.Phil. Oxford University.

Peter Schloerb
Lecturer in Astronomy
B.A Hamilton College, Ph.D. California Institute of Technology.

Gretchen Schneider
Lecturer in Art
B.A. Smith College, M.Arch. Harvard University.

Katherine Schneider
Lecturer in Art
B.A Yale University, M.F.A. Indiana University.

Stephen E. Schneider
Lecturer in Astronomy

Peggy Schwartz
Lecturer in Dance
B.A. University of Rochester, M.A. State University of New York at Buffalo.
Lecturers

Michael Snediker
Lecturer in English Language and Literature

Ronald L. Snell
Lecturer in Astronomy
B.A. University of Kansas, M.A., Ph.D. University of Texas.

Maria Succi-Hempstead
Lecturer in Italian Language and Literature
M.A. University of Kent, Canterbury, England.

Jane Stangl
Lecturer in Exercise and Sport Studies
B.S. University of Wisconsin, M.A. Bowling Green State University, Ph.D. University of Iowa.

Nicomedes Suárez Aráuz
Senior Lecturer in Spanish and Portuguese
B.A. University of Tampa, M.A. Utah State University, Ph.D. Ohio University.

Atsuko Takahashi
Lecturer in East Asian Languages and Literatures
B.A. Japan Women's University, M.S.Ed. University of Pennsylvania.

Cathy Weisman Topal
Lecturer in Education and Child Study
B.A. Cornell University, M.A.T. Harvard School of Education.

Amy Toulson
Lecturer in Biological Sciences

Sheralee Treshner
Lecturer in Psychology

Janet Van Blerkom
Lecturer in Physics
B.S. Massachusetts Institute of Technology, Ph.D. University of Colorado.

Hugo Viera
Lecturer in Spanish and Portuguese
B.A. University of Pennsylvania, Ph.D. Yale University.

Angeliek von Hout
Visiting Lecturer in Philosophy

Richard Wallace
Lecturer in Anthropology

Daniel Wang
Lecturer in Astronomy

Daniel Warner
Lecturer in Music

Ellen Doré Watson
Lecturer in English Language and Literature
B.A., M.E.A. University of Massachusetts, Amherst.

Martin D. Weinberg
Lecturer in Astronomy

Kate Weigand
Lecturer in History
B.A. Case Western Reserve University, M.A., Ph.D. The Ohio State University.

Robert Weinberg
Lecturer in American Studies

Jon Western
Lecturer in Government

Michele Wick
Lecturer in Psychology
B.S. Cornell University, Ph.D. University of New York, Buffalo.

Catherine Wilson
Lecturer and Lab Instructor in Sociology

Wendy Woodson
Lecturer in Dance

Judith Wopereis
Lecturer/Microscopy Technician in Biological Sciences
B.S. Larenstein International Agricultural College, M.S. Wageningen Agricultural University, NL.

Catherine Woronzoff-Dashkoff
Senior Lecturer in Russian Language and Literature
Baccalauréat ès Lettres, Lycée Française de Vienne, Austria, A.B. Smith College.

Jonathan Wyman
Lecturer/Lighting Designer in Theatre
B.A. Plymouth State College, California State University at Fullerton, M.E.A. University of Massachusetts.

Judith S. Young
Lecturer in Astronomy
A.B. Harvard College, M.S., Ph.D. University of Minnesota.
Nan Zhang
Lecturer in Theatre
B.A. Beijing University, M.A., M.F.A. The Ohio State University.

Ling Zhao
Lecturer in East Asian Languages and Literatures
B.A. Beijing University, M.A. Beijing Foreign Studies University.

Jeffrey Zeigler
Lecturer in Music
B.Mus. Eastman School of Music, M.Mus. Rice University.

_______________________
Instructional Support Personnel
_______________________
Carol Bailey
Mendenhall Fellow in Afro-American Studies

Cathy Schlund-Vials
Mendenhall Fellow in American Studies
B.A. University of Texas, Austin, M.A. University of Massachusetts, Amherst.

Mikulas Fabry
Mellon Post-Doctoral Fellow in Government

Keisha-Kahn Yemaine Perry
Mellon Post-Doctoral Fellow in Anthropology

Kirin Joya Makker
Assistant in Architecture

Alan Cottrell, Ph.D.
Research Associate in History

Debbie Cottrell, Ph.D.
Research Associate in History

Erika Laquer, Ph.D.
Research Associate in History

Marylynn Salmon, Ph.D.
Research Associate in History

Revan Schendler, Ph.D.
Research Associate in History

Janice Moulton, Ph.D.
Research Associate in Philosophy

Meredith Michaels
Research Associate in Philosophy

Eric Hurley
Research Associate in Psychology

George Robinson, Ph.D.
Research Associate in Psychology

Martha Teghtsoonian, Ph.D.
Research Associate in Psychology

Robert Teghtsoonian
Research Associate in Psychology

Benjamin Braude, Ph.D.
Research Associate in Religion

Edward Feld
Research Associate in Religion

Philip Zaleski
Research Associate in Religion

Meg Lysaght Thacher
Laboratory Instructor in Astronomy

Gabrielle Immerman
Laboratory Instructor in Biological Sciences

Mary McKitrick, Ph.D.
Laboratory Instructor in Biological Sciences

Esteban Monserrate, Ph.D.
Laboratory Instructor in Biological Sciences

Judith Wopereis, M.Sc.
Laboratory Instructor in Biological Sciences

Graham R. Kent, M.Sc.
Senior Laboratory Instructor in Biological Sciences

Maria Bickar
Laboratory Instructor in Chemistry

Rebecca Thomas
Laboratory Instructor in Chemistry

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

Timothy Doughty
Laboratory Instructor in Engineering

Steve Gauren
Laboratory Instructor in Geology
Mimi Domeki
Assistant in East Asian Languages and Literatures (Japanese)

Marino Forlino
Assistant in Italian Language and Literature

Joyce Palmer-Fortune
Laboratory Instructor in Physics

Jerzy W. Pfabé, M.Sc.
Laboratory Supervisor in Physics

Julius Robinson, B.S.
Principal Pianist, Dance Department

David Palmer, Ph.D.
Assistant in Statistics, Psychology Department

Esther Cuesta
Teaching Assistant in Spanish and Portuguese

Próspero Garcia
Teaching Assistant in Spanish and Portuguese

Juan Pablo Jiménez
Teaching Assistant in Spanish and Portuguese

Justin Kratovil
Teaching Fellow in Biological Sciences

Nils Pilotte
Teaching Fellow in Biological Sciences

Diane Marie Proctor
Teaching Fellow in Biological Sciences

Maria Solano
Teaching Fellow in Biological Sciences

Ariel Cohen
Teaching Fellow in Dance

Kellie Lynch
Teaching Fellow in Dance

Tara Madsen
Teaching Fellow in Dance

Dustyn Martincich
Teaching Fellow in Dance

Ching-Shan Parks
Teaching Fellow in Dance

Amy Softic
Teaching Fellow in Dance

Fania Tskalakos
Teaching Fellow in Dance

Reiko Kato
Teaching Assistant in East Asian Languages and Literatures

Marilyn London, M.A.
Tutor Supervisor in Education and Child Study

Andrew R. Beal B.S.
Teaching Fellow in Education and Child Study

Jake A. Lauer, B.A.
Teaching Fellow in Education and Child Study

Brianna L. Marziotti, B.A.
Teaching Fellow in Education and Child Study

Dana L. Pagar, B.A.
Teaching Fellow in Education and Child Study

Katherine F. Perkins, B.A.
Teaching Fellow in Education and Child Study

Lawrence D. Robertson, B.A.
Teaching Fellow in Education and Child Study

Marsa Daniel
Teaching Fellow in Exercise and Sport Studies

Brooke Diamond
Teaching Fellow in Exercise and Sport Studies

Mary Fagan
Teaching Fellow in Exercise and Sport Studies

Jennifer Steele
Teaching Fellow in Exercise and Sport Studies

Michelle Walsh
Teaching Fellow in Exercise and Sport Studies

Erica Wheeler
Teaching Fellow in Exercise and Sport Studies

Bethia Woolf
Teaching Fellow in Exercise and Sport Studies

Elizabeth Yasser
Teaching Fellow in Exercise and Sport Studies

Katie Kroll
Teaching Fellow in Music
Administration

Office of the President and the Board of Trustees
Carol T. Christ, Ph.D.
President
Georgia Yuan, M.S., J.D.
General Counsel and Secretary to the College
Rebecca Lindsey, M.A.
Secretary to the Board of Trustees and Assistant to the President
Margaret Averill, B.A.
Executive Secretary to the President
Adrianne R. Andrews, Ph.D.
Ombudsperson

Office of Advancement
Patricia Jackson, M.B.A
Vice President for Advancement
Nancy Harvin ’80, A.B.
Director of Principal Gifts
Cam Morin Kelly ’84, A.B.
Director of Planned Gifts and Bequests
Adam Siegel, J.D.
Director of Major Gifts
Sandra Doucett, B.A.
Senior Director of Advancement and Corporate and Foundation Relations
Ruth van Erp, M.A.
Director of Advancement Services
Sheri Gladden, B.A.
Director of Individual Gifts
Laura Quinn, Ph.D.
Director of Donor Relations
Ellen Catabia, M.L.S., M.A., M.S.
Research Director
Barbara B. Reinhold, Ed.D.
Director of Executive Education

The Athletic Department
Lynn Oberbillig, M.A., M.B.A.
Director

The Botanic Garden
Michael Marcotrigiano, Ph.D.
Director

Office of Campus Operations and Facilities
William R. Brandt, M.B.A.
Director

The Smith College Campus School
Cathy Hofer Reid, Ph.D.
Principal

Career Development Office
Stacie Hagenbaugh, M.Ed.
Director

The Chapel
Jennifer Walters, D.Min.
Dean of Religious Life
Elizabeth E. Carr, Ph.D.
Chaplain to the College
Adviser to Catholic Students
Bruce A. Bromberg Seltzer, M.A.
Chaplain to the College
Adviser to Jewish Students
Khalilah Karim-Rushdan, M.S.W., L.C.S.W.
Adviser to the Muslim Community
The Rev. Dr. Leon Tilson Burrows, D.Min.
Chaplain to the College
Adviser to Protestant Students

The Clark Science Center
Thomas S. Litwin, Ph.D.
Director
Brenda Bolduc, A.B.
Associate Director

Office of College Relations
Laurie Fenlason, A.B.
Executive Director of College Relations and Special Assistant to the President
Administration

Judith L. Marksbury, B.Ed.
Director of College Relations

John G. Eue, M.A.
Senior Director of Publications and Communications

Office of the Dean of the College

Maureen Mahoney, Ph.D.
Dean of the College

Tom Riddell, Ph.D.
Associate Dean of the College and Dean of the First-Year Class

Margaret Zelljadt, Ph.D.
Dean of the Senior Class

Margaret Bruzelius, Ph.D.
Dean of the Sophomore and Junior Classes

Erika J. Laquer, Ph.D.
Dean of Ada Comstock Scholars and Transfer Students

Mela Dutka, Ph.D.
Dean of Students

Becky Shaw, M.A.
Director of Residence Life

Adrian Beaulieu, Ed.S.
Associate Dean for International Study

Alison Tuttle Noyes, M.A.
Assistant Dean for International Study

Hrayr C. Tamzarian, M.Ed.
Associate Dean for Student Affairs and International Students and Scholars

Tamra Bates, M.S.
Director of the Campus Center

Rae-Anne Butera, M.A.
Assistant Dean for Student Affairs

Randy Shannon, B.S.
Housing Coordinator

Dining Services

Kathleen Zieja, B.S.
Director

Office of Enrollment

Audrey Smith, B.A.
Dean of Enrollment

Deb Shaver, M.S.
Director of Admission

Sidonia M. Dalby, M.Ed.
Karen Kristof, A.B.
Elizabeth Beal
Associate Directors of Admission

Deb Luekens, G.A.
Senior Associate Director of Student Financial Services

Office of the Vice President for Finance and Administration

Ruth H. Constantine, M.B.A.
Vice President for Finance and Administration

Richard S. Myers, Ph.D.
Chief Planning and Budget Officer

Basil Stewart, B.B.A.
Controller

Health Services

Leslie R. Jaffe, M.D.
College Physician and Director of Health Services

Pamela McCarthy, L.I.C.S.W.
Associate Director

Elaine Longley, B.S.N.
Coordinator of Nursing Services

Office of Human Resources

Candace Baer, M.A.
Interim Director of Human Resources

Information Technology Services

Herbert Nickles, M.A.
Executive Director

Kate Etzel
Director, User Services

Tom Warger
Interim Director, Educational Technology
Ben Marsden, M.S.
Director, Systems and Network Services

Sharon Moore, B.A.
Director, Telecommunications

Yvonne Ting, M.S.
Director, Administrative Software Systems and Technology

Office of Institutional Diversity
Naomi Miller, Ph.D.
Assistant to the President and Director of Institutional Diversity
Laura Rauscher, B.S.
Director of Disability Services

Office of Institutional Research
TBA
Director

The Jacobson Center for Writing, Teaching and Learning
Julio Alves, Ph.D.
Acting Director

The Libraries
Christopher Loring, M.A.
Director of Libraries
James Montgomery, M.S.
Head of Catalogue Section
Maria Brazill, M.A., M.S.
Coordinator of Collection Development and Head of Acquisitions
Rocco Piccinino Jr., M.S.L.S.
Coordinator of Branch Services and Science Librarian
Barbara Polowy, M.L.S.
Art Librarian
Marlene Wong, M.S.L.S.
Librarian, Werner Josten Library
Sherrill Redmon, Ph.D.
Head of the Sophia Smith Collection and Coordinator of Special Collections

Martin Antonetti, M.S.
Curator of Rare Books
Nanci A. Young, M.A.
College Archivist
Eric Loehr, M.L.S.
Library Systems Coordinator

The Smith College Museum of Art
Jessica Nicoll '83, M.A.
Director and Chief Curator
David Dempsey, M.A.
Associate Director of Museum Services
Linda D. Muehlig, M.A.
Associate Curator of Paintings and Sculpture

Office of the Provost/Dean of the Faculty
Susan Bourque, Ph.D.
Provost/Dean of the Faculty
Charles P. Staelin, Ph.D.
Dean for Academic Development
Debora Cottrell, Ph.D.
Associate Dean of the Faculty and Director of Graduate Programs

Public Safety
Paul Ominsky, M.Ed.
Director

Office of the Registrar
Patricia A. O'Neil, B.A.
Registrar

School for Social Work
Carolyn Jacobs, Ph.D.
Dean
Susan Donner, Ph.D.
Associate Dean
Diane Tsoulas, J.D.
Associate Dean for Administration
Standing Committees, 2005–06 (Elected)

ACADEMIC FREEDOM COMMITTEE
Velma Garcia (2008); Adam Hall (2007); Jocelyne Kolb (2008)

COMMITTEE ON MISSION AND PRIORITIES
President, Chair (Carol Christ); Vice Chair, Dean of the Faculty (Susan Bourque); Dean for Academic Development (Charles Saelin); Dean of the College (Maureen Mahoney); Chief Financial Officer (Ruth Constantine); Vice President for Advancement (Patricia Jackson); Staff Member (to be announced); Two students selected by the Student Government Association (to be named); Two members of Faculty Council (to be named); Jane Bryden (2007); Robert Dorit (2007); Sue J.M. Freeman (2008)

COMMITTEE ON FACULTY COMPENSATION AND DEVELOPMENT
Dean for Academic Development, Chair, non-voting (Charles Saelin); Pau Atela (2007); Robert Burger (2007); Randy Frost (2007); Karen Pfeifer (2006); Frazer Ward (2007); Faculty Council Representative (non-voting): Borjana Mikic

FACULTY COUNCIL
Nancy Bradbury (2007); Susan Etheredge (2008); Borjana Mikic (2008); Małgorzata Pfabe (2006); Marilyn Schuster (2006)

COMMITTEE ON TENURE AND PROMOTION
President, Chair (Carol Christ); Dean of the Faculty (Susan Bourque); Piotr Decowski (2008); Ruth Haas (2008); Andrea Hairston (2007); Elizabeth Harries (2008); Susan Van Dyne (2007); Alternate: To be announced (2006)

COMMITTEE ON ACADEMIC PRIORITIES
Dean of the Faculty, Chair, non-voting (Susan Bourque); Dean for Academic Development, non-voting (Charles Saelin); Dean of the College, non-voting (Maureen Mahoney); Ernest Benz (2008); Richard Briggs (2008); Alice Hearst (2008); Jefferson Hunter (2008); Doreen Weinberger (2008); Faculty Council Representative (non-voting): Susan Etheredge

LECTURE COMMITTEE
Mlada Bukovansky (2007); Michael Gorra (2006); Marqueterie Itamar Harrison (2008); Kevin Shea (2007); Michael Thurston (2008); Chair of the Recreation Council

COMMITTEE ON EDUCATIONAL TECHNOLOGY
Mary Ellen Birkett (2008); Christophe Gole (2007); Nicholas Howe (2008); Samuel Intrator (2007); Gary Lehring (2008); Katwiwa Mule (2008); Dean for Academic Development (Charles Saelin); non-voting members: Executive Director of Information Systems (Herb Nickles); Supervisor of Computing and Technical Services in the Science Center (Eric Brewer); Director of Educational Technology (Robert Davis); Coordinator of Library Systems (Eric Loehr)

COMMITTEE ON GRIEVANCE
Brigitte Buettner (2007); Justin Cammy (2008); Michelle Joffroy (2008); Ann R. Jones (2008); Amy Rhodes (2008); Christine Shelton (2008); Steve Waksman (2008); Alternates: to be named (2006)

COMMITTEE ON THE LIBRARY
Dawn Fulton (2008); Luc Gillemant (2007); Mahnaz Mahdavi (2007); Katherine Queeny (2007); Vera Shevzov (2008); Non-voting. Two students chosen by Student Government Association; Director of Libraries (Chris Loring); Dean of the Faculty (Susan Bourque)
Alumnae Association, 2005-06

Officers

President
Joanne Sawhill Griffin ’72
1152 Center Drive
St. Louis, MO 63117

Vice President
Audrey Pack ’92
1313 Washington Street, 614
Boston, MA 02118-2171

Treasurer
Lynn Steppacher Martin ’75
284 N. Woods Road
Manhassett, NY 11030-1615

Clerk
Elizabeth Bennett Crowell ’86
16 Cornell Street
Arlington, MA 02472

Directors

Lillian Agapalidou-Panagopoulou ’70
11 Gavrielidou Str.
Athens 11141, Greece

Lisa Barr ’83
260 Percival Drive
West Barnstable, MA 02268

Laura Begley ’91
331 W. 21st Street, 1-R
New York, NY 10011-3070

Torrey Stanley Carleton ’81
134 Chichester Place
San Antonio, TX 78209

Linda Smith Charles ’74
450 Seven Oaks Road
Orange, NJ 07050

Caroline Walsh Holt ’97
405 N. Cleveland Street
Arlington, VA 22201-1423

Norma A. Melgoza ’92
1007 W. Armitage Avenue, 2-F
Chicago, IL 60614

Ann Burke Mikula ’90
11 Cranston Road
Winchester, MA 01890

Camille O’Bryant ’83
1683 Mirasol Way
Atascadero, CA 93422

Judith Ratzan ’62
60 Edgewater Drive, 9-F
Coral Gables, FL 33133

Abigail Slater ’80
87 Woodlawn Avenue, East
Toronto, ON M4T 1B9, Canada

Debra Romero Thal ’77
40 Camino Del Tecolote
Placitas, NM 87043-8802

Ex Officio

Carrie S. Cadwell, M.Ed. ’82
Executive Director, AASC

Laura Thomas Rivero ’84
1470 Certosa Avenue
Coral Gables, FL 33146-1920

Student Representative

Nicole Rodier ’06
Campus Box 8109

The Alumnae Office

Executive Director
Carrie Staples Cadwell, M.Ed. ’82

Associate Director for Alumnae Education
Betsy Adams Baird

Associate Director for Reunions and Classes
Samantha K. F. Pleasant

Editor of the Smith Alumnae Quarterly
John MacMillan
Index

Abbreviations and symbols, explanation of, 66–68
Absence, leaves of, 53–54
Absence from classes, 52
Academic achievements, prizes and awards, 27–32
Academic calendar, vi
Academic course load, 46
Academic credit, 49–51
Academic divisions, 64–66
Academic Honor System, 11
Academic program, 7–16
Academic records, disclosure of, 53
Academic rules and procedures, 46–54
Academic societies, 28
Academic standing, 52
Accelerated course program, 11
Accreditation, iv
Ada Comstock Scholars Program, 11
   admission, 45
   fees and expenses, 33–36
   financial aid, 37–40
   grading options, 49–50
Adding and dropping courses, 47–48
Administration directory, 452–454
Admission, 41–45
   graduate study, 55–56
      international students, 55, 60
   undergraduate study, 41–45
      Ada Comstock Scholars, 45
   advanced placement credit, 51–52
   application fee, 35
   deadline dates, 43
   entrance tests, 41–42
   health form, 23
   interview, 43
   international students, 44
   secondary school preparation, 41
   transfer applicants, 44
Admission, to courses requiring special permission, 46–47
Advanced placement, 42, 51–52
   toward requirements, 51–52
Advanced standing, 42, 51–52
Advising, 10
   career, 22
   engineering, 10, 191
   minor advisers, 10
   prebusiness, 10
   prelaw, 11
   premajor and major advisers, 10
   premedical and prehealth professions, 10–11, 128
African studies
   minor, 69–70
      Five College certificate in, 407
Afro-American studies, 71–74
Age of majority, 53
Ainsworth/Scott Gymnasiums, 20–21
   hours, 21
Alumnae
   networking, 22
   support, 39
Alumnae Association
   officers, 456
Alumnae Gymnasium, 2, 17
American College Testing Program, 41–42
American Ethnicities, 75–77
American studies, 78–82
   diploma in, 60, 82
Amherst College
   cooperative program with, 12, 16
   Twelve College Exchange, 16
   cooperative Ph.D. program, 59
Ancient studies, 83
Anthropology, 84–90
Application for admission
   graduate study, 55–56
      nondegree studies, 60
      undergraduate study, 42
Arabic courses. See Religion.
Archaeology, 91
Architecture and landscape architecture courses. See Art.
Art, 92–105
Art library, 18
   hours, 18
Art museum, 18
   hours, 18
Asian/Pacific/American studies, Five College certificate in, 408–409
Assistantships, graduate, 61–62
Associated Kyoto Program, 15
Astronomy, 106–109
Astrophysics
courses, 108–109
minor, 109
Athletic facilities, 20–22
Athletic fields, 20–22
Athletic program, 20–22, 423–424
See also Exercise and sport studies.
Athletics, 20–22, 423–424
Auditing
community: nonmatriculated students, 12, 47
fees for nonmatriculated students, 34
matriculated students, 47
Awards, 28–32
Bachelor of arts degree, 46
Bacteriology. See Biological sciences.
Berenson Dance Studio, 19
Biblical literature. See Religion.
Biochemistry, 110–114
Biological sciences, 115–128
master's degree, 57
Black colleges, study at, 16
Board of trustees, 425
Boathouse, 21
Botanic gardens, 18
Botany. See Biological sciences.
Bowdoin, study at, 16
Brown Fine Arts Center, 18
Buddhist studies, Five College Certificate in, 410
Burton Hall, 2, 18
Burton, Marion LeRoy, 2
Calendar, academic, vii
Campus Center, 21
hours, 21
Campus jobs, 39
Career counseling, 22
Career Development Office, 22
Catholic chaplain, 23
Center for Foreign Languages and Cultures, 19
hours, 19
Certificate of Graduate Studies, 55, 60
Changes in course registration
graduate, 62
undergraduate, 47–48
Chaplains, 23
Chemistry, 129–133
Chemistry lab fee, 35
Child study. See Education and child study.
Chinese. See East Asian studies.
Christ, Carol T., 4, 425, 431, 452
Churches, 23
Clark Science Center, 18
Clarke School for the Deaf, 58
Class schedule chart, inside back cover
Classical languages and literatures, 134–137
Coastal and marine sciences, Five College
Certificate in, 411–413
College Archives, 17
College Board tests, 41–42
College physician, 22–23
College Scholarship Service, 37–38
Committees, 455
Comparative literature, 138–144
Computer facilities, 20
Computer science, 145–151
Confidentiality
of medical records, 22
of student records, 53
Connecticut College, study at, 16
Continuation fee, 35
Continuing education. See Ada
Comstock Scholars Program; nonmatriculated students.
Contractual limitations, 36
Conway, Jill Ker, 3–4, 426
Cooperative programs with other institutions, 12
Córdoba, study abroad, 15
Counseling
career, 22
personal, 23
religious, 23
Course enrollments, Five College, 49
summary, 24
Course load, 46
Course numbers, key to, 66–68
Course programs
accelerated, 11
honors, 12
independent study, 12, 47
regular, 7–9, 46
Smith Scholars, 13
Course registration, 47–48, 62
Courses of study, 64–424
Courses requiring permission,
admission to, 46
Course symbols, designations, abbreviations, explanation of, 66–68
Credit
academic, 49–52
advanced placement, 51–52
earned before matriculation, 51
internships, 12, 47
interterm, 51
performance, 50
shortage, 50
summer school, 51
transfer, 50
Cross country course, 20–21
Culture, health and science, Five College Certificate in, 414
Curricular requirements and expectations, 8
Curriculum, 7–8

Dance, 152–162
facilities, 19
master’s degree, 58

Dartmouth, study at, 16
Davis, Herbert, 2

Deadlines
for admission, 43
for course changes, 47–48, 62

Deficient teaching of the, 58
Dean’s List, 28
Deferred entrance to first-year class, 43
Deferred entrance for medical reasons, 43–44

Degrees, requirements for
bachelor of arts, 8–9, 46
doctor of philosophy, 59
doctor of philosophy, Five College cooperative degree, 55
master of arts, 56–59
master of arts in teaching, 57–58
master of education, 58
master of education of the deaf, 58
master of fine arts, 58
master of science in exercise and sport studies, 59
master/doctor of social work, 59–60
satisfactory progress, 52

Departmental Honors Program, 12, 27
Deposits, 35
for graduate students, 61
Dining arrangements, 21

Diploma in American studies, 60, 82
Directions to the college, iv
Disability Services, Office of, 20
Dismissal, 52
Divisions, academic, 64–66
Doctors, 22–23
Doctor of philosophy degree, 55, 59
Dormitories. See Residential houses for undergraduates.
Dropping and adding courses, 47–48, 62
Dunn, Mary Maples, 4, 426

Early Decision Plan, 42
East Asian languages and literatures, 163–170
East Asian studies, 171–174
Economics, 175–181
Education and child study, 182–190
Education, master’s degree, 58
Elizabeth Mason Infirmary, 22
Emeriti, emeriti, 426–429
Engineering, 191–198
Dartmouth College, 3-2 dual degree program, 198
English language and literature, 199–210
Enrollment statistics, 24–26
Entrance requirements, 41–42
Environmental science and policy, 211–213
Ethics, 214
Exercise and sport studies, 215–224
master’s degree, 59
Expenses, 33–36
Extended Repayment Plan, 37
Extracurricular activities, 21–23

Facilities, 17–21
Faculty, 426–451
Five College, 400–422
Family Education Loans, 39
Fees and expenses, 33–37
bed removal, 36
contractual limitations, 36
eyearly arrival, 35
graduate study, 60–61
health/fire/safety regulation, 36
Junior Year Abroad, 13–15
late Central Check-in, 35
late payment, 35
Twelve College Exchange, 16
Fellowships
  international and domestic, 32
  research, 61
  teaching, 61
Fields of knowledge, seven major, 7
  abbreviations in course listings, 67–68
Film studies, 225–228
Financial aid, 37–40, 61–62
  Ada Comstock Scholars, 38
  campus jobs, 39
  first-year applicants, 38
  graduate students, 61–62
  grants, 39
  international students, 39, 44
  loans, 39
  outside aid, 40
  transfer students, 38
  work-study, 39
Financial obligation, 33–34
Fine arts center, 18
Fine arts, master’s degree, 58
First Group Scholars, 27
First-Year Seminars, 229–232
Five College Certificate Programs, 10
  African studies, 407
  Asian/Pacific/American studies, 408–409
  Buddhist studies, 410
  Coastal and marine sciences, 411–413
  Culture, health and science, 414
  Film studies major, 421
  International relations, 415
  Latin American studies, 416
  Logic, 417–418
  Middle East studies, 419
  Native American Indian studies, 420
Five College Cooperation, 12
  course enrollment, 49
  course interchange, 12
  course offerings, 400–422
  course regulations, 49
Five College faculty, 400–406
Five College Self-Instructional Language Program, 422
Florence, study abroad, 14
Foreign language literature courses in translation, 233
Foreign students, See International students.
Foreign study programs, 13–15
France, study abroad, 15
French studies, 234–241
Geneva, study abroad, 14
Geographical distribution of students, 25
Geology, 242–246
German studies, 247–251
Germany, study abroad, 14–15
Government, 252–262
Grading options, 49–50
Graduate study, 55–62
  admission, 55
  enrollments, 24
  international students, 55, 60
Graduation rate, 24
Graduation requirements, 8–9, 46
Grants, 39
  music, 40
  named and restricted, 39–40
  trustee, 40
Greek courses, 134–135
Greene, John M., 1
Greenhouses, 18
Gymnasium, 20–21
  hours, 21
Hallie Flanagan Studio Theatre, 19
Hamburg, study abroad, 14–15
Hampshire College
  cooperative program with, 12
  cooperative Ph.D., 59
Health education, 22
Health insurance, 23, 34, 61
  for graduate students, 61
Health professions advising, 10–11, 128
Health professions program, 128
Health regulations, 22–23
Health Services, 22–23, 60
Hebrew courses, See Religion.
Helen Hills Hills Chapel, 23
High school preparation for applicants, 41
Hillyer Hall, 18
  Art library, 18
Hispanic studies, See Spanish and Portuguese.
History, 263–274
History of science and technology, 275–277
History of Smith College, 1–4
Honor code, 11
Honors program, 12
Houses, 21
  graduate students, 60
How to get to Smith, iv
Human Performance Laboratory, 20
Independent study, 12, 47
    abroad, 15
Independently designed majors and minors, 9–10
Infirmary, 22
Information Technology Services, 20
Inpatient services, 22–23
Inquiries and visits, v
Insurance, health, 22–23, 34, 60–61
    for graduate students, 60–61
Intercollegiate athletics, recreation and club sports
    21, 423–424
Interdepartmental and extradepartmental
course offerings, 397–399
Interdepartmental majors, 8–9
Interdepartmental minors, 9
Interlibrary loan, 17
Intermediate Health Care Facility, 22–23
International baccalaureate, 42, 52
International relations, 278–279
International Relations Certificate
    Program, 415
International students
    admission, 44
    admission of graduate, 55, 60
    Certificate of Graduate Studies, 55, 60
    Diploma in American Studies, 60, 82
    financial aid, 39, 44
    graduate fellowships, 61
    summary of enrollment, 25
Internships
    career, 22
    credit, 12, 47
    Praxis summer internships, 22
    semester in Washington, 16, 262
    Smithsonian Institution, 16, 80–81
Interterm, vii
    credit status, 51
    Interterm courses offered for credit, 280
Interview, for admission applicants, 43
    career, 22
Intramural athletics, 21, 423–424
Italian language and literature, 281–285
    master's degree, 57
Italy, study abroad, 14
Jacobson Center for Writing, Teaching and
    Learning, 20
Jahnige Social Science Research Center, 19
Japan, study abroad, 15
Japanese. See East Asian studies.
Jean Picker Semester-in-Washington Program, 16,
    262
Jewish chaplain, 23
Jewish studies, 286–289
Job, campus, 39
    summer, help with, 22
Junior Year Abroad Programs, 13–15
    course loads, 13–15
    enrollments, 24
    requirements, 13–14
Kennedy professorship, 6
Kyoto, study abroad, 15
Landscape architecture. See Art.
Landscape studies, 290–292
Language Laboratory, 19
    hours, 19
Late course changes, 47–48
Late registration, 48
Latin American and Latino/a studies, 293–296
    Five College certificate in, 416
Latin courses, 135
Latin honors, 8, 27, 68
Leaves of absence, 53–54
    graduate, 56
Leo Weinstein Auditorium, 19
Liberal arts college, 7
Libraries, 17–19
    hours, 18–19
    career resource, 22
Loans
    graduate study, 62
    undergraduate study, 37, 39
Logic, 297–298
Logic, Five College Certificate Program in, 417–418
Lyman Plant House, 18
Major, 8–9
Major fields of knowledge, seven, 7
    abbreviations in course listings, 68
Majors, enrollment, 26
Majority, age of, 53
Mandatory medical leave, 54
Marine science and policy, 299–300
Maritime studies, 16
MassPIRG, 35
Master of arts programs, 56–58
Mathematics, 301–307
McConnell Hall, 18
Medical leave of absence, 54
Medical professions program, 128
Medical services, 22–23
Medieval studies, 308–310
Mendenhall Center for the Performing Arts, 19
Mendenhall, Thomas Corwin, 3
Microbiology.  See  Biological sciences.
Middle East Studies Certificate Program, 419
Minor, 9
Mission of Smith College, viii
Mount Holyoke College
  cooperative program with, 12, 16
  cooperative Ph.D. program, 59
  Twelve College Exchange, 16
Museum of Art, 18
  hours, 18
Music, 311–317
  facilities, 19
  fees for practical music, 35
  grants, 40
  scholarships, 40
Mystic Seaport Program, 16

National Theatre Institute, 16
Neilson, William Allan, 2
Neilson chair, 5–6
Neilson Library, 17–18
Newman Association, 23
Neuroscience, 318–322
Nondegree studies, 60
Nondiscrimination policy, inside front cover
  graduate, 55
Nonmatriculated students, 12, 34, 47

Off-campus study programs, 12–16
Outpatient services, 22–23

Parent loans for undergraduates, 37, 39
Paris, study abroad, 15
Payment plans, 37
Pell Grant program, 39
Performing arts, 19
Perkins Loan (formerly NDSL), 39
Permission for course admission, 46–47
Personal computers, 20
Ph.D. programs, 55, 59–60
Phi Beta Kappa Society, 28

Philosophy, 323–328
  master’s degree, 57
Photography, facilities for, 18
Physical education, master’s program, 59
  See also athletic program; exercise and
  sport studies.
Physical fitness, 20–21
Physics, 329–332
Placement, advanced, 42, 51–52
Playwriting, master of fine arts in, 58
Poetry Center, 19
  Reading Room, 19
Political economy, 333
Political science.  See  Government.
Pomona-Smith Exchange, 16
Portuguese, 368–376
  See also Spanish and Portuguese.
Praxis Summer Internship
  Funding Program, 22
Prebusiness advising, 10
Prehealth professions program, 10, 128
Prelaw advising, 11
Premedical professions program, 10, 128
PRESHCO, 15
Privacy of student records, 53
Prizes, 28–32
Probationary status, 52
Program for Mexican Culture and Society in
  Puebla, 15
Programa de Estudios Hispánicos en Córdoba, 15
Protestant chaplain, 23
Protestant Ecumenical Christian Church, 23
Psi Chi, 28
Psychology, 334–341
  Public policy, 342–344
Quantitative courses for beginning students,
  345–350

Rare Book Room, 17
Readmission, 54
Recognition for academic achievement, 27–32
Recreation and club sports, 21
Refunds, withdrawal, 36
  Junior Year Abroad, 13–15
Registration, course, 47–48, 62
  late fee, 36, 48
Regular Decision Plan, 42
Religion, 351–357
  master’s degree, 57
Religious expression, 23
Repeating courses, 50
Required course work for graduate students, 62
Requirements
  for admission, 41–42
  for completion of course work, graduate, 62
  for the degree, 46
    advanced placement credit toward, 51–52
  residence
    graduate, 56
    transfer, 44
    undergraduate, 46
Research, career, 22
Research fellowship, 61
Research, scientific, 18
  social science center, 19
Residence requirements, 46
  for graduate students, 56
Residential houses for undergraduates, 21
Résumés, 22
Riding lessons, fees for, 35
Room and board, 34
  Ada Comstock Scholars, 34
  graduate students, 61
  undergraduates, 34
  refund policy, 36
ROTC, 40
Russian language and literature, 358–360
Sabin-Reed Hall, 18
Sage Hall, 19
Satisfactory progress toward degree, 52
Satisfactory/unsatisfactory grading option, 49–50
SATs, 41–42
Schedule of class times, inside back cover
Scholarships, 39–40
  graduate, 61–62
Science Center, 18
Science courses for beginning students, 361
Science Library, 18
  hours, 18
Scott Gymnasium, 20–21
Secondary-school preparation, 41
Seelye, Laurenus Clark, 1–2
Semester-in-Washington Program, 16, 262
Semesters, vi
  course program, 46
Seminars, admission to, 46–47
Senior year, credit requirements for
  entering, 50
Separation from the college, 52
Seven major fields of knowledge, 7
  abbreviations in course listings, 68
Shortage of credits, 50
Sigma Xi, Society of the, 28
Simmons, Ruth J., 4, 426
Smith Outdoors, 21
Smith, Sophia, vii, 1
Smith Scholars Program, 12
Smithsonian Institution internship, 16, 80–81
Social Science Research Center, 19
Social work, master/doctor of, 59–60
Sociology, 362–367
Sophia Smith Collection, 17
South India Term Abroad, 15
Spanish and Portuguese, 368–376
Spanish-speaking countries, foreign study in, 15
Special Studies, admission to, 47
Squash courts, 20
Standardized tests
  for admission, 41–42
  for graduate applicants, 55
Student account, 33
Student Counseling Service, 23
Student-designed interdepartmental majors and
  minors, 9–10
Student Government Association, 17, 34
  activities fee, 34
Student housing, 21
Student organizations, religious, 23
Students
  enrollment statistics, 24
  geographical distribution, 25
Studio art fees, 35
Study abroad, 13–15
Study at historically black colleges, 16
Summer courses, credit for, 11, 51
Summer internships, 22
Summer jobs, help finding, 21–22
Supplemental Educational Opportunity
  Grants, 39
Swimming pool, 20
Switzerland, study abroad, 14
Symbols and abbreviations, explanations of, 66–68
Teacher certification, 182–190
Teaching fellowships, 61
Teaching, master of arts in, 57–58
Tennis courts, 20–21
Theatre, 377–383
  master of fine arts in playwriting, 58
Theatre building, 19
Third World development studies, 384–385
Track, 20–21
Transfer students
  admission, 44
  financial aid, 38
Trinity, study at, 16
Trustees, board of, 425
Tryon Hall, 18
Tuition
  for graduate students, 60–61
  grants to area students, 40
  payment plans, 37
  refund policy, 36
Twelve College Exchange Program, 16
TV studio, 19
University of Massachusetts
  cooperative Ph.D. program, 59
  cooperative program with, 12
Urban studies, 386
Vacations, academic, vii
Vassar, study at, 16
Visiting Year Programs, 44
Visits to the college, v
Wallfisch, Ernst, music scholarship, 40
Washington intern programs, 16, 80
Weight training room, 20–21
Wellesley, study at, 16
Werner Josten Library, 19
  hours, 19
Wesleyan, study at, 16
Wheaton, study at, 16
Williams, study at, 16
Williams–Mystic Seaport Program in
  American Maritime Studies, 16
Withdrawal from the college
  Junior Year Abroad Programs, 14
  medical, 54
  personal, 53–54
  refund policy, 36
Women’s studies, 387–396
Work-study program, 39

Wright, Benjamin Fletcher, 2–3
Wright hall, 19
Writing assistance, 20
Writing courses, 199–200, 207
Writing requirements, 8
Zoology. See Biological sciences.
A student may not elect more than one course in a single time block except in rare cases that involve no conflict.

### Class Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 8–8:50 a.m.</td>
<td>A 8–8:50 a.m.</td>
<td>A 8–8:50 a.m.</td>
<td>B 8–8:50 a.m.</td>
<td>A 8–8:50 a.m.</td>
</tr>
<tr>
<td>C 10–10:50 a.m.</td>
<td>C 10–10:50 a.m.</td>
<td>C 10–10:50 a.m.</td>
<td>C 10–10:50 a.m.</td>
<td></td>
</tr>
<tr>
<td>D 11 a.m.–12:10 p.m.</td>
<td>H 10:30–11:50 a.m.</td>
<td>D 11 a.m.–12:10 p.m.</td>
<td>H 10:30–11:50 a.m.</td>
<td>D 11 a.m.–12:10 p.m.</td>
</tr>
<tr>
<td>E‡ 1:10–2:30 p.m.</td>
<td>J 1–2:50 p.m.</td>
<td>E‡ 1:10–2:30 p.m.</td>
<td>L 1–2:50 p.m.</td>
<td>E‡ 1:10–2:30 p.m.</td>
</tr>
<tr>
<td>F‡ 2:40–4 p.m.</td>
<td>N 1–4 p.m.</td>
<td>F‡ 2:40–4 p.m.</td>
<td>M 3–4:50 p.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>K 3–4:50 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:50 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 7:30–9:30 p.m.       |                      | 7:30–8:20 p.m.       | 7:30–9:30 p.m.    | 7:30–8:20 p.m.    |
|                      |                      |                      |                    |                    |
| 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.